

Valdez City School District: CONDITIONS FOR LEARNING

	PHASE I	PHASE 2	PHASE 3	PHASE 4	NOTES
	<p>All schools are open. <i>No risk of spreading COVID-19.</i></p>	<p>All schools are open, with some short-term closures in some buildings. <i>Risk of spreading COVID-19 is minimal.</i></p>	<p>Reduced on-campus hours. <i>Risk of spreading COVID-19 is moderate.</i></p>	<p>All schools are closed. <i>Risk of spreading COVID-19 is significant.</i></p>	<p>Some steps in each “Phase” may be repeated as necessary.</p>
<p>Health and Safety Protocols</p>	<ul style="list-style-type: none"> Staff to wear masks in accordance with public mandates. Students encouraged to wear masks. Changes to class size and student spacing where possible. Hand washing encouraged and hand sanitizer available. Deliberate cleaning and disinfection guidance. Train and teach hygiene and other preventative measures to staff and students. Planning meal services/nutrition for school reentry. Continued emphasis on staying home if an employee or student is sick. Students must wash hands before meals and should be encouraged to do so after. Limitations for non-essential visitors, staff, and vendors implemented. Staff or students who previously tested positive, may return upon medical professional’s guidance. 	<ul style="list-style-type: none"> Symptom free environment. Staff and students are expected to stay home if symptoms exist. Screening: in order to attend school, staff and parents must be able to answer “no” to screening questions each day. Students and staff who demonstrate a fever or other symptoms while at school will be isolated and sent home. In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, we may consider closing that particular building for a short time (2-5 days) for cleaning and disinfection. Building entry and exit protocols implemented. Limitations for non-essential visitors, staff, and vendors implemented. Desk shields will be depoloyed when physical spacing is limited. Staff or students who previously tested positive, may return upon medical professional’s guidance. 	<ul style="list-style-type: none"> Cleaning of desk/chairs and other surfaces between the change of students. Social/Physical distancing - reduced class sizes. Schools are open, some campuses use hybrid or remote learning. Example: Students rotate coming to school on an A/B schedule. Initiate temperature checks. Gatherings will require social distancing requirements. Students and staff are to stay home if sick or symptomatic, per student absence and staff leave policies. Staff or students who previously tested positive, may return upon medical professional’s guidance. 	<ul style="list-style-type: none"> Enhanced disinfecting occurring at all schools. 	
<p>Parent and Family Engagement</p>	<ul style="list-style-type: none"> Communication between district, schools and teachers will be timely and informative. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. Staff will continue to normalize the experiences of our students and staff, recognizing and acknowledging the stress and trauma that students, families, and staff have experienced and may continue to experience during the school year. 	<ul style="list-style-type: none"> The district will reduce the number of platforms parents and students are asked to interact with. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. Training will be set up to help parents learn the distance learning tools implemented by teachers. These trainings will help parents navigate learning platforms and programs, communication tools, and understand the flow of learning from the classroom to the home and back to school. 	<ul style="list-style-type: none"> Information will be provided regularly to parents on how to support the home learning portion of the plan. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. 	<ul style="list-style-type: none"> Information will be provided regularly to parents on how to support the home learning portion of the plan. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. 	

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Transportation	<ul style="list-style-type: none"> First Student employees will wear masks. Students will be required to wear masks. Deliberate cleaning and disinfection plan. 	<ul style="list-style-type: none"> Students will be required to wear masks. Parents who are able to transport their children to school are encouraged to do so. 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. 	<ul style="list-style-type: none"> Students will be required to wear masks. By reducing capacity of students in buildings at one time, we will be providing for social/physical distancing on the buses. However, a full 6 feet may not always be possible. Enhanced disinfecting occurring for all school transportation. 	<ul style="list-style-type: none"> No student transportation services provided. 	
Trauma-Informed Practices and Social Emotional Needs	<ul style="list-style-type: none"> SEL/Counseling services are provided per normal procedures and expectations. 	<ul style="list-style-type: none"> Counselors/teachers will administer SEL screener for all students. Results from the screener and input from teachers will be used to create a Student Success Plan to provide whole child support and interventions for students. All school counselors will offer virtual individual, group, and whole class counseling sessions. Also, in person counseling support. 	<ul style="list-style-type: none"> School counselors will collaborate with support staff to lead our efforts of connecting with all students intensely focusing on unreachable students. Counselors will lead Care Teams to support students’ and families’ needs during quarantine and track data. Counselors will create SEL video lessons for students. 	<ul style="list-style-type: none"> School counselors will collaborate with support staff to lead our efforts of connecting with all students intensely focusing on unreachable students. Counselors will lead Care Teams to support students’ and families’ needs during quarantine and track data. Counselors will create SEL video lessons for students. Implement SEL curriculum brain breaks videos. 	
“Welcome Back” Planning	<ul style="list-style-type: none"> Given that students have not been in school for an extended time, particular attention will be paid to the introduction back to the school setting. For students who are transitioning (incoming Kindergarten students, 6th grades, 9th graders) we will be doing some specific activities to orient students to the new schools. 				
Connections with Stakeholders	<ul style="list-style-type: none"> Communication between district, schools and teachers will be timely and informative. Staff will continue to normalize the experiences of our students and staff, recognizing and acknowledging the stress and trauma that students, families, and staff have experienced and may continue to experience during the school year. VCS will be gathering feedback and answering questions on the K-12 operational Smart Start Plan. We will send out a survey in August to gain additional feedback from our families. 	<ul style="list-style-type: none"> Teachers will continually check-in on students, paying extra attention to those previously identified as needing mental and/or emotional support or known to have significant life challenges, during the SEL portion of their day. Any concerns will be brought to the attention of building administrator and school counselor. 	<ul style="list-style-type: none"> Staff will continue to reach out to families during the school year for feedback around what we can do to improve their child’s experience. Teachers will remain flexible and understanding in adapting to necessary changes. The student voices at VCS will be elevated as they help to inform our decisions related to the learning environment and educational experiences. 		

