

2020-2021 SMART START TO SCHOOL Coronavirus Response Plan



SMART START TO SCHOOL

Dear Members of the Community,

Welcome back to the start of a new school year. The Aleutians East Borough School District developed a Smart Start plan to open schools in August while taking precautions to prevent the spread of COVID-19.

Using input from stakeholders, parents, and members of the community, the district is examining every aspect of the school experience and adjusting accordingly. Our team entry plan follows guidelines set forth by the Center for Disease Prevention and Control (CDC) and World Health Organization (WHO), Alaska Department of Education and Early Development (DEED), and the Alaska Department of Health and Social Services. This plan defines High, Medium, and Low-Risk categories as guidelines for school reentry.

The following pages contain our plan for students and staff to return to school in August of 2020. This plan was created to aid in navigating the reestablishment of our school, where employees, students, and families feel safe and to reduce the impact of COVID-19.

Regular updates will be made to this plan based on information provided by the CDC, WHO, DEED, and applicable federal, state, and local agencies. While it is difficult to quantify every potential scenario, the SMART START plan is intended to help parents and students understand our approach, and the framework we intend to use moving forward.

The protocols we put in place will be based on our risk level as defined by community following federal and state guidelines and recommendations.

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.

All professional development, consultations, and itinerant student services that are scheduled to be provided by anyone not living in school's community may be provided via distance delivery. This is to protect all community members from virus exposure.

Sincerely,



Superintendent

District Information

Superintendent	
Superintendent:	Patrick Mayer
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Conditions for Learning	
Primary Point of Contact:	Lindsay Pinkelman
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Continuity of Learning	
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Stakeholder Groups:	Eastern Aleutian Tribes
Collaborative Partners	
Paul Mueller, Eastern Aleutian Tribes	paulm@eatribes.net
Executive Assistant	
Sophia McCarthy	smccarthy@aebsd.org

Additional Leadership Team Members	
Hilary Seifert	hseifert@aebsd.org
David Nielsen	dnielsen@aebsd.org

Guiding Principles

1- Ensure safety and wellness.

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

2- Cultivate connection and relationship.

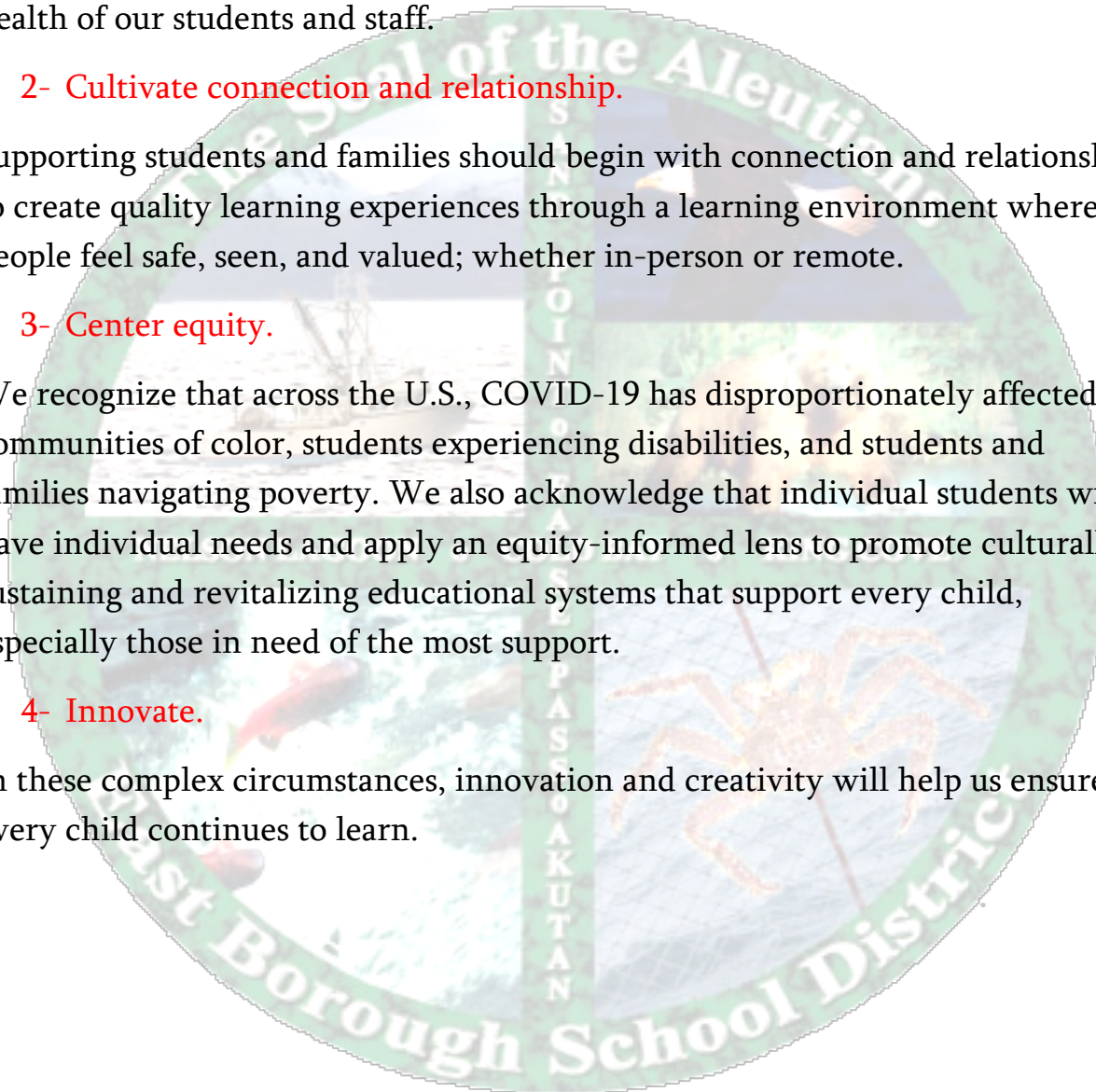
Supporting students and families should begin with connection and relationship to create quality learning experiences through a learning environment where people feel safe, seen, and valued; whether in-person or remote.

3- Center equity.

We recognize that across the U.S., COVID-19 has disproportionately affected communities of color, students experiencing disabilities, and students and families navigating poverty. We also acknowledge 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.

