



ROADMAP TO REOPENING SCHOOLS

Every Child.
Every Chance.
Every Day.

The ALSDE wishes to express its sincere appreciation to the
Alabama Power Foundation
for its generous support in the production
of this document and its continued support for Alabama students.



Special appreciation is also expressed to the many educators, community members, and
business leaders who contributed to the development of this document as part of the
Superintendents Extending Access to Learning Task Force.

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The past several months have reminded us that our educators and healthcare workers are truly superstar champions! As Alabama has faced the unprecedented public health crisis posed by the novel coronavirus SARS-CoV-2 and the resulting COVID-19 infections, our communities have been bolstered by these two groups of everyday heroes who have continued to do their work amid increasingly strenuous circumstances. Indeed, only because of their dedication and efforts have we been able to achieve so much and keep our communities safe during this public health crisis. However, as we all know, this journey is not yet over.

Looking forward to the 2020-2021 school year, we know that many challenges lie ahead. Some of them we can anticipate but new ones are bound to arise along the way. This planning document is not intended to answer all questions, nor can it even anticipate all questions that will arise. This document will, however, assist educators, school leaders, support staff, and health professionals in planning for the upcoming school year. It is the culmination of the ideas, research, experience, and expertise of dozens of educators, healthcare professionals, and logistics specialists. It is also the result of candid and thoughtful discussion and even debate. While we have done all that we can to pull together these pieces into a consolidated Roadmap to Reopening Schools, it is still a living document that will require updates and revisions throughout the school year.

Knowing that a challenging school year lies ahead, we want to take this opportunity to say thank you ahead of time. Thank you for diving into the 2020-2021 school year with a focus on the academic, emotional, and healthy development of our students. Thank you for supporting one another throughout the planning and implementation of new ideas and strategies. Together we all achieve more, and together we will keep our students safe and push forward!

Sincerely,

A handwritten signature in black ink, reading "Eric G. Mackey".

Eric G. Mackey, Ed.D.
State Superintendent of Education

A handwritten signature in black ink, reading "Scott Harris".

Scott Harris, M.D.
State Health Officer

Contents

GOVERNANCE	4
COMMUNITY SPREAD AND SCHOOL OPERATING STATUS.....	5
DO NOW – Wellness.....	12
RETURN TO CAMPUS - Wellness and Operations & Facilities.....	16
APPENDIX Roadmap Resources.....	17
INSTRUCTION – Alabama Teaching and Learning Framework.....	18
HEALTH SERVICES	42
CHILD NUTRITION.....	45

GOVERNANCE

Alabama's Roadmap to Opening Schools

What the Roadmap IS	What the Roadmap is NOT
A guidance document	Not legal advice or ALSDE mandate
Based on evidence and expertise	Not based on opinion or ideology
Comprised of the essential actions designed to spur thinking, planning, and prioritization	Not an exhaustive list of every action that a school system or school leader will need to return to school
Part of a continuum of school decision making	Not a remote-learning playbook or school-closure guidance

Guiding Principles

Five principles should guide all planning, decision making, and execution of plans to return to school in the 2020-2021 school year.

1. We will be transparent. We will share what we know and what we don't know and be clear about what we can control and what is outside of our control.
2. We will be equitable. We will center decisions on what is best for all students, families, and educators.
3. We will listen. We will bring together diverse stakeholders and experts to understand realities on the ground and to surface creative solutions.
4. We will put safety first. We will leverage science, data, and public health leadership to inform the choices we make.
5. We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We may need to adapt and if so, we will adapt quickly.

Will campuses reopen for in-person instruction and remain open safely?

Local boards of education, upon the recommendation of their superintendents and in consultation with the Alabama Department of Public Health (ADPH) and/or local public health officials, will determine whether and how campuses can reopen safely for the 2020-2021 school year based on the status of the virus in their local community. Future decisions to increase or ease restrictions may be made by the Governor if the state's public health situation changes.

Are the Roadmap Recommendations mandatory?

ALSDE is providing recommended strategies that school systems may choose to implement to protect the health of staff and students and minimize the spread of COVID-19.

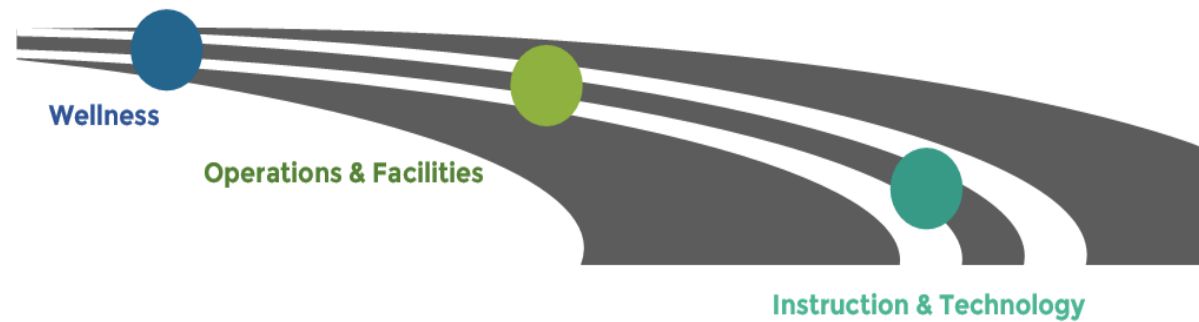
Recommendations are divided into three categories:

- **Essential** – required by law, policy, or governmental order, or a critical practice.
- **Guidance** – best practices gleaned from research and long-term experience and highly recommended for implementation when feasible.
- **Consideration** – additional best practices informed by emerging research, recent studies, and practical experiences to be considered for implementation when feasible.

ALSDE recognizes that all recommended guidance will not be possible in all settings and should be amended based on the needs of each school system and school as appropriate.

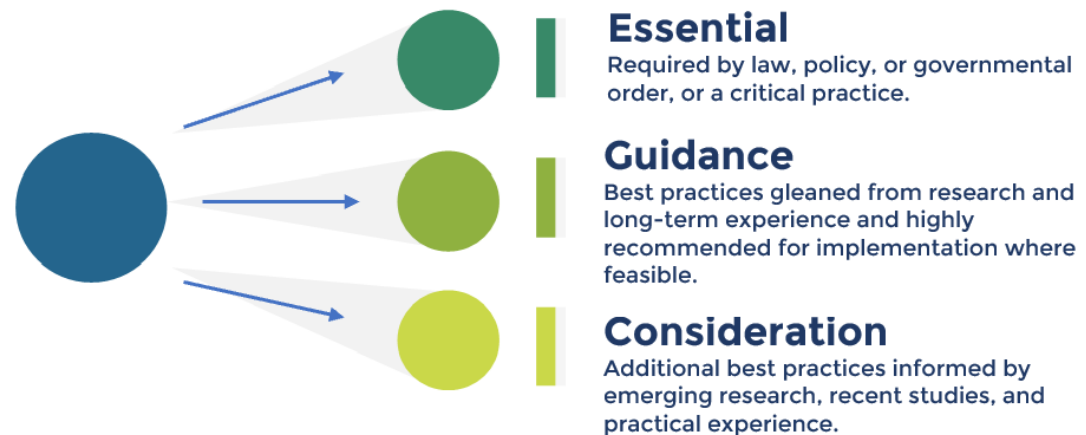
COMMUNITY SPREAD AND SCHOOL OPERATING STATUS

ROADMAP FOCUS AREAS



The Alabama Roadmap encompasses three focus areas and assists systems in navigating the status of campus availability under these alert levels. In each of the focus areas, you will find roadmap recommendations categorized as essential, guidance, or simply a consideration. These recommendations will help school systems prioritize planning and implementation processes for a successful school year.

ROADMAP RECOMMENDATIONS



INSTRUCTIONAL SCENARIOS



The Alabama Roadmap Recommendations are also sectioned according to planning stages such as Do Now and Return to Campus.

As you are navigating campus availability, each of the Roadmap Focus areas brings its own unique challenges.

NAVIGATING THE STATUS OF CAMPUS AVAILABILITY



Challenges with Wellness

The CDC recommends that schools develop a protocol to screen students and employees upon arrival for symptoms and history of exposure. Schools can consider a continuum in order to ensure staff and students do not enter the campus when they exhibit symptoms. Health checks and screenings may trigger privacy laws including FERPA, HIPAA, and the ADA. Systems should consult with their board attorneys to ensure compliance with all applicable state and federal statutory requirements. A sample screening continuum is provided below.






HOME is the first point on the screening continuum. School systems should educate and support families on identifying the symptoms that indicate staff and students must stay at home. Families should be encouraged to self-report symptoms of illness, which could include fever, new onset of cough, etc. Self-reporting mechanisms could include calling the school, calling health-care provider, etc.



TRANSPORTATION is the second point on the screening continuum. School systems should use clearly visible signage or other notice to communicate the symptoms students should not have if traveling on a school bus.