Valdez City School District: CONDITIONS FOR LEARNING

	New Teacher and New Employee Orientation	Teacher COVID-19 Induction	Support Staff COVID-19 Orientation	Parent COVID-19 Orientation	Student COVID-19 Orientation
Professional Development, Training, and Reopening Cultural	<ul style="list-style-type: none"> Review school reopening task force and four reopening phases Video modules provided in Canvas to orient new employees in the areas of: <ul style="list-style-type: none"> Technology setup New teacher supports HR policies and procedures Benefits and payroll 	<ul style="list-style-type: none"> Review school reopening task force and four reopening phases. Teachers will receive a health and safety orientation to understand expectations for all four reopening phases: <ul style="list-style-type: none"> Expectations for social distancing and mask wearing. Expectations to stay home if sick. Use of Symptom Checking App, Phase 2 temperature checks. Building entry and exit protocols. Limitations for non-essential visitors, staff, and vendors. Gatherings and events. 50% schedule orientation will review: <ul style="list-style-type: none"> Building protocols. Teacher expectations. Students and parent expectations. Learning protocols and professional development will be covered for: <ul style="list-style-type: none"> Remote/online learning. Blended learning. 	<ul style="list-style-type: none"> All employees will receive a health and safety orientation to understand expectations for all four reopening phases: <ul style="list-style-type: none"> Expectations for social distancing and mask wearing. Expectations to stay home if sick. Use of Symptom Checking App. Building entry and exit protocols. Limitations for non-essential visitors, staff, and vendors. Gatherings and events. Departmental trainings regarding specific departmental protocols. 	<ul style="list-style-type: none"> Orientation will be available to parents in multiple formats: <ul style="list-style-type: none"> Website video Town Hall meetings School based orientations (Zoom or in-person) Orientation packets The orientations will include a student and parent health and safety orientation to ensure expectations are understood: <ul style="list-style-type: none"> Pledge to support HCS Healthy Behaviors. Expectations for social distancing and mask wearing. Expectations to stay home if sick. Use of Symptom Checking App. Building entry and exit protocols. Limitations for non-essential visitors, staff, and vendors. Gatherings and events. 50% schedule orientation will review: <ul style="list-style-type: none"> Building protocols. Student and parent expectations. Learning hours and supports. Other supports the student and parent can expect. Learning protocols defined for students based on: <ul style="list-style-type: none"> Remote learning. Blended learning. 	<ul style="list-style-type: none"> Will be conducted on the first day of school for students. Electronic and hard copy orientation packets will be provided. The orientations will include a Student Health and Safety orientation to ensure expectations are clear for all reopening phases. <ul style="list-style-type: none"> Expectations for social distancing and mask wearing. Cleanliness protocols for hand washing, coughing, and sneezing practices, and cleaning high touch surfaces. Expectations to stay home if sick. Use of Symptom Checking App, Phase 2 temperature checks. Understanding sick at school protocols. Understanding building entry and exit protocols. Limitations for non-essential visitors, staff, and vendors. 50% schedule orientation will review: <ul style="list-style-type: none"> Building protocols. Student expectations. Learning hours and supports. Other supports the students can expect. Learning protocols defined for students based on: <ul style="list-style-type: none"> Remote/online Learning. Blended Learning.
Wraparound Support and Community Services	<ul style="list-style-type: none"> Contact information for school and community mental and emotional health services are posted on the Valdez City Schools website. VCS school will continue to follow guidelines from the State of Alaska around health and safety. 	<ul style="list-style-type: none"> Coordinate with Local Public Health Authority to establish communication channels related to current transmission level. Establish a specific emergency response framework with key stakeholders. 	<ul style="list-style-type: none"> When novel viruses are identified in the school setting, VCS will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). 		