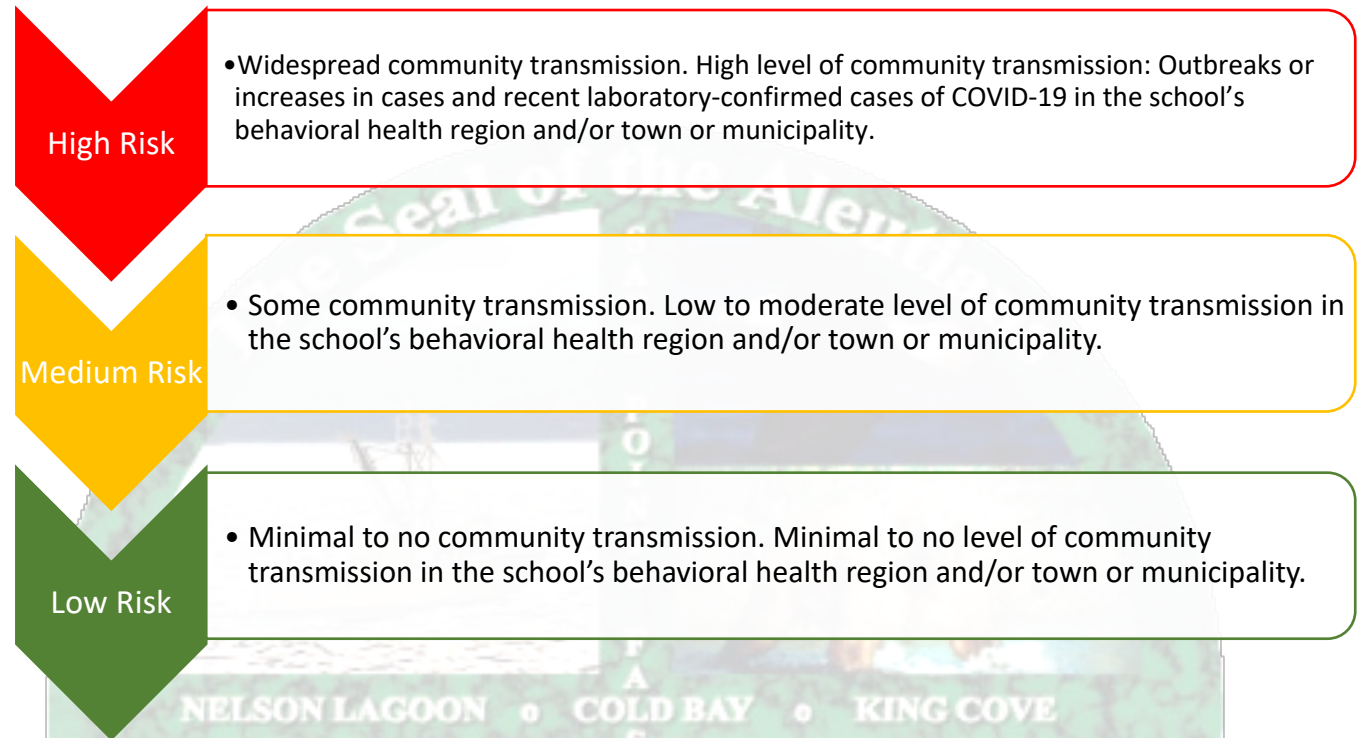
4- Innovate.

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



Definition of a Low, Medium, and High-Risk School Environment

Definition of low, medium, and high-risk operational zone by community:



It is essential to realize that we will most likely see some movement between risk categories during the school year. The school district will be in constant contact with the Eastern Aleutians Tribes Clinic (EATS) to define levels of transmission. We will also consult with the clinic before moving levels.

If a student becomes sick, the district will provide distance learning opportunities commensurate with the efforts we made in the 4th quarter of last year. The school will open for the students on August 24, 2020. Plan for staff professional development has been scheduled every other Wednesday during the school year.

Access to the school building will be limited. Every effort will be made to ensure students are in classes for the full school day and, to the extent possible, be allowed to participate in school-sponsored extracurricular activities. Beyond the necessities, building access will be limited to essential functions only.

Outbreak Prevention and Planning

The AEBSD will coordinate with local public health and medical advisory team to establish communication channels related to current community transmission levels as well as any localized outbreaks or clusters of symptoms. We developed a clear emergency response framework with key stakeholders. If new cases are identified in the school setting, and the incidence is low, the principal will provide a direct report to the superintendent on the diagnosed case(s) and impose restrictions on close contacts.

Outbreak Response

In the event of an outbreak, the district will direct schools to follow the 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, we will report the case to, and consult with, our local public health regarding cleaning and possible classroom or program closure. We will 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). The AEBSD will follow the plan for disinfection and cleaning and will consider switching the relevant cohort, classroom, or school to remote learning. The AEBSD will report any two or more people with similar illness (staff or students) to the superintendent. When cases are identified in the district, a response team will be assembled within the district and responsibilities assigned. The AEBSD will modify, postpone, or cancel any large school event, as coordinated with local public health. We are ensuring schools are ready to switch to distance instruction in the event of isolation, quarantine, or closure affecting any number of students. We planned how our schools will continue to provide meals for students receiving meal assistance. The AEBSD will communicate criteria that must be met for on-site instruction to resume and relevant timelines with families.

Recovery and Reentry

The AEBSD planned instructional models that support all learners in comprehensive distance learning. We will clean, sanitize, and disinfect surfaces and follow Centers for Disease Control and Prevention (CDC) guidance for classrooms, cafeteria settings, restrooms, buses and playgrounds. We will communicate with families about options and efforts to support returning to on-site instruction. In collaboration with our local health providers, we will decide on bringing students back into on-site instruction. Smaller groups, cohorts, and rotating schedules will be considered to allow for a safe return to schools.

In High-Risk Level:

In person classes will be canceled with the possible exception for vulnerable populations to meet students' learning needs.

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.

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. • 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.