SCHOOLS are not required to screen students or staff for COVID-19. However, schools have an important role to play in recognizing major symptoms as identified by ADPH (Shortness of breath, new onset of cough, loss of taste or smell) which may appear in students at school. Schools should remain updated on CDC's guidance on major symptoms of patients with COVID-19. Page 12 of the ADPH Toolkit is an excellent flowchart to guide decisions, and every school official should be familiar with it. Please note that for students or staff exhibiting minor symptoms, identifying close contacts is not necessarily an issue at all (obviously, that would change should the person subsequently receive a positive COVID-19 test). [REVISED per ADPH Toolkit on August 24, 2020.](#)

Facial Coverings 	Physical Distance 	Sanitization & Personal Hygiene 
<p>Facial coverings have been described as one method to reduce the spread of coronavirus by both the Centers for Disease Control and Prevention (CDC) and the Alabama Department of Public Health (ADPH). For students and visitors there is not state requirement for facial coverings. Facial coverings could certainly be a local option in some circumstances in and around schools. If facial coverings were recommended or required by the local school board or by an ordinance or executive order, then care should be given to make sure that:</p> <ul style="list-style-type: none"> ▪ Proper signage is posted in and around places where face coverings are required. ▪ It is clear whether the school system is providing such coverings or expecting students/adults to provide their own. ▪ Instructions or recommendations are given on proper laundering/sanitizing of multi-use face coverings. ▪ As the discretion of the school, disposable facial coverings are provided for people who may arrive unaware of the rules. ▪ Individual needs are anticipated; facial coverings may be inappropriate for some people due to age, medical condition, etc. ▪ Instructional and learning needs are considered. For instance, in teaching reading in early childhood, seeing the teacher's face for phonological cues can be helpful to the learner; in one-on-one close contact, a face shield might be more advisable than an opaque covering. <p>For additional guidance and further considerations, please visit the ADPH and CDC websites.</p>	<p>Maintaining physical distance between persons is another method that may be employed to reduce the risk of spreading coronavirus according to both CDC and ADPH. See guidance here. Maintaining physical distance will not always be practical inside school settings and there is no expectation to do so. However, local school systems can refer to guidance from the CDC and ADPH to help craft best practices. For instance, space may not allow placing six feet between student desks, but it might be practical to place a little more space between desks and to face them all in one direction. Early childhood teachers might opt to instruct students seated in their desks rather than together on the carpet in a reading circle.</p> <p>For additional guidance and further considerations, please visit the ADPH and CDC websites.</p>	<p>As is true with all viruses, proper cleaning and sanitization are important tools to kill viruses and, thus, reduce the spread of infection. Both CDC and ADPH have published guidance on proper sanitization. Care should be taken to make sure the appropriate sanitizers are purchased and that staff understand their proper application as well as safety precautions.</p> <p>Proper hand washing and/or the use of hand sanitizers is also a tool to kill viruses and remove them from the environment, thus reducing the spread of infection. Teaching children to wash hands and to apply hand sanitizers in a safe and responsible manner are nothing new to schools. However, schools might consider heightened awareness of the importance of these practices.</p> <p>For additional guidance and further considerations, please visit the ADPH and CDC websites.</p>

Challenges with Operations & Facilities

According to various bodies of medical research, those over age 65 are disproportionately vulnerable to COVID-19. School personnel, including principals, teachers, school counselors, custodians, and operational staff, should plan for possible staffing implications, as well as health and safety precautions. When you consider your current facility and operations procedures, you could inventory current sanitizing supplies, assess your supply chain, and possibly enhance custodian schedules to accommodate for the increased demand for cleaning campuses.



Sample Checklist

- ✓ Do we have a stock of cleaning supplies?
- ✓ Do we have working soap dispensers, hand sanitizer, an adequate supply of paper towels, or sanitizing wipes?
- ✓ Will our vendors be able to keep supply chains unbroken?
- ✓ What will we supply and what will we request from parents and community partners?

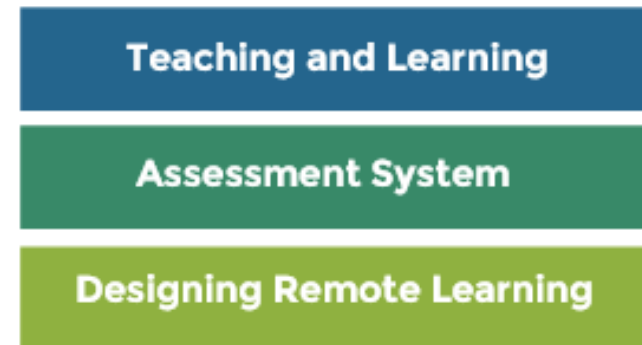
Challenges with Instruction & Technology

School systems should expect to face new and complex challenges that must be considered to begin the 2020-2021 school year. Not only will traditional learning environments most likely look different, but systems will also need to equip all teachers with training and high-quality instructional materials to prepare for the instructional scenarios below, determined by the risk alert levels dashboard. Technology accessibility and internet connectivity, meeting the needs of vulnerable populations in remote learning environments, and implementing whole child measures are critical components in planning for a successful school year. The Alabama Frameworks have been developed to guide systems as they prepare for the upcoming year.


INSTRUCTIONAL SCENARIOS



INSTRUCTIONAL FRAMEWORK



In Alabama's model, local school systems are responsible for developing and implementing policies and procedures around each of these three. The State has committed to offer remote learning resources through a third-party curriculum developer as well as to expand the high school ACCESS program. It is the recommendation of ALSDE that all schools provide, at a minimum, access to both traditional and remote options throughout the 2020-2021 school year.

 DO NOW – Wellness	
Essential	<ul style="list-style-type: none"> Consult with Board attorney, CSFO, human resources, and others as you review and amend any staffing policies or procedures. Systematically review all current student plans (e.g., Individual Healthcare Plans, Individualized Education Plans, or 504 Plans) for accommodating students with special healthcare needs and update their healthcare plans as needed to decrease their risk for exposure to SARS-CoV-2. Create a process for students/families and staff that self-identify as high risk for severe illness due to SARS-CoV-2 and have a plan in place to address requests for alternative learning arrangements or work re-assignments. Note: Not all requests must be met, but a systematic procedure to address requests is important.
Guidance	<ul style="list-style-type: none"> Communicate with parents, via a variety of channels and languages, return to school transition information including: De-stigmatization of COVID-19 Designate a mental health liaison (school-based) who will work with the district, local public health agencies, and community partners. Consider additional resources required to serve special needs populations. Refer to the ALSDE Health Services Guidelines provided by Alabama State Department of Education for duties of nursing staff. Assess natural resources (personnel, existing partners) to determine if there is a need for external support and reach out to the existing vendor community to assess the potential for expanded work. Communicate need for daily home health screening to monitor for the six CDC symptoms of COVID-19. Update and finalize student and staff health records according to HIPPA regulations and requirements. Develop alternate staffing and teaching strategies for students and teachers with high risk conditions. Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older children, paper towels, PPE, and tissues).
Consideration	<ul style="list-style-type: none"> Establish a crisis response team that includes school principals, school nurses, mental health specialists, and parents, to focus on student and staff mental health and wellness using trauma informed models. Provide resources for staff self-care, including resiliency strategies. Consider having nurses return to school prior to the start of the school year. Enable staff that self-identify as high risk for severe illness to minimize face-to-face contact and allow them to maintain a distance of 6 feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Discuss staff mental health readiness and consider utilizing questionnaires, surveys, and direct outreach. If any screening does occur, it should comply with privacy and HIPAA requirements. Provide professional learning for school leaders and teachers to integrate Social Emotional Learning routines and activities into both the traditional classroom environment and the virtual environment. Example: Screeners are provided in the Alabama Assessment Framework.



DO NOW – Instruction & Technology

Essential	<ul style="list-style-type: none"> Revise students' IEPs in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. Support schools to incorporate accommodations for students with IEPs based on assessments and responsive interventions. Make sure general and special education teachers collaborate to share students' results from screeners and diagnostics to inform IEP revisions and accommodation design. Consider students' specific needs around accessibility and provide assistive technologies when possible. For students who have been identified as having a reading deficiency, communication with family needs to occur within 15 days after the date they are identified as stated in the Alabama Literacy Act.
Guidance	<ul style="list-style-type: none"> Inventory existing intervention programs and services available to students, identify gaps, and procure the necessary resources. Assess the capacity of structures outside of the regular school day, such as summer learning, extended day, after-school programming, and options for tutoring for students in need of additional support. Establish online training (tutorials) for parents to help them smoothly transition from traditional to remote. Connect with public libraries and others who offer free, public access to WiFi to determine capacity. Develop a map with free, public access spots noted. Utilize the Alabama Teaching and Learning, Assessment System, and Designing Remote Learning Frameworks to leverage resources and guidance. Develop a robust reopening plan for the implementation and provision of continuous, high-quality instruction, intervention, and assessments for all grade levels K-12 that can move seamlessly between the traditional, blended, and remote environments. Develop a district communication strategy to implement any additional communication systems and channels necessary to reach every family/student in their home language through whichever mode necessary (i.e., texts, all calls, emails, home visits) with updates, expectations, and priorities. Communicate local decisions and guidance around grading, report cards, and testing with school leaders, teachers, and families in their home language. Set expectations for general and special education teachers to collaborate on accommodations that address the delivery of assessments and responsive interventions. Utilize Alabama Teaching and Learning Framework to assess district and school instructional resources to begin uploading high-quality content, aligned to the Alabama Course of Study Standards for all grade levels K-12, into Schoology, or the district's chosen LMS or digital delivery platform. Identify or inventory Internet access options for each student during registration and back-to-school intake paperwork. Develop school-based Internet accessibility rosters to determine how many mobile hotspots would be needed for remote learning.

Consideration

- Consider requiring teachers to integrate a virtual component and/or digital tools into their instruction to prepare themselves and their students in case of a return to remote learning.
- Connect with community partners like day care centers, YMCA, Boys and Girls Clubs, faith-based institutions, and others to determine their plans for before-and after-school care and other services.
- Develop a Remote Learning Plan (RLP) plan for each school aligned with the district plan. If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support Remote Learning Plan (RLP).
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop system-wide procedures for return and inventory of system-owned devices as part of a Remote Learning Plan (RLP). The procedures should include:
 - Safely bagging devices collected at schools.
 - Transporting them to a central location.
- [Sanitize the devices](#) prior to a repair or replacement evaluation.
- Conduct routine maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Prepare to deploy devices that may be offered by the schools.
- Inform parents about how to access online learning platforms and school assignments, if using family owned devices.
- Ensure parents know who the point of contact will be for technology related complications or how to sort through software problems.
- Develop a plan to leverage staff, specifically those who are close to students/families who have been designated as vulnerable, to offer support in ways that demonstrate empathy, respect, and curiosity about the child's learning and social-emotional needs.
- Structure supports for families to engage in ongoing learning about grade-level expectations, proficiencies, and ways to help their child at home (i.e., virtual family nights).
- Implement and communicate structures to utilize student data and information that was gathered during remote learning and from feedback from parents with the students' assigned teachers for the upcoming 2020-2021 school year (Examples: vertical and horizontal teams)
- Review Assessment System Framework comprehensive assessment, mitigation, and recovery for when students return, including timelines for giving assessments and analyzing data, adjusting curriculum maps, pacing calendars, and academic goals, and creating targeted intervention plans.
- Examine current policies and procedures around grading and reporting to determine if they provide the flexibility to remain fluid amidst transitions between the traditional classroom environment and virtual environments, as well as reflect the realities of instruction within a blended model.
- Conduct monthly checkpoints with school leaders around curriculum pacing and ongoing monitoring of all student progress, specifically honing in on students in need of additional support.
- Set expectations for the implementation of targeted intervention plans for all students, with a focus on students with disabilities and IEPs, that include regular progress monitoring of the learning progress.
- Assist schools in school system processes to identify students in vulnerable populations (students with disabilities, English Learners, students who are homeless or live in temporary housing, migrant students, students who live in poverty or whose families face other challenges, and students directly affected by SARS-CoV-2), to prioritize their needs upon their return to school.



