

PETERSBURG SCHOOL BOARD

**Special Meeting
Thursday, August 6, 2020
6:00 PM, Virtual Via Ring Central
109 Charles W St
Petersburg, AK 99833**

The Petersburg School Board meets on the second Tuesday of each month in the high school library at 6:00 PM This is an open meeting and the public is invited to attend.

A G E N D A

1. **CALL TO ORDER**
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
4. **APPROVAL OF AGENDA**
5. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
6. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
7. **COMMENTS FROM BOARD MEMBERS**
8. **OLD BUSINESS**
9. **NEW BUSINESS**
 1. Approval of the preliminary Petersburg Smart Start Plan that was created using the July 27th release of AK Smart Start guidance.
 2. Change the 2020-'21 School Calendar
 3. Acceptance of CARES act funding
10. **ADJOURNMENT**

The Board reserves the right to enter into executive session on any agenda item as provided for in State Law. Executive sessions will be entered into by motion and approved by a majority of the Board for discussion of the following subjects as permitted by law: (1) matters in the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential.



ALASKA SMART START 2020

Restart & Reentry Framework Guidance for K-12 Schools *2020-2021 School Year*

Mission: An excellent education for every student every day.

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A Message from the Commissioner

The only expectation of public education that eclipses its responsibility to provide an excellent education for every student every day is to take all necessary steps to ensure the health and safety of every student every day.

DEED is committed to continuing to work closely with district leadership, teachers, staff, and communities as they create plans to deliver education to their students for the upcoming school year.

*Sincerely,
Dr. Michael Johnson
Commissioner*

Considerations and Recommendations for Alaska's Schools

The Department of Education and Early Development (DEED), in partnership with the Department of Health and Social Services (DHSS), developed this guidance document to support planning and strategies for reopening schools. Alaska's 'Smart Start 2020' framework for K-12 schools provides a tiered approach based on COVID-19 pandemic risk levels per community. School districts and communities will work together to develop clear, actionable steps that are necessary for teaching and learning to continue throughout the 2020-2021 school year. These health parameters provide a basis for plans that are specific, actionable, and broad enough to be adaptable.

Alaska's Smart Start 2020 is built upon the guidance and recommendations of health officials and collaborative conversations with education stakeholders; it is aligned to the reopening guidelines that have been provided by our state and federal leaders; and it is designed to help districts prioritize the health and safety of students and teachers as they deliver instruction for the 2020-2021 school year.

DEED will continue to work with educators and partner organizations to provide guidance, recommendations, and resources to districts and schools navigating the academic, social, and emotional effects of the COVID-19 pandemic on students, families, and employees.

The goal of the 2020-2021 school year is to ensure that education and activity are the constants in students' lives, while COVID-19 is the variable. Ensuring every child has access to meaningful, safe education while keeping children, teachers, and communities healthy will be a challenge this year. Through partnership, innovation, and collaboration we will best serve our children – the whole ecosystem of the child needs to be mobilized. We encourage districts to think of this year not as how to do more of the same – but differently, by acknowledging this school year will inherently look nothing like any school year before, and embracing the change by highlighting your communities' ability to be resilient, creative, and flexible in this time of great challenge.

Thank you for your partnership.



Please Note: Alaska’s ‘Smart Start 2020’ framework provides considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year. This guidance is not mandated, or state required. Local school districts have the authority, responsibility, and flexibility to make decisions to be responsive to their communities.

DEED is requesting each district use this framework to build a comprehensive plan for teaching and learning in the upcoming school year and submit the plan to the department. DEED will post district plans online for the public to view.

Updated guidance in revision dated July 27, 2020:

1. Clarified how green, yellow, and red operational zones differ from DHSS long-term care facilities alert levels
2. Added general principles box, guiding principles box, and specific definitions
3. Added specific outbreak, isolation, and quarantine guidance
4. Clarified how travel mandate applies to schools
5. Added cohorting guidance
6. Attached examples of forms and educational materials for students and parents
7. Attached checklist for health and safety considerations for district plans
8. Added new CDC guidance and CSTE outbreak definitions

Introduction

DEED, in partnership with DHSS, has developed a framework for Alaska’s K-12 districts to plan for the restart of the 2020-2021 school year.

Using this framework, DHSS established health parameters for how schools can safely operate in a low, medium, and high risk environment.





ALASKA SMART START 2020

With the support of DEED, districts will then build modular plans for how they will deliver education under each of these environments – focusing on three primary areas:

1. Conditions for Learning

- Health and Safety Protocols
- Parent and Family Engagement
- Wraparound Support and Community Services
- Transportation
- Trauma-Informed Practices and Social-Emotional Needs
- ‘Welcome Back’ Planning

2. Continuity of Learning

- Learning Gaps
- Interventions
- School Schedules
- Delivery Methods
- Professional Learning for Educators
- Staffing

3. Capacities for Learning

- Connectivity
- Federal Funding and Flexibility
- Student Activities and Travel
- Facilities Use and Sanitation Funding
- Considerations Related to Negotiated Agreements

Each primary area has common elements (noted above in bullets), determined by education stakeholders, that districts will need to address in their plans they submit to DEED. DEED will publish district plans online for the public to view.

NEW! Guiding Principles

Ensure safety and wellness. The decision to return to in-person schooling must be driven by health and safety considerations. Basic needs such as food, shelter, and wellness must be prioritized to create the conditions to support the mental, social, and emotional health of students and staff.

Cultivate connection and relationship. Supporting students and families should begin with connection and relationship to create quality learning experiences through a learning environment where people feel safe, seen, and valued; whether in-person or remote.

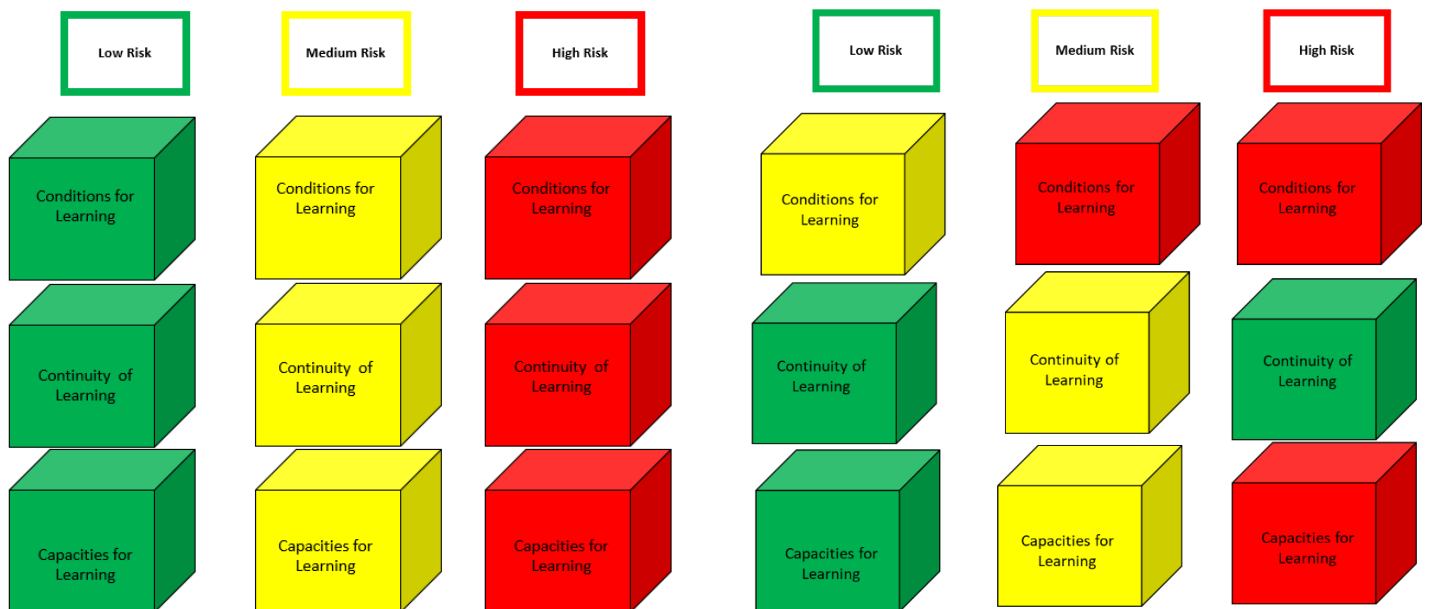
Center equity. Recognize that across the U.S., COVID-19 has disproportionately affected communities of color, students experiencing disabilities, and students and families navigating poverty. Recognize that individual students will have individual needs and apply an equity-informed lens to promote culturally sustaining and revitalizing educational systems that support every child, especially those in need of the most support.

Innovate. In these complex circumstances, innovation and creativity will help ensure every child continues to learn.

Below is an illustration of the framework districts will use to plan for the delivery of education. Listed under each primary area are the common elements districts will need to address in their plans.

	Low Risk	Medium Risk	High Risk
Conditions for Learning <ul style="list-style-type: none"> • Health and Safety Protocols • Parent and Family Engagement • Wraparound Support and Community Services • Transportation • Trauma-Informed Practices and Social-Emotional Needs • "Welcome Back" Planning 			
Continuity of Learning <ul style="list-style-type: none"> • Learning Gaps • Interventions • School Schedules • Delivery Methods • Professional Learning for Educators • Staffing 			
Capacities for Learning <ul style="list-style-type: none"> • Connectivity • Federal Funding and Flexibility • Student Activities and Travel • Facilities Use and Sanitation Funding • Considerations Related to Negotiated Agreements • Other 			

Below are sample illustrations of how district plans can be modular to allow for flexibility in meeting the needs of each school/community's situation throughout the school year.



Definition of a Low, Medium, and High Risk School Operational Zone by Community

High Risk	<p>Widespread community transmission.</p> <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	<p>Some community transmission.</p> <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	<p>Minimal to no community transmission.</p> <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.

NEW! School closure and risk-stratified operational zones

Low, medium, and high risk operational zones will be determined by school districts. School districts have the authority to close district facilities and transition schools to remote learning. When determining if part of a school or an entire school needs to close, it is important that educators, students, families, and the general public have a clear understanding of how decisions are made and who makes those decisions. When making that determination, schools should collaborate with local and state public health officials and their medical advisory team, who can help advise them on closure decisions.

NEW! Determining risk-stratified operational zones

The average daily per capita incidence is useful to reflect the amount of COVID-19 transmission that is occurring in a community; however, no one measure can fully capture the complex dynamics of the epidemic in Alaska. Averaging the per capita incidence of COVID-19 over 14 days reduces the influence of day-to-day fluctuations in the number of cases identified in a region. Therefore, **DHSS strongly encourages focusing on trends and patterns over time, rather than the number of cases on any given day.** Leading indicators that cases may be rising or may not be fully detected in a community include increasing test positivity rate or a percent positive rate more than five percent. DHSS also provides a 7 day case rate. If the 7 day case rate goes up sharply for a given community, districts may want to consider revisiting their operational zone.

Moreover, DHSS does not recommend solely using Alaska COVID-19 Alert Levels that were published for long-term care facilities and populations over 100,000, but using them as a tool along with many other tools to direct decisions about in person education. Alert Levels are for long-term care facilities and do not correspond directly to school and district operational zones. These alert levels can represent community transmission over a relatively large community in the last two weeks, but are less useful for predicting what will happen next week, showing true community transmission levels in communities under 20,000 people, or showing a spike in cases or a new outbreak in the last few days.

Most communities have smaller population numbers, which would result in unstable and fluctuating differences in incidence rates of positive cases over time. Individual districts may need to move quickly between operational zones for the district or individual schools in response to community and school conditions. **Districts and schools should note that the 14 day case average is most useful for decisions on *decreasing* risk levels, while the 7 day case average will be a timely indicator of rising community transmission and may help inform decisions to *increase* risk levels.**

DHSS highly recommends that every school district have a working group that helps to guide the districts in its phases and plans throughout the year. This working group should include local medical professionals and may include public health nurses where applicable who will have greater insight into the local transmission.

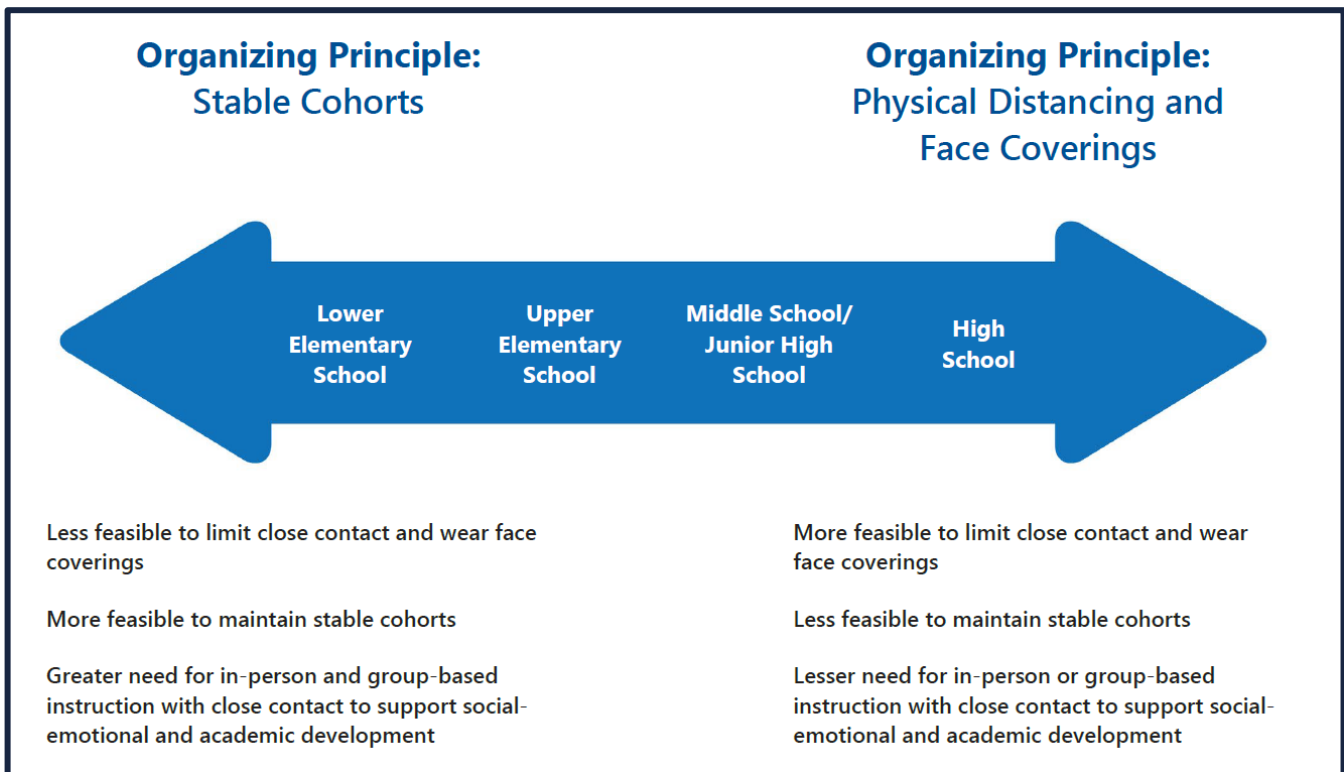
The reason for defining operational zones is to allow schools to be able to be flexible and responsive to community transmission of COVID-19 so children are educated and active, regardless of COVID-19 status. School closures have been a regular part of pandemic planning and used in past infectious disease outbreaks, including the 2009 H1N1 and 1918 influenza pandemics (see [Stern et al, 2009](#)). During the COVID-19 pandemic in-person gatherings, prolonged exposure to others, singing, sports, and other in-person activities are known routes of transmission of COVID-19 ([May 8, 2020 MMWR](#); [May 15, 2020 MMWR](#)). Modified in-person learning has been successful in some countries with ongoing COVID transmission, but in other areas the opening of schools has caused increasing cases and an acceleration of the pandemic. Understanding the larger community epidemiology is an important tool to help schools understand the risk of outbreaks increases in their community if they open extensive in-person education. **We encourage districts to look at the “community” risk as the larger community in which students, teachers, and parents live and work.** This may be a portion of a district or it may involve the transmission risk in another district if people regularly commute and work between different districts.

Lastly, 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, such as socioeconomic factors, household composition and disability, minority status and language, housing type and transportation, and healthcare infrastructure. Schools also play an important role in parents and caregivers’ ability to work and plan, especially for younger children. We highly recommend minimizing and messaging changes to in-person learning as often as possible as long as it is safe for children, staff, and communities. All of these factors may need to be considered when making such decisions. Nor should schools be thought of as ‘open’ or ‘closed’.

NEW! Organizing Principles for Preventing COVID-19 Transmission by Age Group

COVID-19 will continue to be a challenge throughout the 2020-2021 school year and districts must consider how to ensure education and activity continue, which children are essential to have in-person, and which children can be safely educated in more remote leaning environments. This may mean that some children, regardless of the COVID-19 level in the community, are in-person in school learning and some are learning remotely, regardless. It may also mean that some age groups such as elementary students for whom in-person learning may be an even bigger advantage, in combination with early data suggesting younger children (<10 years of age) may be less likely to transmit COVID-19, may be able to have in-person school while older children learn on line.

Based on the currently available evidence and best practices, districts may want to consider prioritizing holding in-person school for elementary school aged children and younger, particularly grade 3 and younger, and focusing on cohorting in these age groups. Older age groups may have increased transmission dynamics and do better on average with remote learning. When in-person school is held for older age groups, physical distancing, face coverings, and other measures to slow transmission are strongly encouraged to be emphasized (Park YJ, Choe YJ, Park O, Park SY, Kim YM, Kim J, et al. [Contact tracing during coronavirus disease outbreak](#), South Korea, 2020. Emerg Infect Dis. 2020 Oct [27 July 2020]).



NEW! What is an outbreak?

The Council of State and Territorial Epidemiologists (CSTE) define an outbreak in a school as two or more staff or students found to have laboratory-confirmed COVID-19 within a 14 day period, IF the positive staff and/or students do not share a household and are not close contacts outside of school. The two cases should be epidemiologically linked. Whether cases are considered linked and next steps can be determined in discussion with local and state health officials. The CSTE notes that an

outbreak can be considered resolved when a period of 28 days has elapsed since any new confirmed or probable cases have been present in school.

Outbreaks are determined by local public health officials and/or State of Alaska Public Health.

CDC guidelines note that a single case of COVID-19 in a school would not likely warrant closing the entire school, especially if levels of community transmission are not high. The levels of community transmission and the extent of close contacts of the individual who tested positive should all be considered before closing. These variables should also be considered when determining how long a school, or part of a school, stays closed. If the transmission of the virus within a school is higher than that of the community, or if the school is the source of an outbreak, administrators should work with health officials to determine if temporary school closure is necessary.

Cohorting and minimizing mixing between groups are essential tools to minimize the risk to the whole school by limiting the number of students that must be quarantined because of an isolated case and help to prevent a full school closure.

