

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT

# COVID-19 MITIGATION PLAN



2022– 2023 School Year

**MSBSD DISTRICT PLAN**



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Please direct any questions to your school or the MSBSD PIO at [pio@matsuk12.us](mailto:pio@matsuk12.us)



# A MESSAGE FROM THE SUPERINTENDENT

Dear Staff, Students, and Families,

It's time to go back to school and we want to keep our school communities healthy and safe. We appreciate the patience and partnership we have had with our families over the past two years of the pandemic and we have important updates for the 2022-2023 school year.

This year, rather than each school having their own plan, all schools will follow the District Mitigation plan. Here are a few ways that you can partner with us to keep our school communities healthy and safe:

- Consider vaccination for yourself and/or students that are eligible and able. Talk to your healthcare provider if you have questions about vaccination.
- Screen and monitor your child's health every day.
- Keep your child at home if they feel sick or are experiencing COVID symptoms.
- Follow the CDC recommended guidelines for COVID-19 <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

We appreciate your patience and your partnership!

Yours in education,

Dr. Randy Trani, Superintendent  
Matanuska-Susitna Borough School District  
501 N Gulkana St.  
Palmer, Alaska 99645

[www.matsuk12.us](http://www.matsuk12.us)

For more information, please refer to these documents and resources. As always, you are welcome to contact your school's Principal with any questions or concerns you may have.

- [MSBSD COVID-19 Employee Resources](#)
- [MSBSD Community Services and Facility Use](#)
- [CDC Operational Strategy for K-12 Schools](#)

**WE ARE A**  
**COVID SMART**  
**SCHOOL COMMUNITY**



# DISTRICT PLAN

MSBSD has developed a District Plan to guide school district activities and operations in the event of Low, Medium, and High risk environments. Throughout this document, each risk level will be defined the following ways. Please note that "community" may refer to a specific classroom, school or the entire Mat-Su Borough. For each of the categories within the District Plan, a brief description will be provided, followed by the protocol for each risk level.

LOW RISK	MEDIUM RISK	HIGH RISK
<p><b>MASKS NOT REQUIRED</b></p> <p>No to minimal confirmed cases in the last 14 days.</p>	<p><b>MASKS ARE STRONGLY URGED IN CLASSROOM OR SCHOOL</b> due to positive cases.</p> <p>Outbreaks (hot spots) or increase in school community transmission.</p>	<p><b>SCHOOL BUILDING CLOSED</b></p> <p>Widespread community transmission and/or multiple outbreaks (hot spots), and/or lack of staffing.</p>

## 1. GENERAL SAFETY PROTOCOLS

General Safety Protocols include the use of Health Screenings, Personal Protective Equipment (PPE), and pre-established policies to ensure students and staff have the lowest possible risk of exposure.

### HEALTH SCREENINGS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Voluntary testing for staff and students as supplies last or are available.</p> <p>Educate parents and staff on performing daily home health checks, including temperature and symptom screening at home before sending their child to school.</p>	<p>Voluntary testing for staff and students as supplies last or are available.</p> <p>Additional communication with parents regarding home health screenings.</p> <p>Anyone entering the building may be subject to a health screening.</p> <p>Employees are required to complete a self-screening, to include a temperature reading and answering questions related to COVID-19 symptoms.</p>	<p>School building closure.</p> <p>In-person classes will be cancelled and students will not be admitted into the building. Teachers will coordinate classes and activities via distance learning (exceptions to this may occur on rare instances to meet the needs of students that cannot be met remotely; this will require special planning).</p>

## PERSONAL PROTECTIVE EQUIPMENT (PPE)

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Masks and/or full vaccination are encouraged but not required for staff and students. 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. However, simple face shields do not substitute for a cloth face covering. Encourage personal protective measures among staff/students (e.g., maintain social distancing when possible, stay home when sick, frequent handwashing, and practicing good respiratory etiquette).</p> <p>Ensure hand hygiene supplies (e.g., soap and hand sanitizer) are readily available.</p>	<p>Masks are strongly urged for all students and staff schoolwide or classroom based on the nature of the positive case(s). 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. However, simple face shields do not substitute for a cloth face covering. Encourage personal protective measures among staff/students (e.g., maintain social distancing when possible, stay home when sick, frequent handwashing, and practicing good respiratory etiquette).</p> <p>Ensure hand hygiene supplies (e.g., soap and hand sanitizer) are readily available.</p>	<p>Extended building closure.</p>