Valdez City School District: CONTINUITY OF LEARNING

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Learning Gaps	<ul style="list-style-type: none"> Staff will utilize the MAP skills assessment that is available outside the testing window to provide screening for all GMS/VHS students. HHES will utilize their progress monitoring tools: MAP, AIMSweb Plus, etc. to universally screen all students. Based on screening results, students will fall into one of three categories: Tier I, Tier II, or Tier III. All staff will create learning plans for each of the three instructional categories of Tier I, Tier II, or Tier III. Remote learning preparation - Prior to the first day of school, all staff will be trained and have time to prepare their remote learning programs in the event of school closure. 	<ul style="list-style-type: none"> As situations arise that are specific to one school, staff will begin planning hybrid learning of in-person and remote learning using identified remote learning platforms with instruction based on student classification of Tier I, Tier II, or Tier III. Staff communicate with students and families regarding regular curriculum and supplemental curriculum needs. Staff discuss student needs regarding curriculum and modify remote plans as needed. 	<ul style="list-style-type: none"> Staff begin to coordinate with students and families for conference times. Student updates are discussed during staff meeting times to refine remote instruction delivery. Students may be placed into one of two attendance groups. Staff plans remote instruction and in person instruction based on the number of students designated as Tier I, Tier II, or Tier III achievement. 	<ul style="list-style-type: none"> Remote Learning platforms: <ul style="list-style-type: none"> GMS & VHS - Google Classroom for assignments. PowerSchool for grading. Zoom meetings for face to face with students for instruction or office/meeting hours. HHES begins to use Seesaw online platform in a remote learning situation. 	
Interventions / Meeting the Needs of Students with Disabilities	<ul style="list-style-type: none"> Regular curriculum or IEP implementation. Academic- normal implementation of MTSS supports and IEP plan delivery is in effect for each school. SEL- Each building has identified staff with time and place to meet with students and families to provide emotional support. (Refer to CASEL Reentry Plan or MTSS Behavior Plan) 	<ul style="list-style-type: none"> Majority of students and staff are attending school. Academic- Combination of in person instruction and daily remote instruction. SEL- School counselors will contact students and families for check ins and schedules for regular contact if needed. 	<ul style="list-style-type: none"> Hybrid model for instruction. Students are divided into groups and alternate days. Essential learning objectives are used for remote lesson planning and grading. SEL- Teaching and counseling staff connect with students who have extra needs of support via home visits, small group instruction at the school, or via Zoom meeting. 	<ul style="list-style-type: none"> Staff coordinate meeting days and times with students and families. Staff develop list of students who require delivery of instructional materials and/or technology tools. Staff develop list of students who require in-person instruction. Delivery of materials are assigned to staff. 	
Staffing	<ul style="list-style-type: none"> All certified and classified staff are on the job. Maintenance and custodial staff are all on the job. 	<ul style="list-style-type: none"> Daily staff temperature checks. All certified and classified staff are on the job. Maintenance and custodial staff are all on the job. 	<ul style="list-style-type: none"> Daily staff temperature checks. Staff who are designated as “At Risk” for COVID-19 infection enter into a “telecommuting” work agreement with VCS. Staff who are not in the “At Risk” category remain on the job at his/her respective school. May reduce on campus schedule. Possible short term closures or staff telecommuting agreements implemented. 	<ul style="list-style-type: none"> All staff are now at home under “telecommuting” agreements. Minimal staff will meet in-person with students as indicated in the Interventions/ Meeting the Needs of Students with Disabilities section. 	