Working Group Members

The Site
Principal

The School
Counselor

The Local
Clinic

AEBS
Superintendent

EAT Chief
Executive
Officer

The Medical Advisory Team Members

Site Principal

School
Counselor

The Local Clinic

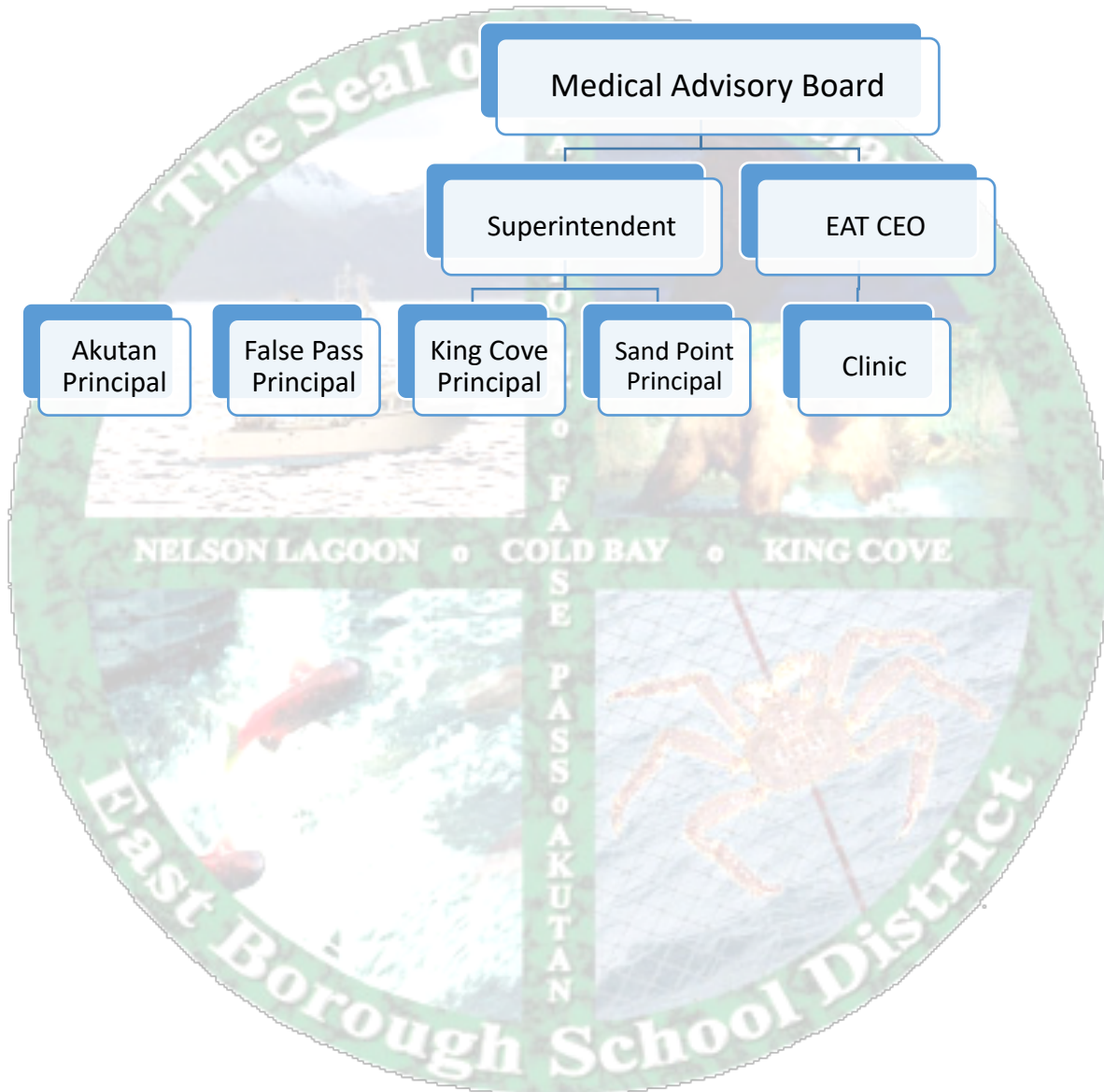
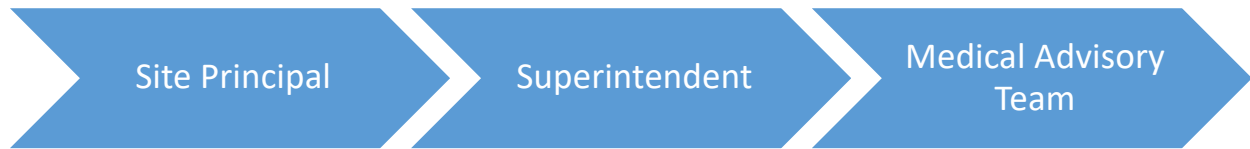
AEBS
Superintendent

EAT Chief
Executive Officer

Executive Assistant

Communication
Specialist

Communication Pathway



Conditions For Learning

	Low Risk	Medium Risk	High Risk
Health and Safety Protocol	<p>AEBSD schools may operate on a normal schedule with normal routines. The start to the school year will be traditional.</p> <p>School personnel will screen students on a daily basis upon arrival to school based on EAT protocol. Student presenting symptoms needs to be quarantined until pick up by a family member.</p> <p>Students temperatures will be taken upon entry into the building, along with sanitation protocols before being dismissed to their classes</p> <p>Students who have traveled have a mandatory appointment at the clinic, negative screen, quarantined in accordance to state and federal guidelines. Students are expected to complete schoolwork, and follow protocols before returning to school.</p> <p>Lunch will be served to every student with social distancing practiced at all time. Disinfectant will be used before and after eating. Students will be expected to perform safe sanitizing practices.</p> <p>Personal supplies will not be shared between students. Teachers/staff</p>	<p>Screen students on a daily basis upon arrival to school based on the EAT protocol.</p> <p>Student's temperatures will be taken upon entry into the building, along with sanitation protocols before being dismissed to their classes.</p> <p>Alternative scheduling will be utilized to minimize the student population in the building as needed.</p> <p>Students who traveled follow EAT protocol and enter through alternative door and instruction delivered in a separate room.</p> <p>Lunch will be served to every student with social distancing practiced at all time. Disinfectant will be used before and after eating. Students will be expected to perform safe sanitizing practices.</p> <p>Teachers /staff will sanitize individual students supplies.</p> <p>Emoji feeling survey available districtwide for parents and teachers to fill out and send to the school counselor.</p> <p>Masks will be required based on communication with EAT.</p>	<p>Student engagement and participation will be monitored via a variety of mediums and regular phone calls/emails to home.</p> <p>Lunch will be delivered via school personnel in personal protective equipment.</p> <p>Students will bring personal supplies to their home that will be sanitized upon return to school.</p> <p>Emoji feeling survey will be available districtwide for parents and teachers to fill out and send to the school counselor. Crisis hotline numbers will be advertised.</p> <p>Masks will be required based on communication with EAT.</p>

	<p>will sanitize and check out schoolwide shared supplies.</p> <p>Emoji feeling survey available districtwide for parents and teachers to fill out and send to the school counselor.</p> <p>Masks will be strongly encouraged for students whenever social distancing cannot be maintained.</p>		
Parent and Family Engagement	<p>Encourage regular attendance and engagement in schools.</p> <p>Protocols will be shared with parents and the community in school correspondence.</p>	<p>Student engagement and participation will be monitored via a variety of mediums and regular phone calls/emails to home.</p> <p>calls/emails home.</p> <p>Protocols will be shared with parents in school packet, Friday flyer and social media.</p> <p>Protocols will be shared with parents and the community in school correspondence.</p>	<p>Student engagement and participation will be monitored via a variety of mediums and regular phone calls/emails to home.</p> <p>Protocols will be shared with parents in school packet, Friday flyer and social media.</p> <p>Protocols will be shared with parents and the community in school correspondence.</p>
Wraparound Support and Community Services	<p>Community services will be provided in the building and will operate as guided by local and state mandates.</p> <p>School lunch will be provided daily, and social distancing will be followed.</p>	<p>Community services provided in the school building will operate on a case by case basis.</p> <p>School lunch will be provided daily, and social distancing will be followed.</p>	<p>Community services and after school programs provided in the school building will not operate.</p> <p>Lunches will be delivered to student's homes.</p>
Transportation	<p>Transportation will be offered in a traditional manner. Parents will be strongly encouraged to bring their child/children to and from school. Social distancing will be</p>	<p>Transportation will be offered in a traditional manner. Parents will be strongly encouraged to bring their child/children to and from school. Social distancing will be</p>	<p>Transportation by bus will be unavailable</p>