NEW! Outbreak Prevention and Planning

- Coordinate with local public health and medical advisory teams to establish communication channels related to current community (behavioral health region, district, and individual municipalities/towns/villages) transmission levels as well as any localized outbreaks or clusters of symptoms
- Establish a specific emergency response framework with key stakeholders
- When new cases are identified in the school setting and the incidence is low, the designated contact person (the school nurse or principal or designated staff member) will provide a direct report to the district nurse or designated staff on the diagnosed case(s) and impose restrictions on close contacts

NEW! Outbreak Response

- In the event of an outbreak, follow the district or school outbreak response protocol in coordination with local public health and medical advisory teams
- If anyone who has been on school grounds is known to have tested positive for COVID-19, report the case to, and consult with, local public health regarding cleaning and possible classroom or program closure
 - Determine if exposures have occurred (i.e. determine if there are close contacts and inform them of the need to quarantine for 14 days and monitor their symptoms)
 - Follow the plan for disinfection and cleaning
 - Consider switching the relevant cohort, classroom, or school to remote learning
- Report any two or more people with similar illness (staff or students) to the designated contact person
- When cases are identified in the district, a response team should be assembled within the district and responsibilities assigned
- Modify, postpone, or cancel any large school event, as coordinated with local public health
- Ensure schools are ready to switch to individual students, cohorts, classrooms, or schools to remote instruction in the event of isolation, quarantine, or closure affecting any number of students

- Determine how schools will continue to provide meals for students receiving meal assistance
- Communicate criteria that must be met for on-site instruction to resume and relevant timelines with families

NEW! Recovery and Reentry

- Plan instructional models that support all learners in comprehensive distance learning
- Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds
- Communicate with families about options and efforts to support returning to on-site instruction
- Follow local public health guidance to begin bringing students back into on-site instruction
- Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools

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

High Risk

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

Medium Risk

- Ensure physical distancing can be maintained for any gatherings, classrooms, and movement through school buildings.
- Limit the number of students per class and attendees 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 (e.g. temperature screening and/or [symptoms checking](#)) of staff and students safely, respectfully, as well as in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.
- Consider distance learning in some settings or with vulnerable students and staff.
- Intensify cleaning and disinfection plan.
- Implement social distancing strategies on buses and other transportation of students.
- Have a plan to protect vulnerable students and staff, those with chronic conditions, special health care needs or disabilities.

Low Risk

- 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 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.**

ALL Schools

- 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 the training virtually, or, if in-person, ensure that social distancing is maintained.

Health Guidelines for Schools

NEW! Considerations for Reentry

Every school should be prepared to demonstrate to their community that it can operate in a manner that will assure that protocols are in place to keep students, staff, and families safe.

Districts may iterate and improve their planning document throughout the school year. If changes are made, DEED should be notified, and changes to health and safety or operational protocols should be made in consideration of guidance from health officials.

NEW! General principles of reducing the spread of COVID-19 in schools:

1. Maintain physical distancing by minimizing close 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 signs¹² of infection or exposure to COVID-19. No one

with active COVID-19 or 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 contact tracing.
8. Ventilation matters. While indoors, good ventilation should be prioritized. Outdoor activities are safer than indoor activities.
9. Follow clear protocols for communicating information.

Opening Schools

NEW! In all levels:

- Establish and continue communication with local and state authorities to determine current COVID-19 disease mitigation in your community.
- FERPA allows schools to share personally identifiable information (PII) with local public health authorities without consent when needed to respond to a health emergency. Alaska public health laws are more restrictive; however, it is recommended that each district have parents sign a consent to release information between public health and schools regarding COVID-19. Sample consent form provided in the Appendix.
- Define who will be the first point of contact for local and state health authorities for the district and for each school.
- Define who will be the first point of contact for parents to notify the school that their child is COVID-19 positive, has been named as a contact, or if there is someone with COVID-19 in their home.
- Determine the pathway of communication a school will follow when a parent notifies the school of a positive case or a student having been named as a contact.
- *Example pathway:*
 1. *Parent notifies teacher or school front desk that their child's sibling is positive for COVID-19 and their child has been named as a close contact.*
 2. *Teacher or school front desk notifies school nurse (or if no school nurse, notifies principal directly).*
 3. *School nurse notifies principal.*
 4. *Principal communicates this information to local public health, superintendent, and the teachers of any class the child attends.*
 5. *Principal works with school nurse, teachers, and administrative staff to determine which staff and students have been within 6 feet of the child for more than 15 minutes in the last two days. At this time, contacts do not need to be quarantined because they are contacts-of-a-contact and have not had contact with a confirmed case.*
 6. *If the child later is found to be positive for COVID-19, the close contacts of the child should be excluded from school and placed on a remote learning plan for 14 days while they complete their quarantine.*
 7. *Meanwhile, the school will add the child to the list of students out on quarantine, noting that the child will not be able to return to school for 14 days.*
- Discuss with local health care facilities and/or clinicians to determine the medical team that can provide advice specific to your community to guide decision-making when there are questions or concerns; name this team in your planning documents and specify at what point



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you will contact them.

- Define how you will report a cluster of symptoms to your medical team. For example, if one child from the school is sent home with a fever, they should be isolated and tested on an individual basis. However, if two or more children from different households are sent home with a fever or other symptoms of COVID-19, or three or more children from different households in one week, your medical team should be notified promptly, regardless of whether any children have tested positive for COVID-19.
- Determine your protocol for isolating any ill or exposed staff or students from physical contact with others. For example, describe how schools will designate an area to isolate one or more students with symptoms while they are waiting for transportation home, keeping in mind that students from different households must not be isolated in the same area. Also, describe your plan for providing PPE for staff that will interact with any ill student or staff member.
- Determine the school's readiness to protect and support staff and students who are at higher risk for severe illness and provide options for telework and virtual learning for these students and staff.
- Determine the school's readiness to screen students and employees upon arrival for symptoms and history of exposure.
- Ensure all staff and parents are familiar with health and safety protocols, including those for quarantine and isolation and symptom screening.
- Create a system for maintaining daily logs for each student or cohort for the purposes of contact tracing. If a student is part of a stable cohort, the daily log may be maintained for the cohort; otherwise an individual student log should be maintained, which should include the student's name, drop off and pick up time, parent/guardian name and contact information, and contact information for all staff (including substitute teachers, guest teachers, other staff and any visitors, if applicable) who interact with a stable cohort or individual student.
- Develop a protocol to keep daily logs for a minimum of four weeks to assist with contact tracing.
- Develop a process to ensure that all district staff who move in any capacity between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Develop a process to ensure that the school reports to, and consults with, local public health regarding cleaning and possible classroom or program closure if anyone who has entered the school is diagnosed with COVID-19.
- Develop a protocol to respond to potential outbreaks.
- Ensure all staff are familiar with the plan for PPE.
- Follow CDC's guidance for [Schools and Childcare Programs](#).
- Ensure that external community organizations that use the facilities will also follow the school's guidance.
- 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.

- Students and staff at high-risk for COVID-19 include but are not limited to: those with lung disease, uncontrolled asthma, heart disease, immune deficiency, diabetes, and that are over 65 years of age. Using this definition:
 - Allow parents to make the best decision for their families regarding attendance and provide remote learning options.
 - Encourage parents, students, and staff to make decisions about school attendance for high risk individuals on a case by case basis in collaboration with the student's parent/guardian, student or staff member's medical provider, and appropriate school staff, if applicable.
 - Do not unenroll students for non-attendance due to a COVID-19 related reason.
 - Consider how to support staff who may be at higher risk and who may feel more comfortable supporting students with remote learning options.
 - To the extent possible, students unable to participate in in-person school should be provided the opportunity to interact with their peers via video, shared projects, or other methods.

Safety Actions

NEW! Students must never be excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how school operates.

Focus on re-teaching expectations, positive reinforcement, and strong role modeling to help all students adapt to the changes in school facilities while ensuring punitive measures are not employed.

NEW! Promote Physical Distancing

High Risk: Recommend distance learning for all students. In certain circumstances it may be possible for schools to make special arrangements for students with special needs for whom distance learning would not meet their needs. This would allow some students to receive in-person learning or other services. This should be done in consultation with local health officials.

Low and Medium Risk:

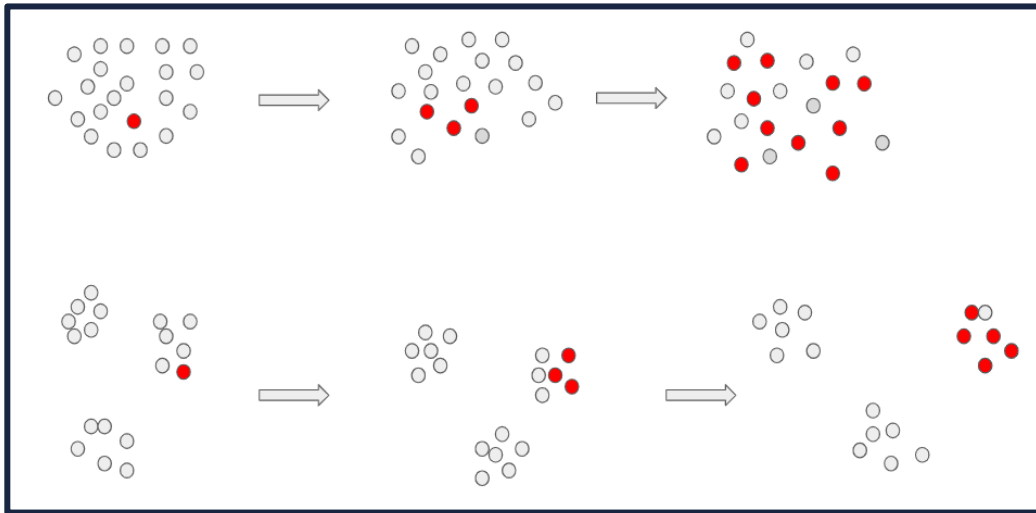
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Cohorting children into groups of 6 or fewer is critical in containing transmission, preventing larger school outbreaks and closures, and is especially important at ages that find physical distancing difficult, and should be considered for students in elementary school and younger.
- The CDC also recommends cohorting any time students cannot keep six feet of distance from each other.
- Allow minimal mixing between groups, particularly groups that are cohorted because they have difficulty with physical distancing, hygiene, and face coverings. Students should not move between cohorts and instead teachers should rotate between cohorted students.
- Any student schedule that relies on students having electives or otherwise individual schedules, for instance for some high school students, should emphasize the importance of strict physical distancing to minimize risk. Ways to reduce mixing should be considered.

- Limit gatherings, events, and extracurricular activities to those that can maintain distancing, support proper hand hygiene, and restrict attendance of those from higher transmission.
- Hold professional development and staff gatherings remotely whenever possible. If not possible, ensure that physical distancing and face coverings can be maintained.
- Maintain physical distancing on van and bus transportation. One student per seat (siblings may sit together) and if possible, maintain 6 feet of physical distancing while entering and exiting buses. Bus drivers, attendants, and children are strongly encouraged to wear face coverings per the CDC when entering the bus and while on the bus. Districts can consider having spare face coverings available for students who have forgotten or lost their face covering or who have gotten them wet.
- Develop a protocol for symptom and temperature screening to take place before, or as a student boards a bus, heading to school or school sports/events/activities. This may occur as the student boards, immediately beforehand, or at home via an electronic or other screening process but should be completed daily for every student prior to arriving at school, or if taking the bus, prior to boarding the bus.
- Inform parents ahead of time of changes to transportation service and requirements for screening, physical distancing at bus stops and while loading/unloading, sanitizing practices, seating, face coverings, etc.
- Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.
- Space seating/desks to at least six feet apart. If not possible, cohort children to groups of six or fewer and maintain six feet between cohorts. If cohorting is used, keep cohorts consistent for all activities.
- Limit classroom based on six feet of distancing per classroom where possible; consider schedule modifications to decrease the number of students in the building at one time by rotating groups by day or location.
- If possible, consider keeping communal spaces such as cafeterias closed. Otherwise, stagger use and disinfect in between use.
- Consider using outdoor spaces, common areas, and other buildings in planning.
- If a cafeteria is typically used, serve meals in classrooms instead. Serve individually plated meals and hold activities in separate classrooms. Stagger arrival and drop-off times or locations or put in place other protocols to limit direct contact with parents as much as possible.
- Limit student contact in hallways by developing different times or entrances for arrival, eliminating lockers, staggering passing times, and having a one-way flow of traffic when possible.

NEW! Cohorting

Establishing stable cohort groups in schools is a key strategy to reduce the spread of disease. A cohort is a consistent group of students that stays together all day, each day. While students in some circumstances may need to be part of more than one cohort, each new cohort multiplies risk to all students in both cohorts. Each cohort should have a system to ensure contact tracing can be completed such as daily individual or student logs. Cohorts should be diverse groups of students that would be typically grouped in schools and should not group students according to gender, academic achievement, health or disability status, or other characteristic within a classroom.

Cohorting can help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting limits the number of exposed people when a COVID-19 case is identified in the school, limits the number of people a student is exposed to, quickly identifies close contacts, and minimizes school-wide disruptions in in-person student learning.



In the above illustration, one student with COVID-19 results in exposure of the entire classroom in the non-cohorted class. In the lower-cohorted class, the cohort that included the student with COVID-19 must be quarantined but the rest of the class may continue in-person learning.

Cleaning and wiping surfaces must be maintained between multiple student uses, even in the same cohort. Staff who interact with multiple stable cohorts are strongly encouraged by the CDC to wash/sanitize their hands between different cohorts and wear face coverings.

Promote healthy hygiene practices in all levels:

- Teach and reinforce washing hands among children and staff.
- Children and staff with cough or sneezing should be sent home.
- **Teach and reinforce the use of face coverings among all staff and students for the 2020-2021 school year, regardless of what phase the school is in. Just as schools’ model good hand hygiene, face coverings minimize the transmission of COVID-19 and is a good hygiene practice for this school year to prevent the spread of COVID-19.** Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. CDC strongly recommends face coverings be worn by staff and students (particularly older students) if feasible. Face coverings are most essential in times when physical distancing is difficult. Cloth face coverings are not the same as surgical masks, respirators, face shields or personal protective equipment. **A face shield with cloth or surgical mask fabric neck guard is a good substitute for a cloth face covering that permits facial expressions to be seen, but simple face shields do not substitute for a cloth face covering.**
- **In districts not mandating face coverings, schools can consider separate classrooms and cohorting for staff and students wearing face coverings and those not wearing face coverings.**
- Information should be provided to staff and students on proper use, removal, and washing

of cloth face coverings. Face coverings are not recommended for babies or children under the age of 2, **anyone who is sleeping, anyone who experiences a disability preventing them from wearing a face covering** or for anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the covering without assistance. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected **because many people who are infected with COVID-19 do not have symptoms and can still pass the virus to others.**

- **Staff and students should be educated that they should wash or sanitize their hands any time they touch their face covering, including putting it on or removing it.**
- **Ensure soap and water or hand sanitizer are easily accessible near all entry doors, all high traffic areas, in every classroom or other learning space, and anywhere where food or drink is consumed.**
- **Face coverings are not as effective and may make it more difficult to breathe if wet. Any face covering that becomes wet should be immediately removed and replaced. Schools may want to have extra on hand and encourage parents to send their children with multiple options.**
- **Ensure all students and staff are aware they should never share or swap face coverings and that they should be washed after each use.**
- Determine what type of PPE should be worn by school staff who interact closely with children who cannot wear face coverings. For example, children who experience developmental challenges and require physical assistance with daily activities (**see Appendix for PPE guidance**).
- Obtain adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, and no-touch trash cans.
- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

All Schools: Intensify cleaning, disinfection, and ventilation

- Clean and disinfect frequently touched surfaces within the school and on school buses at least daily (for example, playground equipment, door handles, sink handles, drinking fountains) and shared objects (for example, toys, games, art supplies, and sports equipment) between uses.
- For cleaning and disinfecting school buses, please see guidance for [bus transit operators](#).
- Ensure safe and correct application of disinfectants and keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to children using the facility.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.

Limit sharing: All Levels

- 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.

- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Avoid sharing electronic devices, toys, books, games, musical instruments, and learning aids.

NEW! Establish Communication: All Levels

- 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. Exposure is defined as being within 6 feet of a COVID-19 case for 15 minutes or longer, regardless of whether one or both parties were wearing cloth masks or were outside. Contacts of contacts do not need to be notified or quarantined.
- Develop protocols for communicating immediately with staff, families, and the community when a new case or cases of COVID-19 are identified in students or staff, including a description of how the school or district is responding.
- Provide all information in languages and formats accessible to the school community.

Special Considerations for music: All Levels

- Choir practice and singing can be a high risk activity. Masks are encouraged by the CDC to be worn whenever possible. Consider holding rehearsals outside or in well ventilated spaces. Singers should have ten feet of distance in front of them as singing tends to project respiratory droplets.
- The use of Plexiglas or other barriers when masks are not possible (for instance, brass and woodwind musicians) to shield people in front of the musician may reduce the risk of transmission. Musicians who play other instruments are strongly encouraged per the CDC to wear masks.
- Brass and saxophone musicians must have a plan for emptying water keys in a sanitary way.
- **Consider virtual music classes to minimize the risk of viral transmission.**

NEW! Special considerations for sports, recess, fields and restrooms: All Levels

- 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, starting recess, or starting a sports practice or event, 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.
 - Specific plans for risk mitigation should be developed for any sport involving contact or that cannot maintain physical distancing requirements. These should be reviewed with



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the district's medical advisory team and/or public health officials.

- 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.
- Discourage storage of any personal items in shared bathrooms.

NEW! Considerations for students with special needs:

- 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, should work with interdisciplinary teams to address individual student needs.
- 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.

Special considerations for staff working in special education: High and Medium Risk Levels

- 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 may be reusable but should be changed or cleaned between students.
- 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**



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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.

Special considerations for inhaled medications: All Levels

- Inhaled medications such as albuterol from a metered dose inhaler may be used in school during the pandemic, but nebulized medications should not be used at school. If a student needs a nebulized medication, they should seek a higher level of medical care this school year. Peak flow meters should be used in well ventilated spaces and pointed away from others.

Train All Staff

- Train all teachers and staff in the above safety actions, **as well as symptoms and protocols should staff or students have symptoms or need to be isolated or quarantined for another reason.** Consider conducting the training virtually, or, if in-person, ensure that **six feet of distancing** is maintained.

Monitoring and Preparing

Check for signs and symptoms:

- If feasible, conduct daily health checks (e.g. temperature screening and/or [symptoms checking](#)) of staff and students safely, respectfully, as well as in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained. Or require parents do temperature screening before sending to school, keeping any child home if showing symptoms of COVID-19.
- **Staff conducting screening should receive implicit bias training. Student screening should not consider appearance, personality, ability, cleanliness, or other factors in determining whether a child has new symptoms that would exclude them from in-person learning.**
- School administrators may use examples of screening methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff; **another screening example is included in the Appendix of this guidance document.**
- Staff should stay home if they are sick and parents should keep sick children at home.

NEW! Definitions:

- **Isolation** separates sick people with a contagious disease from people who are not sick. For COVID-19, an isolation period is 10 days.
- **Quarantine** separates and restricts the movements of people who were exposed to a contagious disease to see if they become sick. Because COVID-19 can take from 2-14 days to incubate, or to grow enough virus to become contagious, a quarantine period for COVID-19 is 14 days from last exposure.

NEW! Isolation Measures:

- 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. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
- 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.
- 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 for virtual learning. If a person does not have symptoms follow appropriate CDC guidance for [home isolation](#).