## VISITOR & VOLUNTEER POLICY

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Classroom visits and volunteers are allowed according to typical district and school policies.</p>	<p>Pre-scheduled classroom visits are allowed with all visitors required to follow the policies dictated by the current operational zone.</p> <p>Visitors must check in at the front office. Parents are encouraged to drop off items for students at the front office.</p> <p>Visitor access may be limited to specific areas of the school. Volunteers must be coordinated through school administration.</p>	<p>Facility will be restricted to staff only.</p>

## SUBSTITUTES & ITINERANT STAFF

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Substitutes will be able to substitute at all schools and in all positions for which they are eligible.</p>	<p>Substitutes may be assigned to a base schools and restricted from working in other buildings in order to minimize transfers between buildings.</p> <p>Itinerant staff may be assigned to one building when possible to minimize their movement between buildings as much as possible.</p>	<p>Extended building closure.</p>

## FACILITY USE

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Any facility usage outside of the regular school day is subject to the established Facility Use Guidelines.</p>	<p>Facility Use agreements may be suspended.</p> <p>A group wishing to use the facility may have to create and follow a mitigation plan with safety protocols with the requisite form detailing the usage logistics.</p>	<p>Facility will be restricted to staff only.</p>

## NON-ESSENTIAL CONGREGATE SETTINGS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>No limitations on gatherings. Social distancing recommendations remain in place.</p>	<p>Limitations on gatherings may occur to ensure social distancing.</p>	<p>Gatherings may cease.</p>

## CLASS PARTIES & FIELD TRIPS

LOW RISK	MEDIUM RISK	HIGH RISK
Class parties and field trips with mitigation plans are allowed and subject to administrative approval.	Class parties and field trips may be prohibited.	Extended building closure.

## FACILITIES

LOW RISK	MEDIUM RISK	HIGH RISK
Post signage indicating current risk level at all entryways.	Locker room use may be limited. Facility may be set up with visual indicators of proper spacing between participants using cones, tape, or other visual indicators.	All in-person activities may cease.

## ADDITIONAL SITE-BASED GENERAL SAFETY PROTOCOLS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Students and staff will have adequate and appropriate access to posted information and when available, in-school vaccination clinics.</p> <p>School staff and students traveling outside MSBSD on a District sponsored trip (activities, field trips, etc.) are expected to comply with all COVID mitigation requirements of their destination (borough, city, state, etc.). For example, if a city outside the MSBSD has an indoor mask mandate in place or requires proof of a negative COVID test prior to travel, MSBSD students and staff must comply with the requirement.</p>	<p>Students and staff will have adequate and appropriate access to posted information and when available, in-school vaccination clinics.</p> <p>School staff and students traveling outside MSBSD on a District sponsored trip (activities, field trips, etc.) are expected to comply with all COVID mitigation requirements of their destination (borough, city, state, etc.). For example, if a city outside the MSBSD has an indoor mask mandate in place or requires proof of a negative COVID test prior to travel, MSBSD students and staff must comply with the requirement.</p>	<p>Students and staff will have adequate and appropriate access to posted information and when available, in-school vaccination clinics.</p> <p>School staff and students traveling outside MSBSD on a District sponsored trip (activities, field trips, etc.) are expected to comply with all COVID mitigation requirements of their destination (borough, city, state, etc.). For example, if a city outside the MSBSD has an indoor mask mandate in place or requires proof of a negative COVID test prior to travel, MSBSD students and staff must comply with the requirement.</p>

## 2. STUDENT TRAINING PLAN

MSBSD'S student training plan is critical to ensuring the minimal spread of COVID-19.

### STUDENT TRAINING PLAN

LOW RISK	MEDIUM RISK	HIGH RISK
Students will be trained on proper handwashing, use of strategically located hand sanitizing stations in the building, and will be reminded to avoid touching their eyes, faces, noses, and mouths whenever possible.	Students will be trained on proper handwashing, use of strategically located hand sanitizing stations in the building, and will be reminded to avoid touching their eyes, faces, noses, and mouths whenever possible.	Extended building closure.