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School Schedules	<ul style="list-style-type: none"> Normal operating schedules are in place at each school. 	<ul style="list-style-type: none"> Normal daily schedules are in place for dual instruction mode of in person & remote learning. School begin communicating remote learning plans to students and families in case of spike in positive cases as determined by gating criteria. In-person and remote learning are taking place in a synchronizous/asynchronizous manner. Teachers may broadcast or record daily lessons as they occur throughout the week for access by in-school students and remote learning students. 	<ul style="list-style-type: none"> Student attendance is divided into cohorts to facilitate social distancing during the school day. The school’s weekly schedule can be changed to accommodate two main student body groups. Hybrid learning is in place for students in school and at home. Students are at home due to health conditions or parent choice. 	<ul style="list-style-type: none"> School is closed. Remote learning plans are implemented for each school. All staff and students are required to be at home. 	
Delivery Methods	<ul style="list-style-type: none"> In person/in class for each school is in place. Regular curriculum is used. Prior to first day of school- Mitigation Plan for screening students for busing and as students enter the buildings. 	<ul style="list-style-type: none"> Regular curriculum is used. Coordinated teacher contact plan for contacting students & families to avoid overwhelming families. Symptomatic students will be isolated from main student body pending COVID-19 test results. The circumstance determines which individual or group of students receive remote learning. Majority of the students receive in person instruction at school. 	<ul style="list-style-type: none"> Students are divided into cohorts to ensure social distancing. Regular curriculum is used. Staff prepares and finalizes remote learning plans for each building in the event of school closure. 	<ul style="list-style-type: none"> Communication- Coordinated teacher contact plan for contacting students & families to avoid overwhelming families. Delivery of tech tools and materials by staff. Remote learning and Virtual school environment. Modified/Reduced remote school instructional hours. Instruction is planned using only Essential Learning Objectives to accommodate reduced hours and workload. 	
Professional Learning for Educators	<ul style="list-style-type: none"> Teacher/Paraprofessional Induction. Training on health policies and practices. Expectations for mask wearing. Expectations to stay home if sick. Building entry/exit protocols. Limitations for non-essential visitors, staff, and contractors. PPE storage and use. ASAA activities/sports. 	<ul style="list-style-type: none"> Daily staff/student temperature checks. Training for staff on delivering remote instruction. Training for staff to aid students in developing routines and schedules for remote learning: <ul style="list-style-type: none"> Managing your day. Creating a working environment. Managing incoming information from schools and teachers. Building virtual relationships with students and families. 	<ul style="list-style-type: none"> Training for staff on delivering instruction for teaching students on developing routines and schedules for remote learning: <ul style="list-style-type: none"> Managing your day. Creating a working environment. Controlling incoming information from schools and teachers. 	<ul style="list-style-type: none"> Training for staff on delivering instruction for teaching students on developing routines and schedules for remote learning: <ul style="list-style-type: none"> Managing your day. Creating a working environment. Controlling incoming information from schools and teachers. 	

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<p>Connections with Stakeholders</p>	<ul style="list-style-type: none"> • Communication with students and families regarding the school district’s remote learning plan. • Consistent and frequent updates to community regarding the district’s status and gating criteria. 	<ul style="list-style-type: none"> • If positive cases rise, consistent and frequent updates are given to community. 	<ul style="list-style-type: none"> • Communication frequency is increased. • Building schedules incorporate A/B groups alternating attendance. 	<ul style="list-style-type: none"> • Clear expectations for the following: <ul style="list-style-type: none"> • Learning platforms used. • Student workload. • Essential curriculum and learning objectives. • Teacher communication with students via Zoom, office hours, phone, and in person. • Grading. • Testing/Finals. 	
<p>Additional Considerations</p>	<ul style="list-style-type: none"> • Student and parent orientation meetings are planned to discuss remote learning. • ASAA sports and activities will be updated as district receives information from ASAA. • Mitigation plans for activities and sports are reviewed on a regular basis. • PPE inventory regularly assessed and maintained. 	<ul style="list-style-type: none"> • Hybrid learning curriculum expectations. • Staff will continually plan for remote learning. • Expectations will need to be created and clarified for each school with staff and students. 	<ul style="list-style-type: none"> • How do we divide student population to ensure social distancing? • Proficiency in recording and posting lessons for hybrid learning. • Common vocabulary for school operation in each of the phases (i.e. telecommuting agreements). 	<ul style="list-style-type: none"> • Materials delivery. • Small group learning with at-risk populations who may require in-person instruction services. 	