NEW! Returning to School from Isolation

- Staff and students who are ill must stay home from in-person school and must be sent home if they become ill at school, particularly if they have one or more COVID-19 symptoms:
 - Fever or chills
 - Cough
 - Difficulty breathing or shortness of breath
 - Sore throat, congestion, or runny nose
 - Nausea, vomiting, or diarrhea
 - Headache
 - Fatigue
 - Muscle, joint or body aches
 - New loss of taste or smell
- **COVID-19 emergency warning signs are severe difficulty breathing, persistent pain or pressure in the chest, new confusion, trouble staying awake, and bluish lips or face. Seek emergency care if a staff or student has these symptoms.**
- Staff and students staying home should be encouraged to be tested for COVID-19. They should **not** be required to have a note from a doctor or other provider to return to school and instead should follow the criteria below.
- If the person does not get a COVID-19 test or if their test is positive, they must stay home from school for a minimum of 10 days. They may return when 10 days have passed, they have not had a fever in 24 hours, AND all of their symptoms are improving.
- Students and staff who **test positive for COVID-19** must stay home for a minimum of 10 days, even if they are asymptomatic.
- If the person has a negative COVID-19 test, they may return to school once it has been 24 hours since they had a fever AND all of their symptoms are improving.
- If the person has a symptom that is not new and is associated with a chronic medical problem, they should provide documentation from a physician, physician assistant, or nurse practitioner that clarifies that this symptom is part of a non-COVID-19 chronic medical problem. Then, they should not be excluded from in-person school for that symptom as long as it has not worsened and they have no new symptoms. Any new or worsened symptoms associated with COVID-19 should be regarded as possible COVID-19 symptoms and the person should follow the usual protocol above.

Returning to School from Quarantine

- Staff or students may be quarantined for several reasons
 - They had close contact (defined as within 6 feet for 15 minutes or more) with a person who has COVID-19 within two days of them developing symptoms OR testing positive
 - Contact may have occurred within or outside of school
 - They must **quarantine for 14 days from their last contact with the positive case.**
 - Close contacts often must quarantine for longer than the positive case is isolated, since positive cases are isolated for 10 days but close contacts must quarantine for 14 days
 - They live with someone who has COVID-19
 - If they live with someone who had close contact with someone who has COVID-



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- 19, they are a contact-of-a-contact and do not need to quarantine. Only people who have had close contact with a **known COVID-19 case** need to quarantine.
- If they cannot keep complete isolation from the person in their house that has COVID-19 (for example, they must care for or be cared for by that person, or they share a room, or they share a bathroom and cannot completely disinfect the bathroom after each time the person with COVID-19 uses it), then they must quarantine for the ***entire time the person with COVID-19 is isolated and THEN an additional 14 days***. This means that if two siblings share a room and one gets COVID-19, if the second one cannot be completely isolated from the first sibling, the first sibling may return to school after 10 days if her symptoms are resolved while the second sibling must quarantine for 24 days total including 14 days after the first sibling returns to school.
 - People who have traveled out of state must quarantine for 14 days on their return. The exception to this is if they are using the test-based strategy where they got a test within 72 hours before landing in Alaska or in the airport when they landed. Once the result from that first test comes back, they are on ***minimal interaction status*** until they get the results of a second test performed 7-14 days after they return to Alaska. People on minimal interaction status may not attend school, school sports, or school activities.
 - This means that any out of state travel at this time results in a minimum of 7 days of no in-person school (i.e. remote instruction only) and up to 14 days of no in-person school per Alaska Health Mandate 10
 - Children under age 10 are exempt from travel-related testing per Alaska Health Mandate 10. However, untested children are on ***minimal interaction status*** for 14 days after return to Alaska. If their parent or guardian is under quarantine, the child must follow the same quarantine protocols as the parent or guardian they traveled with.

Maintain Healthy Operations

- Implement flexible sick leave policies and practices.
- Monitor staff absenteeism and have a roster of trained back-up staff.
- Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring school health clinic traffic and the types of illnesses and symptoms among students.
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Create a communications system for staff and families for self-reporting of [symptoms and notification of exposures and closures](#).



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Additional Information

Recognizing that experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance may change, be amended, or augmented. School districts should coordinate with local authorities, such as state and local health departments, health centers, consulting physicians, and health-care providers, and apply this guidance in accordance with the guidance they receive from these stakeholders. School districts should always adhere to the most recent recommendations from the Centers for Disease Control and Prevention (CDC).

For additional information please go to:

Department of Education and Early Development

- [COVID-19 School Resources and Information](#)
- [Teaching & Learning Support](#)
- [Alaska Statewide Virtual System](#)

Department of Health and Social Services

- [COVID-19 in Alaska](#)
- [Alaska COVID-19 Response Hub](#)
- [COVID-19 Testing](#)
- [Sign-up for DHSS Alerts](#)

Centers for Disease Control and Prevention (CDC)

- [COVID-19 Guidance](#)
- [Schools Decision Tool](#)
- [Guidance for K-12 Schools and Child Care Programs](#)
- [Guidance for Schools and Day Camps](#)
- [Preparing a safe return to school](#)
- [Cloth face coverings in schools](#)
- [Checklists for going back to school](#)
- [Screening students for symptoms](#)

NEW! Appendix

1. School plan risk mitigation checklist
2. Return to school flow chart
3. Sample daily symptom screening questions
4. Sample return to school flyer for parents
5. CDC flyer - COVID-19 information for parents
6. Sample parental agreement for in-person education form
7. Sample parental information release form
8. Sample staff information release form
9. Smart Start PPE guidelines
10. CDC flyer on what to do if you are sick
11. AK-specific mask flyer
12. AK-specific hand hygiene flyer
13. DHSS Plans for Families with Children
14. Stop the spread of germs flyer for younger ages



Appendix 1: School Plan Risk Mitigation Checklist

Health and Safety in a Pandemic: checklist for school risk mitigation plans

Plan for operational zones

Plans should make a distinction between the nursing home alert levels on the DHSS dashboard (yellow, orange, red) and school district operational zones (green, yellow, red). While the nursing home alert levels can be part of the data that goes into determination of an operational zone, they should not be the only factor in that decision. Nursing home alert levels can represent community transmission over a relatively large community in the last two weeks, but are less useful for predicting what will happen next week, showing true community transmission levels in communities under 20,000 people, or showing a spike in cases or a new outbreak in the last few days. Operational zones will take into account community transmission levels, recent cases or outbreaks, suspected cases and other local factors. Districts may have schools in different operational zones.

- Low risk, medium risk and high risk operational zones defined
- Low risk operational zone includes no or minimal community transmission
- Schools and districts have a plan to decide which operational zone they are in
- It may be helpful to specify both district-wide determination factors and school specific ones
- Threshold for closing school for deep cleaning

Communication plan

- Schools and districts specify who public health will notify for a student testing positive and being in school during the time they were infectious for COVID-19. Public health is only allowed to share this information with a health care provider, (school nurse, community health aide, etc.) This may be a health care provider from your local health team/authority.
- Parents have been informed of the staff member to notify if their child has tested positive for COVID-19.
- Notification pathway for any positive case among students or staff
- Notification process if there is a case in school e.g. notifying parents

Physical distancing, face covering and hygiene plan

- Face coverings are recommended or required in the low risk operational zone and required or at least strongly recommended in the medium risk operational zone per CDC guidance
- If face coverings are not required, there should be a description of other plans for risk mitigation, such as cohorting staff and students who do not wear face coverings away from staff and students who do
- Exceptions to a face covering requirement, if applicable, should be described
- Plan for making face coverings readily available for students and staff who lost or forgot theirs
- Hand hygiene plan

School grounds and classroom cohorting plan

- Cohorting plan for primary schools
- Traffic and contact mixing minimization plan (especially for students entering more than one classroom in a day)
- Lockers eliminated
- School cleaning plan

- Bus cleaning plan
- Seating plan
- Visitor and parents plan
- Ventilation plan

Activity, lunch, recess and transportation risk mitigation plan

- Music plan
- Sports plan
- Clear how activity will be a constant in all three operational zones
- Bus masks and distancing plan
- Food and eating plan
- Recess plan
- Minimizing sharing of high touch materials plan
- Communal space plan
- Gatherings specific limits

Remote learning plan

- Plan for virtual education if a student cannot attend class while in person class is in session
- Plan for families opting out of in person school
- School is not held in person unless in limited, carefully thought out circumstances when in high risk operation zone. Schools should specify which students would be considered for in-person schooling and details on what that would look like, as well as how staff would be determined

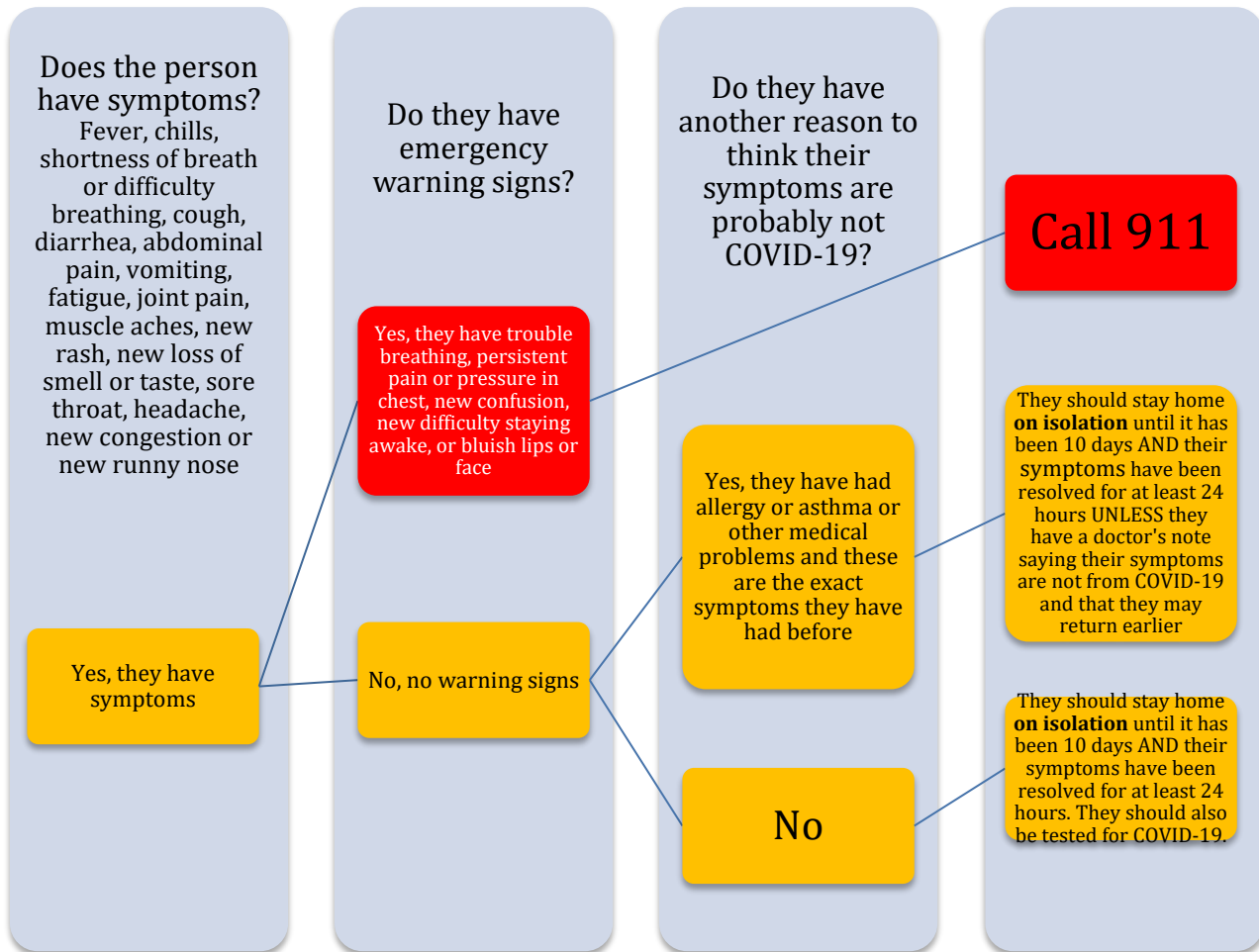
Screening and prevention

- Plan for high risk staff
- Plan for staff screening daily
- Plan for student screening daily
- Plan for PPE for staff who must have contact with students
- Note that students and staff on minimal interaction status because of interstate travel should not attend school, school sports or any other school activity in person

Sick/quarantined plans

- Plan for if teachers are out sick and how they will return
- Plan for how teachers will work remotely if they are well enough to work but cannot work in person for other reasons, e.g. quarantine or in isolation
- Plan for if students get sick at school
- Plan for if students get sick at home and how they will return
- Schools should not require a note from a doctor; instead students should follow CDC guidance if they are excluded from school for presumed or confirmed COVID-19
- Schools could require a note from a doctor if a student has symptoms that their doctor attributes to something other than COVID-19 and wishes to return before 10 days has elapsed
- Plan for if students or staff are contacts and need to quarantine

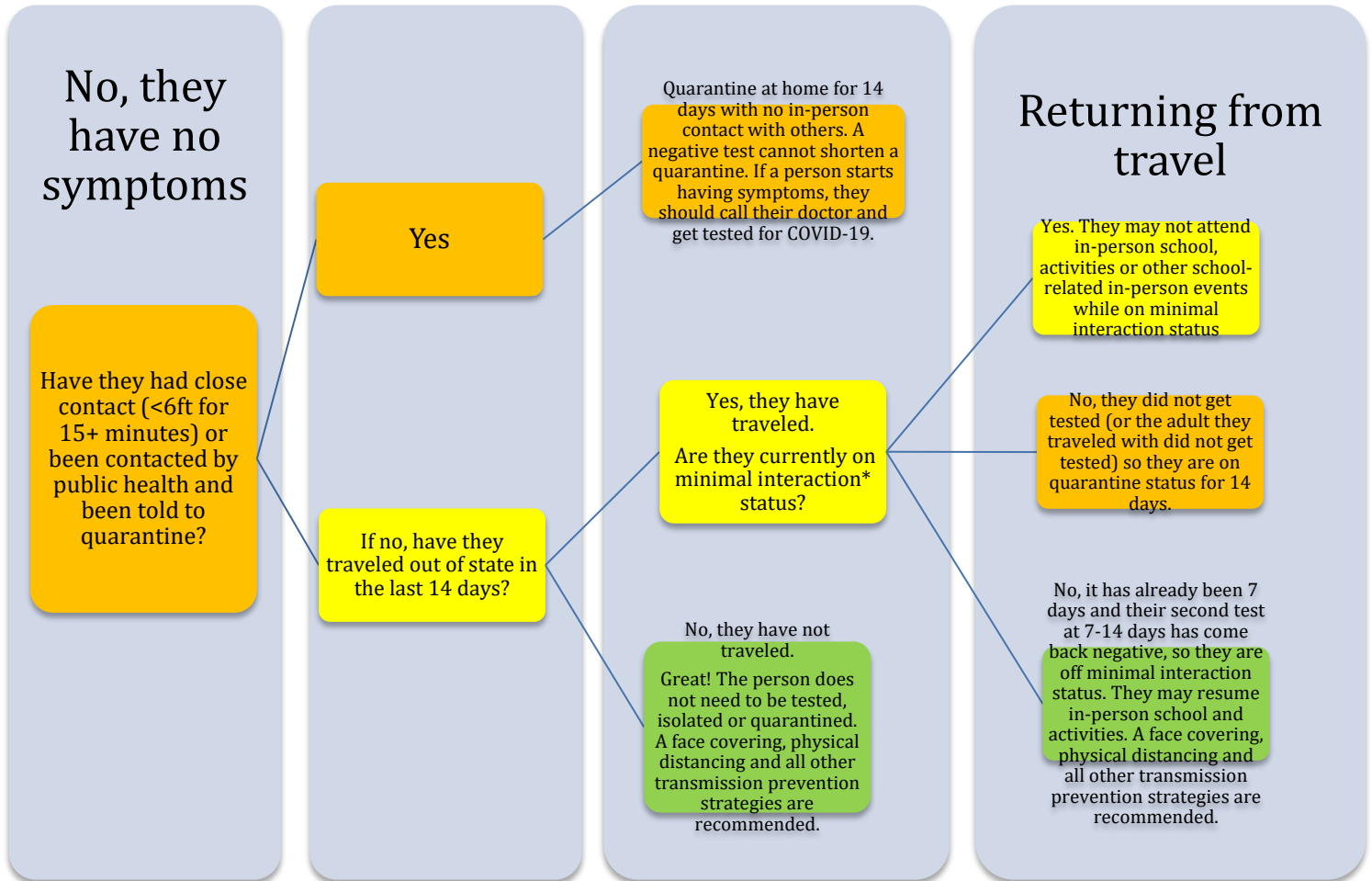
Appendix 2: Return to school flow chart



Two examples:

1. Hezekiah is a 9 year old boy with pollen allergies. He takes allergy medicine but still has a runny nose every day of pollen season. Hezekiah should see his doctor, who can write him a note that he may be in school with a runny nose as long as he doesn't have any new symptoms. Hezekiah does not need a COVID-19 test to return to school unless his doctor says it is necessary, and he should be allowed to attend school with a runny nose but should be coached on keeping his mask on and washing his hands often. If Hezekiah gets a cough, a sore throat, or any other new symptoms, though, he may need to be checked for COVID-19 and should stay home from school.
2. June is seven. Yesterday, she felt fine and was playing with her little brother. Last night, she was more tired than usual. Her father took her temperature and it said 100.5F. Today, June's temperature is 99.9F and she says her tummy hurts. June must stay home and may not attend school. If June's father has her tested for COVID-19 and the test comes back negative, June may come back to school once she has had no symptoms for 24 hours. If the test is positive or June does not get tested, she must stay home the full ten days.

*Minimal interaction status happens when a staff member or student travels out of state and decides to get tested rather quarantine strategy when they return. If they choose testing, a student or staff member will be tested for COVID-19 within 72 hours before arriving in Alaska or on arrival. Once they get the first test back, they are off of quarantine and on “minimal interaction” status, meaning that they may leave their home for necessary activities such as grocery shopping, but may not attend school, school sports, or other school-related activities. To get off of minimal interaction status, the negative test results from a second test performed 7-14 days after returning to Alaska are needed. Students under age 10 do not have to take a test on their return from travel, but if they do not, they are on minimal interaction status for 14 days. If the adult(s) they traveled with elected to quarantine, they will quarantine for 14 days.



For more information, see Alaska Health Mandate 10 and <http://dhss.alaska.gov/dph/Epi/id/Pages/COVID-19/travel.aspx>.

Appendix 3: Sample daily symptom screening questions

AK Smart Start 2020 Recommended Health Screening for Students and Staff

Ask these questions. Anyone who answers “yes” to one or more of these questions must not be permitted to enter the school or participate in a school sport or activity.

1. Within the last 14 days, have you been diagnosed with COVID-19 or had a positive test for the virus?
2. Do you live in the same household or have you had close contact in the last 14 days with someone who has been told they had COVID-19 or tested positive for COVID-19? Close contact counts if you have been within 6 feet for more than 10 minutes, or if someone from public health contacted you to let you know you are a contact.
 - a. Note: If a child or staff member lives with someone else who was named as a contact, it is okay for the child or staff member to go to school. We do not quarantine contacts of contacts.
3. Have you had any of these symptoms in the last 3 days?
 - a. Fever (defined as a temperature over 100.3F)
 - b. New cough
 - c. New trouble breathing or shortness of breath
 - d. Chills
 - e. Night sweats
 - f. Sore throat
 - g. Body aches
 - h. Muscle aches
 - i. Joint pain
 - j. Loss of taste or smell
 - k. Headache
 - l. Confusion
 - m. Vomiting
 - n. Diarrhea
 - o. Abdominal pain

If a person answers YES to one or more questions, they should STAY HOME or go home immediately. Their next step is to get tested for COVID-19. They should call their doctor or other health care provider if they have questions or concerns. They should not go to their doctor’s office without calling first. If they have worsening difficulty breathing, chest pain, confusion, sleepiness, or other severe problems, they should seek emergency care.

They do NOT need a doctor’s note to return to school. Instead, they should follow the RETURN TO SCHOOL pathway. A doctor’s note is only needed to allow someone back to school if they have NOT had COVID-19 and there is another reason that they had symptoms.