	<p>practiced to the greatest extent possible.</p> <p>Bus drivers will be responsible for sanitizing before and after student's ride.</p>	<p>practiced to the greatest extent possible.</p> <p>Bus drivers will be responsible for sanitizing before and after students ride.</p>	
Trauma-Informed Practices and Social Emotional Needs	<p>Teachers are encouraged to be mindful of the social-emotional needs of students.</p> <p>The school counselor will be available for Social Emotional Learning (SEL).</p> <p>An emoji feeling survey available districtwide for parents and teachers to fill out and send to the school counselor. A referral process to EAT will be followed to ensure students are provided behavioral health services.</p> <p>Available crisis hotline numbers will be provided to staff, students and parents.</p>	<p>The school will, to the best of their ability, provide various behavioral health services and support to students in conjunction with EAT.</p> <p>The school counselor will be available for Social Emotional Learning (SEL).</p> <p>An emoji feeling survey available districtwide for parents and teachers to fill out and send to the school counselor. A referral process to EAT will be followed to ensure students are provided behavioral health services.</p> <p>Available crisis hotline numbers will be provided to staff, students and parents.</p>	<p>The AEBSD will coordinate with EAT to provide behavioral health services and support to students.</p> <p>The school counselor will be available for Social Emotional Learning (SEL).</p> <p>An emoji feeling survey available districtwide for parents and teachers to fill out and send to the school counselor. A referral process to EAT will be followed to ensure students are provided behavioral health services.</p> <p>Available crisis hotline numbers will be provided to staff, students and parents.</p>
"Welcome Back" Planning	<p>The AEBSD will encourage regular communication between schools and families on the subject matter of school routines and expectations.</p> <p>Schools will host a virtual welcome back meeting to discuss school year expectations and smart start protocols.</p> <p>All protocols, procedures and communications will be available on the</p>	<p>The AEBSD will encourage regular communication between schools and families on the subject matter of school routines and expectations.</p> <p>Schools will host a virtual welcome back meeting to discuss school year expectations and smart start protocols.</p> <p>All protocols, procedures and communications will be available on the</p>	<p>AEBSD will encourage regular communication between schools and families on the subject matter of school routines and expectations.</p> <p>All protocols, procedures and communications will be available on the website and social media outlets</p> <p>The school counselor will provide regular communication to families.</p>

	<p>school district website, Facebook and social media outlets.</p> <p>The school counselor will provide regular communication to families.</p>	<p>school district website, Facebook and social media outlets.</p> <p>The school counselor will provide regular communication to families.</p>	
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Health and Safety

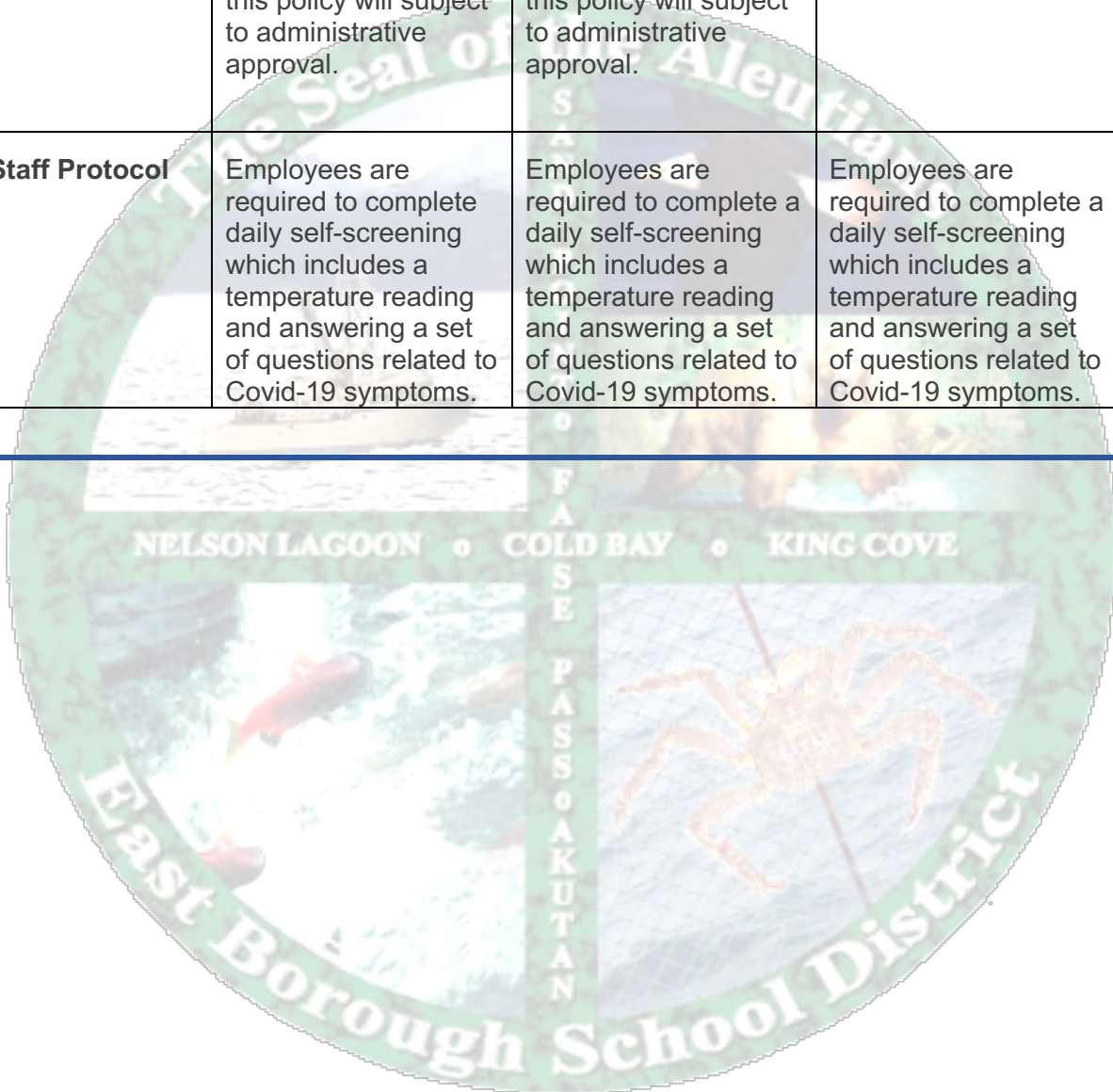
	Low Risk	Medium Risk	High Risk
Health Screening	<p>Daily temperature screenings will be administered upon arrival. Parents are encouraged to check their child/children body temperatures prior to school daily. Daily temperature screening for students at home will not exempt the student from screening at school. Students with temperatures at or above 100.3 will be sent home and the parent/guardian will call the clinic to schedule a COVID-19 evaluation.</p> <p>Parents are encouraged to release students to staff at the health screening checkpoint. Anyone entering the building is subject to a temperature screening and restriction from the building if the temperature is above 100.3. Refer to page 38 for specific school re-entry protocols.</p>	<p>Daily temperature screenings will be administered upon arrival. Parents are encouraged to check their child/children body temperatures prior to school daily. Daily temperature screening for students at home will not exempt the student from screening at school. Students with temperatures at or above 100.3 will be sent home and the parent/guardian will call the clinic to schedule a COVID-19 evaluation.</p> <p>Parents are encouraged to release students to staff at the health screening checkpoint. Anyone entering the building is subject to a temperature screening and restriction from the building if the temperature is above 100.3. Refer to page 38 for specific school re-entry protocols.</p>	<p>In person classes may be canceled, students may not be admitted into the building. Teachers will coordinate classes and learning activities via distance.</p> <p>Refer to page 38 for specific school re-entry protocols.</p>
Personal Protective Equipment (PPE)	<p>Approved masks* are strongly encouraged to be worn at all times while in the building and on school grounds (lunch excluded) and are required when social distancing is not possible.</p>	<p>Approved masks* are required to be worn at all times while in the building and on school grounds (lunch excluded) and are required when social distancing is not possible.</p>	<p>Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.</p>