Valdez City School District: CAPACITIES FOR LEARNING

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Connectivity	<ul style="list-style-type: none"> All students will check out an iPad or laptop during the first week of school. If lessons will be streamed live for students whose families elect to keep them out of school, our current bandwidth needs are good, we currently lack the hardware to do this for every teacher. Storage capacity for recording lessons using Seesaw, Google Classroom, YouTube, and Zoom are of concern. Digital resources are available for all students in the classrooms. Our ability to deliver home/e-learning opportunities is dependent on access to both devices and internet (Copper Valley Telecom and GCI are both very supportive of students and educators). Access (passwords, accounts) to online learning platforms, Google Classroom, Seesaw, other curriculums will mostly accomplished through Clever, each building will need to designate a point person for accounts. Students staff and parents can access VCS tech support on the VCS homepage at www.valdezcitieschools.org and by phone at 907-834-2351. We do have an Acceptable Use Policy for students and parents that needs to be completed at registration. 	<ul style="list-style-type: none"> All students will check out an iPad or laptop during the first week of school. If Lessons will be streamed live for students whose families elect to keep them out of school, our current bandwidth needs are good, we currently lack the hardware to do this for every teacher. Storage capacity for recording lessons using Seesaw, Google Classroom, YouTube, and Zoom are of concern. Digital resources are available for all students in the classrooms. Our ability to deliver home/e-learning opportunities is dependent on access to both devices and internet (Copper Valley Telecom and GCI are both very supportive of students and educators). Access (passwords, accounts) to online learning platforms, Google Classroom, Seesaw, other curriculums will mostly accomplished through Clever, each building will need to designate a point person for accounts. Students staff and parents can access VCS tech support on the VCS homepage at www.valdezcitieschools.org and by phone at 907-834-2351. We do have an Acceptable Use Policy for students and parents that needs to be completed at registration. 	<ul style="list-style-type: none"> All students will check out an iPad or laptop during the first week of school. If Lessons will be streamed live for students whose families elect to keep them out of school, our current bandwidth needs are good, we currently lack the hardware to do this for every teacher. Storage capacity for recording lessons using Seesaw, Google Classroom, YouTube, and Zoom are of concern For students with connectivity concerns we will continue to work with local providers, to ensure access to internet. Our ability to deliver home/e-learning opportunities is dependent on access to both devices and internet (Copper Valley Telecom and GCI are both very supportive of students and educators). Access (passwords, accounts) to online learning platforms, Google Classroom, Seesaw, other curriculums will mostly accomplished through Clever, each building will need to designate a point person for accounts. All students are equipped with one to one iPad or laptop and are required to take these home to access lessons. Students, staff and parents can access VCS tech support on the VCS schools homepage at www.valdezcitieschools.org and by phone at 907-834-2351. We do have an Acceptable Use Policy for students and parents that needs to be completed at registration. 	<ul style="list-style-type: none"> All students will check out an iPad or laptop during the first week of school. Lessons provided remotely and using an online platform. Storage capacity for recording lessons using Seesaw, Google Classroom, YouTube, and Zoom are of concern. For students with connectivity concerns, we will continue to work with local providers to ensure access to internet. Our ability to deliver home/e-learning opportunities is dependent on access to both devices and internet (Copper Valley Telecom and GCI are both very supportive of students and educators). Access (passwords, accounts) to online learning platforms, Google Classroom, Seesaw, other curriculums will mostly accomplished through Clever, each building will need to designate a point person for accounts. All students are equipped with one to one iPad or laptop and are required to take these home to access lessons. Teacher bandwidth needs to be surveyed and capacity to deliver instruction at home. Students staff and parents can access VCS tech support on the VCS homepage at www.valdezcitieschools.org and by phone at 907-834-2351. We do have an Acceptable Use Policy for students and parents that needs to be completed at registration. 	