Appendix 4: Sample return to school flyer for parents



When can my child go back to school?

If your child has a fever, chills, nausea, vomiting, new rash, diarrhea, cough, sore throat or other new symptoms

- Get tested
- Come back when the test is negative AND symptoms are gone
- If your child does not get a test, come back in 10 days

Call your doctor, nurse practitioner, physician assistant or community health aide if:

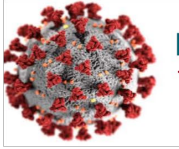
- Your child has worsening symptoms
- You think it could be something other than COVID-19
- If your doctor, nurse practitioner, physician assistant or community health aide says this is not COVID-19, your child does not necessarily need a test to return to school, just a note from them. If your child has symptoms all the time from other medical issues (for example allergies), a note will be needed for them to attend school.

FOR MORE INFORMATION, ASK YOUR SCHOOL NURSE OR PRINCIPAL OR SEE THE CDC FAQ AT [HTTPS://WWW.CDC.GOV/CORONAVIRUS/2019-NCOV/COMMUNITY/SCHOOLS-CHILDCARE/SCHOOLS-FAQ.HTML](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html)



Appendix 5: CDC flyer- COVID-19 information for parents

What you should know about COVID-19 to protect yourself and others



Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.



Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.



Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.



Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.



Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.



Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.



CS 314937A 06/01/2020

cdc.gov/coronavirus



Appendix 6: Sample parental agreement for in-person education form

Alaska Smart Start 2020: 2020-2021 school year

In-person school choice:

I have received information on COVID-19, the pandemic coronavirus. I understand that attending school and school activities means an increased risk that my child and my family get the virus. I understand that my child's school will do what they can to prevent spread of the virus, including switching to remote learning when necessary. Other things may be riskier than going to school, for example going to events where there are a lot of people close together indoors, and I can choose whether I want my family to go to any crowded events this year where they might get the virus. I have received information that the virus is passed by people coughing, breathing or touching each other, or by touching things other people have touched. I have received information that keeping at least six feet of distance from people outside of my household, wearing a cloth face covering, washing my hands frequently, and staying home when I am sick can help prevent spread of the virus, and I will help my children understand these things.

I know that there are options for my child to learn and stay home this year. I want my child to participate in in-person school this year.

Child's name: _____

Parent or legal guardian signature & date: _____, __/__/2020



Appendix 7: Sample parental information release form

Alaska Smart Start 2020: 2020-2021 school year

Information release:

Student's name _____

Given the seriousness of exposure to COVID-19 and the desire to keep schools as safe as possible:

I agree to tell the school principal or school nurse if my student:

- has been tested for COVID-19 and is awaiting results, or
- has received a positive result for COVID-19 in the last 14 days, or
- has been in close contact to someone with COVID-19 in the last 14 days.

I understand that in disclosing this information, _____ School District will take reasonable measures to keep my student's name and identity confidential but that privacy can never be fully guaranteed. I understand that the school will be mandated to share the information with the State of Alaska, Department of Public Health. To that end, I authorize _____ School District and the State of Alaska, Department of Public Health to share information as necessary and appropriate for the situation.

This authorization expires on the last day of the school year or sooner if I submit a written request to withdraw my consent.

Yes, I agree and give permission as described above.

Parent/guardian signature and date _____

No, I do not agree and do not give permission.

Parent/guardian signature and date _____



Appendix 8: Sample staff information release form

Alaska Smart Start 2020: 2020-2021 school year

Information release:

Given the seriousness of exposure to COVID-19, I agree to immediately inform my supervisor and/or Human Resources if any of the following circumstances occur: (1) I test positive for COVID-19, or (2) I have been tested for COVID-19 and am awaiting the results, or (3) I reasonably believe I may have been exposed to or have come into contact with someone with COVID-19. I understand that this disclosure is completely voluntary and that there are numerous laws which not only protect my privacy, but also prohibit my employer from disclosing my medical/health information. However, because I understand the seriousness of COVID-19 and desire to protect the health and welfare of those around me, I authorize the _____ School District’s senior management to disclose to all necessary persons whom I may have been in contact with that they may have been exposed to the COVID-19 virus. In providing this information I understand that _____ School District will take reasonable measures to keep my name and identify private but that my privacy can never be fully guaranteed. To that end, I authorize _____ School District and the State of Alaska, Department of Public Health to share information as necessary and appropriate for the situation.

In giving this consent, I acknowledge that it has been given freely and voluntarily and was not coerced or pressured by anyone at _____ School District. I acknowledge that _____ School District has made it clear to me that there will be no adverse employment action if I choose not to sign this consent and that I am not required to sign this consent as a condition of employment or continued employment. This authorization shall expire on the last day of the school year or sooner if I submit a written request to withdraw my consent. I have been made aware that I may receive a copy of this authorization at any time simply by requesting a copy.

Signature of individual

Date

Printed name of the individual

SIGNING THIS CONSENT FORM IS VOLUNTARY

Appendix 9: Smart Start PPE guidelines

Smart Start Personal Protective Equipment (PPE) Guidance

Background

Personal protective equipment (PPE) is designed to protect the wearer and/or those nearby from the spread of illness-causing germs such as SARS-CoV-2 (the virus that causes COVID-19). The need for PPE and the type of PPE needed varies by situation and it is important to thoughtfully and correctly utilize these often limited resources.

Intent of Guidance

These are general guidelines and are not comprehensive. They are not a substitute for any existing employee health policies, or for safety and health-related requirements such as those mandated by OSHA or other regulatory agencies. It is important to remember that the use of PPE is only one tool in an overall COVID-19 mitigation plan.

General principles for reducing COVID-19 transmission:

- Maintain physical distancing by minimizing close contact (<6 feet) with other people
- Conduct all activities in small cohort groups that remain together with minimal mixing of groups
- Outdoor activities are generally safer than indoor activities
- Wash hands with soap and water or hand sanitizer frequently
- Use personal protective equipment (face coverings, face shields, etc.)
- Regularly clean and disinfect high-touch surfaces
- Isolate sick people and quarantine exposed people

PPE types mentioned in this guidance:

Cloth face covering		Medical Mask	N95 Respirator
			
Face Shield	Eye Protection	Gloves	Gown
			

Guidance for Use of PPE in Alaska School Settings

All situations

- **Everyone (teachers, staff, bus drivers, students, visitors)** is strongly recommended to wear a **cloth face covering** at all times per CDC guidance, if feasible, while at school or in shared transportation. It is especially recommended in situations in which physical distancing (>6 feet apart) cannot be maintained.
 - Exceptions: face coverings should **not** be worn by:
 - children under age 2
 - anyone with difficulty breathing or confusion
 - anyone who is sleeping or unconscious
 - anyone who cannot remove the face covering without assistance
 - anyone with a medical condition that makes them unable to safely do so
 - Information should be provided to all staff and families on proper use, removal, and washing of cloth face coverings. CDC has helpful [guidance](#) on this.
 - A clear plastic **face shield-mask combination** that extends from the forehead to the chin and wraps around the sides of the face, and also has a droplet guard at the bottom, may be an acceptable substitute for a cloth face covering. A face shield also functions as eye protection and allows others to see facial expressions and lip movements more clearly, while the droplet guard may reduce the amount of respiratory droplets in circulation.



- **Food service and custodial staff:**
 - **cloth face covering, gloves**
 - Custodial staff should use other PPE as appropriate based on routine health and safety policies.

Situations requiring close contact (within 6 feet for 15 or more minutes)

- **Staff performing duties involving close or physical contact with students** (e.g., physical therapy, toileting assistance) should consider using:
 - **Cloth face covering and/or face shield**
 - **Eye protection, gown, and gloves as appropriate** (i.e., if exposure to bodily fluids is likely)
 - Hand hygiene should be performed before and after any contact

- **Situations with increased risk of exposure to COVID-19 and/or respiratory secretions**
 - **School nurse, medical personnel, or other staff who are involved with providing medical care** should consider:
 - Following **Standard and Transmission-Based Precautions** per routine policies
 - Use of a **medical mask** during all patient care encounters for source control
 - Use of **medical mask plus eye protection** during all patient care encounters if there is moderate-substantial COVID-19 transmission in the community.
 - Use of **full COVID-19-specific PPE (medical mask or N95 respirator*, eye protection, gown, gloves)** when providing medical care for an individual who has [symptoms](#) compatible with COVID-19

***Notes:**

- A **medical mask** (rather than an N95 respirator) should provide an acceptable level of protection for medical staff in most school settings.
- N95 or equivalent respirators are a limited resource nationwide and should **only** be used if adequate supplies are available and they are part of an overall respiratory protection plan that includes [regular fit-testing](#) of staff that will use them
- Potential aerosol-generating medical procedures which pose a higher risk of COVID-19 transmission (e.g., open suctioning, nebulizer treatments, etc.) should be avoided in school settings during the COVID-19 pandemic to the extent possible. If such procedures must be performed, full COVID-19 PPE **including fit-tested N95 respirator** should be utilized by staff performing them.
- **Situation in which a student or staff member becomes ill**
 - A student or staff member who is identified to have possible COVID-19 symptoms should immediately put on a **medical mask** to help prevent further transmission. Anyone who is accompanying them should also wear a **medical mask**.
 - Staff involved in caring for a child who has developed symptoms of COVID-19 while at school, for example while waiting for a parent to arrive to pick them up, should wear a **medical mask and eye protection**. If they are within 6 feet of the child, they should also wear a **gown and gloves**.
- **Other considerations**
 - If used, gloves and gowns should be changed between students and face shields should be disinfected and cleaned, for example with an antiviral wipe.
 - Any staff member who may need to use PPE other than a cloth face covering should receive training on taking off PPE without contaminating themselves, for example by viewing this video <https://www.youtube.com/watch?v=cCzWH7d4Ags>.
 - Staff who regularly interface with students requiring increased PPE may want to consider having an easily washed set or sets of clothing that they change into when they arrive at work and change out of before leaving work. Clothing that becomes soiled while at work should be changed.
 - Staff who have close contact with students with potential for bodily fluid exposure may want to wear a washable head covering (such as a scrub cap) as face shields typically do not prevent secretions from contacting hair when bending over. Clothing and head coverings should be washed after each work day.
 - Some staff may also want to designate a set of shoes for work.



- **Further resources**

- Free refresher course for school nurses on PPE (includes CME)
<https://catalog.icrsncsbn.org/>
- CDC instructions for using PPE <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>
- CDC flyer for using PPE when COVID-19 is suspected (good to post in nurse's office)
https://www.cdc.gov/coronavirus/2019-ncov/downloads/A_FS_HCP_COVID19_PPE.pdf
- CDC strategies on optimizing PPE supply <https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/index.html>

Appendix 10: CDC flyer on what to do if you are sick

Prevent the spread of COVID-19 if you are sick

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If you are sick with COVID-19 or think you might have COVID-19, follow the steps below to care for yourself and to help protect other people in your home and community.

Stay home except to get medical care.

- **Stay home.** Most people with COVID-19 have mild illness and are able to recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.
- **Take care of yourself.** Get rest and stay hydrated. Take over-the-counter medicines, such as acetaminophen, to help you feel better.
- **Stay in touch with your doctor.** Call before you get medical care. Be sure to get care if you have trouble breathing, or have any other emergency warning signs, or if you think it is an emergency.
- **Avoid public transportation, ride-sharing, or taxis.**



Separate yourself from other people and pets in your home.

- **As much as possible, stay in a specific room** and away from other people and pets in your home. Also, you should use a separate bathroom, if available. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.
 - See **COVID-19 and Animals if you have questions about pets:** <https://www.cdc.gov/coronavirus/2019-ncov/faq.html#COVID19animals>
 - Additional guidance is available for those **living in close quarters.** (<https://www.cdc.gov/coronavirus/2019-hj-ncov/daily-life-coping/living-in-close-quarters.html>) and **shared housing** (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/shared-housing/index.html>).



Monitor your symptoms.

- **Symptoms of COVID-19 include fever, cough, and shortness of breath but other symptoms may be present as well.**
- **Follow care instructions from your healthcare provider and local health department.** Your local health authorities will give instructions on checking your symptoms and reporting information.



When to Seek Emergency Medical Attention

Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately:**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Bluish lips or face
- Inability to wake or stay awake

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

Call 911 or call ahead to your local emergency facility:

Notify the operator that you are seeking care for someone who has or may have COVID-19.

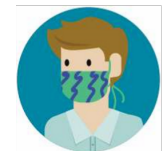
Call ahead before visiting your doctor.

- **Call ahead.** Many medical visits for routine care are being postponed or done by phone or telemedicine.
- **If you have a medical appointment that cannot be postponed, call your doctor's office,** and tell them you have or may have COVID-19.



If you are sick, wear a cloth covering over your nose and mouth.

- **You should wear a cloth face covering over your nose and mouth** if you must be around other people or animals, including pets (even at home).
- You don't need to wear the cloth face covering if you are alone. If you can't put on a cloth face covering (because of trouble breathing for example), cover your coughs and sneezes in some other way. Try to stay at least 6 feet away from other people. This will help protect the people around you.
- Cloth face coverings should not be placed on young children under age 2 years, anyone who has trouble breathing, or anyone who is not able to remove the covering without help.



Note: During the COVID-19 pandemic, medical grade facemasks are reserved for healthcare workers and some first responders. You may need to make a cloth face covering using a scarf or bandana.

Cover your coughs and sneezes.

- **Cover your mouth and nose** with a tissue when you cough or sneeze.
- **Throw used tissues** in a lined trash can.
- **Immediately wash your hands** with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.



- **Clean and disinfect areas that may have blood, stool, or body fluids on them.**

- **Use household cleaners and disinfectants.** Clean the area or item with soap and water or another detergent if it is dirty. Then use a household disinfectant.

- Be sure to follow the instructions on the label to ensure safe and effective use of the product. Many products recommend keeping the surface wet for several minutes to ensure germs are killed. Many also recommend precautions such as wearing gloves and making sure you have good ventilation during use of the product.

- Most EPA-registered household disinfectants should be effective.

Clean your hands often.

- **Wash your hands often** with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- **Use hand sanitizer** if soap and water are not available. Use an alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry.
- **Soap and water are the best option**, especially if your hands are visibly dirty.
- **Avoid touching** your eyes, nose, and mouth with unwashed hands.



When you can be around others after you had or likely had COVID-19

When you can be around others (end home isolation) depends on different factors for different situations.



- **I think or know I had COVID-19, and I had symptoms**

- You can be with others after

- 3 days with no fever

AND

- symptoms improved

AND

- 10 days since symptoms first appeared

- Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others when you have no fever, symptoms have improved, and you receive two negative test results in a row, at least 24 hours apart.

Avoid sharing personal household items.

- **Do not share** dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home.
- **Wash these items thoroughly after using them** with soap and water or put them in the dishwasher.



Clean all "high-touch" surfaces everyday.

- **Clean and disinfect** high-touch surfaces in your "sick room" and bathroom. Let someone else clean and disinfect surfaces in common areas, but not your bedroom and bathroom.
- **If a caregiver or other person needs to clean and disinfect** a sick person's bedroom or bathroom, they should do so on an as-needed basis. The caregiver/other person should wear a cloth face covering and wait as long as possible after the sick person has used the bathroom.



- **I tested positive for COVID-19 but had no symptoms**

- If you continue to have no symptoms, you can be with others after:

- 10 days have passed since test

- Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others after you receive two negative test results in a row, at least 24 hours apart.

- If you develop symptoms after testing positive, follow the guidance above for "I think or know I had COVID, and I had symptoms."

High-touch surfaces include phones, remote controls, counters, tabletops, doorknobs, bathroom fixtures, toilets, keyboards, tablets, and bedside tables.

Appendix 11: AK-specific mask flyer



MASK UP ALASKA

MY MASK PROTECTS YOU

YOUR MASK PROTECTS ME

**Children under the age of 2, or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance, should not wear masks (CDC guidelines).*

Made by Foundation Health Partners , Alaska Department of Health and Social Services,
and Alaska Department of Commerce, Community, and Economic Development.

Appendix 12: AK-specific hand hygiene flyer



BE A HAND HYGIENE HERO!

 Wash hands with soap and water frequently for at least 20 seconds. Rinse and dry well.

 Alcohol-based sanitizer is a quick alternative.

 Avoid touching eyes, nose, and mouth.

Keeping hands clean and away from your face is one of the most important steps you can take to avoid getting sick and spreading germs to others.



Made by Foundation Health Partners , Alaska Department of Health and Social Services, and Alaska Department of Commerce, Community, and Economic Development.

Appendix 13: DHSS Plans for Families with Children

COVID-19: Plans for Families with Children

Families with children should create a plan for what will happen if the caregiver or caregivers in the family become ill with COVID-19. A Covid-19 Family Plan should establish a Circle of Support which includes family members, friends, and other trusted people who can help care for children.

What to do if you are sick

COVID-19 is a very infectious disease and those with COVID-19 should limit how much they interact with others. The State of Alaska recommends that individuals with any symptoms, even mild, get tested as quickly as possible (by calling their provider or local public health or tribal health clinic). Those who test positive, or [who have symptoms and are waiting for COVID-19 test results](#), should self-isolate from others in their household (in a separate room and with a separate bathroom, if possible).

Single parents, households in which the other parent/caregiver is away, households in which both parents/caregivers are sick, parents who are breastfeeding an infant, and others can have difficulties self-isolating. The CDC recommends that when a household member with COVID-19 cannot self-isolate, that they wear a cloth face covering or mask around others, and that they wash hands and disinfect surfaces and door handles often.

If the children have health conditions that put them at greater risk, or if the parent/caregiver becomes too sick to care for the children, it is important to have a plan for alternate care of the children, which includes a Circle of Support.

1 Identify your Circle of Support

A Circle of Support is a group of people that a parent or caregiver can call upon to provide short- or long-term child care in case they become sick, or have other complications which restrict them from caring for their child.

For many families, grandparents are the go-to people to help with children. But people over the age of 60 are at a high risk of severe illness from COVID-19. Other go-to caregivers in a family's life may also have [health issues](#) that put them at a greater risk of having severe illness if they contract COVID-19.

During COVID-19, parents need to identify a Circle of Support that includes people who are NOT at a higher risk of developing severe illness from COVID-19. Family members like aunts, uncles, cousins and older siblings may be included in the Circle of Support. Family friends the child is familiar and comfortable with can be part of the Circle of Support, or the parents of your children's friends. What is important is that:

- Your child feels safe and comfortable with them
- You trust them
- They are not in a high-risk category for COVID-related complications (page 3)
- They are close by

Symptoms of COVID-19

<p>Fever</p>	<p>Sputum</p>
<p>Cough</p>	<p>Muscle pain</p>
<p>Fatigue</p>	<p>Shortness of breath</p>
<p>Loss of appetite</p>	<p>Reduction in sense of smell or taste</p>



2 Plan ahead with your Circle of Support

- Practice communication, decide how to get in touch
- Share a key or door code with a trusted person
- Share location of your child's COVID go-bag
- Share copies of emergency plan
- Have a list of support network members visible in your home
- Check in on a regular basis with your Circle of Support to make sure they can continue to support

3 Know when to activate your plan

In addition to the issues discussed above about when to contact your Circle of Support, it's important to stay in regular contact with your health care provider and/or the Public Health Nurse if you have tested positive or have symptoms.

Also, if you develop emergency warning signs for COVID-19, you need to get medical attention immediately—meaning call 911 or go to an emergency room. Emergency warning signs include*:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or inability to arouse
- Bluish lips or face

*This list is not all inclusive. Please consult your medical provider for any other symptoms that are severe or concerning.