## 3. STAFF TRAINING PLAN

MSBSD'S staff training plan is critical to ensuring the minimal spread of COVID-19. At low risk (green), teams can gather for PD at the District office. At medium and high risk, PD may be delivered remotely.

### STAFF TRAINING PLAN

LOW RISK	MEDIUM RISK	HIGH RISK
Staff should ensure they are practicing best COVID-19 prevention measure and be educated on vaccination.	Staff should ensure they are practicing best COVID-19 prevention measure and be educated on vaccination. Staff should practice social distancing in the classroom, and when interacting with other staff.	Extended building closure.

## 4. INCREASED RISK STUDENTS

MSBSD is committed to ensuring the safety, health, and education of students who are at high risk of contracting COVID-19.

### INCREASED RISK STUDENTS

LOW RISK	MEDIUM RISK	HIGH RISK
Appropriate accommodations for students with disabilities with respect to health and safety policies. Consider engaging in Mat-Su Central School, Twindly Bridge or iTech program.	Students at increased risk of severe illness should consider implementing individual plans for distance learning/e-learning. Consider engaging in Mat-Su Central School, Twindly Bridge or iTech program.	Extended building closure.



## 5. PARENT COMMUNICATION PLAN

It is critical that MSBSD and schools communicate effectively with parents and guardians. From the Superintendent, to principals, to teachers, and to support staff, all staff are responsible for communicating important messages timely, and in a manner that can be easily understood by the audience.

### DISTRICT-LEVEL COMMUNICATION

LOW RISK	MEDIUM RISK	HIGH RISK
Regular communication about risk levels and protocols are provided via the District website.	Regular, up-to-date communication about risk levels and protocols are provided via the District website. Timely, critical communication to staff and families will occur when District shifts between risk areas.	Timely, critical communication to staff and families will occur when District shifts between risk areas.

## 6. COMMON AREA MODIFICATIONS

Each site has places throughout the campus that allow for students to congregate. From arriving at school to passing in the hallway, from playing at recess to eating lunch in the cafeteria, each school must have plans in place to mitigate exposure to COVID-19. See Appendix A for special considerations related to some of these modifications.

### RECESS/LUNCH

LOW RISK	MEDIUM RISK	HIGH RISK
Recess and lunch will occur as normal.	Cohorting may be implemented if necessary.	Not applicable.

## 7. ATTENDANCE MONITORING/PARENT ENGAGEMENT

Guidelines for attendance monitoring and parent engagement are as follows, regardless of current risk levels:

- Monitor attendance at school daily.
- Track percentage of students completing tasks delivered at home.
- Track percentage of students submitting tasks demonstrating progress.
- Call families who are not engaging and help problem-solve and provide referrals to community resources.
- No rewards for physical "perfect attendance" at school, as this practice might encourage sick students to attend school.

## 8. SOCIAL-EMOTIONAL NEEDS

In addition to ensuring students' educational needs are met, MSBSD has a responsibility to ensure social-emotional needs are met as well. From sharing information to helping teach coping skills, social-emotional development is critical to preparing all students for success.

### SHARE INFORMATION

LOW RISK	MEDIUM RISK	HIGH RISK
Share information with caregivers about how kids might respond to stress, including information for distinct age groups.	Send information home or share virtually with caregivers about how kids might respond to stress, including information for distinct age groups.	Share information with caregivers virtually about how kids might respond to stress, including information for distinct age groups.

### MESSAGING

LOW RISK	MEDIUM RISK	HIGH RISK
Students benefit socially and emotionally by returning to in-person learning and the school community can provide a safe way for in-person instruction.	Validate and normalize the distress of the pandemic and mention ways that mental health professionals can help children or caregivers cope with stress. List symptoms that children and families could be experiencing and provide mental health resources. Continue to feed students and families in need, making learning materials available, and increasing access to technology.	Validate and normalize the distress of the pandemic and mention ways that mental health professionals can help children or caregivers cope with stress. List symptoms that children and families could be experiencing and provide mental health resources. Continue to feed students and families in need, making learning materials available, and increasing access to technology.