DO NOW – Operations & Facilities

Essential	<ul style="list-style-type: none"> Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread in local geographies.
Guidance	<ul style="list-style-type: none"> Provide school-level guidance for cleaning and disinfecting all core assets¹ including buildings and playgrounds. Convene custodial and facilities staff to review and make actionable guidance regarding cleaning and disinfection. Maintain facilities for normal school operations. Air filters should be changed regularly. Custodial services should distribute wastebaskets, tissues, and hand sanitizer to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites. Signage about frequent handwashing, cough etiquette, and nose blowing² should be widely posted, disseminated, and encouraged through various methods of communication. Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators when performing cleaning duties. Take steps to ensure all water systems (e.g., drinking fountains) are safe to use. Audit necessary materials and supply chains for cleaning and disinfection supplies. Establish procedures for car riders and bus riders to enter and exit schools. Keep restrooms and handwashing sinks supplied with soap. Develop procedures to minimize times and areas where large groups typically congregate or transition during the school day.
Consideration	<ul style="list-style-type: none"> Audit all school buildings with a focus on <ul style="list-style-type: none"> How many classrooms are available The size of each classroom Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.) Isolation or holding area for those suspected of having COVID-19 Audit any additional facilities that the district may have access to that could be utilized for learning. School leaders should conduct and document a facility walkthrough with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students. Consider using paper cups for drinking from water fountains or encourage individual water bottles.

¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

² <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>



RETURN TO CAMPUS - Wellness and Operations & Facilities

Essential	<ul style="list-style-type: none"> Children who fall ill at school should be placed in a designated area of quarantine with a facial covering in place. Nurses should wear N95 masks when caring for these students. Parent/Guardian should be called to pick child up from school. Students sent home from school should be kept home until they have completely recovered according to ADPH guidelines. Encourage parents to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available. Encourage parents to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent to keep the student home from school.
Guidance	<ul style="list-style-type: none"> Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students. Systematically and frequently check and refill hand sanitizers. Encourage staff and students to cough and sneeze into their elbows or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. Limit sharing of personal items and supplies such as writing utensils. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use. Close smaller areas, if possible, for 24 hours before cleaning to minimize the risk of any airborne particles.
Consideration	<ul style="list-style-type: none"> Students enter the building at only 1-2 sites and egress from other exits to keep traffic moving in a single direction. In the event of a positive test among staff or a student, the classroom or areas exposed should be closed until cleaning and disinfection can be performed. School campuses should undergo cleaning on a daily basis. Libraries, computer labs, arts, and other hands-on classrooms should undergo standard cleaning procedures per normal operating status. Strongly suggested that student desks should be wiped down with either an EPA-approved disinfectant or dilute bleach solution at the beginning and end of every day. Strongly suggested that playground equipment and athletic equipment can be cleaned with either an EPA-approved disinfectant or dilute bleach solution daily or more often if practical. School busing operations proceed normally unless otherwise indicated; handrails should be disinfected often. Students should face forward and not lean across seats. Strongly recommended that frequently touched surfaces including lights, doors, benches, bathrooms, etc., should undergo cleaning with either an EPA-approved disinfectant or dilute bleach solution (½ cup bleach in 1 gallon of water) at least twice daily.³

³ <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>

APPENDIX

Roadmap Resources



INSTRUCTION – Alabama Teaching and Learning Framework

INSTRUCTIONAL FRAMEWORK

Teaching and Learning

Assessment System

Designing Remote Learning

Critical Standards

The ALSDE recognizes the responsibility to teach all ACOS standards, but the following questions should be utilized to help educators develop a shared understanding of essential learning:

1. Does this standard represent the major work of the grade or course?
2. Will student learning in future grades and courses be hindered without understanding and proficiency of this standard?
3. Is this standard connected to important ideas in previous grades and courses? (NCTM June 2020)

High-Quality Instructional Materials

1. Engages students in a deeper level of learning, creates a focused direction, and assists educators in making vertical and horizontal connections across grade levels
2. Prevents teachers from having to piece things together or fill gaps that may exist between the curriculum and the adopted state standards
3. Provides scope and sequence, guidance for adjusting local pacing guides/curriculum maps, and efficiency in scaffolded content/skills across grades (TINTP Learning Acceleration Guide April 2020)

Assessments to Inform Learning

1. Determines assessment tools to identify student gaps
2. Aligns assessment use to meet needs and monitor progress through screeners, diagnostics, progress monitoring (including interim and formative) and summative
3. Includes assessments for academic, whole child, behavioral, etc. to identify students' needs and provide educators with guidance (NIET June 2020 & REL Infographic 2013)

Critical Standards

High-Quality
Instructional Materials

Assessments to
Inform Learning

Proficiency Scales

Family Support
& Resources

Proficiency Scales

1. Defines a learning progression or set of learning goals for a specific topic, relative to a given standard
2. Provides a tool that teachers and students can use to track a current level of performance and progression toward grade-level content mastery
3. Identifies on-grade level content and skills, as well as prerequisite and acceleration content and skills for each standard (Marzano Research 2019)

Family Support & Resources

Support of families should be ongoing. Collaboration among related service providers, specialists, teachers, and paraprofessionals is strongly advised to ensure continuity of services with the following:

1. Resources to support a variety of learning environments;
2. Outline describing student support plan for counselors, parents, students, and other community partners (as applicable); and
3. Information to assist with learning progressions based on assessment data. (NIET June 2020)

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards ⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
CORE						
ENGLISH LANGUAGE ARTS (ELA)	K-5	<p>The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade.</p> <p>During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.</p>	<p>Additional Remote Learning Resources</p> <p>ALSDE Critical Standards Subcommittee Resources</p> <p>ALEX Standards-Aligned Lessons</p> <p>Remote Learning for English Learners</p>	<p>Early Reading Assessment System (K-3)</p> <p>Cognia™ Formative Assessment in the eProve™ platform - printable domain-aligned multiple choice and constructed-response assessments in grades 3-8</p> <p>Scantron Achievement Series</p>	<p>IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn.</p> <p>Alabama proficiency scales will be uploaded into Schoology by August 1, 2020.</p>	<p>The <i>My Child Can! Booklet</i>, developed by the ALSDE, is a guide to help Alabama families understand the critical reading knowledge expected to be mastered at the end of each grade level. This example provides critical early literacy content for second grade. All grade levels will be ready on August 3, 2020, on the ALSDE/ARI website.</p> <p>Reading Adventure Packs are a paired set of theme-based fiction and nonfiction books and related interactive activities that kids bring home from school to share with their family and are available for all grade levels in both English and Spanish.</p> <p>ARIs Family Engagement Toolkit:</p> <p>The Reading Adventure Packs, Family Guide for Student Success, and My Child Can! Booklets all provide educators with resources to engage families and children at school or at home with activities that promote reading success. This comprehensive resource will be available August 3, 2020, on the ALSDE/ARI website.</p> <p>Literacy Learning Resource Guide</p> <p>Neuhaus Education Literacy Learning Resource Guide provides games, a library of videos, and a variety of at home tools such as alphabetic letters and building blocks.</p>
	6-8	<p>The K-12 Critical Standards have been identified to help districts</p>	<p>Additional Remote Learning Resources</p>	<p>Cognia™ Formative Assessment in the eProve™ platform - printable</p>	<p>IN PROGRESS: Each critical standard will have a proficiency scale that</p>	<p>Academic Skill Builders is an online educational video games hub. Free, multiplayer games are available for</p>

⁴ ALSDE & SEAL Task Force identified critical standards for the core areas.

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
ENGLISH LANGUAGE ARTS (ELA)		<p>prioritize the major work of the grade.</p> <p>During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.</p>	<p>ALSDE Critical Standards Subcommittee Resources</p> <p>ALEX Standards-Aligned Lessons</p>	<p>domain-aligned multiple choice and constructed-response assessments in grades 3-8</p> <p>Scantron Achievement Series</p>	<p>communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn.</p> <p>Alabama scales will be uploaded into Schoology by August 1, 2020.</p>	<p>K-6 content for multiple content areas. Teachers or parents can access data tracking reports.</p> <p>IN PROGRESS: Resources and supports for family engagement will be developed with the revision of the new ELA Alabama Course of Study Standards.</p> <p>Literacy Learning Resource Guide Neuhaus Education Literacy Learning Resource Guide provides games, a library of videos, and a variety of at home tools such as alphabetic letters and building blocks.</p>
ENGLISH LANGUAGE ARTS (ELA)	9-12	<p>The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade.</p> <p>During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.</p>	<p>Additional Remote Learning Resources</p> <p>ALSDE Critical Standards Subcommittee Resources</p> <p>ALEX Standards-Aligned Lessons</p>	<p>Scantron Achievement Series</p>	<p>IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn.</p> <p>Alabama scales will be uploaded into Schoology by August 1, 2020.</p>	<p>IN PROGRESS: Resources and supports for family engagement will be developed with the revision of the new ELA Alabama Course of Study Standards.</p> <p>Literacy Learning Resource Guide Neuhaus Education Literacy Learning Resource Guide provides games, a library of videos, and a variety of at home tools such as alphabetic letters and building blocks.</p>
MATHEMATICS	K-5	<p>The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade.</p> <p>During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.</p>	<p>AMSTI Content Area Aligned Remote Learning Resources</p> <p>Additional Remote Learning Resources</p> <p>ALSDE Critical Standards Subcommittee Resources</p>	<p>Early Math Assessment System (K-3)</p> <p>Cognia™ Formative Assessment in the eProve™ platform - printable domain-aligned multiple choice and constructed-response assessments in grades 3-8</p>	<p>IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn.</p>	<p>The AMSTI Family Success Guides detail the critical content that needs to be mastered at each grade level and provide practical suggestions to families for reinforcing the content. The AMSTI Family Engagement Night Toolkit provides districts with ideas and resources for how to host an engaging math night. It will be available on August 1, 2020, at www.amsti.org.</p>