	*Please see appendix A, attached below	*Please see appendix A, attached below	
Congregate Settings (assemblies, recess)	Gatherings of more than 20 individuals are discouraged and will only be allowed upon approval by the administration.	Gatherings of more than 10 individuals are strongly discouraged and will only be allowed upon approval by the administration.	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.
Classroom Arrangement (desk spacing, furniture protocol)	To the extent, possible desks will be placed 6 feet apart. Communal seating areas (couches, rocking chairs, bean bags, etc.) will be removed or decommissioned.	Student learning spaces (desks, tables) will be required to be at least 6 feet apart. Classes may be moved to larger areas of the school to allow more space between students. Communal seating areas (couches, rocking chairs, bean bags, etc.) will be removed or decommissioned.	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.
Sharing of Supplies	Sharing of classroom supplies is discouraged. The school will have stock on hand to alleviate the need for sharing. Sharing of food and drink is prohibited.	Sharing of classroom supplies is prohibited. The school will have stock on hand to alleviate the need for sharing. Sharing of classroom supplies is prohibited. Sharing of food and drink is prohibited.	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.
Common Spaces (hallways, bathrooms, etc.)	To the extent, possible hallway traffic will be minimized. Social distancing will be practiced. Masks are strongly encouraged in common spaces. Common areas will be cleaned and sanitized according to the CDC guidelines.	Staff in secondary settings will develop a formal plan to minimize traffic in the secondary hallway. Hallway traffic in the elementary will be restricted to one class at a time, or to the greatest degree possible. Social distancing will be practiced. Masks are required in common spaces. Common areas will be cleaned	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.

		and sanitized according to the CDC guidelines.	
Class Parties and Field Trips	Class parties are prohibited unless approved by the site principal or designee.	Class parties are prohibited.	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.
Training & Instruction	Students will be trained on proper mask protocol, handwashing, and the use of strategically located hand sanitizing stations. Students will be taught to avoid all physical contact whenever possible, to include handshakes and high fives. Students will be reminded to avoid touching their eyes, faces, noses, and mouths whenever possible.	Students will be trained on proper mask protocol, handwashing, use of strategically located hand sanitizing stations in the building, taught to avoid all physical contact whenever possible, including handshakes and high fives. Students will be reminded to avoid touching their eyes, faces, noses, and mouths whenever possible.	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.
Dismissal Protocol	Students not under the direct supervision of a teacher or coach will be required to leave the building no later than 15 minutes after dismissal. Any change of after school plans for students must be initiated by parents via a phone call to the office prior to dismissal time each day.	Students not under the direct supervision of a teacher or coach will be required to leave the building no later than 15 minutes after dismissal. Any change of after school plans for students must be initiated by parents via a phone call to the office prior to dismissal time each day.	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.

Arrival Protocol	<p>The school building will open for general student access 15 minutes before the school day formally begins. Students will enter the school through designated entrances that promote social distancing. Staff will be on hand in each location to conduct the daily health screenings. Students arriving late will need to go to the main office to report in and to get a temperature check. Students must then report directly to their homeroom or 1st-period class.</p> <p>Students arriving after classes begin will be required to check-in at the main office for screening.</p>	<p>The school building will open for general student access 15 minutes before the school day formally begins. Students will enter the school through designated entrances that promote social distancing. Staff will be on hand in each location to conduct the daily health screenings. Students arriving late will need to go to the main office to report in and to get a temperature check. Students must then report directly to their homeroom or 1st-period class.</p> <p>Students arriving after classes begin will be required to check-in at the main office for screening.</p>	<p>Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.</p>
Facility Use Guidelines	<p>Any facility usage outside of the regular school day or extracurricular activities utilize the school campus must have school administrative approval. A group wishing to use the facility must submit a mitigation plan with necessary safety protocols along with the requisite form detailing the logistics involved.</p>	<p>Any facility usage outside of the regular school day may be prohibited.</p>	<p>The facility will be restricted to staff only.</p>

Visitor Policy	<p>Building access during the school day will be limited to staff, students, and related service providers under contract with the district.</p> <p>Any departure from this policy will subject to administrative approval.</p>	<p>Building access during the school day will be limited to staff, students, and related service providers under contract with the district.</p> <p>Any departure from this policy will subject to administrative approval.</p>	<p>The facility will be restricted to staff only.</p>
Staff Protocol	<p>Employees are required to complete daily self-screening which includes a temperature reading and answering a set of questions related to Covid-19 symptoms.</p>	<p>Employees are required to complete a daily self-screening which includes a temperature reading and answering a set of questions related to Covid-19 symptoms.</p>	<p>Employees are required to complete a daily self-screening which includes a temperature reading and answering a set of questions related to Covid-19 symptoms.</p>