4 Find help outside your Circle of Support

If no one in your Circle of Support can help, there are other resources in your community that may be available to provide support.

First, think about places you are already connected to, such as your child's school or sports teams, your local faith community, or your family's tribal community. There may be people beyond your initial circle who would be willing to step in to care for your child.

There are other community resources that may be an option:

Safe Families for Children Alaska offers volunteer host families who are trained to take care of children during a family emergency. Available in Anchorage, Mat-Su, Soldotna, Homer, and Fairbanks. 24 hr. helpline 907-277-0925 or safefamilies@beaconhillak.com

[Choosing Our Roots](#) provides safe homes and supportive communities for LGBTQ youth in Anchorage and the Mat-Su, and is working to make them available in other regions. There are also youth shelters in a few communities in Alaska, including [Covenant House](#) in Anchorage, [My House](#) in the Mat-Su Valley, and [The Door](#) in Fairbanks.

For other regions of Alaska and other resources, including temporary shelters for children, [call 211](#) or, if it's after hours, call Safe Families for Children Alaska at 907-277-0925.

COVID-19 go-bags

- **Child's identification**—School ID, birth certificate, other
- **List of emergency contacts**—Close relatives, teachers, doctors, or other caregivers
- **List of contact information**—People the child may communicate with on a regular basis to help the child feel connected and alleviate the stress of separation
- **Phone and device chargers**
- **Multiple outfits**—Two or more days' worth of clothing, undergarments and appropriate outdoor wear
- **Comfort items**—Blankets, stuffed animals, family pictures, or items that will bring the child comfort
- **Medications and other medical or disability-related supplies/equipment**
- **School supplies**—A description of at-home assignments, and a list of online education platforms. Include online education platforms usernames and passwords
- **Breastmilk or formula**—Or instructions on where to find this in the fridge/freezer, and other infant feeding items, if applicable
- **Additional instructions**—Dietary restrictions, allergy information, behavioral strategies, routines, and other relevant information

During the COVID-19 crisis children may be feeling overwhelmed. In addition to all of the other changes occurring, some kids may feel scared by the thought that their caregiver/s may not be able to care for them. Others will be reassured that their caregiver/s have a plan in case they become sick. Every parent should determine what is the best course of action for when and whether to talk with their child about this plan. Parents and caregivers may find this guide helpful: [Tips for how to talk to kids about the Coronavirus](#)



Grandparents or other elders raising children

Many children in Alaska are being raised by grandparents and others who are at higher risk with COVID-19. It is important to protect all members of these families from the virus by sheltering at home, making sure that the children do not physically interact with other children, and asking neighbors or others for help for grocery shopping and other errands. If an older caregiver begins to have symptoms of COVID-19, they may want to notify their Circle of Support at an even earlier point.



Co-parenting situations

For families in which there is a shared custody agreement and where children live in multiple homes, this plan will likely need to be set up between the two homes. Some things to consider:

- The regular co-parenting plan may need to change based on the symptoms, test results, and level of medical care needed by one or both of the parents
- The Circle of Support may begin with the other parent but should include other options as well
- Make sure that the health, well-being, and safety of the children are at the center of your plan
- Make sure that your children do not have to witness or be involved in conflict about the plan
- For guidance on co-parenting during this stressful time, see the new [Alaska webpage on families and COVID](#)

More information

For more discussion of these issues, including how to assign temporary guardianship:

- Article in the New York Times: [“When Parents Get Sick, Who Cares for the Kids?”](#)
- Helpful emergency planning documents: [Fillable form—General Family Emergency Planning](#)
- [Fillable form—Medical Summary](#)

High risk individuals

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised
- Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Appendix 14: Stop the spread of germs flyer for younger ages

Stop the spread of germs that can make you and others sick!



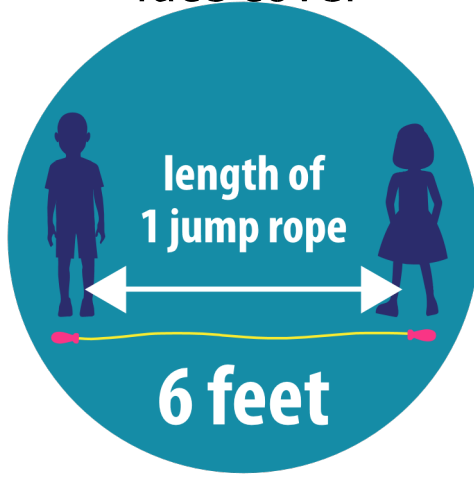
Wash your
hands often



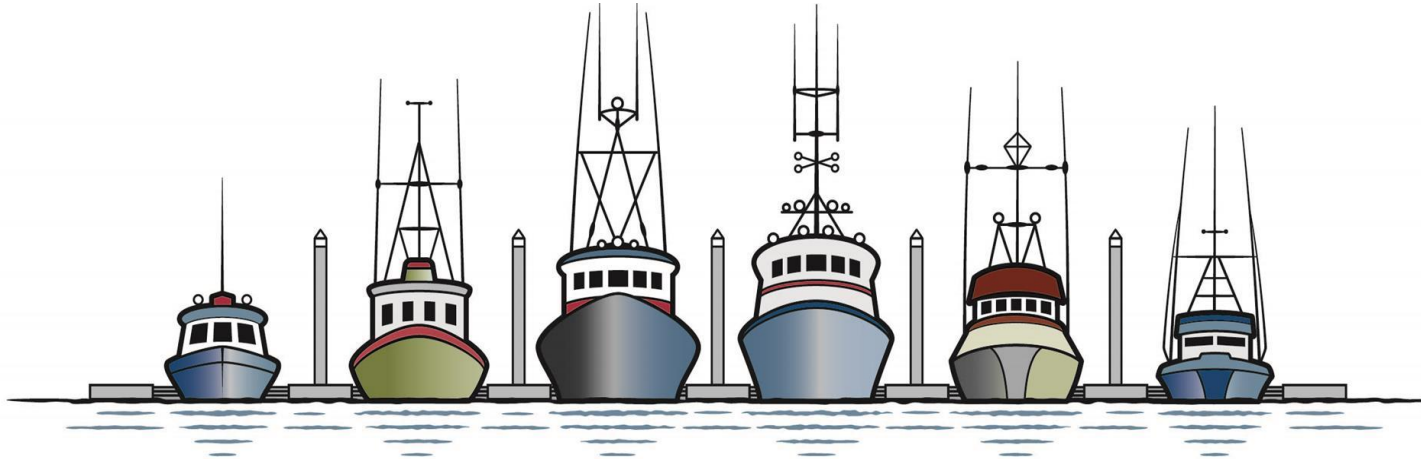
Wear a cloth
face cover



Cover your coughs
and sneezes



Keep **6 feet** of space
between you and
your friends



PETERSBURG

SCHOOL DISTRICT

Smart Start 2020
Created 8/4/2020



Dear PSD students, parents, and staff members,

The Department of Education, in partnership with the Department of Health and Social Services, has developed a guidance document known as the “Smart Start 2020” framework to support planning and strategies for reopening schools in Alaska. This [Smart Start guidance](#) is designed to help districts prioritize the health and safety of students and teachers as they deliver instruction for the 2020-2021 school year. We have used this guidance to build a plan for how we will deliver instruction in a low, medium, or high risk environment, focusing on three primary areas: conditions for learning, continuity of learning, and capacities for learning.

Our goal throughout these months of planning has been to re-open the buildings to as many students and staff as possible in the safest manner possible. The challenge is not just opening up the school buildings, but keeping the buildings open with all of the public health mandates, quarantine/sick leave policies, and changing community risk levels. It is critical to consider how to provide a consistent, sustainable learning environment for our students, whether it is in-person or remote. The overall success and/or failure of school opening will depend largely on what happens outside of school as far as numbers of cases and community transmission. If we continue to stay in the green/low risk zone, we anticipate expanding in-person learning opportunities to our students once we establish protocols in the schools and everyone knows how to safely function.

It is important to understand that the PSD Smart Start plan will continue to evolve over the coming weeks and months as we receive updated information from local, state, and national health officials related to the COVID-19 pandemic. It is likely there will be movement between risk categories throughout the year, as conditions in the community change. We understand this uncertainty is difficult to navigate, and PSD staff will work diligently to support our students and families during this time.

Students who become ill (for any reason) will have the option to remote into their classroom through Ring Central/Zoom. Younger students will require adult guidance and support for this option and will need to coordinate this with the elementary school. The district will also offer a total virtual option for families who are uncomfortable sending their child to school through the Alaska Statewide Virtual School (AKSVS).

Transitions between AKSVS and in person classes will need to be made at the end of the trimester (elementary) or semester (secondary) so we can adequately staff this learning option. More detailed information will be available soon regarding this option.

In order to adequately prepare for both distance learning and in person classes, teachers will require additional inservice days. The proposed first day of school will be Aug. 31, 2020. Detailed information will be provided by your child's teacher regarding the first week's schedule, as the elementary will have a "slow start".

Draft plans for the elementary and secondary schools have been posted on the pcsd.us website and are available for comments.

Thank you for your continued patience and support as we navigate this challenging planning process.

Respectfully,

Erica Kludt-Painter

Petersburg School District			
https://www.pcsd.us/			
[Insert link to final plan on district's website]			
Superintendent			
Superintendent:	Erica Kludt-Painter		
Superintendent Email:	supt@pcsd.us		
Conditions for Learning			
Primary Point of Contact:	Heather Conn		
Point of Contact Email:	hconn@pcsd.us		
Continuity of Learning			
Primary Point of Contact:	Rick Dormer		
Point of Contact Email:	rdormer@pcsd.us		
Capacities for Learning			
Primary Point of Contact:	Jaime Cabral		
Point of Contact Email:	jcabral@pcsd.us		
Connections with Stakeholders			
Stakeholder Groups:	Parent Stakeholder Group, Smart Start Planning Team; Emergency Operations Committee		
Frequency:	Two Meetings/two public surveys; Three Smart Start Team Meetings; Weekly EOC Meetings		
Format:	Virtual Meetings		

Petersburg School District: CAPACITIES FOR LEARNING

Describe how the district will ensure the following conditions for learning will be addressed in a low, medium, and high risk environment for all students. To view the definition and parameters for each risk environment, visit <https://bit.ly/akss-guidance>.

	Low Risk	Medium Risk	High Risk
Connectivity	<input type="checkbox"/> PBIS lessons for parents on technology (platforms, communication tools, etc.)	<input type="checkbox"/> PBIS lessons for parents on technology (platforms, communication tools, etc.)	<input type="checkbox"/> WIFI Hot Spots provided by district
	<input type="checkbox"/> Virtual Tech rollout presentation with scheduled pickup times for all schools	<input type="checkbox"/> ScreenCast Library for quick reference guides	<input type="checkbox"/> Device deployment and virtual rollout for all students
	<input type="checkbox"/> Non-physical attendance student needs are met through Ring Central Meetings for MS/HS and some Elementary students, as appropriate	<input type="checkbox"/> Device deployment plan with virtual technology rollout	<input type="checkbox"/> Coordinate with AP&T and GCI
	<input type="checkbox"/> Coordination with AP&T and GCI	<input type="checkbox"/> Conduct survey of families who do not have internet connectivity and provide support	<input type="checkbox"/> Digital Library Access to all students/families
	<input type="checkbox"/> Conduct survey of families who do not have internet connectivity and provide support	<input type="checkbox"/> Virtual Laptop rollout presentation	<input type="checkbox"/> Alaska Statewide Virtual School and Remote/Ring Central options for students/families
	<input type="checkbox"/> Device deployment plan with virtual technology rollout	<input type="checkbox"/> Coordination with AP&T and GCI	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Distance Learning Coordinator--staff member	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal Funding and Flexibility	<input type="checkbox"/> COVID Grants to aid in purchase of PPE, safety equipment, technology, and staffing.	<input type="checkbox"/> COVID Grants to aid in purchase of PPE, safety equipment, technology, and staffing	<input type="checkbox"/> COVID Grants
	<input type="checkbox"/> Grant Committees	<input type="checkbox"/> Grant Committees	<input type="checkbox"/> Grant Committees
	<input type="checkbox"/> Borough, District CARES Act Funds	<input type="checkbox"/> Borough, District CARES Act money	<input type="checkbox"/> Borough, District CARES Act money
	<input type="checkbox"/> Partnerships with local entities for collaborative grant opportunities	<input type="checkbox"/> Partnership with local entities for collaborative grant opportunities	<input type="checkbox"/> Partnership with local entities for collaborative grant opportunities
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Activities and Travel	<input type="checkbox"/>	Screening of All Participants	<input type="checkbox"/>	Tier 1, 2, and 3 Activities can practice @ medium level	<input type="checkbox"/>	All in person school is cancelled
	<input type="checkbox"/>	Waiver of Liability	<input type="checkbox"/>	Travel and Housing Cease until clearance to LOW.	<input type="checkbox"/>	All activities cease
	<input type="checkbox"/>	Facility Cleaning Protocol	<input type="checkbox"/>	Screening of All Participants	<input type="checkbox"/>	Coaches maintaining virtual contact with participants is encouraged.
	<input type="checkbox"/>	Equipment Cleaning Protocol	<input type="checkbox"/>	No Spectators	<input type="checkbox"/>	
	<input type="checkbox"/>	Specified Visiting Team Housing Location/OR NO VISITING TEAM	<input type="checkbox"/>	Facility and Equipment Cleaning Protocols	<input type="checkbox"/>	
	<input type="checkbox"/>	Limitation on Spectators	<input type="checkbox"/>	Streaming Availability	<input type="checkbox"/>	
	<input type="checkbox"/>	Streaming Availability	<input type="checkbox"/>	Intramural Activities	<input type="checkbox"/>	
	<input type="checkbox"/>	Digital Ticketing for events	<input type="checkbox"/>	NO CONCESSIONS	<input type="checkbox"/>	
	<input type="checkbox"/>	NO CONCESSIONS	<input type="checkbox"/>	PHS & MMS Activities - Intramurals only	<input type="checkbox"/>	
	<input type="checkbox"/>	NO TRAVEL to any location with active cases	<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>	MS Activities to intramurals only	<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Facilities Use and Sanitation Funding	<input type="checkbox"/>	Hand Sanitizer available and plentiful	<input type="checkbox"/>	Screening of all visitors, students, teachers and staff. Designated individual(s) monitoring this	<input type="checkbox"/>	Facility Closure
	<input type="checkbox"/>	Cleaning Schedule and Logs Present	<input type="checkbox"/>	Cleaning Schedule and Logs Present	<input type="checkbox"/>	Deep Cleaning process begins
	<input type="checkbox"/>	Cleaning & Disinfecting in Compliance with CDC	<input type="checkbox"/>	Cleaning and Disinfecting in compliance with CDC	<input type="checkbox"/>	
	<input type="checkbox"/>	Proper Signage & Visual Indicators for Distance	<input type="checkbox"/>	Proper Signage and Visual Spacing indicators with cones, tape, etc.	<input type="checkbox"/>	
	<input type="checkbox"/>	Ensure ventilation systems operate properly and increase circulation of outdoor air.	<input type="checkbox"/>	Limitations on restroom use/numbers	<input type="checkbox"/>	
	<input type="checkbox"/>	Screening of all visitors, students, teachers, and staff. Outside users must have plans approved. MOA's. ENTRY LOCATIONS	<input type="checkbox"/>	disabled drinking fountains but not water bottle fillers	<input type="checkbox"/>	
	<input type="checkbox"/>	After school hours LIMITED - NO Access from other entities	<input type="checkbox"/>	Hand sanitizer available and plentiful	<input type="checkbox"/>	
	<input type="checkbox"/>	disabled drinking fountains but not water bottle filler	<input type="checkbox"/>	Mitigation Plan - Intermediate Level	<input type="checkbox"/>	
	<input type="checkbox"/>	Staff Training on Cleaning and Safety Protocols - COLLABORATION with Parks N Rec	<input type="checkbox"/>	MOA with outside groups and MIT Plans	<input type="checkbox"/>	
	<input type="checkbox"/>	Plexiglass barriers, Masks, and other PPE	<input type="checkbox"/>	After school hours LIMITED - NO Access from other entities	<input type="checkbox"/>	
	<input type="checkbox"/>	COVID Awareness Course	<input type="checkbox"/>	Staff Training on Cleaning and Safety Protocols - COLLABORATION with Parks N Rec	<input type="checkbox"/>	

Considerations Related to Negotiated Agreements	<input type="checkbox"/>	Train substitutes about enhanced hygiene and sanitation	<input type="checkbox"/>	Detailed explanation of adjusted times, schedules, requirements.	<input type="checkbox"/>	Detailed explanation of adjusted times, schedules, requirements.
	<input type="checkbox"/>	Follow State of Alaska mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations.	<input type="checkbox"/>	Accommodations and opportunities within negotiated agreements	<input type="checkbox"/>	Training and PD time allotted
	<input type="checkbox"/>	Cognizant of training and meetings outside of school day	<input type="checkbox"/>	Early Retirement Options	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	Follow State of Alaska mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	Salary Freeze discussions	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	Cognizant of training and meetings outside of school day	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	Train substitutes about enhanced hygiene and sanitation	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Additional Considerations	<input type="checkbox"/>	Digital Delivery Handbook	<input type="checkbox"/>	Digital Delivery Handbook	<input type="checkbox"/>	Digital Delivery Handbook
	<input type="checkbox"/>	Communication with parents/community	<input type="checkbox"/>	Communication with parents/community	<input type="checkbox"/>	Communication with parents/community
	<input type="checkbox"/>		<input type="checkbox"/>	School Day Alternate Schedules	<input type="checkbox"/>	School Day Remote Schedules
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Connections with Stakeholders	<input type="checkbox"/>	Communication with parents/community utilizing established systems	<input type="checkbox"/>	Communication with parents/community utilizing established systems	<input type="checkbox"/>	Communication with parents/community utilizing established systems
	<input type="checkbox"/>		<input type="checkbox"/>	School Day Alternate Schedules	<input type="checkbox"/>	School Day Remote Schedules
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Petersburg School District: CONTINUITY OF LEARNING

Describe how the district will ensure the following conditions for learning will be addressed in a low, medium, and high risk environment for all students. To view the definition and parameters for each risk environment, visit <https://bit.ly/akss-guidance>.

