Education Continuation Task Force

June 15, 2020

Agenda

Overview of Education Continuation Task Force Work
Lt. Gov. Jacqueline Coleman
Kevin C. Brown, Interim Commissioner, Kentucky Department of Education

Department for Public Health Updates
Dr. Connie White, MD, FACOG, Deputy Commissioner for Clinical Affairs
Dr. Emily Messerli, DNP, APRN, Immunization Branch Manager, COVID-19 Healthy at Work/School Consultant
Kentucky Department for Public Health

Task Force Member News
Dr. Rhonda Caldwell, Executive Director, Kentucky Association of School Administrators

Alternative Learning Models Guidance
Dr. Marty Park, Chief Digital Officer, Office of Education Technology, Kentucky Department of Education

Intermittent Closures Guidance
David Cook, Director, Division of Innovation, Office of Continuous Improvement and Support, Kentucky Department of Education

Department of Public Health Updates

Commissioner Steven J. Stack, MD, MBA, FACEP

Deputy Commissioner Connie Gayle White, MD, MS, FACOG

COVID-19 Perspective

- SARS-CoV-2, COVID-19, did not exist as a human disease before late 2019. In about 2 months, it swept through Hubei province, overwhelmed hospitals and resulted in the unprecedented lockdown of the 11-million-person city of Wuhan.

- Soon after, in February 2020, the Lombardy region in northern Italy experienced a similar surge that rapidly overwhelmed its healthcare system. By early March, the disease was spreading in Seattle, Washington, and other areas of the United States.

- On March 6, the first Kentucky resident tested positive for COVID-19 and Gov. Beshear declared a state of emergency. On March 13, President Trump declared a national state of emergency.

- In March, modeling based on China, Italy and other areas predicted unmitigated spread of COVID-19 could cause the death of 45,000-90,000 Kentuckians and 2-4 million Americans, roughly 1-2% of our state and our nation in a single year.

- There is no vaccine, no cure and no effective COVID-19-specific treatment.

Public Health Risk Reduction Tools

- Social Distancing
- Cloth Face Coverings
- Screening and Temperature Checks
- Hand and Surface Hygiene
- Contact Tracing

Social Distancing

- COVID-19 is primarily spread through viral particles carried by respiratory droplets released from the nose and mouth when an infected person coughs, sneezes, talks, laughs or sings.

- 20-40+% of the time, infected persons may have <u>no</u> symptoms of COVID-19 illness at the time they spread infection to others.

- Staying ≥6 feet apart from others is an essential tool we have to mitigate this pandemic.

Cloth Face Coverings

- Since the coronavirus spreads by respiratory droplets, covering the nose and mouth is the way a person can prevent spreading the virus if they are not 6 feet away from others.

- Cloth face coverings provide the barrier needed to diminish the spread (surgical masks and N95 masks are not needed in schools except for certain nursing activities).
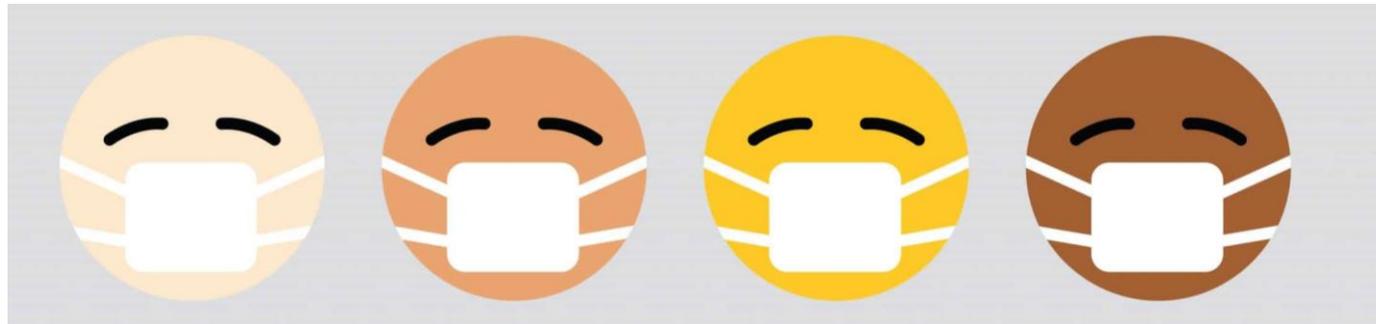
Screening and Temperature Checks

- Although many people with COVID-19 infection are asymptomatic, more than 60% do have symptoms.