Continuity of Learning

	Low Risk	Medium Risk	High Risk
Learning Gaps	<p>AEBSD schools may operate on a regular schedule with normal routines. The start of the school year will be mostly traditional.</p> <p>The district will provide direct instruction to fill gaps as necessary.</p> <p>All students will be supported through a best practice Multi-Tiered System of Support (MTSS) model.</p> <p>Student engagement and participation will be monitored via a variety of mediums and regular phone calls/emails to home.</p>	<p>AEBSD schools may operate on a regular schedule with a normal routine and/or distance delivery methodology.</p> <p>To address learning gaps due to absences, teachers will provide detailed phone calls describing instruction to students that are absent.</p> <p>After a student returns from an absence, teachers will utilize diagnostic assessments to determine each student's skill level.</p> <p>All students will be supported through a best practice Multi-Tiered System of Support (MTSS) model.</p> <p>Student engagement and participation will be monitored via a variety of mediums and regular phone calls/emails to home.</p> <p>When utilizing distance delivery methods, teachers will schedule an individual time to interact with students.</p>	<p>Learning services will be delivered through distance delivery. Information regarding the distance delivery method will be provided to families.</p> <p>After a student returns from an absence, teachers will utilize diagnostic assessments to determine students' skill level.</p> <p>Skills assessments will be administered to the extent possible through virtual means. Alternate distance delivery methods, including paper and pencil, may be utilized as appropriate.</p> <p>All students will be supported through a best practice Multi-Tiered System of Support (MTSS) model.</p> <p>Student engagement and participation will be monitored via a variety of mediums and regular phone calls/emails to home.</p> <p>When utilizing distance delivery methods, teachers will schedule an individual time to interact with students.</p>
Interventions / Meeting the Needs of Students with Disabilities	<p>Schools will implement Individual Education Plans (IEP) with fidelity.</p> <p>Schools will follow all compliance deadlines.</p>	<p>Schools will implement the Individual Education Plans (IEP) based on emergent scenarios.</p> <p>Schools will follow all compliance deadlines.</p>	<p>Learning services will be delivered through distance delivery.</p> <p>Schools will follow all compliance deadlines.</p>

	<p>Sites will continue to provide parents with quarterly progress monitoring.</p> <p>The AEBSD will encourage regular communication between schools and families.</p>	<p>Sites will continue to provide parents with quarterly progress monitoring.</p> <p>The AEBSD will encourage regular communication between schools and families.</p>	<p>Sites will continue to provide parents with quarterly progress monitoring.</p> <p>The AEBSD will encourage regular communication between schools and families.</p>
School Schedules	Daily bell schedules will reflect staggered starts to the school day in order to maintain social distancing when students are on the school bus.	Daily bell schedules will reflect staggered starts to the school day in order to maintain social distancing when students are on the school bus.	Access to schools will be severely restricted, as teachers will coordinate classes and learning activities via distance delivery.
Delivery Methods	<p>The AEBSD schools may operate on a normal schedule with normal routines. The start of the school year will be mostly traditional.</p> <p>Instruction will be delivered in a manner conducive to maintaining 6 feet of social distancing and a manner that promotes a healthy and safe learning environment.</p> <p>Common areas will be cleaned and sanitized in accordance with the CDC guidelines.</p> <p>As conditions allow, teachers may hold their classrooms outdoors.</p> <p>The AEBSD will encourage teachers to leave their classroom windows open to allow for additional airflow and ventilation.</p>	<p>The AEBSD may provide a combination of distance delivery and in-person instruction.</p> <p>At all times, students will be encouraged to practice 6-foot social distancing.</p> <p>Common areas will be cleaned and sanitized in accordance with the CDC guidelines.</p> <p>As conditions allow, teachers may hold their classrooms outdoors.</p> <p>The AEBSD will encourage teachers to leave their classroom windows open to allow for additional airflow and ventilation.</p>	<p>All learning services may be provided through distance delivery.</p> <p>Schools will continue to encourage regular communication between classrooms and families.</p> <p>Instruction may be delivered via distance delivery aligned with the adopted curriculum and state standards.</p>
Professional Learning for Educators	Teachers will be trained in delivering distance methods and practices to allow for optimal performance in the event of a school closure.	Teachers will be trained in delivering distance methods and practices to allow for optimal performance in the event of a school closure.	Teachers will be trained in delivering distance methods and practices to allow for optimal performance in the event of a school closure.

	<p>Professional learning will take place to allow for teacher's adequate understanding of the stress and hardships of students' lives during a pandemic.</p> <p>Virtru will be set up for staff to maintain secure email services.</p>	<p>Professional learning will take place to allow for teacher's adequate understanding of the stress and hardships of students' lives during a pandemic.</p> <p>Virtru will be set up for staff to maintain secure email services.</p> <p>Support for teachers will be provided in modifying the delivery of instruction and negotiating distance learning.</p>	<p>Professional learning will take place to allow for teacher's adequate understanding of the stress and hardships of students' lives during a pandemic.</p> <p>Virtru will be set up for staff to maintain secure email services.</p> <p>Support for teachers will be provided in modifying the delivery of instruction and negotiating distance learning.</p>
Staffing	<p>AEBSD will collaborate with Eastern Aleutian Tribes to facilitate COVID-19 screening of students and staff upon arrival at the school.</p> <p>AEBSD will provide staffing in order to meet or exceed guidelines and regulations promulgated by DEED; EAT; and local, state, and federal agencies.</p>	<p>AEBSD will collaborate with Eastern Aleutian Tribes to facilitate COVID-19 screening of students and staff upon arrival at the school.</p> <p>AEBSD will provide staffing in order to meet or exceed guidelines and regulations promulgated by DEED; EAT; and local, state, and federal agencies.</p>	<p>AEBSD will collaborate with Eastern Aleutian Tribes to facilitate COVID-19 screening of students and staff upon arrival at the school.</p> <p>AEBSD will provide staffing in order to meet or exceed guidelines and regulations promulgated by DEED; EAT; and local, state, and federal agencies.</p>
Additional Considerations	<p>AEBSD schools will remain diligent in making adjustments to the emergent situations if the risk level should shift at any point in time.</p> <p>Schools will be ready to move into medium risk protocols if necessary.</p> <p>Grading practices will be as normal.</p>	<p>AEBSD schools will remain diligent in making adjustments to the emergent situations if the risk level should shift at any point in time.</p> <p>Schools will be ready to move into high-risk protocols as necessary.</p> <p>Grading practices and course offerings may be adjusted based on the expectations of the teachers, as defined by syllabi.</p>	<p>AEBSD schools will remain diligent in making adjustments to the emergent situations if the risk level should shift at any point in time.</p> <p>Grading practices and course offerings may be adjusted based on the emergent situations in the community.</p>
Connections with Stakeholders	<p>The AEBSD will collaborate with Eastern Aleutian Tribes to</p>	<p>The AEBSD will collaborate with Eastern Aleutian Tribes to</p>	<p>The AEBSD will collaborate with Eastern Aleutian Tribes to provide</p>