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
			ALEX Standards-Aligned Lessons	Scantron Achievement Series	Alabama scales will be uploaded into Schoology by August 1, 2020. Use this example to begin planning for district implementation.	These Learning at Home Math Kits can be purchased from ETA and provide grade-specific, engaging, fun math practice opportunities.
MATHEMATICS	6-8	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade. During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.	AMSTI Content Area Aligned Remote Learning Resources Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	Cognia™ Formative Assessment in the eProve™ platform - printable domain-aligned multiple choice and constructed-response assessments in grades 3-8 Scantron Achievement Series	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020. Use this example to begin planning for district implementation.	The AMSTI Family Success Guides detail the critical content that needs to be mastered at each grade level and provide practical suggestions to families for reinforcing the content at home.
MATHEMATICS	9-12	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade. During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.	AMSTI Content Area Aligned Remote Learning Resources Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	AMSTI Standards-Aligned Item Banks Scantron Achievement Series	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020. Use this example to begin planning for district implementation.	The AMSTI Family Success Guides detail the critical content that needs to be mastered in Algebra I, Algebra II, and Geometry and provide practical suggestions to families for reinforcing the content at home.
SCIENCE	K-5	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade.	AMSTI Content Area Aligned Remote Learning Resources	Cognia™ Formative Assessment in the eProve™ platform - printable domain-aligned multiple choice and constructed-	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master	The AMSTI Family Success Guides detail the critical content that needs to be mastered in each grade band (K-2 and 3-5) and provide practical

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards ⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
		During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.	Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	response assessments in grades 3-8 Scantron Achievement Series AMSTI Pre/Post unit assessments	Alabama standards, along with the progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020. Use this example to begin planning for district implementation.	suggestions to families for reinforcing the content at home.
SCIENCE	6-8	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade. During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.	AMSTI Content Area Aligned Remote Learning Resources Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	Cognia™ Formative Assessment in the eProve™ platform - printable domain-aligned multiple choice and constructed-response assessments in grades 3-8 Scantron Achievement Series AMSTI Pre/Post unit assessments	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020. Use this example to begin planning for district implementation.	The AMSTI Family Success Guides detail the critical content that needs to be mastered in the 6-8 grade band and provide practical suggestions to families for reinforcing the content at home.
SCIENCE	9-12	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade. During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.	AMSTI Content Area Aligned Remote Learning Resources Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	AMSTI Standards-Aligned Item Banks Scantron Achievement Series	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020. Use this example to begin planning.	The AMSTI Family Success Guides detail the critical content that needs to be mastered in the 9-12 grade band and provide practical suggestions to families for reinforcing the content at home.

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards ⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
SOCIAL STUDIES	K-5	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade. During June 2020, committees of state and regional content leaders reviewed these standards using the three questions.	Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	Scantron Achievement Series	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020.	IN PROGRESS
SOCIAL STUDIES	6-8	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade. During June 2020, committees of state and regional content leaders reviewed these standards using the three questions.	Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	Scantron Achievement Series	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020.	IN PROGRESS
SOCIAL STUDIES	9-12	The K-12 Critical Standards have been identified to help districts prioritize the major work of the grade. During June 2020, committees of state and regional content leaders reviewed these standards using the three questions as a guide.	Additional Remote Learning Resources ALSDE Critical Standards Subcommittee Resources ALEX Standards-Aligned Lessons	Scantron Achievement Series	IN PROGRESS: Each critical standard will have a proficiency scale that communicates clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn. Alabama scales will be uploaded into Schoology by August 1, 2020.	IN PROGRESS
ADDITIONAL GRADUATION REQUIREMENTS						

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
PHYSICAL EDUCATION Beginning Kinesiology	K-8 and High School	LEA Determination	Additional Remote Learning Resources ALEX Standards-Aligned Lessons	Alabama Physical Fitness Assessment Information	IN PROGRESS: Examples of proficiency scales that communicate clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn, will be provided.	Parental Support and Resource Folder Little Sports YouTube Channel – exercise videos of varying lengths for elementary students
HEALTH	K-12	LEA Determination	Additional Remote Learning Resources ALEX Standards-Aligned Lessons	The Society of Health and Physical Educators (SHAPE) Health Education Assessment Tool	IN PROGRESS: Examples of proficiency scales that communicate clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn, will be provided.	Parental Support and Resource Folder
CAREER PREP	9-12	LEA Determination	Additional Remote Learning Resources	Alabama Career Planning System	TBD	AlabamaWorks! Career SUCCESS Guides
ARTS	K-12	LEA Determination	Alabama Arts Education Resource Document	Alabama Arts Education Resource Document	IN PROGRESS: Alabama proficiency scales will communicate the progression of knowledge students are expected to learn, will be provided progression of knowledge students are expected to learn will be provided. Alabama scales will be uploaded into Schoology.	Alabama Arts Education Resource Document
CAREER & TECHNICAL EDUCATION (CTE)	6-12	LEA Determination	Additional Remote Learning Resources ALEX Standards-Aligned Lessons	ACT WorkKeys Credentialing Assessments aligned to Career Clusters	TBD	AlabamaWorks! Career SUCCESS Guides
WORLD LANGUAGES	K-12	LEA Determination	Additional Remote Learning Resources ALEX Standards-Aligned Lessons	Advanced Placement Assessments	TBD	Parent Primer: Foreign Language Find out how you can help with your child's foreign language homework...even if you do not speak the language yourself.

ALABAMA TEACHING & LEARNING FRAMEWORK						
	Grade(s)	Critical Standards ⁴	High-Quality Instructional Materials	Assessments to Inform Learning	Marzano Institute's Proficiency Scales	Family Support & Resources
DIGITAL LITERACY & COMPUTER SCIENCE	K-12	LEA Determination	Additional Remote Learning Resources ALEX Standards-Aligned Lessons AMSTI DLCS Resources Alabama DLCS Teacher Resource Companion Site	Advanced Placement Assessments	IN PROGRESS: Proficiency scales communicate clear learning goals to master Alabama standards, along with the progression of knowledge students are expected to learn.	Student and Family Resources Common Sense Media includes a portal for parents with reviews for quality entertainment and tech.
OTHER						
COUNSELING & GUIDANCE	K-12	LEA Determination	Additional Remote Learning Resources	LEA Counseling & Guidance Needs Assessments	Not Applicable	Parent Support & Resources
LIBRARY MEDIA	K-12	LEA Determination	Additional Remote Learning Resources	LEA Library Media and Instructional Technology Needs Assessments	Not Applicable	IN PROGRESS



Assessment Terms Used in Reading

There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.

Screening Assessment

"Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome. Performance on a screening assessment can be used to identify students who need further evaluation of skills as well as students who are expected to perform adequately or in an accelerated fashion on an outcome assessment."¹
A screening assessment can also be used as an interim assessment.

Diagnostic Assessment

An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student's strengths and weaknesses.¹

Progress Monitoring

There are two approaches to monitoring students' progress throughout the school year.

Interim Assessment

An assessment that is used to evaluate student knowledge and skills relative to a specific set of academic goals. These assessments are typically administered within a limited time frame. Results can be used at the classroom level as well as aggregated and reported at the school or district level.²

Formative Assessment

An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students' understanding, or indicate areas needing further instruction.²

Summative Assessment

An assessment generally administered one time, usually at the end of a school year, to evaluate students' performance relative to a set of content standards.²



1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.
2. Perie, M., Marion, S., Gong, B., & Wertz, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

Information in this infographic is supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices shown in this infographic are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.



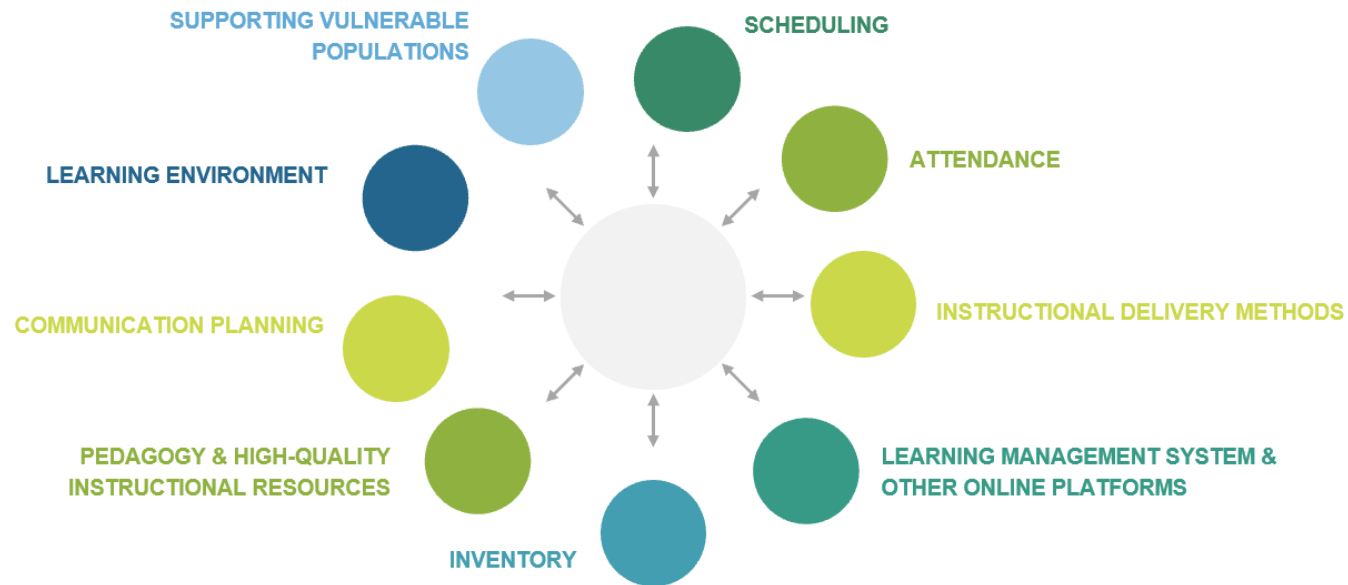
ALABAMA ASSESSMENT SYSTEM FRAMEWORK						
Content Area	Grade(s)	Assessment	Type/Purpose	Brief Description	Administration	Roadmap Recommendation
CORE COURSES						
All	K-12	Scantron Performance Series	Formative	Performance Series (PS) is Scantron’s computer-adaptive diagnostic testing solution. In Alabama, PS is now available in two forms: <i>Standard & Express</i> . Helpful Documents for Logging into PS Logging in as a Staff Member Logging a Student into PS – Elementary Logging a Student into PS – Secondary	Fall, Winter, Spring	G
All	2-8, 10-11	ACAP Alternate	Summative	Administered to students with the most significant cognitive disabilities in Grades 2-8, 10-11 in ELA, Mathematics, and Science	Spring	E
All	2-8	ACAP Summative	Summative	Provides criterion-referenced assessments in Grades 2-8 that are closely aligned to Alabama Courses of Study and reflect NAEP-type rigor, format, and reporting	Spring	E
All	10	PreACT ^o	Interim	PreACT is a multiple-choice assessment that offers 10th graders early experience with ACT test items, provides a predicted ACT test score, and offers a wealth of information to help students get the start they need to be college ready.	Fall	E
All	11	ACT with Writing ^o	Summative	The ACT is the capstone of ACT College and Career Readiness Solutions, and it is aligned to Alabama's College and Career Readiness Standards.	Spring	E
All	12	ACT WorkKeys [®]	Summative	ACT WorkKeys [®] tests are research-based measures of foundational work skills essential to career success across industries and occupations. The assessments help to close skill gaps and improve workforce quality.	Fall	E