### OUTREACH

LOW RISK	MEDIUM RISK	HIGH RISK
School staff should check in with families to identify their needs and how the school can help them through the pandemic. Ask, "What do you see at home that you want the school to know to support your child's learning?"	Reach out to families and students to determine what safe methods of communication are most helpful for them and at what time. When checking in, discuss what kinds of options are typically offered to support their student's academic learning and emotional well-being when at school. Consider offering virtual office hours for students and caregivers.	When reaching out virtually to caregivers, remember that it may have been a long time since caregivers were in school. Consider creating clear daily lists of work for students with easy-to-follow instructions. Caregivers are not familiar with the jargon and acronyms that are normally used with students and colleagues, so write instructions in plain English.

## PARTNERSHIP

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Share your needs with caregivers and ask for their suggestions and resources to support their student and the entire class. Those who are able to contribute ideas or resources will feel valued by the exchange.</p>	<p>Make the most of this challenging opportunity to forge new bonds with families who may not have partnered with schools in the past. This is an opportunity for caregivers to see that the school cares about the well-being of their child, and for the school to appreciate the efforts of caregivers to reinforce academic goals. Schools will have greater insight into their students' home lives, and caregivers will better understand the daily work that schools do to educate their child.</p>	<p>Seek and utilize input from a wide range of families on important COVID-19-related decisions, such as when and how to re-open a school and with what precautions, how to honor important milestones usually celebrated in school, and to help meet the needs of families in the school community. This may be done via virtual town halls or in smaller virtual focus-groups.</p>

## TRAINING

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Share community resources that support family well-being (e.g., food and housing) with teachers and encourage them to share concerns about families with administration.</p>	<p>Consider offering a virtual PD in-service that includes strategies that educators and school staff can use to identify and connect to students and families who appear to be struggling during this time. Ensure that staff understand how a family can access available resources.</p>	<p>Be flexible and understanding if families have difficulties meeting the requests of schools related to their child's education. Consider holding a virtual town hall and provide opportunities for families to provide input into what is working and what is challenging at this time.</p>

## ENCOURAGEMENT

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Suggest that families maintain as much of a regular routine as possible and plan family activities, such as going for walks/hikes or playing games together. Make time to ask students about something fun they are doing right now.</p>	<p>Suggest that families develop life skills, such as cooking or gardening, as alternate learning options to promote feelings of control over themselves and their environment and to increase feelings of competence and self-worth. Give students opportunities to share these life skills they are learning at home with others in their class.</p>	<p>Express gratitude and humility to families for inviting educators to "enter their home".</p>

## COPING

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Remind families that children benefit tremendously in stressful times by connecting with calm and grounded adults. School staff and parents can both play a vital role in calming children. As a child's anxiety increases, their thinking/learning brain becomes less engaged and their behavior and emotions are more difficult to control and manage.</p> <p>School psychologists and agency counselors are available.</p>	<p>If you have developed successful classroom strategies to help a student cope with stress or anxiety at school, consider sharing those strategies with caregivers to help the student have more success while learning at home. School psychologists and agency counselors are available.</p>	<p>Emphasize that families need to give themselves some space when emotions run high and model how to regulate emotions to help children cope. This coping skill becomes critical to practice regularly during isolation and other stressors often associated with virtual schooling. School psychologists and agency counselors are available (via teletherapy).</p>

## 9. SCHOOL SCHEDULES

School schedules may be adjusted to allow for more social distancing and reduce possible exposures to COVID-19.

### SCHOOL SCHEDULES

LOW RISK	MEDIUM RISK	HIGH RISK
<p>No adjustments to school schedules in low risk.</p>	<p>No adjustments to school schedules in medium risk.</p>	<p>The District will consider transitioning to remote learning.</p>

# 10. CURRICULUM

Curriculum adjustments may be made based on learning options selected by each family and/or school. Curriculum includes any testing plus the scope and sequence of lesson plans. Families who select At-Home Learning will be encouraged to continue with the model until the semester ends.