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Student Activities and Travel	<ul style="list-style-type: none"> • ASAA will provide guidance on ASAA sanctioned activities. • Other activities will be determined on a case-by-case basis. • All district related staff and student travel may be restricted based on destination and requires approval from superintendent or designee. • Coaches/advisors, students and parents will be in-serviced on travel rules, protocols, and expectations as they relate to COVID-19 mitigations. • District mitigation plans in place prior to the start of all district sponsored activities. • Travel roster not restricted per district protocols. • Athletic and music events will be conducted in accordance with Phase 3 of guidance from the National Federation of State High School Associations. • Locker rooms are open - follow district protocol. • Practices held in accordance with ASAA and NFHS guidance. Practice can be carried out as normal with the following adjustments to safety: <ol style="list-style-type: none"> 1) Hygiene best practices are followed 2) Physical distancing as much as possible 3) Intermittent equipment cleaning 4) Recommended that vulnerable individuals should not supervise or participate in any workouts. • All travel requires a mitigation plan, to other communities based the risk level of travel to or through communities and any eventualities. The same goes for teams traveling to our community. These plans must be approved before travel. • Cloth face coverings by participants may continue to be used when not engaging in vigorous activity. i.e. sitting on the bench, in the locker room, on the sidelines, etc. As approved by the NFHS, plastic shields designed specifically for football. • Middle school sports will follow the same guidelines including mitigation plans, protocols etc, and may be held to more restrictive guidelines due to the maturity level of the athletes to complete district and state guidelines/protocols/mandates. 	<ul style="list-style-type: none"> • ASAA will provide guidance on ASAA sanctioned activities. • Other activities will be determined on a case-by-case basis. • District related staff and student travel is restricted and requires approval from superintendent or designee. • Coaches/advisors, students and parents will be in-serviced on travel rules, protocols, and expectations as they relate to COVID-19 mitigations. • District mitigation plans in place prior to the start of all district sponsored activities. • Travel roster restricted per district protocols. • Athletic and music events will be conducted in accordance with Phase 2 of guidance from the National Federation of State High School Associations. • Locker room use restricted - follow district protocol. • Practices held in accordance with ASAA and NFHS guidance. Practice can be carried out as normal with the following adjustments to safety: <ol style="list-style-type: none"> 1) Hygiene best practices are followed 2) Physical distancing as much as possible 3) Intermittent equipment cleaning 4) Recommended that vulnerable individuals should not supervise or participate in any workouts. • All travel requires a mitigation plan, to other communities based the risk level of travel to or through communities and any eventualities. The same goes for teams traveling to our community. These plans must be approved before travel. • Cloth face coverings will be worn by all students participating in activities at or associated with VCS. Exceptions are swimming, distance running or other high intensity aerobic activity. As approved by the NFHS, plastic shields designed specifically for football. • Middle school sports will follow the same guidelines including mitigation plans, protocols etc, and may be held to more restrictive guidelines due to the maturity level of the athletes to complete district and state guidelines/protocols/mandates. 	<ul style="list-style-type: none"> • ASAA will provide guidance on ASAA sanctioned activities. • Other activities will be determined on a case-by-case basis. • Most district travel is paused and extremely restricted staff and student travel requires approval from superintendent or designee. • Coaches/advisors, students and parents will be in-serviced on travel rules, protocols, and expectations as they relate to COVID-19 mitigations. • District mitigation plans in place prior to the start of all district sponsored activities. • Athletic and music events will be conducted in accordance with Phase 1 of guidance from the National Federation of State High School Associations. • Locker rooms closed - restroom use available per district protocol. • Practices held in accordance with ASAA and NFHS guidance. Practice can be carried out as normal with the following adjustments to safety: <ol style="list-style-type: none"> 1) Hygiene best practices are followed 2) Physical distancing as much as possible 3) Intermittent equipment cleaning 4) Recommended that vulnerable individuals should not supervise or participate in any workouts. • Cloth face coverings will be worn by all students participating in activities at or associated with VCS. Exceptions are swimming, distance running or other high intensity aerobic activity. As approved by the NFHS, plastic shields designed specifically for football. • Middle school sports will follow the same guidelines including mitigation plans, protocols etc, and may be held to more restrictive guidelines due to the maturity level of the athletes to complete district and state guidelines/protocols/mandates. 	<ul style="list-style-type: none"> • ASAA will provide guidance on ASAA sanctioned activities. • All activities are paused. • All travel is paused. • Coaches/advisors, Students and parents will be in-serviced on travel rules, protocols, and expectations as they relate to COVID-19 mitigations. • District mitigation plans in place prior to the start of all district sponsored activities. • Competitions events paused. • Locker rooms closed. • No practices. • Coaches can hold Zoom and distance delivered sessions with students participating in activities the time will be approved by administration. Times should not interfere with regularly scheduled distance delivered academic classes. 	