ALABAMA ASSESSMENT SYSTEM FRAMEWORK						
Content Area	Grade(s)	Assessment	Type/Purpose	Brief Description	Administration	Roadmap Recommendation
All	9-12	Advanced Placement®	Summative	The Advanced Placement Program® (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year.	Spring	G
All	9-12	International Baccalaureate®	Summative	The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.	Spring	G
English Language Arts	K-12 9-11	Scantron Performance Series Cognia™	Formative Formative Pre/Post	Click here for a list of the ELA assessments and standards covered English 9-11 (ACT QualityCore) Printable domain-aligned multiple choice and constructed-response assessments in grades 3-8; Standards-based skill deficiency identification; Located in the eProve platform; accessible to accredited schools via My Journey login	Ongoing	G
Mathematics	K-3	Early Math	Screening/Diagnostic	Assessment includes initial screener, benchmarking, and progress monitoring tools to assist districts with accelerating and differentiating learning	Fall, Winter, Spring	E
	K-12	Scantron Performance Series	Formative	Click here for a list of the Math assessments and standards covered. Printable domain-aligned multiple choice and constructed-response assessments in Grades 3-8; Standards-based skill deficiency identification; Located in the eProve platform; accessible to accredited schools via My Journey login	Ongoing	G
	3-8	Cognia™	Formative Pre/Post		Ongoing	G
Reading	K-3	Early Reading	Screening/Diagnostic	Alabama Literacy Act requires assessment that provides screening and diagnostic capabilities to monitor student progress and measures	Fall, Winter, Spring K (Winter, Spring)	E

Alabama State Department of Education
Roadmap to Reopening Schools – June 2020 (Rev. Aug. 24, 2020)

ALABAMA ASSESSMENT SYSTEM FRAMEWORK						
Content Area	Grade(s)	Assessment	Type/Purpose	Brief Description	Administration	Roadmap Recommendation
				phonological awareness, alphabetic principle, decoding, encoding, accuracy, vocabulary, and comprehension		
Science	3-8	Cognia™	Formative Pre/Post	Printable domain-aligned multiple choice and constructed-response assessments in Grades 3-8; Standards-based skill deficiency identification; Located in the eProve platform; accessible to accredited schools via My Journey login	Ongoing	G
Social Studies	12	Civics Exam	Summative	Requires students to successfully pass a civics test as a required component for completing the US Government course required in the high school course of study	Fall and Spring	E
WHOLE CHILD						
Whole Child	PK-3	Teaching Strategies GOLD (TSGOLD)	Formative	Observation-based, formative assessment system that can be used from birth through Grade 3	Ongoing	G
Kindergarten Readiness Measure/ Inventory	K	AlaKIDS Alabama Kindergarten Inventory of Developing Skills	Screening/Diagnostic	Short screener aligned to Alabama Early Learning & Developmental Standards, ELA (2016), and Math (2015) ACOS standards that measure language, physical, social-emotional, cognitive, math, and literacy objectives (will be revised with ELA & math ACOS standards implementation)	First 3-4 weeks of school	E
SEL	K-8	Devereux Student Strengths Assessment (DESSA)	Formative	Standardized, strength-based behavior rating scale to measure social-emotional competence	Ongoing	G
SEL	9-12	Devereux Student Strengths Assessment (DESSA High School)	Formative	Standardized, strength-based behavior rating scale to measure social-emotional competence	Ongoing	G
SEL	K-12	Devereux Student Strengths Assessment One-Minute Screener	Screening/Diagnostic	Universal screener providing a reliable and accurate snapshot of social-emotional competence	Fall, Winter, Spring	G
OTHER						
EL ACCESS	K-12	ACCESS	Summative	Proficiency EL Assessments	Spring	E

Designing Remote Learning Framework



DESIGNING REMOTE LEARNING FRAMEWORK


COMPONENT	RESOURCES	KEY CONSIDERATIONS																												
LEARNING ENVIRONMENT	<p>NIET <i>Planning Guide Scenarios and Considerations for 2020-2021</i> https://www.niet.org/assets/Resources/31b7058159/school-year-planning-guide-2020-21.pdf <i>Homeschooling during COVID-19: Why all kids may not need eight hours of instruction a day at home</i> https://www.goodmorningamerica.com/family/story/parents-teachers-tips-homeschooling-covid-19-kids-hours-69774140 <i>Digital Promise Preparing for Remote Learning</i> https://verizon.digitalpromise.org/preparing-for-remote-learning-with-verizon-innovative-learning-schools/</p>	<p>1. Establish students’ course progression to include mini-goals, teacher monitoring checkpoints, and other progress monitoring reports prior to beginning the course.</p> <p>2. Use mini-lessons, short mini-lectures, engaging and accessible learning materials, and mixed media content.</p> <p>3. Classroom management includes rules and procedures, expectations, but also using delivery platforms (log-in, chat, share screen, etc.) and interaction with other virtual students through “chat” options or break out rooms for small groups.</p> <p>4. Establish regular office hours and communicate them to students and parents.</p> <p>5. Consider including minimum parameters or expectations for student’s participation in blended and virtual environments.</p> <p>6. Develop flexible scheduling with options to meet needs of varied situations (parents who work during school hours or parents/staff who may need to work from home and support their own children, etc.).</p> <p>7. Consider daily instructional time allotments for students in different grade-levels.</p> <ul style="list-style-type: none">• Elementary: 1 – 2 hours• Middle: 2 – 3 hours• High: 3 – 4 hours <p>8. Review sample digital guidelines (Wyoming DOE) to assist educators and students with digital age learning:</p> <ul style="list-style-type: none">• Aligned to the ISTE Standards for Students• Primary, intermediate, and secondary classroom application examples• Primary, intermediate, and secondary curriculum integration ideas; and• PreK-12 scope and sequence.																												
	<table><tr><th>Grade</th><th>Minimum</th><th>Maximum</th><th>Recommended Length to Sustain Attention</th></tr><tr><td>PreK</td><td>20 minutes/day</td><td>60 minutes/day</td><td>3-5 minutes</td></tr><tr><td>K</td><td>30 minutes/day</td><td>90 minutes/day</td><td>3-5 minutes</td></tr><tr><td>1-2</td><td>45 minutes/day</td><td>90 minutes/day</td><td>5-10 minutes</td></tr><tr><td>3-5</td><td>60 minutes/day</td><td>120 minutes/day</td><td>10-15 minutes</td></tr><tr><td>6-8</td><td>Class: 15 minutes/day Total: 90 minutes/day</td><td>Class: 30 minutes/day Total: 180 minutes/day</td><td>1 subject area or class</td></tr><tr><td>9-12</td><td>Class: 20 minutes/day Total: 120 minutes/day</td><td>Class: 45 minutes/day Total: 270 minutes/day</td><td>1 subject area or class</td></tr></table>	Grade	Minimum	Maximum	Recommended Length to Sustain Attention	PreK	20 minutes/day	60 minutes/day	3-5 minutes	K	30 minutes/day	90 minutes/day	3-5 minutes	1-2	45 minutes/day	90 minutes/day	5-10 minutes	3-5	60 minutes/day	120 minutes/day	10-15 minutes	6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class	9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class	
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<p>Illinois State Board of Education <i>Remote Learning Recommendations During COVID-19 Emergency FINAL DRAFT</i> March 27, 2020 https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf</p> <p>Wyoming DOE <i>Digital Learning Guidelines</i> https://1ddlxtt2jowkvs672myo6z14-wpengine.netdna-ssl.com/wp-content/uploads/2019/10/WY-DL-Guidelines-PrintablePDF.pdf</p>																														