## CURRICULUM

LOW RISK	MEDIUM RISK	HIGH RISK
<p>In the fall, formative and diagnostic tests should be used to assess essential standards from FY2022. Teachers will need to develop recoupment plans based on learning gaps.</p> <p>Teachers will adjust their 1st-semester scope and sequence and curriculum maps to include essential standards from FY2022. As a result, curriculum may need to be compressed and essential standards prioritized per grade level and core subject area.</p>	<p>Instruction is organized around essential standards identified by teams of teachers.</p>	<p>Instructional focus is narrowed to essential standards identified by teams of teachers in each subject area to be delivered remotely using Google Classroom or Canvas.</p>

## AT-HOME LEARNING OPTION

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Families who select At-Home Learning will be required to enroll in the iTech program, Mat-Su Central School, or Twindly Bridge Charter School.</p>	<p>Families who select At-Home Learning will be required to enroll in the iTech program, Mat-Su Central School, or Twindly Bridge Charter School.</p>	<p>Families who select At-Home Learning will be required to enroll in the iTech program, Mat-Su Central School, or Twindly Bridge Charter School.</p>

## 11. DELIVERY METHODS

Depending on the given risk level, delivery methods will be adapted to meet community needs.

### DELIVERY METHODS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Delivery will occur in-person with each teacher utilizing an active learning management system (LMS).</p> <p>LMS will be either Google Classroom or Canvas.</p> <p>Related services provided in-person or via teletherapy.</p>	<p>Delivery will occur in-person with each teacher utilizing an active learning management system (LMS).</p> <p>LMS will be either Google Classroom or Canvas.</p> <p>Related services provided in-person or via teletherapy.</p>	<p>Instruction delivered online for those with connectivity. Paper and pencil work or packets will be provided to families who choose this method or who lack Internet access.</p> <p>Related services provided using common teletherapy platform.</p>

## 12. MEASUREMENT

Measuring student success is important for teachers and staff to know how to adjust methodology and support outcomes. Without measuring progress, it is nearly impossible to teach effectively.

### STANDARDIZED TESTS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>MAP, AIMSweb, AK STAR, and curriculum-based assessments scheduled during school day.</p>	<p>MAP, AIMSweb, and curriculum-based assessments. Benchmark testing must occur at school to insure standardization.</p>	<p>Virtual proctoring for APEX and high school summary assessments, no standardized assessments.</p> <p>MAP screeners can be administered remotely.</p> <p>No Benchmark testing during remote learning (MAP, AIMSwebPlus).</p>

## 13. CAREER & TECHNICAL EDUCATION (CTE)

CTE courses allow students to explore materials and opportunities not otherwise available in a traditional classroom. It is important to allow students to continue with these courses.

### ADDITIONAL SITE-BASED DELIVERY PLANS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>In-person instruction with proper PPE and precautions made according to the public health mandates and district procedures.</p>	<p>In-person instruction with proper PPE and precautions made according to the public health mandates and district procedures.</p>	<p>The District could potentially transition to remote learning.</p>

## 14. INDIVIDUALIZED EDUCATION PLANS (IEPS)

Students with an IEP receive services or support outside of the regular classroom. These services or supports vary from student-to-student. MSBSD is committed to ensuring these students receive the services and supports they need to be successful.

### IEPS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>In-person, on-site services. Utilize technology (e.g. Google Classroom or Synergy LMS) and online materials. Review home connectivity needs. IEP meeting options include in-person or e-meeting using a common platform (Zoom). Related services provided in-person or via teletherapy. SSS: Flexible schedule or appointments for high needs related services.</p>	<p>Proper PPE in place. In-person, on-site services &amp; online services potential. Utilize technology (e.g. Google Classroom or Synergy LMS) and online materials. Review home connectivity needs. IEP e-meeting using common platform (Zoom). Related service provider equipment – headsets, second camera, larger monitors. Use of common teletherapy platform. SSS: Flexible schedule or appointments for high needs related services.</p>	<p>Remote delivery of instruction. Online teletherapy / distance delivery of services. Utilize technology (e.g. Google Classroom or Synergy LMS). IEP e-meeting using common platform (Zoom). Related service provider equipment – headsets, second camera, larger monitors. Use of common teletherapy platform. Teachers will coordinate classes and learning activities via distance, however exceptions to this may need to occur on rare instances to meet the needs of students that cannot be met remotely (this will require special planning).</p>

## 15. GRADUATING SENIORS

Standards are in place to verify that students have successfully met the requirements for graduation. These may be adjusted based on COVID-19 related events, pending School Board approval.