Valdez City School District: CAPACITIES FOR LEARNING

	PHASE I	PHASE 2	PHASE 3	PHASE 4	NOTES
	<p>All schools are open. <i>No risk of spreading COVID-19.</i></p>	<p>All schools are open, with some short-term closures in some buildings. <i>Risk of spreading COVID-19 is minimal.</i></p>	<p>Reduced on-campus hours. <i>Risk of spreading COVID-19 is moderate.</i></p>	<p>All schools are closed. <i>Risk of spreading COVID-19 is significant.</i></p>	<p>Some steps in each “Phase” may be repeated as necessary.</p>
<p>Facilities Use and Sanitation</p>	<ul style="list-style-type: none"> • Mitigation plan needs to be approved and in place before facility use is granted. • Facility use available. • Building guests only by approval of building administrator. • Enhanced disinfection of buildings that including frequently touched surfaces, communal spaces, shared objects, as well as other identified higher risk areas. • Facilities are open for scheduled school and community events. • Building entry and exit protocols. • Gatherings will require social distancing guidelines. • Disinfecting will require additional staffing. • Increased costs for PPE. • Signage posted throughout buildings to promote protective measures that help slow the spread of germs. • PPE continuously monitored and stocked. • Increased training for custodial staff on disinfecting protocols and procedures • Facility use will cease by 9:00 pm each day to allow for enough time to complete cleaning and disinfection. • Facility scheduling will ensure that there is a minimum of 20 minutes between each use to allow for cleaning and to decrease the interaction between groups of people. 	<ul style="list-style-type: none"> • Mitigation plan needs to be approved and in place before facility use is granted. • Facility use restricted. • Building access restricted to students and authorized personnel. • Enhanced disinfection of buildings that including frequently touched surfaces, communal spaces, shared objects, as well as other identified higher risk areas. • Facilities are open for scheduled school and community events. • Building entry and exit protocols. • Gatherings will require social distancing guidelines. • Disinfecting will require additional staffing. • Increased costs for PPE. • Signage posted throughout buildings to promote protective measures that help slow the spread of germs. • PPE continuously monitored and stocked. • Increased training for custodial staff on disinfecting protocols and procedures. • Facility use will cease by 9:00 pm each day to allow for enough time to complete cleaning and disinfection. • Facility scheduling will ensure that there is a minimum of 20 minutes between each use to allow for cleaning and to decrease the interaction between groups of people. 	<ul style="list-style-type: none"> • Mitigation plan needs to be approved and in place before facility use is granted. • Facility use restricted. • Building access restricted to students and authorized personnel. • Enhanced disinfection of buildings that including frequent touched surfaces, communal spaces, shared objects, as well as other identified higher risk areas. • Facilities are open for scheduled school events. • Building entry and exit protocols. • Gatherings will require social distancing guidelines. • Disinfecting will require additional staffing. • Increased costs for PPE. • Signage posted throughout buildings to promote protective measures that help slow the spread of germs. • PPE continuously monitored and stocked. • Increased training for custodial staff on disinfecting protocols and procedures. • Facility use will cease by 9:00 pm each day to allow for enough time to complete cleaning and disinfection. • Facility scheduling will ensure that there is a minimum of 20 minutes between each use to allow for cleaning and to decrease the interaction between groups of people. 	<ul style="list-style-type: none"> • No facility use. • Buildings and facilities closed to students and public. Only opened to authorized personnel with prior approval. • No gatherings facilities closed. • Disinfecting will not require additional staffing. • No increase in PPE costs. • Increased training for custodial staff on disinfecting protocols and procedures. 	

Valdez City School District: CAPACITIES FOR LEARNING

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	<p>All schools are open. <i>No risk of spreading COVID-19.</i></p>	<p>All schools are open, with some short-term closures in some buildings. <i>Risk of spreading COVID-19 is minimal.</i></p>	<p>Reduced on-campus hours. <i>Risk of spreading COVID-19 is moderate.</i></p>	<p>All schools are closed. <i>Risk of spreading COVID-19 is significant.</i></p>	<p>Some steps in each “Phase” may be repeated as necessary.</p>
<p>Federal Funding and Flexibility</p>	<ul style="list-style-type: none"> Migrant and Title 1 students will continue to receive services and needed resources, teachers, paraprofessionals and office staff. The school will work with hybrid students and their families to ensure continued services. Migrant, economically disadvantaged, Title 1 students, as well as all other federal program students will be identified through data collected, from parents, registration, testing, observation, family survey/interview, etc. Staff will be offered professional development for differentiating instruction for targeted students (ESEA, Migrant, Title 1, etc). IEP services will continue to be provided per each child’s plan, in the hybrid model the special education department will work with the family to continue service. 	<ul style="list-style-type: none"> Migrant and Title 1 students will continue to receive services and needed resources, teachers, paraprofessionals and office staff. The school will work with hybrid students and their families to ensure continued services. Migrant and Title 1 students, as well as all other federal program students will be identified through data collected, from parents, registration, testing, observation, family survey/interview, etc. Staff will be offered professional development for differentiating instruction for targeted students (ESEA, Migrant, Title 1, etc). School lunch will be offered to all students in person or hybrid and delivered by bus. IEP services will continue to be provided per each child’s plan, in the hybrid model the special education department will work with the family to continue service. 	<ul style="list-style-type: none"> Migrant and Title 1 students will continue to receive services and needed resources, teachers, paraprofessionals and office staff. The school will work with hybrid students and their families to ensure continued services. Migrant and Title 1 students, as well as all other federal program students will be identified through data collected, from parents, registration, testing, observation, family survey/interview, etc. Staff will be offered professional development for differentiating instruction for targeted students (ESEA, Migrant, Title 1, etc). School lunch will be offered to all students in person or hybrid and delivered by bus. IEP services will continue to be provided per each child’s plan, in the hybrid model the special education department will work with the family to continue service. 	<ul style="list-style-type: none"> Migrant and Title 1 students will continue to receive services and needed resources, teachers, paraprofessionals and office staff. The school will work with students and their families to ensure continued services. Migrant and Title 1 students, as well as all other federal program students will be identified through data collected, from parents, registration, testing, observation, family survey/interview, etc. Staff will be offered professional development for differentiating instruction for targeted students (ESEA, Migrant, Title 1, etc). School lunch will be offered to all students with pickup or bus delivery options IEP services will be provided per each child’s plan and delivered remotely or small group in-person. 	