DESIGNING REMOTE LEARNING FRAMEWORK

COMPONENT	RESOURCES	KEY CONSIDERATIONS																																																																											
	<div><div>I - IntroducingR - ReinforcingM - Mastering*</div><div><h3>3. KNOWLEDGE CONSTRUCTOR</h3><p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p><div><div>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</div><table><tr><th></th><th>PK</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr><tr><td>Recognize various online research tools (e.g., online catalogs, databases, search engines) and the pros and cons for using each.</td><td>I</td><td>I</td><td>I</td><td>I</td><td>I</td><td>I</td><td>R</td><td>R</td><td>R</td><td>R</td><td>R</td><td>R</td><td>M</td><td>M</td></tr><tr><td>Identify effective keywords and search terms for a specific online search or query.</td><td>I</td><td>I</td><td>I</td><td>I</td><td>I</td><td>R</td><td>R</td><td>R</td><td>M</td><td>M</td><td>M</td><td>M</td><td>M</td><td>M</td></tr><tr><td>Conduct effective information searches using a variety of techniques to narrow search results (e.g., boolean searches, use of operators, file-type searches).</td><td></td><td></td><td>I</td><td>I</td><td>I</td><td>R</td><td>R</td><td>R</td><td>R</td><td>R</td><td>M</td><td>M</td><td>M</td><td>M</td></tr><tr><td>Demonstrate an understanding of search results (e.g., discern ads from information, look beyond the first results page).</td><td></td><td></td><td>I</td><td>I</td><td>I</td><td>R</td><td>R</td><td>R</td><td>M</td><td>M</td><td>M</td><td>M</td><td>M</td><td>M</td></tr></table><div><div>Classroom Application</div><p>Students use a variety of digital resources (e.g., school database, online search engines) to locate relevant and accurate information about topics of study/inquiry. They use advanced search techniques such as boolean operators, exact phrase matching, and file-type searches to locate quality and credible sources of information.</p><div><div>Curriculum integration ideas:</div><div>Progress</div><div><div>■ Primary: Locate information to use for animal reports using</div><div>■ Intermediate: Use the Library of Congress database to find primary sources on the Civil War.</div><div>■ Secondary: Locate reliable sources for information and research related to Sustainable Development Goals (SDGs).</div></div></div></div></div><div><div>CCSSO & ISTE’s Remote Learning COVID-19 Response: Learning Keeps Going</div><div>www.learningkeepsgoing.org</div></div></div></div>		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Recognize various online research tools (e.g., online catalogs, databases, search engines) and the pros and cons for using each.	I	I	I	I	I	I	R	R	R	R	R	R	M	M	Identify effective keywords and search terms for a specific online search or query.	I	I	I	I	I	R	R	R	M	M	M	M	M	M	Conduct effective information searches using a variety of techniques to narrow search results (e.g., boolean searches, use of operators, file-type searches).			I	I	I	R	R	R	R	R	M	M	M	M	Demonstrate an understanding of search results (e.g., discern ads from information, look beyond the first results page).			I	I	I	R	R	R	M	M	M	M	M	M	
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12																																																															
Recognize various online research tools (e.g., online catalogs, databases, search engines) and the pros and cons for using each.	I	I	I	I	I	I	R	R	R	R	R	R	M	M																																																															
Identify effective keywords and search terms for a specific online search or query.	I	I	I	I	I	R	R	R	M	M	M	M	M	M																																																															
Conduct effective information searches using a variety of techniques to narrow search results (e.g., boolean searches, use of operators, file-type searches).			I	I	I	R	R	R	R	R	M	M	M	M																																																															
Demonstrate an understanding of search results (e.g., discern ads from information, look beyond the first results page).			I	I	I	R	R	R	M	M	M	M	M	M																																																															
COMMUNICATION PLANNING	<div><div>NIET Planning Guide Scenarios and Considerations for 2020-2021</div><div>https://www.niet.org/assets/Resources/31b7058159/school-year-planning-guide-2020-21.pdf</div><div>Digital Learning Matrix</div><div>file:///F:/VIRTUAL%20INFO/matrix-digital-learning-resources-supports.pdf</div><div>What We’re Learning About Online Learning</div><div>https://www.nytimes.com/2020/06/13/health/school-learning-online-education.html</div><div>everyoneon: Updates to Low-Cost Internet Service Offers in Response to COVID-19</div><div>https://www.everyoneon.org/find-offers</div><div>SREB K-12 Education Recovery Task Force</div><div>https://www.sreb.org/state-and-district-recovery-playbooks</div><div>SREB School Reopening Planning Template for Local Education Agencies DRAFT (June 18, 2020)</div><div>https://drive.google.com/file/d/1QqHCiPNXNcLFiAR0IBirU3mOCmhfaQmU/view</div></div>	<div><div>1. Plan accordingly to communicate delivery of food services with instructional materials.</div><div>2. Develop and provide opportunities to support families in remote learning implementation through parent webinars, PD sessions, “hot line” number specifically for remote learning, and website resources.</div><div>3. Identify methods to provide communication and resources in multiple languages that are commonly spoken in the community.</div><div>4. Assess district’s digital learning resources that can be used to communicate, collaborate, network, or present information.</div><div>5. Establish and communicate remote environment office hours and other procedures including: teacher virtual office hours; notification if decline in activity level is recognized; and RtI process with Tier II and III interventions, including counselor and/or administrator contact, are included.</div><div>6. Provide parents with up-to-date access to multiple Internet Service Providers (ISPs) low-cost internet service programs, including a toolkit for connectivity</div></div>																																																																											

DESIGNING REMOTE LEARNING FRAMEWORK		
COMPONENT	RESOURCES	KEY CONSIDERATIONS
		7. Develop a communication plan to provide district consistency and expectations.
PEDAGOGY & HIGH-QUALITY INSTRUCTIONAL RESOURCES	<p>SREB School Reopening Planning Template for Local Education Agencies DRAFT (June 18, 2020) https://drive.google.com/file/d/1QqHCjPNXNcLFiAR0IBirU3mOCmhfaQmU/view Digital Learning Matrix file:///F:/VIRTUAL%20INFO/matrix-digital-learning-resources-supports.pdf</p> <p>ISTE Standards for Students: Explore the Student Standards https://www.iste.org/standards/for-students</p> <p>NIET Resources</p> <ul style="list-style-type: none"> • <i>Planning Guide Scenarios and Considerations for 2020-2021</i> https://www.niet.org/assets/Resources/31b7058159/school-year-planning-guide-2020-21.pdf • <i>Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric</i> https://www.niet.org/assets/Resources/f42de7f8fb/niet-rubric-companion-for-virtual-instruction.pdf • <i>High-Quality Curriculum Implementation Summer 2020</i> https://www.niet.org/research-and-policy/show/policy/high-quality-curriculum-implementation • Example Remote Learning Lesson Planning Template https://drive.google.com/file/d/1VYNMZAts7oNAhtYwVeA7JNdMs6UD0A/view?usp=sharing <p>ACCESS Distance Learning https://www.accessdl.state.al.us/</p>	<ol style="list-style-type: none"> 1. Develop procedures/plan for assessing district instructional materials including devices, accessibility support, print materials, and other instructional resources. 2. Review and align district's teaching and learning guidance to ALSDE critical standards, high-quality instructional materials, assessment system, and proficiency scales. 3. Utilize short video series to provide example classroom settings for teachers Example: ISTE Standards for Students video-series: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator. 4. Develop process to vet and monitor LEA instructional tools made available or recommended for data privacy and acceptable use alignment. 5. Identify specific strategies and ideas to enhance effective teaching and learning in the remote setting, both asynchronous (does not occur in same place or at same time with teacher) and synchronous learning (happens in real time). 6. Utilize remote teaching and learning strategies to motivate students, present instructional content, structure and pace lessons, align activities and materials, implement questioning and thinking strategies for higher-level learning, provide academic feedback, group students, display teacher content and student knowledge, and infuse problem-solving. 7. Utilize lesson plan template to provide clarity for remote learning components. 8. Contact ACCESS Virtual Learning office at 334-694-4641 to request ACCESS Virtual Learning "Offline" resources for students who do not have access to internet. A username and password are required to download the materials from a secure website. The courses can be moved to a flash drive and given to students.
INVENTORY	<p><i>NIET Planning Guide Scenarios and Considerations for 2020-2021</i> https://www.niet.org/assets/Resources/31b7058159/school-year-planning-guide-2020-21.pdf Mississippi DOE <i>Digital Learning District Guidance</i> April 2020 https://mdek12.org/sites/default/files/documents/digital_learning_district_guidance.pdf</p>	<ol style="list-style-type: none"> 1. Develop a plan to annually inventory remote learning hardware and software for implementation effectiveness including the following: <ul style="list-style-type: none"> • Number of district devices (tablets, laptops, etc.); • Number of district internet accessibility devices (hotspots);