- Requiring persons with symptoms or active infection to self-isolate is essential to reduce disease spread.

- Fever is the most common symptom of COVID-19.

- Preventing a student or staff member with a temperature >100.4° to enter schools will substantially decrease the potential exposure of students and staff to this illness.
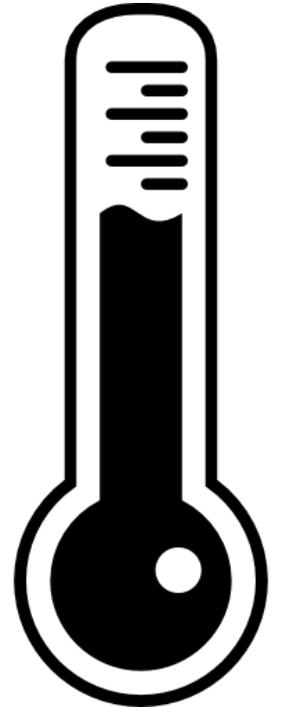
Hand and Surface Hygiene

- Viral particles transmitted in respiratory droplets live for variable time on objects and surfaces.

- Our hands frequently touch our eyes, nose and mouth, thereby increasing the risk of spreading infection.

- Frequent hand cleaning and sanitizing reduces the risk of transmitting disease.

- Frequently cleaning of surfaces contaminated by respiratory droplets is also an important step to reduce transmission of disease.

GERMS are all around you.

Stay healthy. Wash your hands.

CS294906-F

www.cdc.gov/handwashing

CDC

Contact Tracing

- Public health has used contact tracing for decades to identify a person with a communicable illness, isolate that person, and quarantine others with high risk exposure to the infected person to prevent disease spread.

- This technique has worked with measles, chicken pox, mumps and multiple other illnesses seen in schools.

- Having a plan to prevent exposure of your students and staff to COVID-19 should include preparing to assist contact tracers with their investigations.
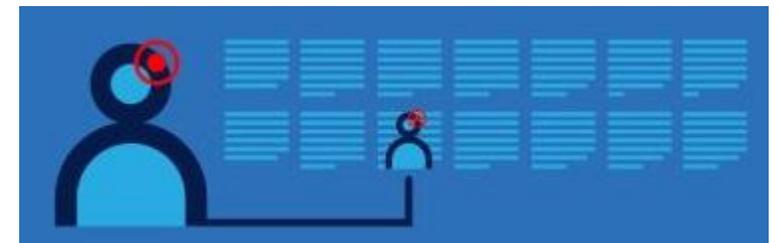
Balancing Public Health with Other Concerns

- These tools are disruptive to our lives as we have known them.

- Until medical science produces a vaccine, treatment or cure, these tools, however disruptive, are the ones available to reduce the risk of rapid COVID-19 spread with its associated overwhelming of the healthcare system and loss of human life.

- These tools require education, adaptation, patience and tolerance.

- The Kentucky Department for Public Health and local health departments stand ready to advise and assist school superintendents in implementation of these tools.
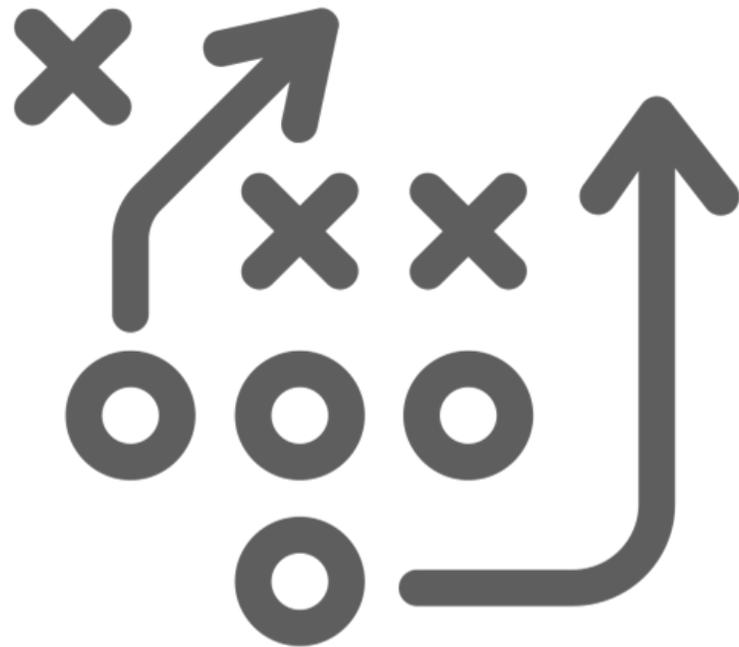
Alternative Learning Models