	Low Risk	Medium Risk	High Risk
Learning Gaps	<input type="checkbox"/> Diagnostic Assessments such as MAP or teacher-created will be used to determine learning gaps for students	<input type="checkbox"/> Diagnostic Assessments such as MAP or teacher-created will be used to determine learning gaps for students	<input type="checkbox"/> Remediation strategies will be independently designed for students that did not satisfactorily achieve in the Spring
	<input type="checkbox"/> Remediation strategies will be independently designed for students that did not satisfactorily achieve in the Spring	<input type="checkbox"/> Remediation strategies will be independently designed for students that did not satisfactorily achieve in the Spring	<input type="checkbox"/> Credit Recovery class options will be presented for HS students
	<input type="checkbox"/> Teacher Collaboration will be encouraged to identify content covered/not covered	<input type="checkbox"/> Teacher Collaboration will be encouraged to identify content covered/not covered	
	<input type="checkbox"/> Credit Recovery class options will be presented to HS Students	<input type="checkbox"/> Credit Recovery class options will be presented for HS students	
	<input type="checkbox"/>	<input type="checkbox"/> Create plan to test all seniors on ACT due to missed spring opportunity	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interventions / Meeting the Needs of Students with Disabilities	<input type="checkbox"/> Special Education Teachers will adjust current IEP's to include updated schedules, etc	<input type="checkbox"/> Special Education Teachers will adjust current IEP's to include updated schedules, etc	<input type="checkbox"/> Special Education Teachers will adjust current IEP's to include updated schedules, etc
	<input type="checkbox"/> Flexibility in the schedules of special needs students will be considered to best meet the needs of each IEP	<input type="checkbox"/> Flexibility in the schedules of special needs students will be considered to best meet the needs of each IEP	<input type="checkbox"/> Flexibility in the schedules of special needs students will be considered to best meet the needs of each IEP
	<input type="checkbox"/> Longer school year/Extended School Year options for high needs students	<input type="checkbox"/> Longer school year/Extended School Year options for high needs students	<input type="checkbox"/> Longer school year/Extended School Year options
	<input type="checkbox"/> Remote schooling possibilities will be discussed in each IEP	<input type="checkbox"/> Remote schooling possibilities will be discussed in each IEP	<input type="checkbox"/> Remote schooling possibilities will be discussed in each IEP
	<input type="checkbox"/> PPE considerations for teachers, staff and students	<input type="checkbox"/> PPE considerations for teachers and students	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

School Schedules	<input type="checkbox"/>	100% of students in buildings with social distancing, sanitizing protocols, and masking requirements	<input type="checkbox"/>	50% of students in buildings on a rotational basis, 4 days/week. Elementary AM/PM and Secondary Alternating Days, with social distancing, sanitizing protocols, and masking requirements	<input type="checkbox"/>	Flexibility of schedule with students who have special education needs; possibility of short, in-person options
	<input type="checkbox"/>	Flexibility of schedule with students who have special education needs	<input type="checkbox"/>	Flexibility of schedule with students who have special education needs	<input type="checkbox"/>	Slow Start/Orientation Days will be utilized to minimize the impact of change and teach new routines
	<input type="checkbox"/>	Slow Start/Orientation Days will be utilized to minimize the impact of change and teach new routines	<input type="checkbox"/>	Slow Start/Orientation Days will be utilized to minimize the impact of change and teach new routines	<input type="checkbox"/>	Full remote learning with exceptions for Intensive Special Needs students, on a case by case basis
	<input type="checkbox"/>	Small class sizes recommended to ensure adequate social distancing	<input type="checkbox"/>	Small class sizes required to ensure adequate social distancing	<input type="checkbox"/>	
	<input type="checkbox"/>	PBIS Lessons will be utilized to teach and reinforce new procedures and safety protocols	<input type="checkbox"/>	PBIS Lessons will be utilized to teach and reinforce new procedures and safety protocols	<input type="checkbox"/>	
	<input type="checkbox"/>	Consider strategies to create small student Pods	<input type="checkbox"/>	Consider strategies to create small student Pods	<input type="checkbox"/>	
	<input type="checkbox"/>	Classrooms will be organized to maximize space and ensure adequate ventilation	<input type="checkbox"/>	Classrooms will be organized to maximize space and ensure adequate ventilation	<input type="checkbox"/>	
	<input type="checkbox"/>	Cleaning and Disinfectant schedule will be shared with staff, including transition protocols	<input type="checkbox"/>	Cleaning and Disinfectant schedule will be shared with staff, including transition protocols	<input type="checkbox"/>	
	<input type="checkbox"/>	School calendar adjusted for additional teacher inservice days	<input type="checkbox"/>	School Calendar adjusted for additional teacher inservice days	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	Delivery Methods	<input type="checkbox"/>	Digital/Distance Learning Options for all core courses plus some electives allowing student choice to attend in person or not	<input type="checkbox"/>	Digital/Distance Learning Options for all core courses plus some electives allowing student choice to attend in person or not	<input type="checkbox"/>
<input type="checkbox"/>		Consistent Learning Management Systems (LMS)--K-2 Seesaw, 3-5 Google Classroom, 6-12 Canvas	<input type="checkbox"/>	Consistent Learning Management Systems (LMS)--K-2 Seesaw, 3-5 Google Classroom, 6-12 Canvas	<input type="checkbox"/>	Consistent Learning Management Systems (LMS)--K-2 Seesaw, 3-5 Google Classroom, 6-12 Canvas
<input type="checkbox"/>		Each building will assign a certified staff member to coordinate and support Distance Learning	<input type="checkbox"/>	Each building will assign a certified staff member to coordinate and support Distance Learning	<input type="checkbox"/>	Each building will assign a certified staff member to coordinate and support Distance Learning
<input type="checkbox"/>		Be aware of excessive screen time and varying home schedules	<input type="checkbox"/>	Be aware of excessive screen time and varying home schedules	<input type="checkbox"/>	Virtual P/T Conferences
<input type="checkbox"/>		Virtual P/T Introduction to My Child: an opportunity to partner and support our families	<input type="checkbox"/>	Virtual P/T Introduction to My Child: an opportunity to partner and support our families	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	

Professional Learning for Educators	<input type="checkbox"/>	Professional Development time for learning management systems and distance delivery strategies	<input type="checkbox"/>	Professional Development time for learning management systems and distance delivery strategies	<input type="checkbox"/>	Professional Development time for learning management systems and distance delivery strategies
	<input type="checkbox"/>	Social-Emotional Learning programs implementation and professional development for staff	<input type="checkbox"/>	Social-Emotional Learning programs implementation and professional development for staff	<input type="checkbox"/>	Social-Emotional Learning programs implementation and professional development for staff
	<input type="checkbox"/>	Mindfulness techniques	<input type="checkbox"/>	Mindfulness techniques	<input type="checkbox"/>	Mindfulness techniques
	<input type="checkbox"/>	Crucial Curricula/Power Standards planning time	<input type="checkbox"/>	Crucial Curricula/Power Standards planning time	<input type="checkbox"/>	Crucial Curricula/Power Standards planning time critical in Red situations
	<input type="checkbox"/>	Creating standards for LMS	<input type="checkbox"/>	Creating standards for LMS	<input type="checkbox"/>	Creating standards for LMS
	<input type="checkbox"/>	Teachers: Professional Learning Plan & Collaboration	<input type="checkbox"/>	Teachers: Professional Learning Plan & Collaboration	<input type="checkbox"/>	Teachers: Professional Learning Plan & Collaboration
	<input type="checkbox"/>	Utilize a menu of options or EdCamp model for PD sessions	<input type="checkbox"/>	Utilize a menu of options or EdCamp model for PD sessions	<input type="checkbox"/>	
	<input type="checkbox"/>	Clear goals and structure for staff Professional Development time	<input type="checkbox"/>	Clear goals and structure for staff Professional Development time	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Staffing	<input type="checkbox"/>	Communication with Staff is even more vital. Meetings once per week	<input type="checkbox"/>	Communication with Staff is even more vital. Meetings once per week	<input type="checkbox"/>	Communication with Staff is even more vital. Meetings once per week
	<input type="checkbox"/>	Distance Delivery Coordinator	<input type="checkbox"/>	Distance Delivery Coordinator	<input type="checkbox"/>	Distance Delivery Coordinator
	<input type="checkbox"/>	Health and Covid staff member to coordinate with outside agencies and support families	<input type="checkbox"/>	Health and Covid staff member to coordinate with outside agencies and support families	<input type="checkbox"/>	Health and Covid staff member to coordinate with outside agencies and support families
	<input type="checkbox"/>	Framework for communication pathways	<input type="checkbox"/>	Framework for communication pathways	<input type="checkbox"/>	Framework for communication pathways
	<input type="checkbox"/>	Nurse support from PMC for students and staff	<input type="checkbox"/>	Nurse support from PMC for students and staff	<input type="checkbox"/>	Nurse support from PMC for students and staff
	<input type="checkbox"/>	Design staff options for teaching from home during some sick days	<input type="checkbox"/>	Design staff options for teaching from home during some sick days	<input type="checkbox"/>	
	<input type="checkbox"/>	Survey staff to create safe learning environments	<input type="checkbox"/>	Survey staff to create safe learning environments	<input type="checkbox"/>	
	<input type="checkbox"/>	Daily Screening staff	<input type="checkbox"/>	Daily Screening staff	<input type="checkbox"/>	
	<input type="checkbox"/>	Be aware of childcare concerns	<input type="checkbox"/>	Be aware of childcare concerns	<input type="checkbox"/>	
	<input type="checkbox"/>	Actively recruit subs: advertise and train	<input type="checkbox"/>	Actively recruit subs: advertise and train	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		

Additional Considerations	<input type="checkbox"/>	Consider the MAP testing remote possibility	<input type="checkbox"/>	Consider the MAP testing remote possibility	<input type="checkbox"/>	Utilize MAP remote testing options
	<input type="checkbox"/>	Create plan for CCR Exams (ACT, SAT, WorkKeys)	<input type="checkbox"/>	Create plan for CCR Exams (ACT, SAT, WorkKeys)	<input type="checkbox"/>	Create plan for CCR Exams (ACT, SAT, WorkKeys)
	<input type="checkbox"/>	Update student handbooks with information regarding new situations	<input type="checkbox"/>	Update student handbooks with information regarding new situations	<input type="checkbox"/>	Update student handbooks with information regarding new situations
	<input type="checkbox"/>	Attendance policy updates allowing more flexibility for distance delivery and family choices	<input type="checkbox"/>	Attendance policy updates allowing more flexibility for distance delivery and family choices	<input type="checkbox"/>	Attendance policy updates allowing more flexibility for distance delivery and family choices
	<input type="checkbox"/>	Update and firmly enforce student sick policies; consider strategies for sick students at school	<input type="checkbox"/>	Update and firmly enforce student sick policies; consider strategies for sick students at school	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Connections with Stakeholders	<input type="checkbox"/>	Regular Website Updates with easy to find information concerning Covid	<input type="checkbox"/>	Regular Website Updates with easy to find information concerning Covid	<input type="checkbox"/>	Regular Website Updates with easy to find information concerning Covid
	<input type="checkbox"/>	Utilize Social Media to communicate some messages	<input type="checkbox"/>	Utilize Social Media to communicate some messages	<input type="checkbox"/>	Utilize Social Media to communicate some messages
	<input type="checkbox"/>	Email communication is the standard for students and families	<input type="checkbox"/>	Email communication is the standard for students and families	<input type="checkbox"/>	Email communication is the standard for students and families
	<input type="checkbox"/>	One Call text/phone communication tool	<input type="checkbox"/>	One Call text/phone communication tool	<input type="checkbox"/>	One Call text/phone communication tool
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Petersburg School District: CONDITIONS FOR LEARNING

Describe how the district will ensure the following conditions for learning will be addressed in a low, medium, and high risk environment for all students. To view the definition and parameters for each risk environment, visit <https://bit.ly/akss-guidance>.

	Low Risk	Medium Risk	High Risk
Health and Safety Protocols	<input type="checkbox"/> PBIS Lessons Taught: hallway, bathroom, arrival, departure, bus, breakfast/lunch, recess, water fountain, classroom materials personal & communal,	<input type="checkbox"/> PBIS Lessons Taught: hallway, bathroom, arrival, departure, bus, breakfast/lunch, recess, water fountain, classroom materials personal & communal,	<input type="checkbox"/> Building closed to all but essential cleaning staff and essential food service workers where possible
	<input type="checkbox"/> Cleaning and Disinfectant Schedule Shared	<input type="checkbox"/> Cleaning and Disinfectant Schedule Shared	<input type="checkbox"/> Cleaning staff are required to wear masks
	<input type="checkbox"/> Strict "Symptom Free" Policy followed: parent contact, designated room for sick or symptomatic students or staff, temperature and screening questions	<input type="checkbox"/> Strict "Symptom Free" Policy followed: parent contact, designated room for sick or symptomatic students or staff, temperature and screening questions	<input type="checkbox"/> Teaching staff may be able to enter the building with masking and social distancing protocols in place, in order to provide individual or small group support to high needs students..
	<input type="checkbox"/> If a person diagnosed with COVID-19 has been in the building, the building may close for 2-5 days to perform a complete cleaning and disinfecting. (consultation with local health authorities)	<input type="checkbox"/> If a person diagnosed with COVID-19 has been in the building, the building may close for 2-5 days to perform a complete cleaning and disinfecting. (consultation with local health authorities)	<input type="checkbox"/> Deep cleaning of buildings will occur.
	<input type="checkbox"/> COVID Tracker: travelers, test results, community transmission, traveling mandate	<input type="checkbox"/> COVID Tracker: travelers, test results, community transmission, traveling mandate,	<input type="checkbox"/>
	<input type="checkbox"/> Masks must be worn by students except for designated breaks (flexibility for K-2 students)	<input type="checkbox"/> Masks must be worn by students except for designated breaks (flexibility for K-2 students)	<input type="checkbox"/>
	<input type="checkbox"/> Masks must be worn by adults	<input type="checkbox"/> Masks must be worn by adults	<input type="checkbox"/>
	<input type="checkbox"/> Screening/testing as available for staff and students	<input type="checkbox"/> Screening/testing as available for staff and students	<input type="checkbox"/>
	<input type="checkbox"/> Physical distancing in common areas (hallways, lunchroom) of 3-6 feet. Spacing in school areas will be marked with tape for assistance	<input type="checkbox"/> Physical distancing in common areas (hallways, lunchroom) of 3-6 feet. Spacing in school areas will be marked with tape for assistance	<input type="checkbox"/>
	<input type="checkbox"/> Physical distancing in classrooms 6 feet as much as possible	<input type="checkbox"/> Physical distancing in classrooms minimum 6 feet	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parent and Family Engagement	<input type="checkbox"/>	Parents or volunteers in the buildings by appointment only, and limited to the office area-must wear mask, check temperature, and answer screening questions	<input type="checkbox"/>	Parents or volunteers in the buildings by appointment only, and limited to the office area-must wear mask, check temperature, and answer screening questions	<input type="checkbox"/>	Virtual Parent/Teacher Introduction to My Child, laptop roll out presentation, and conferences--all schools
	<input type="checkbox"/>	Virtual ParentTeacher Introduction to My Child, laptop rollout presentation, and Conferences	<input type="checkbox"/>	Virtual Parent/Teacher Introduction to My Child, laptop roll out presentation, and conferences--all schools	<input type="checkbox"/>	Virtual Title 1/Migrant Events
	<input type="checkbox"/>	In-person Staggered Title 1/Migrant Events	<input type="checkbox"/>	Virtual Title 1/Migrant Events	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Meetings
	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Virtual Meetings	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Meetings	<input type="checkbox"/>	Consistent Learning Management Systems (LMS)--K-2 Seesaw, 3-5 Google Classroom, 6-12 Canvas
	<input type="checkbox"/>	Consistent Learning Management Systems (LMS)--K-2 Seesaw, 3-5 Google Classroom, 6-12 Canvas	<input type="checkbox"/>	Consistent Learning Management Systems (LMS)--K-2 Seesaw, 3-5 Google Classroom, 6-12 Canvas	<input type="checkbox"/>	Parent training provided in the fall to show parents how to use their child's instructional platform
	<input type="checkbox"/>	Parent training provided in the fall to show parents how to use their child's instructional platform	<input type="checkbox"/>	Parent training provided in the fall to show parents how to use their child's instructional platform	<input type="checkbox"/>	Parents will understand accountability for students for online learning when not physically present in school.
	<input type="checkbox"/>	Parents will understand accountability for students for online learning when not physically present in school.	<input type="checkbox"/>	Parents will understand accountability for students for online learning when not physically present in school.	<input type="checkbox"/>	Schools will provide information to support parents in at-home learning
	<input type="checkbox"/>	Schools will provide information to support parents in at-home learning	<input type="checkbox"/>	Schools will provide information to support parents in at-home learning	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Wraparound Support and Community Services	<input type="checkbox"/>	Current MOA's in Place	<input type="checkbox"/>	Current MOA's in place	<input type="checkbox"/>	Grab and Go meals provided for pick or delivery.
	<input type="checkbox"/>	Admin attendnace at WAVE/SHARE	<input type="checkbox"/>	Admin attendance at WAVE/SHARE	<input type="checkbox"/>	Admin attendnace at WAVE/SHARE
	<input type="checkbox"/>	Implement standard operating procedures for food services to include enhanced safety precautions	<input type="checkbox"/>	Implement standard operating procedures for food services to include enhanced safety precautions	<input type="checkbox"/>	Implement standard operating procedures for food services to include enhanced safety precautions
	<input type="checkbox"/>	Weekly Communication between ADMIN and outside activities, such as MDT, VSC, KinderSkog, Afterschool Programs (school and daycares), and Parks and Recreation	<input type="checkbox"/>	Weekly communication between Admin and outside activities, such as MDT, VSC, KinderSkog, Afterschool Programs (school and daycares), and Parks and Recreation	<input type="checkbox"/>	Weekly communication between Admin and outside activities, such as MDT, VSC, KinderSkog, Afterschool Programs (school and daycares), and Parks and Recreation
	<input type="checkbox"/>	PBIS Lesson for arrival/departure	<input type="checkbox"/>	PBIS Lesson for arrival/departure	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Virtual Meetings
	<input type="checkbox"/>	Secretary communication with weekend backpack program	<input type="checkbox"/>	Secretary communication with weekend backpack program	<input type="checkbox"/>	Schoolwide Student Connections
	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Virtual Meetings	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Virtual Meetings	<input type="checkbox"/>	Partnership with PMC and Public Health
	<input type="checkbox"/>	Schoolwide Student Connections	<input type="checkbox"/>	Schoolwide Student Connections	<input type="checkbox"/>	
	<input type="checkbox"/>	Partnership with PMC and Public Health	<input type="checkbox"/>	Partnership with PMC and Public Health	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		

Transportation	<input type="checkbox"/>	Additional transportation needs and bus runs to accommodate social distancing recommendations	<input type="checkbox"/>	Bus transportation may be limited to outside 1 1/2 mile radius of the school	<input type="checkbox"/>	Buses will be used for transporting meals to designated locations, and meal pickup will also be allowed.
	<input type="checkbox"/>	Follow CDC Guidelines for Buses: Families sit together, one row between families/person when riding bus, masks required	<input type="checkbox"/>	Follow CDC Guidelines for Buses: Families sit together, one row between families/person when riding the bus, masks required	<input type="checkbox"/>	
	<input type="checkbox"/>	Aides on the buses	<input type="checkbox"/>	Aides on the buses	<input type="checkbox"/>	
	<input type="checkbox"/>	Screening/temperature checks at school	<input type="checkbox"/>	Screening/temperature checks at school	<input type="checkbox"/>	
	<input type="checkbox"/>	Masks must be worn by adults at all times and students at all times when 6 foot distance cannot be maintained. Windows open as feasible.	<input type="checkbox"/>	Masks must be worn by adults at all times and students at all times when 6 foot distance cannot be maintained. Windows open as feasible.	<input type="checkbox"/>	
	<input type="checkbox"/>	Organized dismissal of bus passengers	<input type="checkbox"/>	Organized dismissal of bus passengers	<input type="checkbox"/>	
	<input type="checkbox"/>	Parents will be asked to drop off/pick up their students outside the entry doors to reduce the number of people mixing in the building.	<input type="checkbox"/>	Parents will be asked to drop off/pick up their students outside the entry doors to reduce the number of people mixing in the building.	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Trauma-Informed Practices and Social Emotional Needs	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>	Create routine to transition between green/yellow	<input type="checkbox"/>	Consistent routine between green/yellow	<input type="checkbox"/>	Help families create routine for home instructional and social emotional support
	<input type="checkbox"/>	Schoolwide Student Connections and Wellness activities	<input type="checkbox"/>	Schoolwide Student Connections and Wellness activities	<input type="checkbox"/>	Each Staff Member is assigned and maintains contact with a specific group of students
	<input type="checkbox"/>	Staff Wellness Support Strategies and Activities	<input type="checkbox"/>	Staff Wellness Support Strategies and Activities	<input type="checkbox"/>	Virtual wellness activities and lessons for students and families
	<input type="checkbox"/>	"Start of the Day" weekly SEL Lessons in the classroom and on intercom by the Counselor	<input type="checkbox"/>	"Start of the Day" weekly SEL Lessons in classroom and on intercom by the Counselor	<input type="checkbox"/>	MOA with Mental Health Agencies and virtual meetings schedules with Mental Health Staff
	<input type="checkbox"/>	MOA with Mental Health Agencies weekly communication between Counselor/Mental Health Staff	<input type="checkbox"/>	MOA with Mental Health Agencies weekly communication between Counselor/Mental Health Staff	<input type="checkbox"/>	Social Emotional Curriculum implemented with all virtual classes
	<input type="checkbox"/>	Social Emotional Curriculum implemented in all buildings	<input type="checkbox"/>	Social Emotional Curriculum implemented in all buildings	<input type="checkbox"/>	
	<input type="checkbox"/>	Slow staggered school reopening	<input type="checkbox"/>	Slow staggered school reopening	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