DESIGNING REMOTE LEARNING FRAMEWORK

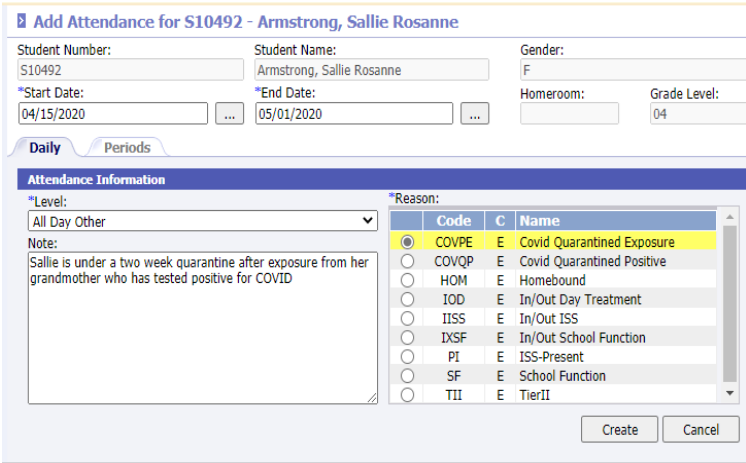
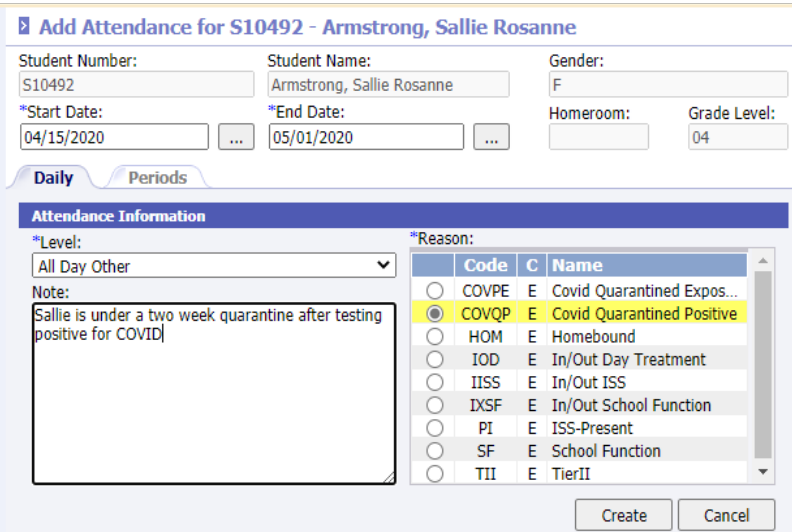
COMPONENT	RESOURCES	KEY CONSIDERATIONS
	<p><i>A National Primer on K-12 Online Learning (2nd Edition)</i> https://aurora-institute.org/resource/a-national-primer-on-k-12-online-learning-2nd-edition/</p> 	<ul style="list-style-type: none"> List of cable network(s) and channels for Alabama Public Television (APT) access; Other district internet accessibility options (buses, schools); and Possible community partnerships with public libraries, and city/county offices to provide innovative accessibility options (water towers, business offices, etc.). <ol style="list-style-type: none"> 2. Develop and communicate district- and school-specific list of internet providers, internet options in the community, and district or school options (if applicable) 3. Review federal, state, and/or local policies considerations for remote learning to ensure district's plan aligns with any needed provisions. 4. Review current capacity of staff and/or vendor(s) staff under contract to determine what is needed to support hardware and software implementation. 5. Consider district capacity and options for a Technology Help Desk or other type of support.
LEARNING MANAGEMENT SYSTEM (LMS) & OTHER ONLINE PLATFORMS	<p>Digital Promise <i>Preparing for Remote Learning</i> https://verizon.digitalpromise.org/preparing-for-remote-learning-with-verizon-innovative-learning-schools/</p> <p>Digital Promise <i>COVID-19 Online Learning Best Practices and Exemplars</i> https://digitalpromise.org/online-learning/</p> <p>Digital Promise <i>Synchronous and Asynchronous Learning Online</i> https://docs.google.com/document/d/1uxj_lXi-S1sgBtv3CMqNoe2NstKn_6CDSmxSiz4MY-4/edit?usp=sharing</p> <p>Ohio DOE <i>Remote Learning Resource Guide: During the Coronavirus Pandemic Ordered School-Building Closure</i> https://drive.google.com/drive/u/0/folders/1Tw2OnC_-PB43cmDfcfb3TJqAAaRG93I</p> <p><i>Pandemic Planning for Distance Learning for Distance Learning: Scenarios and Considerations for PreK – 12 Education Leaders</i> https://drive.google.com/drive/u/0/folders/1Tw2OnC_-PB43cmDfcfb3TJqAAaRG93I</p> <p>Digital Learning Matrix file:///F:/VIRTUAL%20INFO/matrix-digital-learning-resources-supports.pdf</p>	<ol style="list-style-type: none"> 1. The ALSDE Teaching and Learning Schoology Platform will host rigorous K-12 virtual content, ACCESS Virtual Learning 7-12 courses, and a variety of high-quality instructional materials to support educators across the state. 2. Districts will also have access to individualized Schoology environments, as well as may continue to utilize current LMS for the 2020-2021 school year with a plan to transition to Schoology no later than the summer of 2021. 3. Review current district digital resources or online platforms such as EdPuzzle, Google Classroom, Near Pod, etc. and communicate/train all stakeholders on the effective implementation to support student learning. 4. Identify the purpose and benefits/barriers of all of the district's current online learning platforms, as well as remote learning modalities and models. 5. Assess district's digital learning resources that can be used to communicate, collaborate, network, or present information.
	Alabama Technology in Motion (ATiM) https://www.atim.us/	<ol style="list-style-type: none"> 1. Provide PD on remote learning environments to assist with the transition.

DESIGNING REMOTE LEARNING FRAMEWORK

COMPONENT	RESOURCES	KEY CONSIDERATIONS																				
PROFESSIONAL LEARNING	<ul style="list-style-type: none">Link to ATiM Virtual Sessions: https://docs.google.com/spreadsheets/d/1MIQPGeFHj2G5fuqMHzdRtdn8Df1VvgPWEJXOwxe0VCK/edit#gid=0Remote Learning Best Practices: https://bit.ly/atim2020Other ATiM webinars: https://sites.google.com/view/atimdpd/webinars <p>Alabama Best Practices Center (ABPC) https://aplusala.org/best-practices-center/ ISTE Summer Learning Academy www.iste.org/2la20</p> <p>Georgia DOE PD Catalog https://issuu.com/georgiadoe/docs/gadoe_professional_learning_catalog_-_summer_2020</p> <p>Schoology Training Opportunities https://sites.google.com/schoology.com/schoology-pd-promotion/home</p> <table><thead><tr><th>Title</th><th>Brief Description</th><th>Date(s)</th><th>Provider & Contact(s)</th></tr></thead><tbody><tr><td>Learn Together</td><td>Required one/two-hour self-paced course for each LEA Schoology Administrator identified in Welcome Survey and part of the Schoology implementation. Leads LEA designees through system administration training and sets the path to setting up the LEA Schoology environment.</td><td>Following LEA completion of Welcome Survey administered by Schoology</td><td>ALSD Powerschool Lead- Jean Scott jscott@alsde.edu ; ALSDE Ed. Tech – Nakesha Hooks nhooks@alsde.edu ; Professional Learning – Rhett Curtis rcurtis@alsde.edu ; Ed Tech/ACCESS – Scott Booth sbooth@alsde.edu ; ALSDE Student Learning – Cristin Dillard cdillard@alsde.edu & Elisabeth Davis edavis@alsde.edu ; State Schoology Contact – Adriane Tasco Adriane.Tasco@powerschool.com</td></tr><tr><td>Schoology for Master Instructors</td><td>Required comprehensive 6-hour course for 2 designees for LEAs that choose to use Schoology next year for their LMS. This is a train-the-trainer style course and is offered so that instructional support personnel, curriculum developers, and organizational leaders can build expertise with many of the facets of Schoology - Courses, Groups, Resources, and communication tools. Participants in this hands-on course will experience a year-long Schoology journey through lens of an instructor learning the platform for the first time.</td><td>July 6 – 13, 2020</td><td>Provided to 2 LEA Designees at no cost to LEA (included in ALSDE contract) Contact Powerschool Reps. for additional information (if needed)</td></tr><tr><td>Developing Curriculum Collaboratively</td><td>Optional 6-hour course for SEA & LEA district level administrators who need to add student courses into Schoology. Designed for your organization's curriculum- or content-development team, participants in this hands-on workshop experience the many facets of the content-building and management tools within the Schoology platform. It provides an in-depth focus on how to build and organize a strategic curriculum repository, align content to learning objectives, and share content.</td><td>TBD by LEAs (if purchased by LEA)</td><td>Contact Powerschool Reps. for LEA Pricing Options Jenny Scott – jenny.scott@powerschool.com Matt Swann – matt.swann@powerschool.com</td></tr><tr><td>Using Schoology for Professional Learning</td><td>Optional 6-hour course for district level admins who want to add professional learning content into Schoology. Participants will see examples of several types of professional learning courses (self-paced, face-to-face and blended formats) and learn how to build their own course using interactive and informational Course Materials. 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TBD by LEAs (if purchased by LEA)	Contact Powerschool Reps. for LEA Pricing Options Jenny Scott – jenny.scott@powerschool.com Matt Swann – matt.swann@powerschool.com Additional trainings can be purchased from Schoology and can be found at https://sites.google.com/schoology.com/schoology-pd-promotion/home	<ul style="list-style-type: none">ATiM’s Virtual Summit sessions; ATiM Remote Learning Best Practices and other webinars;ABPC’s new online course, Teaching Online, developed by Paul Teske who helped create the Teaching Channel, investigates the flipped model of instruction which provides flexibility for teachers and students to move to a fully online model. Online course will launch in July 2020 in Google Suites.ISTE’s Summer Learning Academy (July 13 – 31) includes 4 micro-courses and 12+ webinars designed for both synchronous and asynchronous learning as well as hybrid learning environments; and designed for K-12 educators Including one micro-course specifically designed to share ideas for working with young children; and cost is approximately \$20.00 per educator.Georgia DOE Summer PD Opportunities (pgs. 31-32): <i>Just in Time for Teachers: Digital Learning Days</i> (1-2 hours); 2) <i>Online Support for Special Needs</i> (3-5 hours); <i>Introduction to Synchronous Learning</i> (1-2 hours); and <i>Effective Online Teaching: Professional Responsibilities</i> (multiple courses). NOTE: Courses are available in July and August 2020. <p>2. Review Schoology LMS professional learning opportunities to provide support to district staff in the effective implementation.</p> <p>3. Provide specific learning opportunities for EL teachers and other staff members who work with EL students and families.</p>
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INSTRUCTIONAL DELIVERY METHODS/		1. Example remote learning delivery model scenarios include the following:																				