Dr. Marty Park, Chief Digital Officer

Office of Education Technology
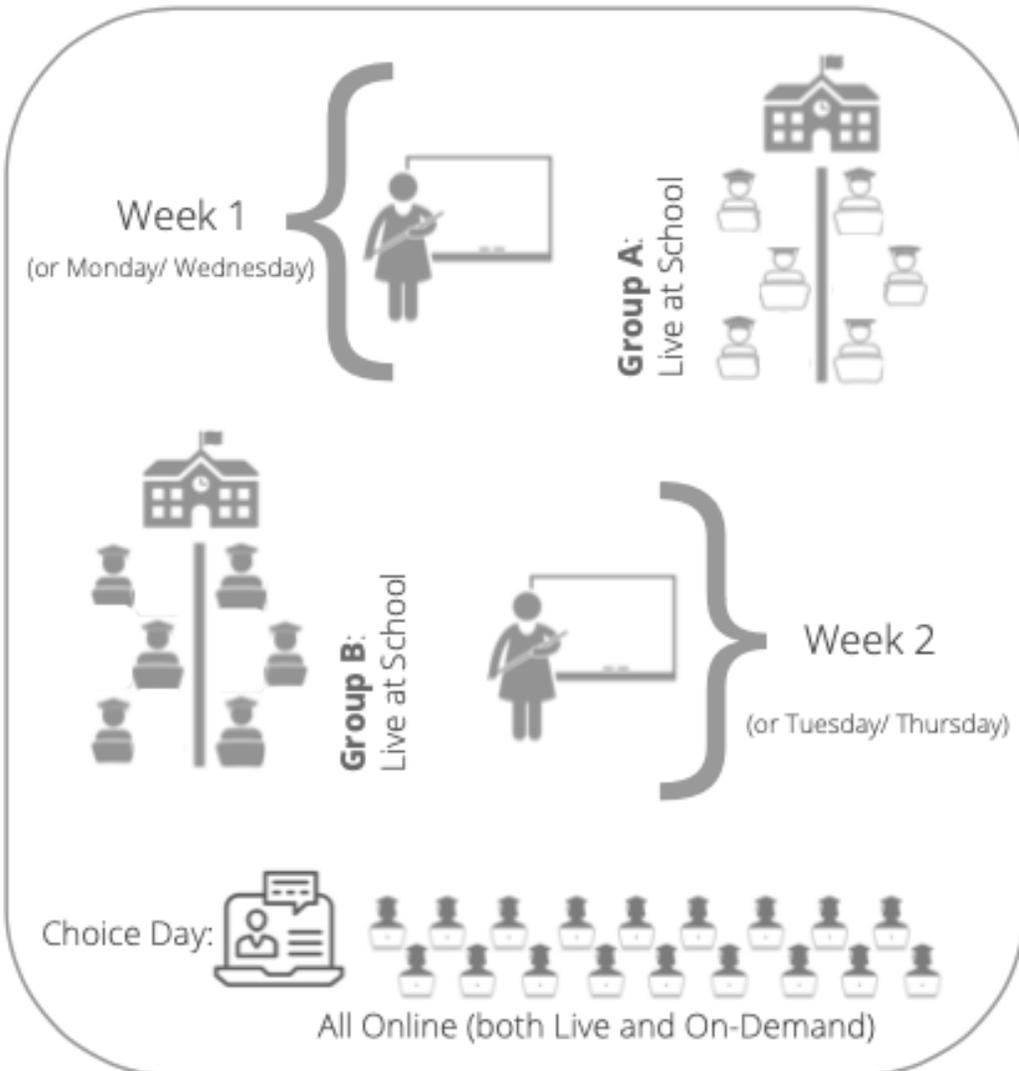
Kentucky Department of Education