Valdez City School District: CAPACITIES FOR LEARNING

	PHASE I	PHASE 2	PHASE 3	PHASE 4	NOTES
	<p>All schools are open. <i>No risk of spreading COVID-19.</i></p>	<p>All schools are open, with some short-term closures in some buildings. <i>Risk of spreading COVID-19 is minimal.</i></p>	<p>Reduced on-campus hours. <i>Risk of spreading COVID-19 is moderate.</i></p>	<p>All schools are closed. <i>Risk of spreading COVID-19 is significant.</i></p>	<p>Some steps in each “Phase” may be repeated as necessary.</p>
<p>Considerations Related to Negotiated Agreements</p>	<ul style="list-style-type: none"> With the option for streamed or distance delivery, prep time considerations. Modified duties as applicable and necessary to each building. Administrators will work with the superintendent to follow the negotiated agreement if or when staff need to be reassigned. Leave outlined in: Collective Bargaining Agreement/board policy, FMLA, FFCRA, case by case review by Central Office will follow State of Alaska and local mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations that are in control of the employee, and situations that are beyond the employee’s control. 	<ul style="list-style-type: none"> With the option for streamed or distance delivery, prep time considerations. Modified duties as applicable and necessary to each building. Administrators will work with the superintendent to follow the negotiated agreement if or when staff need to be reassigned. Leave outlined in: Collective Bargaining Agreement/board policy, FMLA, FFCRA, case by case review by Central Office will follow State of Alaska and local mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations that are in control of the employee, and situations that are beyond the employee’s control. 	<ul style="list-style-type: none"> Increase in teacher preparation to serve two groups of students each day. Modified duties as applicable and necessary to each building. Administrators will work with the superintendent to follow the negotiated agreement if or when staff need to be reassigned. Leave outlined in: Collective Bargaining Agreement/board policy, FMLA, FFCRA, case by case review by Central Office will follow State of Alaska and local mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations that are in control of the employee, and situations that are beyond the employee’s control. 	<ul style="list-style-type: none"> Defined work schedule (hours). Modified duties as applicable and necessary to each building. Administrators will work with the superintendent to follow the negotiated agreement if or when staff need to be reassigned. Leave outlined in: Collective Bargaining Agreement/board policy, FMLA, FFCRA, case by case review by Central Office will follow State of Alaska and local mandates or guidelines for both Intrastate (out-of-state) travel and Interstate travel, including how to address mandatory quarantine situations that are in control of the employee, and situations that are beyond the employee’s control. 	
<p>Connections with Stakeholders</p>	<ul style="list-style-type: none"> The following modes of communication will be used to keep people up to date on information and our current status, PowerSchool Messenger, email, radio broadcasts, social media, newsletters, etc. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. 	<ul style="list-style-type: none"> The following modes of communication will be used to keep people up to date on information and our current status, PowerSchool Messenger, email, radio broadcasts, social media, newsletters, etc. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. 	<ul style="list-style-type: none"> The following modes of communication will be used to keep people up to date on information and our current status, PowerSchool Messenger, email, radio broadcasts, social media, newsletters, etc. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. 	<ul style="list-style-type: none"> The following modes of communication will be used to keep people up to date on information and our current status, PowerSchool Messenger, email, radio broadcasts, social media, newsletters, etc. The District will post by 4 pm when there is a status change of school for the following day using SchoolMessenger, email, radio broadcasts, and social media. 	
<p>Additional Considerations</p>	<ul style="list-style-type: none"> In-service day for staff when moving from Phase 1-3 to Phase 4. Shorten the school day by 50-80 minutes and use this time for cleaning, teacher preparation and allow for cohorting of students. Vulnerable populations. 	<ul style="list-style-type: none"> In-service day for staff when moving from Phase 1-3 to Phase 4. Shorten the school day by 50-80 minutes and use this time for cleaning, teacher preparation and allow for cohorting of students. Vulnerable populations. 	<ul style="list-style-type: none"> In-service day for staff when moving from Phase 1-3 to Phase 4. Shorten the school day by 50-80 minutes and use this time for cleaning, teacher preparation and allow for cohorting of students. Vulnerable populations. 	<ul style="list-style-type: none"> In-service day for staff when moving from Phase 1-3 to Phase 4. Shorten the school day by 50-80 minutes and use this time for cleaning, teacher preparation and allow for cohorting of students. Vulnerable populations. 	