"Welcome Back" Planning	<input type="checkbox"/>	Virtual Parent/Teacher Introduction to My Child and Conferences	<input type="checkbox"/>	Virtual Parent/Teacher Introduction to My Child and Conferences K-12--strategies for all buildings	<input type="checkbox"/>	Virtual Parent/Teacher Introduction to My Child and Conferences K-12--strategies for all buildings
	<input type="checkbox"/>	Slow staggered school reopening with orientation days	<input type="checkbox"/>	Slow, staggered school reopening with orientation days	<input type="checkbox"/>	Counselors, teachers and staff focus on social emotional learning practices
	<input type="checkbox"/>	PBIS Lessons Taught: hallway, bathroom, arrival, departure, bus, breakfast/lunch, recess, water fountain, classroom materials personal & communal areas	<input type="checkbox"/>	PBIS Lessons Taught: hallway, bathroom, arrival, departure, bus, breakfast/lunch, recess, water fountain, classroom materials personal & communal areas	<input type="checkbox"/>	August EdCamp Style Inservice
	<input type="checkbox"/>	Counselors, teachers and staff focus on social emotional learning practices	<input type="checkbox"/>	Counselors, teachers and staff focus on social emotional learning practices	<input type="checkbox"/>	Family Connections with Primary/Pod teacher (s)
	<input type="checkbox"/>	August EdCamp Style Inservice	<input type="checkbox"/>	August EdCamp Style Inservice	<input type="checkbox"/>	
	<input type="checkbox"/>	Update Classroom Matrix to accommodate social distancing	<input type="checkbox"/>	Update Classroom Matrix to accommodate social distancing	<input type="checkbox"/>	
	<input type="checkbox"/>	Start in Yellow/Medium Risk	<input type="checkbox"/>	Start in Yellow/Medium Risk	<input type="checkbox"/>	
	<input type="checkbox"/>	Fire Drill and Evacuation Protocols	<input type="checkbox"/>	Fire Drill and Evacuation Protocols	<input type="checkbox"/>	
	<input type="checkbox"/>	Family Connections with Primary/Pod teacher (s)	<input type="checkbox"/>	Additional Inservice Days in August to prepare	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	Family Connections with Primary/Pod teacher (s)	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Additional Considerations	<input type="checkbox"/>	August and Friday EdCamp Style Inservice	<input type="checkbox"/>	August and Friday EdCamp Style Inservice	<input type="checkbox"/>	August and Friday EdCamp Style Inservice
	<input type="checkbox"/>	More Whole District Meetings or EdCamp Style Weekly Meetings	<input type="checkbox"/>	More Whole District Meetings or EdCamp Style Weekly Meetings	<input type="checkbox"/>	More Whole District Meetings or EdCamp Style Weekly Meetings
	<input type="checkbox"/>	Seek to Understand, DO NOT JUDGE!	<input type="checkbox"/>	Seek to Understand, DO NOT JUDGE!	<input type="checkbox"/>	Seek to Understand, DO NOT JUDGE!
	<input type="checkbox"/>	DO NOT ASSUME, Be Respectful	<input type="checkbox"/>	DO NOT ASSUME, Be Respectful	<input type="checkbox"/>	DO NOT ASSUME, Be Respectful
	<input type="checkbox"/>	Alaska Virtual Academy/Distance Learning--Elementary, Middle School, and High School Teachers on Staff	<input type="checkbox"/>	Alaska Virtual Academy/Distance Learning--Elementary, Middle School, and High School Teachers on Staff	<input type="checkbox"/>	Alaska Virtual Academy/Distance Learning--Elementary, Middle School, and High School Teachers on Staff
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Connections with Stakeholders	<input type="checkbox"/>	"One Call System" weekly via text/email/phone	<input type="checkbox"/>	"One Call System" weekly via text/email/phone	<input type="checkbox"/>	"One Call System" weekly via text/email/phone
	<input type="checkbox"/>	Posting Updates on PCSD.US , Facebook, and sending out weekly emails	<input type="checkbox"/>	Posting Updates on PCSD.US , Facebook, and sending out weekly emails	<input type="checkbox"/>	Weekly communication between Admin and outside agencies such as MDT, VSC, KinderSkog, Afterschool Programs, and Parks and Recreation
	<input type="checkbox"/>	Weekly Communication between Admin and outside agencies such as MDT, VSC, KinderSkogs, Afterschool Programs, and Parks and Recreation	<input type="checkbox"/>	Weekly Communication between Admin and outside agencies such as MDT, VSC, KinderSkog, Afterschool Programs, and Parks and Recreation	<input type="checkbox"/>	Posting Update on PCSD.US , Facebook, and sending out weekly emails.
	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Virtual Meetings	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Virtual Meetings	<input type="checkbox"/>	Bi-Weekly Virtual Parent/Principal and Counselor Virtual Meetings
	<input type="checkbox"/>	Risk level definition determined by district in coordination with PMC, Public Health, Incident Command Team, and DHSS guidance.	<input type="checkbox"/>	Infographic flyers and accessible informational flyers for families throughout the community, including canneries	<input type="checkbox"/>	Infographic flyers and accessible informational flyers for families throughout the community, including canneries
	<input type="checkbox"/>		<input type="checkbox"/>	Home Language considerations--ELL coordinator	<input type="checkbox"/>	Home Language considerations--ELL coordinator
	<input type="checkbox"/>		<input type="checkbox"/>	Open conversations with students, especially secondary, to engage them	<input type="checkbox"/>	Risk level definition determined by district in coordination with PMC, Public Health, Incident Command Team, and DHSS guidance.
	<input type="checkbox"/>		<input type="checkbox"/>	Risk level definition determined by district in coordination with PMC, Public Health, Incident Command Team, and DHSS guidance.	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

ROUGH DRAFT

Stedman Elementary School Smart Start DRAFT PLAN

I would like to urge anyone wanting updated information about Stedman Elementary to contact me directly. I have been working this summer on various scenarios and know them inside and out. We have not been ready to post plans due to the day to day changes that occur. Accurate information is what we are aiming for. The public school system is held to a certain accountability within the Department of Education. The Department of Education has provided us with updated Smart Start guidance, which I highly encourage everyone to read. This plan provides extensive guidance about what we should and should not do as a public school during a pandemic. Looking at the parent survey results, I know that our community wants a return to "normal". Unfortunately, there is no way to responsibly return to "normal" this fall. We absolutely value your opinions. This is what drives our low risk scenario as a full time schedule with protocols. As a public school, we have a duty to follow the recommended guidelines in honor of keeping our students, families, and staff safe and healthy.

The staff at Stedman Elementary are the educational experts in this field, and this was stated very clearly in the survey results by our community. Therefore, with guidance from Dr. Zink, Department of Health and Social Services, Department of Education, CDC, Petersburg Medical Center, parent surveys, our local School Board, and our Petersburg teachers, we have been working on three plans to keep the health and safety of all we serve and employ at the forefront of our planning efforts.

We are proposing to start with an AM/PM schedule. This would mean that we would plan to start the school year in a medium risk (Yellow) level. Our community is not currently in a medium risk scenario; however, starting the school year with an AM/PM schedule will allow us time to figure out how to manage 50% of the population in a closed setting, and stay within the Smart Start and CDC Guidelines. It was the recommendation of the Medical Center to re-evaluate this plan after a few weeks to assess our community risk level and determine the next steps for increasing student numbers in the school. The re-evaluation date is set for Friday, September 25th. Once we re-evaluate and determine how the guidelines, schedule, protocols, and community risk levels are going, we are hopeful to transition to greater capacity in the buildings. The Smart Start Guidelines have three levels, which include low (Green), medium (Yellow), and high (Red). There is no level for a "No Risk" situation. A "No Risk" situation would be what some are calling "normal" and is not possible this year. Our low risk (Green) at Stedman Elementary School is to have 100% student capacity. Whether we do a low risk or medium risk plan we will need additional teaching staff, support and custodial support, and technology equipment. Additional CARES Act funds will support our students in an AM/PM and a

full-time schedule, as well as providing instructional support for students/families who choose a virtual option in our district. If this funding is not received, we will then go back to the drawing board and develop a schedule within our budget.

I encourage you to read the Smart Start guidelines and CDC guidance. I also encourage you to attend the school board work session on August 6th to share your concerns and feedback. Please do not hesitate to contact me at hconn@pcsd.us if you wish to discuss your concerns prior to the meeting or if I can answer any questions. I also want to let you know that I have been working with members of the economic development council with the preschools and childcare community to help support families in need, including plans to help with financial assistance.

No Risk = Not an option for the 2020-2021 school year
Low Risk (Green) = Full Day with Protocols
Medium Risk (Yellow) = AM/PM Sessions with Protocols
High Risk (Red) = Virtual Attendance with Protocols

Attendance will be conducted daily in-person and/or virtual participation. During a time of virtual learning a student will be marked absent when not connected to their classroom RingCentral meetings (Grades 3-5) and SeeSaw application (Grades K-2). We will work with afterschool/childcare programs on out of session virtual learning if internet is not available. Perfect attendance awards will not be given.

Grading will occur this year on a trimester basis. We are looking at letter grades versus grading upon essential standards. There will be more to come on this idea. All conferences will be done remotely.

Daily Movement will be included in all proposals and sessions offered. Daily movement may or may not include recess and/or physical education. The daily movement break may be conducted in or out of the classroom. Swimming is not staffed at this time, but open for applications. Therefore, swimming may or may not happen this upcoming school year.

Bus Transportation may or may not be provided during all proposals and sessions due to social distancing requirements and limited numbers able to ride. Parents will be encouraged to drop off/pick up their children if at all possible. A survey will be completed by parents to determine which students have the greatest need for transportation.

At this time, with the amount of additional planning, communication procedures, and safety protocols required by Stedman staff, a consistent Monday-Thursday schedule will be delivered. All students at Stedman will be taught the essential standards for their

grade level in order to move through the curriculum. Fridays will be set aside for students with large learning gaps who require intensive, small group instruction to help close that gap. Fridays will also provide opportunities for staff planning of multiple programs, collaboration, parent communication, and professional development.

Schedules for Special Education students with an Individual Education Plan (IEP) may look different depending on the IEP team's decision.

For the 2020-2021 school year, students will need to bring backpacks and inside shoes (PE shoes for later purposes as we grow into a full time schedule). All school supplies have been donated by funding provided by the Borough of Petersburg, Petersburg Indian Association, and Partners in Education!

~Slow Start~

Week of August 31st Updated Registration & Classroom Visits (By Groups ONLY)

Monday, August 31st - Thursday, September

8:30-10:30 (4-7 Group A from AM Session)

12:30-2:30 (4-7 Group A from PM Session)

Tuesday, September 1st

8:30-10:30 (4-7 Group B from AM Session)

12:30-2:30 (4-7 Group B from PM Session)

Wednesday, September 2nd

8:30-10:30 (4-7 Group A from AM Session)

12:30-2:30 (4-7 Group A from PM Session)

Thursday, September 3rd

8:30-10:30 (4-7 Group B from AM Session)

12:30-2:30 (4-7 Group B from PM Session)

Week of September 8th Monday-Thursday

Kindergarten

1. In-Person

- A. AM Session 8:00am-11:00am**
- B. PM Session 12:30pm-3:30pm**

1st-5th Grade

1. In-Person (Reading, Writing, Math)

- a. AM Session 8:00am-11:00am**
- b. PM Session 12:30pm-3:30pm**

2. Virtual (Science & Social Studies)

- a. AM Session Times TBD**
- b. PM Session Times TBD**

Fridays are being explored at this time to service special education students and students with learning gaps.

Re-Evaluation Date: Friday, September 25th

~School Meals~

School Meals: All meals will be charged per the child's eligibility for free, reduced or full paid meals. We encourage all families to apply for free or reduced meals at schoolcafe.com

Breakfast:

AM Session: any child requesting a breakfast can receive a bag and take it to the classroom at 8:15. If a child is at the school before then he/she may eat in the cafeteria following all social distancing protocols. They will be grouped with family groups and directed where to sit.

PM Session: Those who are in the afternoon session we are working on possible take home breakfasts.

Lunch:

AM Session: lunch students will be given a meal that has silverware, napkin, condiments the main entree and a fruit. They will be given tongs to grab a variety of fresh, canned and frozen vegetable items. The tongs then will be placed at the end of the line in a sanitation bucket. They can then take this meal home.

PM Session students will be given a meal that has silverware, napkin, condiments the main entree and a fruit. They will be given tongs to grab a variety of fresh, canned and frozen vegetable items. The tongs then will be placed at the end of the line in a sanitation bucket. They will then be directed where to sit per their assigned pods.

Friday meals are being explored, but there will be a plan.

Children enrolled in Rae C Stedman, but are on quarantine or distance learning may be able to pick up a meal. More information will be provided.

~Stedman Elementary Protocols~

Screening & Temperature Checks

Temperatures

Temperatures will be taken once a student is in her/his seat. Masks will be worn until temperature is taken.

Screenings

A letter requiring your initials and signatures will be required at 2020 Fall Registration which requires you to recognize the symptoms that will prevent your child from in-person education. We are practicing a Symptom Free Policy, which means a student may NOT experience one or more of these symptoms in order to come to school and will be sent home from school if exhibiting any of these:

Temperature of 100.3 or higher

Cough or Sore Throat

Shortness of Breath

Chills

Muscle Pain

Runny or Stuffy Nose

Headache

Vomiting

Diarrhea

New Loss or Taste of Smell

New undiagnosed or untreated rash or skin condition

You are taking first 24 hours of antibiotic treatment

***Note: For asthma and allergies please provide a doctor's note with symptoms.**

We understand that this list will cause difficulty. It is our advice to limit your social bubble in order to prevent illnesses of all kinds.

Social Distancing Practices

Kindergarteners - 2nd Graders

Students may attend Circle/Group Time for no more than 15 minutes spaced at a distance less than 6 feet without a mask.

Students may have free choice time in intervals of 15 minutes at a time when spaced at a distance less than 6 feet without a mask.

Students in free choice for more than 15 minutes and spaced less than 6 feet apart are required to have a mask worn.

Social distancing as much as possible, but teachers should not be focused on keeping students 6 feet apart.

No disciplinary actions will occur for social distancing less than 6 feet.

Note: Guidelines state time and frequency as a factor for social distancing and masking.

3rd Graders - 5th Graders

Social distancing is practiced, but less than 6 feet of distance can occur with masks being worn by adults and students.

No disciplinary actions will occur for social distancing less than 6 feet.

Note: Guidelines state time and frequency as a factor for social distancing and masking.

Stedman Elementary Staff

All distancing measures must be used. Six feet of distancing is recommended in Stedman Elementary, unless otherwise noted above. When social distancing cannot be used a mask is required to be worn by the staff member. In an emergency, the mask requirement may be revisited.

MASKING Practices

***Note: If you have a medical concern about your child wearing a mask please provide a doctor's note to excuse your child from masking protocols.**

When will my child be required to mask?	Entering & Exiting the buildings	Hallways	Bus Rides	Circle Time	Within 6ft from an adult	In your Seat	Outside	Moving around classroom
Kindergarten	Yes	Yes	Yes	No if <15 mins	Sometimes	No	No	Sometimes
1st Grade	Yes	Yes	Yes	No if <15 mins	Sometimes	No	No	Sometimes
2nd Grade	Yes	Yes	Yes	No if <15 mins	Sometimes	Sometimes	No	Sometimes
3rd Grade	Yes	Yes	Yes	NA	Sometimes	Sometimes	No	Sometimes
4th Grade	Yes	Yes	Yes	NA	Sometimes	Sometimes	No	Sometimes
5th Grade	Yes	Yes	Yes	NA	Sometimes	Sometimes	No	Sometimes
Staff	Yes	Yes	Yes	Sometimes	Yes	Sometimes	No unless <6ft	Sometimes

***see in depth requirements below**

Kindergarteners & 1st Graders

Masks are required to be worn while entering/exiting the building.

Masks are required to be worn while walking in the hallways.

Masks are required to be worn on the bus rides.

Masks are not required during 15 minutes or less of circle/group time or free choice times.

Masks may be worn but are not required while working up close with an adult.

Masks may be worn but are not required when in their seats.

Masks may be worn but are not required while outside.

Note: Guidelines state time and frequency as a factor for social distancing and masking.

2nd Graders

Masks are required to be worn while entering/exiting the building.

Masks are required to be worn while walking in the hallways.

Masks are required to be worn on the bus rides.

Masks are not required during 15 minutes or less of circle/group time or free choice times

Masks may be required while working up close with an adult.

Masks may be required while in your own classroom when interacting and walking around.

Masks may be required at times while in your seat learning.

Masks are not required while outside.

Note: Guidelines state time and frequency as a factor for social distancing and masking.

3rd Graders - 5th Graders

Masks are required to be worn while entering/exiting the building.

Masks are required to be worn while walking in the hallways.

Masks are required to be worn on the bus rides.

Masks may be required while working up close with an adult.

Masks may be required while in your own classroom when interacting and walking around.

Masks may be required at times while in your seat learning.

Masks are not required while outside.

Stedman Elementary Staff

Masks are required to be worn within 6 feet of other adults.

Masks are required to be worn while entering/exiting the building.

Masks are required to be worn while walking in the hallways.

Masks are required to be worn on the bus rides.

Masks may be required to be worn while working up close with a student.

Masks may be required while in your own classroom.

Masks may be worn while outside on the playground if not properly distanced (6 feet).

***All community spaces, masking must be worn.**

Mask Exceptions

- 1. Children younger than 2 years old**
- 2. Anyone who has trouble breathing or is unconscious**
- 3. Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance**

4. People who are deaf or hard of hearing—or those who care for or interact with a person who is hearing impaired—may be unable to wear masks if they rely on lipreading to communicate. In this situation, consider using a clear mask. If a clear mask isn't available, consider whether you can use written communication, use closed captioning, or decrease background noise to make communication possible while wearing a mask that blocks your lips.
5. Some people, such as people with intellectual and developmental disabilities, mental health conditions or other sensory sensitivities, may have challenges wearing a mask. They should consult with their healthcare provider for advice about wearing masks.
6. Younger children (e.g., preschool or early elementary aged) may be unable to wear a mask properly, particularly for an extended period of time. Wearing of masks may be prioritized at times when it is difficult to maintain a distance of 6 feet from others (e.g., during carpool drop off or pick up, or when standing in line at school). Ensuring proper mask size and fit and providing children with frequent reminders and education on the importance and proper wear of masks may help address these issues.
7. People should not wear masks while engaged in activities that may cause the mask to become wet, like when [swimming at the beach or pool](#). A wet mask may make it difficult to breathe. For activities like swimming, it is particularly important to maintain physical distance from others when in the water.
8. People who are engaged in high intensity activities, like running, may not be able to wear a mask if it causes difficulty breathing. If unable to wear a mask, consider conducting the activity in a location with greater ventilation and air exchange (for instance, outdoors versus indoors) and where it is possible to maintain physical distance from others.
9. People who work in a setting where masks may increase the risk of [heat-related illness](#) or cause safety concerns due to introduction of a hazard (for instance, straps getting caught in machinery) may consult with an occupational safety and health professional to determine the appropriate mask for their setting. Outdoor workers may prioritize use of masks when in close contact with other people, like during group travel or shift meetings, and remove masks when social distancing is possible.