New Guidance

Considerations for Reopening Schools: Alternative Learning Design Strategies

Dr. Marty Park, Chief Digital Officer

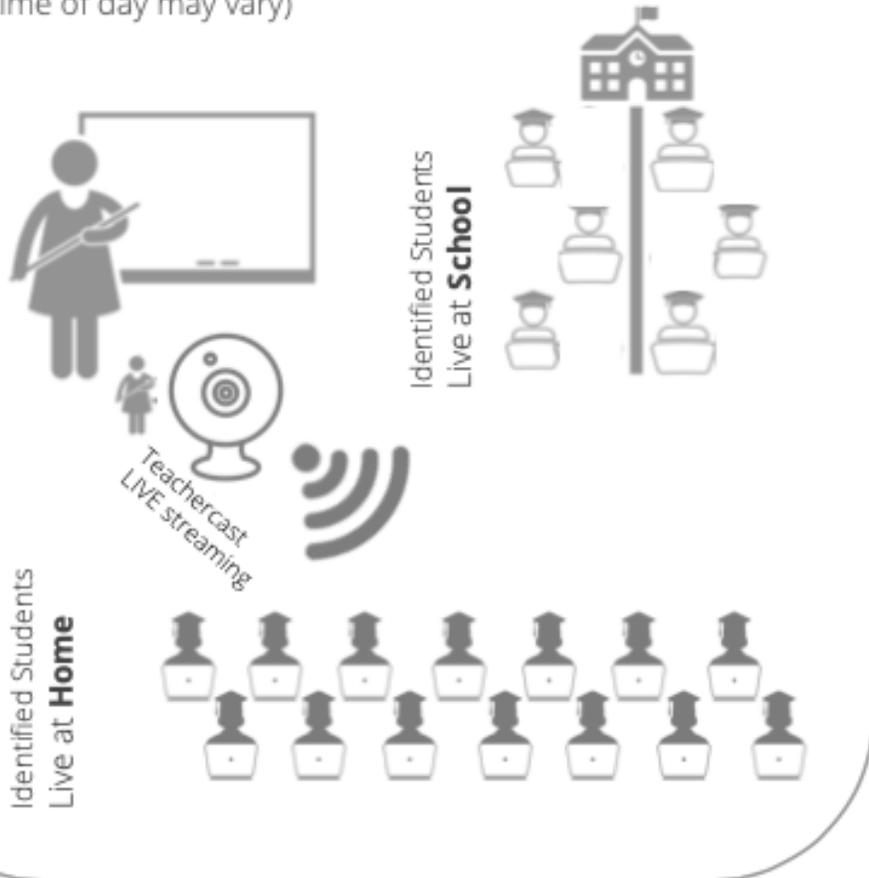Office of Education Technology

… a playbook in your back pocket.

Strategy 1
(Scheduled Rotation)

Week 1
(or Monday/ Wednesday)

Group A: Live at School

Group B: Live at School

Week 2
(or Tuesday/ Thursday)

Choice Day:

All Online (both Live and On-Demand)