### CREDIT REQUIREMENTS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Credit requirements commensurate with BP 6146.1(a) DIPLOMA REQUIREMENTS FOR Class of 2023 will be 24.5 credits.</p>	<p>Credit requirements commensurate with BP 6146.1(a) DIPLOMA REQUIREMENTS FOR Class of 2023 will be 24.5 credits.</p>	<p>Credit requirements commensurate with BP 6146.1(a) DIPLOMA REQUIREMENTS FOR Class of 2023 will be 24.5 credits.</p>

## 16. REMOTE LEARNING SUPPORT

Providing students with remote learning support includes providing or coordinating Internet connectivity, devices, and more.

### DEVICES

LOW RISK	MEDIUM RISK	HIGH RISK
Devices provided at school, but checked out to individual students.	Devices checked out to individual students and provided for take home.	Students have devices at home to access learning.

### INTERNET ACCESS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Parents notify school at registration of status of home devices and Internet connectivity.</p> <p>Teachers will identify students without Internet access and develop alternate delivery methods.</p> <p>Check with internet providers for more information</p>	<p>Parents notify school at registration of status of home devices and Internet connectivity.</p> <p>Teachers will identify students without Internet access and develop alternate delivery methods.</p> <p>Check with internet providers for more information</p>	<p>Families without Internet participate in learning via paper/pencil lessons.</p> <p>Teachers will identify students without Internet access and develop alternate delivery methods.</p> <p>Check with internet providers for more information</p>

## 17. MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

In order to meet student learning needs, MSBSD provides tiered systems of support. This allows students to participate in more personalized instruction.

### TIERED INSTRUCTION

LOW RISK	MEDIUM RISK	HIGH RISK
Tiered Instruction follows Multi-Tiered Systems of Support Framework.	Tiered Instruction follows Multi-Tiered Systems of Support Framework.	<p>Tiered Instruction continues remotely. Tier 2 and Tier 3 instructional groups continue remotely.</p> <p>Direct Instruction programs should be delivered synchronously, if possible.</p>



## STUDENT MOVEMENT

LOW RISK	MEDIUM RISK	HIGH RISK
Students may move between classrooms for targeted instruction.	Student movement may be minimized in the building. Dismissals and transitions may be staggered.	Tiered Instruction continues remotely. Tier 2 and Tier 3 instructional groups continue remotely. Direct Instruction programs should be delivered synchronously, if possible.

## PROGRESS MONITORING

LOW RISK	MEDIUM RISK	HIGH RISK
Progress Monitoring follows AIMSwebPlus progress monitoring protocol.	Progress Monitoring follows AIMSwebPlus progress monitoring protocol.	No AIMSwebPlus progress monitoring will occur remotely.

## CHECK-IN/CHECK-OUT (CICO)

LOW RISK	MEDIUM RISK	HIGH RISK
CICO follows established site protocols.	CICO follows established site protocols. Consider parent CICO training, as needed.	Consider parent CICO training, as needed.

## REFERRALS

LOW RISK	MEDIUM RISK	HIGH RISK
Student Support Service referrals determined by Multi-Tier System of Support team.	Student Support Service referrals determined by Multi-Tier System of Support team.	No Student Support Service Specific Learning Disability initial referrals during remote learning.



# APPENDIX A: SPECIAL CONSIDERATIONS

## CLEANING & SANITIZING INFORMATION

Building custodians will be cleaning and sanitizing all classroom and common area frequently touched surfaces at least daily, in accordance with CDC guidelines. Sanitizer and cloths may be placed in classrooms and in other areas throughout the school to allow staff to wipe down items in classrooms throughout the day. District custodial staff are prepared to disinfect a specific area in a school, if required, during the school day.

The sanitizer utilized in common spaces is J-512. The District has used J-512 in schools for years and the sanitizer is safe for food contact surfaces. To apply: preclean heavily soiled surfaces, apply solution until thoroughly wet, let stand for 3 minutes, and then wipe and let air dry. Safety Data Sheet information for this sanitizer is available by clicking [here](#). When sanitizing electronic devices, please spray the cloth and wipe the device. Please do not spray directly onto an electronic device.

## MUSIC/CHOIR CLASSES

- Choir practice and singing can be a high risk activity. Masks are recommended by the CDC to be worn indoors by unvaccinated persons.
- Consider virtual music classes in high-risk environments to minimize the risk of viral transmission.