	<p>provide expertise and oversight in providing COVID-19 screening of students and staff upon arrival at school.</p> <p>The AEBSD will maintain communication with appropriate stakeholders using appropriate means of communication.</p> <p>All information regarding COVID-19 protocols will be shared with all stakeholders and publicly posted on websites and social media.</p>	<p>provide expertise and oversight in providing COVID-19 screening of students and staff upon arrival at school.</p> <p>The AEBSD will maintain communication with appropriate stakeholders using appropriate means of communication.</p> <p>All information regarding COVID-19 protocols will be sent to stakeholders and publicly posted on websites and social media.</p>	<p>expertise and oversight in providing COVID-19 screening of students and staff upon arrival at school.</p> <p>The AEBSD will maintain communication with appropriate stakeholders using appropriate means of communication.</p> <p>All information regarding COVID-19 protocols will be shared with all stakeholders and publicly posted on websites and social media.</p>
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Capacities of Learning

	Low Risk	Medium Risk	High Risk
Connectivity	<p>AEBSD schools may operate on a normal schedule with normal routines.</p> <p>The start of the school year will be largely traditional.</p> <p>Students' one to one Chromebooks will be issued under regular district technology use protocols.</p>	<p>Normal school services could be delivered via wireless connectivity from homes to school buildings as needed.</p> <p>Students' one to one Chromebooks will be issued under regular district technology use protocols.</p> <p>The AEBSD will implement necessary schedule changes and may include staggered / split scheduling and could include both in person and virtual sessions in the same classes.</p>	<p>School services will be delivered via wireless connectivity from homes to school buildings as needed.</p> <p>This content will be locally stored content only. There will be no direct internet access outside of the school properties.</p> <p>Students' one to one Chromebooks will be issued under regular district technology use protocols.</p>
Federal Funding and Flexibility	<p>The AEBSD will operate with regular budgetary spending practices in accordance with grant assurances.</p> <p>The AEBSD and funding cycle operations will be mostly traditional.</p>	<p>The AEBSD schools may amend regular budgetary spending practices in relation to the needs of remote/distance learning settings.</p> <p>AEBSD operations may need to shift funds into</p>	<p>The AEBSD schools may amend regular budgetary spending practices in relation to the needs of remote/distance learning settings.</p> <p>AEBSD operations may need to shift funds into</p>

	<p>The AEBSD will likely not amend approved budgetary spending.</p>	<p>areas of need to provide alternate learning opportunities, school facility cleaning, staff responsibilities, and technology necessary for remote instructional delivery.</p> <p>AEBSD will amend the approved budget as necessary to meet district and sites' needs.</p>	<p>areas of need to provide alternate learning opportunities, school facility cleaning, staff responsibilities, and technology necessary for remote instructional delivery.</p> <p>AEBSD will amend the approved budget as necessary to meet district and sites' needs.</p>
<p>Student Activities and Travel</p>	<p>The AEBSD schools will operate on a normal academic schedule. Extra-curricular activities schedules are yet to be determined.</p> <p>The start of the school year will be directly correlated with the ASAA return to event protocol.</p> <p>Travel outside and within the district will follow Student/staff travel local and state guidelines / regulations.</p>	<p>The AEBSD schools will adjust the normal activities schedule to reflect state guidelines and regulations based on emerging considerations.</p> <p>The start of the school year will be directly correlated with ASAA return to event protocols.</p> <p>Student and staff travel outside the district may halt.</p>	<p>The AEBSD may halt all student activities.</p> <p>The AEBSD may halt all student contact.</p> <p>AEBSD may halt all district travel.</p>
<p>Facilities Use and Sanitation Funding</p>	<p>The AEBSD schools will operate on a normal academic schedule. Extra-curricular activities schedules are yet to be determined.</p> <p>AEBSD schools will maintain an enhanced supply of cleaning materials.</p> <p>AEBSD schools will maintain an enhanced, rigorous cleaning cycle based on CDC guidelines.</p> <p>AEBSD will have adequate personal protective equipment (PPE) available.</p>	<p>The use of facilities within each school building will be handled on a case by case basis as per local and state health mandates.</p> <p>AEBSD schools will increase inventory for cleaning supplies.</p> <p>AEBSD schools will increase the frequency and intensity of cleaning cycles per CDC guidelines.</p> <p>AEBSD schools will provide gloves and masks to all staff and students as necessary.</p>	<p>Facility use will be curtailed.</p> <p>AEBSD schools will increase the inventory of cleaning supplies.</p> <p>AEBSD schools will increase the frequency and intensity of cleaning cycles per CDC guidelines.</p> <p>AEBSD schools will provide gloves and masks to all staff for daily use.</p> <p>AEBSD will increase funds directed towards the cleaning and sanitation of the schools.</p>

		AEBSB will increase funds directed towards the sanitation of the schools.	
Considerations Related to Negotiated Agreements	The AEBSB schools will operate on a normal schedule with normal contractual obligations and responsibilities.	AEBSB may amend the normal schedule and contractual obligations and responsibilities of staff based on emergent issues and consultation, as necessary with the Aleutians East Education Association (AEEA).	AEBSB may amend the normal schedule and contractual obligations and responsibilities of staff based on emergent issues and consultation, as necessary with the Aleutians East Education Association (AEEA).
Additional Considerations	<p>AEBSB schools will be diligent in making necessary adjustments if the risk level should shift at any point in time.</p> <p>Schools will be ready to move into medium risk protocols immediately if necessary.</p>	<p>AEBSB schools will be diligent in making necessary adjustments if the risk level should shift at any point in time.</p> <p>Schools will be ready to move into medium risk protocols immediately if necessary.</p>	<p>AEBSB schools will be diligent in making necessary adjustments if the risk level should shift at any point in time.</p> <p>Schools will be ready to move into medium risk protocols immediately if necessary.</p>
Connections with Stakeholders	All changes to the risk level will be communicated to the community and stakeholders with transparency.	<p>AEBSB schools will remain diligent in making adjustments to the evolving situations if the risk level should shift at any point in time.</p> <p>Schools will be ready to move into high risk protocols immediately if necessary.</p> <p>Communication with stakeholders will remain up to date and with transparency.</p>	<p>AEBSB schools will remain diligent in making adjustments to the evolving situations if the risk level should shift at any point in time.</p> <p>Schools will be ready to move back to medium or low risk protocols when appropriate.</p> <p>Communication with stakeholders will remain up to date and with transparency.</p>

Consideration for Reentry

Every school should be prepared to demonstrate to its community that it can operate in a manner that will ensure 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.