- Flex variables
  - Groupings of students
  - Groupings of teachers
  - Days of week, weeks in the month, etc.
  - Times of day (morning, evening, start times, etc.)
- Fewer students physically in the building or classroom at a time can continue to promote social distancing.
- Strategy provides for some flexibilities for co-teaching or team teaching to help with students who are "remote" on "remote days."
- Learning design for students likely will need to incorporate creative demonstrations of learning, as well as digital methods of collecting evidence of learning.
- Very intentional "planned digital interactions" to support student learning as well as social and emotional connections to school.
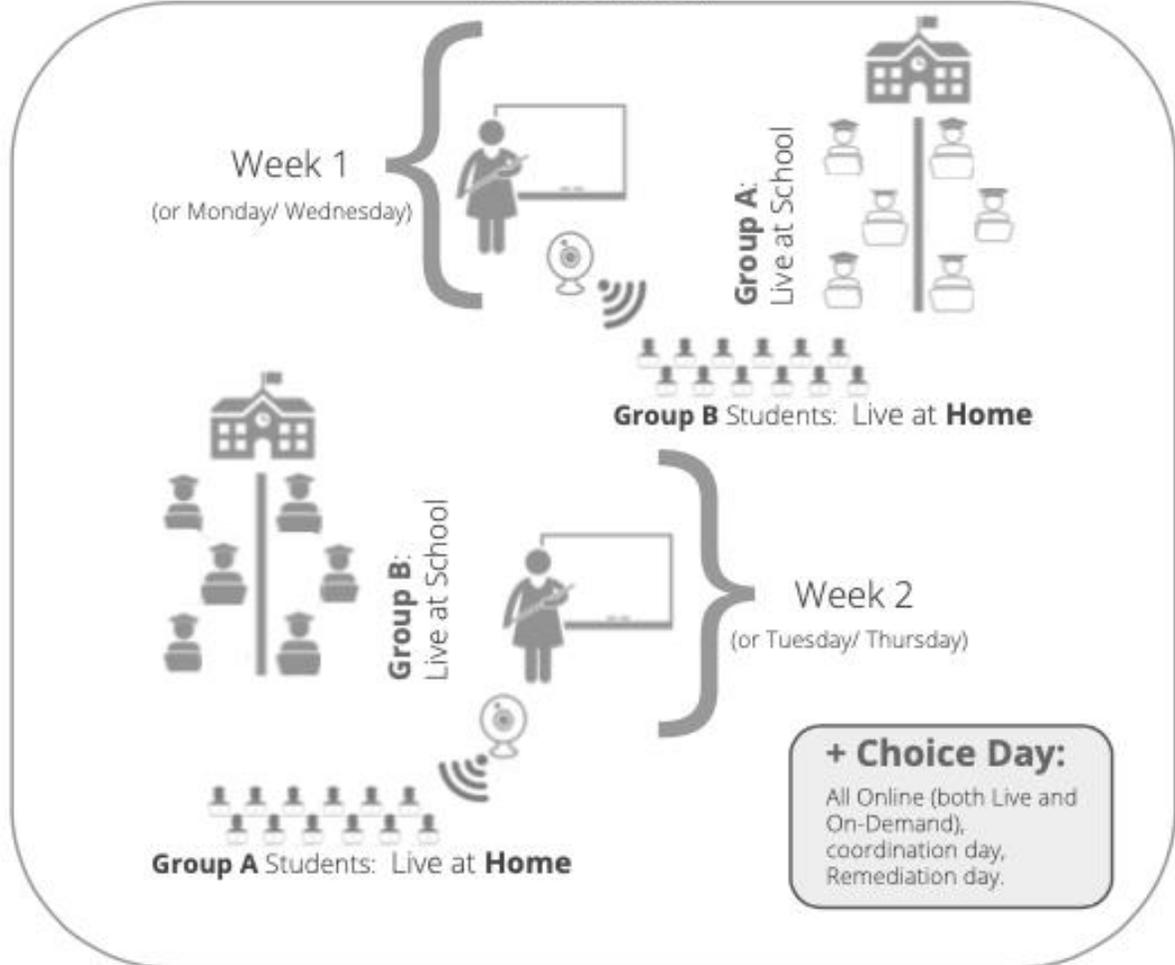
Strategy 2
(Synchronous Opt-In Hybrid)

Monday through **Friday**
(time of day may vary)

Identified Students Live at **School**

Teacher cast LIVE streaming

Identified Students Live at **Home**

- Heavy emphasis on determining which students are candidates for in-person, at-school learning, and those who are candidates for remote learning at home
  - Criteria for identifying students coming to school for in-person learning should be well established at the school and district leadership level (e.g. exceptional learners, students with a lack of home resources, programmatic needs for specialized equipment, lack of internet access at home)
  - Criteria for opting in to remote learning at home should be communicated clearly with parents (e.g. additional parent supports, communication commitments, home internet access, student self-regulation/self-management skills, family learning contract)
- Students having internet access at home are identified up front
- Procedures developed for parents to opt in to remote learning from home
- Very intentional "planned digital interactions" to support student learning as well as social and emotional connections to school
- Leverage remote attendance, participation and performance-based models

Strategy 3
(Combination)

Week 1
(or Monday/ Wednesday)

Group A: Live at School

Group B Students: Live at **Home**

Group B: Live at School

Week 2
(or Tuesday/ Thursday)

+ **Choice Day:**
All Online (both Live and On-Demand), coordination day, Remediation day.