## SPORTS, RECESS, FIELDS, & RESTROOMS

- Wash hands for a minimum of 20 seconds with warm water and soap or hand sanitizer before touching any surfaces or participating in workouts.
- Before and after using playground equipment, starting recess, or starting a sports practice or event, students must wash hands or use hand sanitizer.
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Specific plans for risk mitigation should be developed for any sport involving contact or that cannot maintain physical distancing requirements. Plans should be reviewed with the District's medical advisory team and/or Public Health officials.
- Limit staff rooms, common staff areas, workspaces, and other non-student areas to single person usage where possible and maintain three feet of distance between adults.



# APPENDIX B: STUDENT ACTIVITIES

## ACTIVITY MITIGATION PLAN

This appendix is intended to provide guidance for schools in accordance with public health recommendations and mandates.

MSBSD believes and research supports that it is essential to the physical and mental well-being of students to return to physical activity and athletic competition. We recognize that all students may be unable to return to – and sustain – athletic activity at the same time across the state. There will likely be variations in what sports and activities are allowed to take place. This may lead to inequities, however MSBSD endorses the idea of returning students to school-based athletics and activities in any and all situations where it can be done safely.

### Points of Emphasis:

- Changes to this plan will be made based on District trends and evidence of COVID-19 transmission as well as local, state, and federal recommendations.
- Student-athletes, parents, and schools must be prepared for periodic activity closure, including the possibility of teams having to isolate or quarantine due to COVID-19 transmission.
- “Vulnerable individuals” are defined by CDC as people age 65 years and older and others with serious underlying health conditions, including , but not limited to, high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune systems are compromised such as by chemotherapy for cancer and other conditions requiring such therapy. It is recommended that “vulnerable individuals,” including coaches, student participants, staff and officials, consult with their health care provider to determine whether participation in activities or events is prudent under the circumstances. Request for reasonable accommodations should be considered in accordance with the Americans with Disabilities Act and Alaska law.
- School staff and students traveling outside MSBSD on a District sponsored trip (activities, field trips, etc.) are expected to comply with all COVID mitigation requirements of their destination (borough, city, state, etc.). For example, if a city outside the MSBSD has an indoor mask mandate in place or requires proof of a negative COVID test prior to travel, MSBSD students and staff must comply with the requirement.

## ACTIVITY RISK TIERS

TIER 1	TIER 2	TIER 3
<p>Activity that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by participants.</p>	<p>Activity that involves close sustained contact, but with protective equipment in place that may reduce the likelihood of viral transmission between participants, or intermittent close contact, or the use of equipment that cannot be cleaned between participants.</p>	<p>Activity that involves close sustained contact between participants and lack of significant protective barriers.</p>
<p><i>Examples:</i> Swimming individual events, Cross Country Running, Rifle, Nordic Ski, Cheer (no stunting), Esports, Track &amp; Field individual running and throwing events, drama, debate, and forensic individual events.</p>	<p><i>Examples:</i> Tennis, Flag Football, Swimming relays, Volleyball, Gymnastics, Bowling, Hockey, Basketball, Baseball, Soccer, Softball, Track &amp; Field relays and jumping events, drama, debate, and forensic partner events, Mu-</p>	<p><i>Examples:</i> Football, Cheer stunting, Wrestling, Music duets or larger groups.</p>

## PRACTICE, OPEN GYMS, WEIGHTLIFTING, AND COMPETITIONS

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Post signage of cleaning protocols and visual indicators of proper spacing.</p> <p>All athletic equipment, (including balls, bats, mats, etc.) should be cleaned intermittently during practice and contests, and prior to the next session.</p>	<p>Locker room use may be limited.</p> <p>Post signage of cleaning protocols and visual indicators of proper spacing.</p> <p>All athletic equipment, (including balls, bats, mats, etc.) should be cleaned intermittently during practice and contests, and prior to the next session.</p>	<p>Activities may be limited.</p>

## PARTICIPANT SCREENING

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Athletes will follow ASAA guidelines for competition.</p> <p>It is recommended that participants follow CDC guidelines.</p>	<p>Athletes will follow ASAA guidelines for competition.</p> <p>Athletes may be screened using the COVID-19 athlete monitoring form. Athletes with symptoms will not be admitted.</p> <p>It is recommended that participants follow CDC guidelines.</p> <p>There should be a designated individual on-site responsible for monitoring and following all screening, cleaning, and social distancing protocols.</p>	<p>Activities may be limited.</p>