~High Risk~

All learning will be at home unless otherwise noted below. Specific times will be set-up after teachers come back to work as to when RingCentral meetings will occur for the class.

Those who are in special education services and hold an Individualized Learning Plan (IEP) may have a different plan for what is considered “High Risk”. K-5 students with no childcare or parental supervision at home due to employment will be able to attend school to receive online RingCentral/SeeSaw education from their classroom teacher. Students may or may not be in the classroom with their teacher in person during this time, but will have internet to access their virtual classroom. If COVID-19 is spread within the school, this plan may vary. During this time masks will be worn by all staff and students in the building at all times along with proper 6 foot spacing.

Proof of employment with days and hours worked will be provided to the school prior to a “High Risk” situation. Please help your employers figure out what their “High Risk” situation will be at their business.



Secondary Schools Smart Start Summary 20–21

Greetings Vikings! Our administrative team, with input from staff and community stakeholders as well as guidance from the CDC, Dept of Education, and DHSS, have diligently planned throughout the summer to create a safe and enriching academic experience for each and every student. School, amongst many other components of our lives, will not look as it did prior to this pandemic. Therefore, Petersburg School District has surveyed our staff, our community members, held multiple parent meetings, met with groups of teachers, attended summer training sessions, and continues to receive input from our local medical center, Borough leadership and state experts to create these draft plans for the upcoming school year. We recognize that safe and healthy for our children is defined not only by their physical health, but also in the social and emotional needs that all humans innately possess. Therefore, our Smart Start plan creates a balance between in-person education as well as distance delivery, with options for families who may desire more home delivery options. Below is a summary of the plans for PHS and MMS at this point in time, beginning with a message from the AK Dept of Education in regards to the upcoming school year:

The goal of the 2020–2021 school year is to ensure that education and activity are the constants in students’ lives, while COVID–19 is the variable. Ensuring every child has access to meaningful, safe education while keeping children, teachers, and communities healthy will be a challenge this year. Through partnership, innovation, and collaboration we will best serve our children – the whole ecosystem of the child needs to be mobilized. We encourage districts to think of this year not as how to do more of the same – but differently, by acknowledging this school year will inherently look nothing like any school year before, and embracing the change by highlighting our communities’ ability to be resilient, creative, and flexible in this time of great challenge. Thank you for your partnership.

--Alaska Department of Education and Early Development

Safety Protocols

- Masking
 - Masking while moving--students will be required to wear masks while:
 - moving in the halls or classrooms
 - entering/leaving the building or classroom
 - anytime students are unable maintain 6 foot distancing
 - asked to wear their mask by a staff member
 - Students will wear a mask in their classrooms. This will allow the students to interact with peers and teachers more easily, as well as maintain

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appropriate safety precautions. Mask breaks will be scheduled throughout the day.

- Screening
 - Student temperature checks will occur every morning by PSD staff as students enter the buildings
 - Screening questions will be asked at the door or completed from home with an app
 - Staff screening and temperature checks will be conducted each day or through an app
- Lockers will not be used in either building.
- Hand sanitizer will be available throughout the building.
- Classrooms will be wiped down in between classes.
- Hand washing will be required throughout the school day for all staff and students.
- Classroom seating charts are set at 6 ft. spacing, with additional classrooms available when occupancy maximums are reached.
- Many staff members will have plexiglass barriers around their teaching area, as well as barriers in school offices.
- Protocols in hallways to maintain safe distances
- Bathrooms will have usage restrictions to keep groups from forming
- Potential for staggered class release to minimize interaction

Student and Staff Health

- To ensure a healthy school environment, a “symptom free” policy will be strictly enforced for students and staff.
- The district has coordinated with Petersburg Medical Center to secure the services of a nurse who can answer health questions and concerns for students and staff.
- Both buildings will continue to use social-emotional curricula as well as positive behavior interventions and mindfulness techniques to support the mental health of our student body.

Decisions about risk levels present in Petersburg (Red, Yellow, Green) will be determined by an advisory group consisting of school administration, medical professionals including PMC staff, Health Nurse and EMT, and Borough officials. Our guiding document will be shared, once finalized.

The Secondary Schools will designate a **Distance Delivery coordinator**, a teacher who families can communicate with to discuss education options for their child utilizing combinations of district resources, including in-person instruction, Ring Central video conferencing, Virtual High School (VHS), OdysseyWare and the Alaska Virtual Academy.

The PSD School Board has approved calendar adjustments for the upcoming school year. School offices will be open beginning on August 11th, with teachers starting on August 18th. Each grade level will have an opportunity to attend an Orientation Day, which will

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be a short schedule for staggered grades/groups at school preparing for the first day. These Orientation Days will occur around the first days of school, with more information forthcoming. The first day of school for grades 6 through 12 will be August 31st.

We will begin the school year on a Yellow schedule to allow for a gradual transition for both students and staff. After a few weeks, the schools will evaluate the learning environment and procedures as well as consider moving to a Green schedule, if the Borough maintains the lower transmission and caseload of Covid-19.

Petersburg High School

Yellow

PHS will operate in a 5-day week. Students will be alternating in-person education Monday through Thursday in a four period day with no alternating classes. Friday will be at home learning with distance delivered instruction for all students, with the exception of some students with special needs. Students will attend in person classes on alternating days and video conference into the class on the days when they are at home, with all learning occurring synchronously. Students will always have the option of learning from home by utilizing Ring Central (video conference) to attend classes along with their peers.

Green

PHS will operate in a 5-day week. Students will be in person Monday through Fri, with an early release schedule for Friday (1:15pm).

Red

All classes will be on distance delivery.

PHS Schedule:

1	8:25 to 9:05
Read	9:10 to 9:30
2 (block)	9:30 to 10:55
3 (block)	11:00 to 12:25
Lunch	12:25 to 1:05
4	1:10 to 2:20

Classes taught on the block (85 minutes) will be completed at the semester, with two new classes beginning for semester two.

Lunch considerations - Open campus will remain for PHS students. We will provide multiple tables in the Commons, Cafe, and outside, with the potential to open additional spaces, to allow for adequate spacing to maintain a safe environment.

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Mitkof Middle School

Yellow

MMS will operate in a 5-day week. Students will be rotating in-person and at-home groups Monday through Thursday. Friday will be distance delivered classes for all students, with the exception of some students on individual learning plans. Students will be grouped within their grade (two groups for 6th, two groups for 7th, three groups for 8th) and will remain in this pod of students throughout the day, with teachers moving between classrooms to work with respective pods as the schedule progresses.

Green

MMS will operate in a 5-day week. Students will be in person Monday through Fri, with an early release schedule for Friday (1:15). Learning pods will be maintained throughout the educational day, with possible exceptions for PE and exploratory classes.

Red

All classes will be on distance delivery.

MMS Schedule:

1	8:15 to 9am
Read	9:05 to 9:30
2/3 (core block)	9:30 to 11:00
Lunch	11:00 to 11:40
4/5 (core block)	11:45 to 1:15
6	1:20 to 2:15

Lunch Considerations - MS Lunch will revert back into two separate groups and will eat/recess in their classroom group to keep the learning pods intact. We will provide tables in the MS Commons, Cafe and outside.

MMS will hire a second 6th grade teacher to facilitate smaller grouping and reduced staffing exposure.

This information is a summary of the upcoming school year with many details still in the developmental stages. Thanks in advance for everyone's flexibility in the upcoming months. Blue highlight indicates TBD. Additional information, including the complete Smart Start plan from the Dept. of Education, can be found at the PSD website www.pcsd.us

Rick Dormer, Principal
Petersburg HS/Mitkof MS
Email - rdormer@pcsd.us



PETERSBURG SCHOOL DISTRICT COVID-19 2020-21 RETURN TO SCHOOL OPERATIONAL GUIDELINES

PSD will begin the 2020-21 school year August 31. The following facility guidelines are part of the district's plan to achieve our education goals and ensure a safe return for students and staff.



Academic Models

PSD will have in-person, remote learning, and virtual learning models for students. Families can choose the model that best meets their needs. All models are built to move students forward and will be graded.



Cleaning and Disinfecting

Regular and additional cleaning will occur on buses, in schools, and at administrative offices. Classrooms will be cleaned daily.



Physical Distancing

Physical distancing should be observed in all district classrooms and buildings. PSD defines physical distancing as maintaining 3-6 ft of distance between two children and 6 ft between adults as recommended by the American Academy of Pediatrics. ASAA Guidelines for social distancing during sports activities will be followed.



Face Coverings

Face coverings are required for all PSD students, staff, and visitors at all schools. Some exceptions may apply in certain situations, particularly for young students or staff of certain job classifications. See each school's Smart Start Plan.



Handwashing/ Hand Sanitizing

Hand sanitizer will be available in all schools. Frequent hand washing and/or hand sanitizing will occur throughout the school day.



Transportation

Face coverings must be worn on all buses, and routes may have assigned seating. Schools will be prepared for more student drop-offs and pick-ups. Bus routes may be reduced depending on school schedules.



Meals and Water Breaks

Elementary students will eat in their classroom. Physical distancing and cleaning protocols will be enforced. Students are encouraged to bring water bottles and use water refill stations, water fountains have been removed.



Classrooms

Desks will be distanced 6 ft apart when physically possible. Classrooms will be cleaned daily, including high-traffic surfaces. Sharing of classroom materials will not be permitted. Some classroom resources will be stored at students' homes for use if needed.



Student/Staff Health and Safety

PMC staff will be available to screen any students and staff showing COVID-19 symptoms. Proper isolation protocols will be followed in the event of positive cases in schools or administrative buildings. Isolation rooms have been identified in schools and administrative buildings. Students and Staff will receive daily symptom screenings.



Parent Requirements

Parents must ensure the daily health of their students. Children showing any of the COVID-19 symptoms or a fever (100.4 or higher) should not be sent to school. See Symptom Free Schools Protocol.



School Visitors

Visitors will be limited to approved school/district staff and vendors necessary for school services. Parents and guardians will be limited to the school office or entrance.



Student Services

Students receiving Special Education, English as a second language, Title 1, and similar services will continue to get those services in both face-to-face and online models of learning.

2020-21 RETURN TO SCHOOL CHANGES TO EXPECT

WHEN STUDENTS AND STAFF RETURN TO SCHOOL THERE WILL BE A LOT OF CHANGES.

CLASS CHANGES

ALL STAFF AND STUDENTS IN GRADES K-5 WILL BE REQUIRED TO WEAR FACE COVERINGS IN ACCORDANCE WITH GRADE AND DEVELOPMENTAL LEVEL

CONDITIONS PERMITTING; SCHOOLS WILL ALLOW CLASSES TO MOVE TO LARGER, OPEN SPACES, OR OUTDOORS TO INCREASE DISTANCING.

ALL STAFF AND STUDENTS IN GRADE 6-12 WILL BE REQUIRED TO WEAR FACE COVERINGS. MASK BREAKS WILL BE GIVEN THROUGHOUT THE DAY

TECHNOLOGY

All students will be issued a device that can be used at school or at home. PSD is committed to working with families in need to attain the necessary internet connectivity for home learning. Teachers will utilize Seesaw and Canvas to facilitate communication/assignments with students and parents. More information regarding these applications is available at www.pcsd.us. Schoolwide and District communication to homes will be facilitated by One Call and will utilize texting, phone calls, email, and social media.



P.E.

Contact activities will be prohibited.
Allowable activities include running, yoga, jump roping, exercising, etc.
All equipment will be cleaned following recommended health protocols.
Physical distancing guidelines will be followed at all times.



RECESS

Physical distancing guidelines should be followed at all times.
Recess periods will be staggered to reduce the number of students on the playground(s).



SCHOOL BUSES

Face coverings will be required.
Students may have assigned seats. Bus routes may be reduced.
Physical distancing will be in place; household members can share seats.
Buses will be disinfected after each route.



EXTRACURRICULARS AND SPORTS

School dances, assemblies, banquets, and other large school spirit gatherings are cancelled for fall. Fine Arts performances can occur, but may not have live audiences.
All out-of-state travel is cancelled for fall semester.
PHS & MMS Activities & Athletics will follow guidelines and recommendations by the Alaska Schools Activities Association, Region 59 and the Petersburg School District.

Visit www.pcsd.us/District/1549-smartstart2020.html for Updates

Thank you to the Anchorage School District for providing a framework.



PSD SMART START: *Tentative Planned Schedules*

PSD	SMART	START
<p>1 HIGH RISK Widespread Southeast transmission</p> <ul style="list-style-type: none"> • No students attending in person • 100% virtual/remote instruction • Some students might be on campus 	<p>2 MEDIUM RISK Moderate Southeast transmission</p> <ul style="list-style-type: none"> • Half of the students attend at one time. 4 days a week. • 50% instruction in person and 50% online/remote • Secondary: on campus two days a week and online 3 days a week (T, TH, F or M, W, F) • Elementary: on campus morning or afternoon sessions 4 days a week and Fridays; teacher dependent 	<p>3 LOW RISK No or low level Southeast transmission</p> <ul style="list-style-type: none"> • Most students attending for full day • Possible 100% instruction in person 4/5 days a week • Increased social distancing and safety measures, masking protocols. • Green will only be possible after Sept 25th evaluation

← Preparing to Move Between Levels →

PSD top priorities:

- Keeping students and staff safe
- Delivering the highest quality of instruction
- Responding to and supporting individual needs
- Ensuring equity for all students

What you can expect next:

A survey to determine your family's needs for transportation, AM/PM & day preference, cohorts/pods, family risk level, etc. Your answers will shape our plan before it's final.

Questions or Comments?

(877)-526-7656



Mara E Lutomski exec@pcsd.us

Plan subject to change

depends on funding, staffing and risk levels

● 2 ● Sept 8th - Sept 25th: Elementary K-5

*Slow Start Aug 31 - Sept 4, as scheduled.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-11:00 AM GROUP AM On Campus GROUP PM Virtual (online)	8:00-11:00 AM GROUP AM On Campus GROUP PM Virtual (online)	8:00-10:00 AM GROUP AM On Campus GROUP PM Virtual (online)	8:00-11:00 AM GROUP AM On Campus GROUP PM Virtual (online)	<p>Most students at home working with online programs or kits and packets.*</p> <p>Teachers: teaching, conferencing with families, professional development, and planning</p> <p>"Virtual (Online)" might include paper packets</p>
11:00AM -12:15 PM Daily- No students in the building				
12:30-3:30 PM GROUP AM Virtual (online) GROUP PM On Campus	12:30-3:30 PM GROUP AM Virtual (online) GROUP PM On Campus	12:30-3:30 PM GROUP AM Virtual (online) GROUP PM On Campus	12:30-3:30 PM GROUP AM Virtual (online) GROUP PM On Campus	

**Based upon student needs, students may be served in addition to their regular group time.*

● 2 ● August 31st - Sept 25th Secondary 6-12

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-2:15 MMS M/W GROUP On Campus T/TH GROUP Virtual (online) 8:25 - 2:20 PHS	8:15-2:15 MMS T/TH GROUP On Campus M/W GROUP Virtual (online) 8:25 - 2:20 PHS	8:15-2:15 MMS M/W GROUP On Campus T/TH GROUP Virtual (online) 8:25 - 2:20 PHS	8:15-2:15 MMS T/TH GROUP On Campus M/W GROUP Virtual (online) 8:25 - 2:20 PHS	<p>Most students at home working with online programs.*</p> <p>Teachers: teaching, conferencing with families, professional development, and planning</p>

**Based upon student needs, students may be served in addition to their regular group time.*

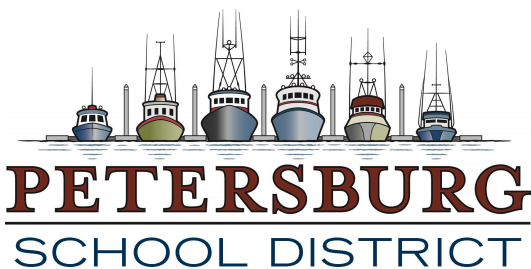
Resources



<https://bit.ly/AKSmartStart>



www.pcsd.us



Symptom Free Schools Protocol

Students, Staff, Volunteers, and Visitors:

If you are experiencing one or more of these symptoms* stay home, and do not go to school or report to work:



- Temperature of **100.4** or greater
- Cough or Sore Throat
- Shortness of Breath
- Chills, Muscle Pain
- Runny or Stuffy Nose
- Headache, Vomiting, or Diarrhea
- New Loss of Taste or Smell
- New undiagnosed or untreated rash or skin condition
- You are taking first 24 hours of antibiotic treatment



When to Return to School after Illness:



- If you have been tested and are diagnosed with COVID-19, you may return to school when cleared by Public Health.
- If you have COVID-19-like symptoms but choose not to be tested, you may return to school no sooner than 10 days after the onset of symptoms AND you must be fever-free for 72 without taking any medicine to reduce the fever AND you must be 24 hours without a cough, without taking medication to reduce the cough. This may be as long as 11 – 14 days.

*Exceptions for preexisting conditions will be determined and potentially approved by the school nurse or administrator

CDC: <https://www.cdc.gov/coronavirus>

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State of Alaska Health and Social Services: <http://dhss.alaska.gov/dph/Epi/id/Pages/COVID-19>

2020-2021 PETERSBURG SCHOOL DISTRICT CALENDAR

Phone/Fax 1-877-526-7656 / POB 289 / Petersburg, AK 99833 / www.pcsd.us

<p>4 Independence Day</p>	<table border="1"> <thead> <tr><th colspan="7">JULY '20</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	JULY '20							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1"> <thead> <tr><th colspan="7">JANUARY '21</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	JANUARY '21							S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>1 Winter break 4 In-service (no school district-wide) 18 M.L. King Day</p>							
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On August 3rd, 2020, the Petersburg Borough Assembly approved CARES act funding to be given to the Petersburg School District in the amount of \$778,000. These funds can only be used according to specific guidelines and must be spent before Dec 31st 2020. The following is a list of suggested expenditures.

\$355,000 for additional teaching staff and paraprofessionals in all buildings, as well as additional custodial staff

\$35,000 for additional work days for the administrative planning team during the summer

\$40,000 for Virtual Academy program

\$15,000 for additional single desks

\$45,000 for items used in areas of congregation (i.e. cones, plexiglass, stickers, etc.)

\$55,000 for touchless dispensers and faucets in classrooms, bathrooms, and hallways

\$45,000 for hand sanitizing supplies and cleaning supplies

\$10,000 for PPE for staff and students, as needed

\$11,610 for additional technology equipment/needs for expanded classroom settings

\$47,610 for microphone systems and media connectors for remote learning

\$10,000 for portable hand washing stations and bottle filling stations

\$11,000 for PE for non-contact and outdoor activities

\$20,000 for food service equipment

\$75,000 for additional bus transportation needs