Group A Students: Live at **Home**

- A combination strategy (or model) leverages components of the rotational strategy and Synchronous Opt-in Hybrid strategy.
- With this design, students would be sorted into two groups and would alternate periods of time engaged in synchronous learning in the school building and periods of time receiving synchronous instruction at home.
- Additionally, on-demand learning (asynchronous) designs also will be targeted.

Strategy 4
(Online, Virtual, & Expanded)

Heavy emphasis on determining which students are candidates for in-person, at-school learning, and those who are candidates for remote learning at home

- Criteria for identifying students coming to school for in-person learning should be well established at the school and district leadership level (e.g. exceptional learners, students with a lack of home resources, programmatic needs for specialized equipment, lack of internet access at home)
- Criteria for opting in to remote learning at home should be communicated clearly with parents (e.g. additional parent supports, communication commitments, home internet access, student self-regulation/self-management skills, family learning contract)

Students having internet access at home are identified up front

Procedures developed for parents to opt in to remote learning from home

Very intentional "planned digital interactions" to support student learning as well as social and emotional connections to school

- Leverage remote attendance, participation and performance-based models

Readiness for Intermittent Closures Guidance for Re-Opening Schools

David Cook, Director, Division of Innovation

Kentucky Department of Education

Guiding Question

What factors should KDE consider when helping districts prepare for intermittent closures?

Types of Intermittent Closures

Short-term Closures (1-2 days): These are the more traditional uses of NTI. In the case of COVID-19, this would be a closure to facilitate cleaning or social distancing efforts.

Mid-term Closures (3-10 days): These closures may take on elements of the traditional use of NTI but also contain elements found in Long-Term Closures like those experienced in the spring of 2020.

Long-Term Closures (11+ days): These closures look most like the closure experienced in the spring of 2020 and probably include the most restrictions related to public health guidelines, which will affect structures like collection of student work, feeding programs and distribution of student technology.

Common Elements

Integrated Instructional Design

In order to keep instructional continuity during closures, all instruction should be designed using available technology platforms, especially learning management systems (i.e. Google Classroom, Canvas, Class Dojo). Designing all instruction in a tech-enabled way makes transitions extremely smooth. Tech-enabled instruction works just as well during in-person instructional delivery and can easily be modified for offline (paper) instructional delivery. In addition, if all students receive their in-person instruction using tech-enabled design, students will not be challenged with new methods of instructional design during closure.

Use of School-Owned Technology

It is highly recommended that if students have been assigned district-owned digital devices, they take those home with them every night in order to avoid being without them due to a sudden closure. If the district-owned devices are not assigned, it is recommended that the district plan include the process for swift deployment of those devices.

Limited Storage of Instructional Materials

Due to the sudden nature of intermittent closures, it is highly recommended that students take instructional materials (i.e. books, other materials) home in the evenings.

Variable Elements

<u>Short-term Closures (1-2 days)</u>

<u>NTI</u>

If the district desires, a plan for short-term closure could simply be to close school and not take advantage of NTI. If NTI is used, the district should have a plan for continuation of learning.

<u>Submission of Work</u>

When the district has a short-term intermittent closure, student work and calculation of participation can be done when students return to school.

<u>Food Service</u>

The district's plan for food services during a short-term closure could be to not provide meals or to follow feeding plans implemented in the spring of 2020.

Variable Elements

Mid-term Closures (3-10 days)

NTI

It is recommended that if your closure lasts 3 days or longer, you should implement NTI.

Submission of Work

When the district has a mid-term intermittent closure, student work and calculation of participation can still be done when students return to school.

Food Service

The district's plan for food services during a mid-term closure could be to not provide meals or to follow feeding plans implemented in the spring of 2020.

Variable Elements

Long-term Closures (11+ days) (Presumes there will be public health restrictions)

NTI

It is recommended that if your closure last 3 days or longer, you should implement NTI.

Submission of Work

When the district has long-term intermittent closures, student work and calculation of participation needs to be done digitally for those with digital access as it occurs. The district should have an identified process for material collection for offline (paper) on at least a weekly basis.

Food Service

It is recommended that the district's plan for food services during a long-term closure would be to follow feeding plans using similar as was done in the spring of 2020.

Additional Considerations

Deployment of Classified Staff
    Could be the same for all closures or different based on district plan.

Location of All Staff
    Could be the same for all closures or different based on district plan.

Review vs. New Content
    Your Readiness for School Closure Plans also should address expectations about when new content could be introduced.