## FACILITY CLEANING

LOW RISK	MEDIUM RISK	HIGH RISK
<p>Cleaning, sanitizing, and disinfecting should be conducted in compliance with CDC protocols.</p> <p>Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.</p>	<p>Cleaning, sanitizing, and disinfecting must be conducted in compliance with CDC protocols.</p> <p>Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.</p>	<p>Activities may be limited.</p>

## FACILITY & EQUIPMENT

LOW RISK	MEDIUM RISK	HIGH RISK
<p>All athletic equipment, (including balls, team benches, mats, etc.) should be cleaned intermittently during use.</p> <p>Hand sanitizer should be plentiful and available to all participants.</p>	<p>All athletic equipment, (including balls, team benches, mats, etc.) should be cleaned intermittently during use.</p> <p>Hand sanitizer should be plentiful and available to all participants.</p> <p>Teams may be encouraged to limit locker room use. For example, visiting teams should come dressed and ready to compete.</p>	<p>Activities may be limited.</p>

## FACE COVERINGS

LOW RISK	MEDIUM RISK	HIGH RISK
Face coverings are not required.	Face coverings may be required during indoor activities where social distancing cannot be maintained.	Activities may be limited.

## INDIVIDUAL HYGIENE

LOW RISK	MEDIUM RISK	HIGH RISK
Wash your hands for a minimum of 20 seconds with warm water and soap or hand sanitizer before touching any surfaces or participating in workouts. Have your own water bottle. Water bottles must not be shared. Food should not be shared. Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face.	Wash your hands for a minimum of 20 seconds with warm water and soap or hand sanitizer before touching any surfaces or participating in workouts. Have your own water bottle. Water bottles must not be shared. Food should not be shared. Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face.	Activities may be limited.

## BY ACTIVITY

LOW RISK	MEDIUM RISK	HIGH RISK
Tier 1, 2 & 3 – practice can be held using the low risk protocols.	Tier 1, 2 & 3 – practice can be held using the medium risk protocols.	Activities may be limited.



# APPENDIX C: FACE MASK GUIDELINES

Mat-Su Borough School District does not require masks but does encourage personal responsibility for individuals. Public Health experts, both locally and nationally, emphasize the importance of mask use as a component of mitigating the spread of COVID-19. According to the Centers for Disease Control and Prevention (CDC), masks are a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the mask coughs, sneezes, talks, or raises their voice. This is called source control. COVID-19 can spread by people who do not have symptoms and do not know that they are infected. That's why it's important for everyone to wear masks in public settings and practice social distancing (staying at least 3 feet away from other people).

If students and staff choose to wear a face mask for the school day, the mask is to be free from words or insignia which are prohibited as outlined in the District's Student Rights and Responsibilities Policy.

Fully vaccinated people may congregate mask-free.

Masks are not required outdoors where social distancing can be adhered to.



# APPENDIX D: TRANSPORTATION

## GENERAL GUIDELINES

- Bus interiors will be kept in a safe and sanitary condition at all times.
- In medium risk operational zone, masks are strongly urged for students, drivers, attendants, and monitors.
- In the high-risk operational zone, transportation services will be suspended and bussing may be employed for home meal delivery.
- Students at increased risk of severe illness may consider parent transportation, or special education/504 special transportation.





# APPENDIX E: FOOD SERVICE

## GENERAL GUIDELINES

### Low Risk:

- Utilize disposable trays or reusable trays/baskets that can be disinfected (heat or chemical).
- Disposable gloves will be worn by all Nutrition Service employees.
- Hand sanitizer stations are available near kitchen area.
- If a school chooses to eat in classrooms, school administration should coordinate with Nutrition Service staff for classroom service unless students come down to get their meal and then walk back to classroom.
- Access to kitchens/coolers/freezers will be limited to only Nutrition Service staff.

### Medium Risk:

- Access to kitchens/coolers/freezers will be limited to only Nutrition Service staff.
- Staff will wear face masks when interacting with students.
- Students will have the option to self-scan ID cards, use hand sanitizer at the pin pad, or Server-Cashier manually enters the names/counts of students in schools where all students receive free meals.

### High Risk:

- "Grab and Go" centers with optional bus and home delivery will be utilized to continue serving students.
- Students will be charged for meals according to the program and Federal and State waivers in place at the time.