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 Centers for Disease Control and Prevention (CDC) guidance.
4. Regularly clean and disinfect high-touch surfaces.
5. The daily screen of all students and staff for signs 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 in All Levels

- Establish and continue communication with local and state authorities to determine current COVID-19 disease mitigation in your community.
- The Family Educational Rights and Privacy Act (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. Principal communicates this information to local public health, superintendent, and the teachers of any class the child attends.
 4. 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.
 5. 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.
 6. 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 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 Centers for Disease Control and Prevention (CDC) 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.

Safety Actions

Students must never be excluded from receiving educational services, nor be denied a Free Appropriate Public Education (FAPE). 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.

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). Cohorts of 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 Centers for Disease Control and Prevention (CDC) also recommends cohorts when students cannot be kept 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.
- 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. Serve individually plated meals and hold activities in separate areas. 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

Promoting Healthy Hygiene 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. The Centers for Disease Control and Prevention (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 two, anyone who experiences a disability preventing them from wearing a face covering or for anyone who has trouble breathing, 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 A 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.

- 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.

Establishing 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 Centers for Disease Control and Prevention (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 Centers for Disease Control and Prevention (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.

Special Consideration 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 Centers for Disease Control and Prevention (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 the district's medical advisory team and/or public health officials.
- Provide signage and restrict access to outdoor and sports equipment, as necessary.
- 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.

Consideration 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 local 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 Americans with Disabilities Act (ADA) and Free Appropriate Public Education (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.
- The Centers for Disease Control and Prevention (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 a 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 their behavioral health region, district, 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 that can be offered 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.

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 an 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 Centers for Disease Control and Prevention (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.

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.

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.
- **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. 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.

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 or are contagious. 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 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. 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.

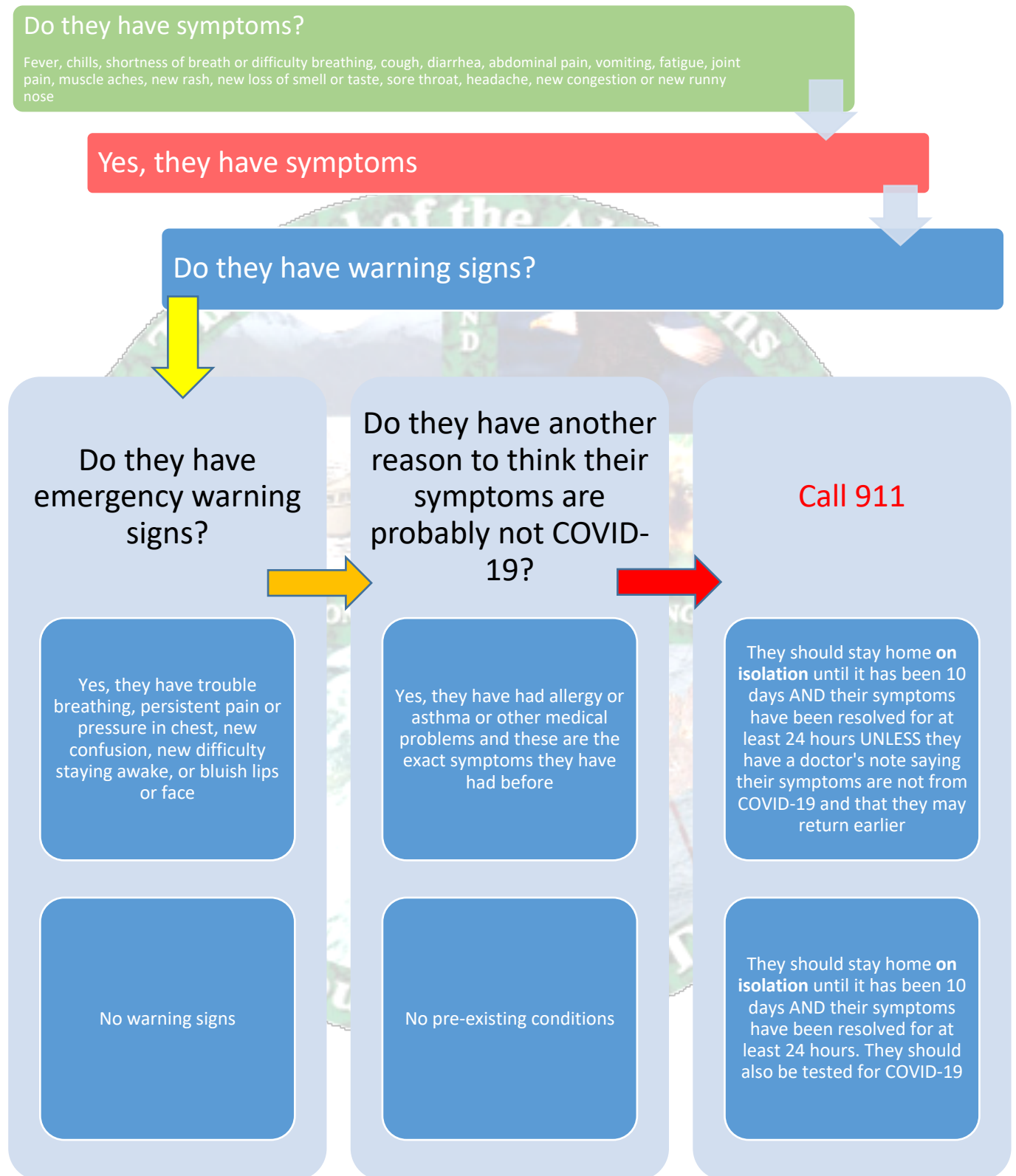
Maintain Healthy Operations

- 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.

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).

Return to School Flow Chart



Daily 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.

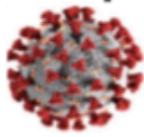
Students should follow the RETURN TO SCHOOL pathway. School administration may require additional documentation before reentry is granted to the school.

Appendix A



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.



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.



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.



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.



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.



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.



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cdc.gov/coronavirus

Appendix B: 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**

Approved PPE types mentioned in this guidance

<p>Cloth face covering</p> 	<p>Medical Mask</p> 	<p>N95 Respirator</p> 	
<p>Face Shield</p> 	<p>Eye Protection</p> 	<p>Gloves</p> 	<p>Gown</p> 

PLEASE NOTE: JET FLOW MASKS ARE NOT APPROVED PPE!