DESIGNING REMOTE LEARNING FRAMEWORK		
COMPONENT	RESOURCES	KEY CONSIDERATIONS
MODALITIES	<p>https://drive.google.com/drive/u/0/folders/1Tw2OnC_PB43cmDfcfb3TJqAAaRG93I</p> <p><i>A National Primer on K-12 Online Learning (2nd Edition)</i> https://aurora-institute.org/resource/a-national-primer-on-k-12-online-learning-2nd-edition/</p> <p>Digital Learning Matrix file:///F:/VIRTUAL%20INFO/matrix-digital-learning-resources-supports.pdf</p> <p>SREB K-12 Education Recovery Task Force https://www.sreb.org/state-and-district-recovery-playbooks</p> <p>SREB School Reopening Planning Template for Local Education Agencies DRAFT (June 18, 2020) https://drive.google.com/file/d/1QqHCiPNXNcLFiAR0IBirU3mOCmhfaQmU/view</p> <p>Example Remote Learning Framework https://drive.google.com/file/d/1pZ6KkE8u5PDj5KUjRX2Lcg8dNDvuVEwB/view?usp=sharing</p> <p>Example Remote Learning Plan Template https://drive.google.com/file/d/1q74ZAMPEYyzzM6np8pOpV7Knp6TFT5iO/view?usp=sharing</p> <p>Delivering Remote Learning Resources Teaching English Learners in a Time of Crisis: Using the 6 Principles of Exemplary Teaching for English Learners http://newsmanager.commpartners.com/tesolc/issues/2020-05-01/4.html</p>	<ul style="list-style-type: none"> • Traditional: Face-to-face instruction, daily physical attendance; • Blended/Hybrid: Face-to-Face and online learning environment, students/classrooms transition from traditional learning to online learning environment; • Remote: Non-traditional instruction, courses delivered virtually; and • Additional Blended Options: “A La Carte or Buffet Model, Emporium Model, Flex Model, Rotation Model, etc. <p>2. Develop district guidance and a Remote Learning Plan (RLP) to expose all teachers to blended and remote learning environments to transition effectively as needed to align with different public health scenarios.</p> <p>3. Analyze and review effective teaching strategies for vulnerable populations in remote learning environments.</p>
ATTENDANCE	<p><i>ALSDE Attendance Manual</i> https://www.alsde.edu/sec/pss/Attendance/Absolute%20Final%202019%20Attendance%20Manual%20Revised1.pdf VIRTUAL SCHOOL LEARNING (pgs. 15-16); EXAMPLES OF EXCUSED ABSENCES (pgs. 29-30); and ATTENDANCE BEYOND THE CLASSROOM (pg. 30)</p>	<p>1. Review ALSDE Attendance Manual on virtual learning attendance.</p> <p>2. Review district policies and procedures for attendance and virtual learning, etc.</p> <p>3. Revise district policies and/or procedures to include remote learning attendance parameters (if needed).</p> <p>4. Collaborate with local board attorney and other district leaders to consider how new blended and/or virtual learning may provide the opportunity for students to be “present” as it relates to COVID-19’s and other future pandemics’ possible impact to students including, but not limited to the following:</p> <ul style="list-style-type: none"> • Student is exposed to someone who tested positive and is advised or required to quarantine; • Student is deemed “high risk” by guardian or doctor and is advised to stay home for an extended period of time;

DESIGNING REMOTE LEARNING FRAMEWORK

COMPONENT	RESOURCES	KEY CONSIDERATIONS
	<p>2020-2021 ALSDE Attendance Code Proposed Additions</p> <ul style="list-style-type: none"> All Day Other – COVID Quarantined Exposure & Positive  	<ul style="list-style-type: none"> Student has underlying chronic health conditions, considered “high-risk” due to compromised immune system; Parent does not feel safe sending student to school until vaccine is developed; or other as applicable. <ol style="list-style-type: none"> If district policies and procedures are revised to include additional attendance parameters, LEAs must maintain alignment to <i>ALSDE Attendance Manual</i>. Examine sample blended and virtual learning attendance examples when developing district parameters (if applicable), including but not limited to: <ul style="list-style-type: none"> Student daily sign-in to courses & participation in online coursework; Coursework submissions and assessment completions; Discussion board post minimums weekly. Consider sample “Attendance Parameters” to provide a scaffolded approach for students in the blended or virtual environment: <ul style="list-style-type: none"> Attend 1 face-to-face meeting or class each 9 weeks; Require semester exams onsite (if possible); Maintain 80 or above average to remain in full virtual environment (if applicable); Require additional face-to-face sessions for courses with a grade of 65-79 (if applicable); or Require student to return to traditional or blended environment if student grade drops below a 65 until a designated time to return to virtual (if applicable). Utilize revisions to ALSDE Attendance Manual to include “All Day Other” codes and a “Non-Traditional School Type” code for 2020-2021 COVID-19. Additional information will be provided when changes are finalized in iNow and Attendance Manual. NOTE: Example screenshots are provided in the Resources section.

DESIGNING REMOTE LEARNING FRAMEWORK

COMPONENT	RESOURCES	KEY CONSIDERATIONS
	<div data-bbox="489 235 934 568"> <p>Edit Absence Reason</p> <p>*Name: Covid Quarantined Positive</p> <p>Description: Student is under quarantine due to positive Covid test</p> <p>*Code: COVQP State Code: COVQP</p> <p>SIF Code: NCES/Other:</p> <p>*Absence Category: Excused</p> <p><input checked="" type="checkbox"/> Active</p> <p>OK Close</p> </div> <div data-bbox="489 576 966 901"> <p>Edit Absence Reason</p> <p>*Name: Covid Quarantined Exposed</p> <p>Description: Student is under quarantine due to Covid Exposure</p> <p>*Code: COVQE State Code: COVQE</p> <p>SIF Code: NCES/Other:</p> <p>*Absence Category: Excused</p> <p><input checked="" type="checkbox"/> Active</p> <p>OK Close</p> </div> <ul style="list-style-type: none"> • Non-Traditional School Type – COVID Parent Held <div data-bbox="535 966 1291 1404"> <p>Personal</p> <p>Age Equivalency: CEIS Date: MM/dd/yyyy Resident District: Non Traditional School Type:</p> <p><input checked="" type="checkbox"/> 21st CCLC <input checked="" type="checkbox"/> Athlete <input checked="" type="checkbox"/> Advanced Diploma</p> <p><input checked="" type="checkbox"/> Other Educational Barrier <input checked="" type="checkbox"/> Approved Four Year Plan <input checked="" type="checkbox"/> Single Parent</p> <p><input type="checkbox"/> SES Program Title I <input checked="" type="checkbox"/> School Choice</p> <p>Preschool</p> <p>Head Start: No First Class Funded Preschool: Yes, 1 year Center Based Cl: No Home Based Child Care: Yes, more than 1 year</p> <p>Specialized Treatment Services</p> </div>	

DESIGNING REMOTE LEARNING FRAMEWORK		
COMPONENT	RESOURCES	KEY CONSIDERATIONS
SCHEDULING	<p><i>Georgia's Path to Recovery for K-12 Schools</i> https://drive.google.com/file/d/1hhNLd-mEyX6giJLdWVoEemdLncRElyKY/view?usp=sharing <i>Class Size in Online Courses: What the Research Says</i> https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/research-on-class-size Ed Surge https://www.edsurge.com/news/2019-05-28-despite-poor-performance-virtual-school-enrollment-continues-to-grow#:~:text=On%20average%2C%20national%20public%20school,34%20in%20blended%20learning%20schools</p> <p>ACCESS Distance Learning https://www.accessdl.state.al.us/</p>	<p>Example Scheduling Scenarios Alternating Days or Weeks: Divide students into 2 groups alternating face-to-face and virtual instruction during the week.</p> <ul style="list-style-type: none"> Group A attends M/TU and works virtually remainder of week; Group B attends TH/F and works virtually remainder of week; Wednesday is virtual day for most employees so buildings could be cleaned during the week between groups Group A attends M/W and Group B attends TU/TH; F is distance learning for all virtual students, PD for staff, etc. using certification flexibility to relocate teachers as needed and allowable Group A attends face-to-face Week A and Group B attends face-to-face Week 2; consider certification options to relocate teachers as needed and allowable Half Days: AM/PM Schedule – Groups alternate face-to-face and remote instruction during the week as needed <p>Example Staffing Assignments Class Sizes: Consider current class sizes and staffing capacity when scheduling; NEPC researchers found that student-teacher ratios (2019) in virtual schools were 2.7 times higher than U.S. traditional schools.</p> <ul style="list-style-type: none"> ACCESS Virtual Learning Student Capacity Limits: Teachers are limited to 60 students per course. Smaller courses are assigned for math courses and inexperienced virtual teachers (if applicable). Elementary: Identify approximate number of students and utilize staff who want to teach either in blended or virtual remote learning environments; provide PD to the teachers; use a 2-man team approach or 1 teacher per district-determined number of students. Secondary: Assign 1 content area teacher per subject area and schedule a “period(s)” for virtual instruction while alternating days for students but providing teacher with assigned time consistently throughout the schedule for office hours, etc.

DESIGNING REMOTE LEARNING FRAMEWORK

COMPONENT	RESOURCES	KEY CONSIDERATIONS
SUPPORTING VULNERABLE POPULATIONS	<p>Digital Learning Matrix file:///F:/VIRTUAL%20INFO/matrix-digital-learning-resources-supports.pdf</p> <p>Office of Educational Technology Educator Toolkit <i>Using Educational Technology - 21st Century Supports for English Learners</i> https://tech.ed.gov/edtech-english-learner-toolkits/educators/</p> <p>National Clearinghouse for English Language Acquisition NEW Ensuring Continuity of Learning and Operations https://ncela.ed.gov/</p> <p>WIDA Standards https://wida.wisc.edu/ Language Development Standards for English Learners; WIDA Can-Do Descriptors and ELP Assessments; and Professional Development for teachers and administrators</p> <p>USDOE Fact Sheet: <i>Providing Services to English Learners During the Covid-19 Outbreak, May 18, 2020</i>, https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf</p> <p>WIDA: Teaching Multilingual Learners Online https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online</p> <p>Colorin Colorado Website https://www.colorincolorado.org/distance-learning-ells-Remote-Learning-for-English-Learners</p> <p><i>Online Learning for Students with Disabilities: Considerations for SEA Policies and Procedures</i> https://drive.google.com/drive/u/0/folders/1OtXNBBuBhuzwrRpO7WeFg5_inLxsPOwn</p> <p>Addressing the Needs of Students with Disabilities</p>	<ol style="list-style-type: none"> 1. Self-assess current capacity to support vulnerable populations from Spring 2020 LEA Academic Continuity Plan implementation to identify gaps and other areas to address for the 2020-2021 school year. Example: Mississippi's DOE provides sample rubric (pgs.16 & 27) in guidance document. 2. Utilize a digital learning matrix to assess embedded digital support features in districts' digital learning resources to help students understand or communicate the content (pg. 23) to look for the following: <ul style="list-style-type: none"> • Visual Support Features; • Auditory Support Features; • Translations Support Features; and • Collaboration Support Features. 3. Review resources for facilitating online learning, resources, and distance learning plans from NCELA's new guidance for EL educators, students, and families. 4. Include WIDA Standards & USDOE's EL Guidance Fact Sheet when planning for the following as it applies to the different public health scenarios: <ul style="list-style-type: none"> • Annual ELP assessment guidance; • Entrance Requirements; • Providing services to ELs; • Use of Title III funds; • Exit Procedures; and • Supporting parents of ELs. 5. Ensure privacy considerations, planning tools, strategies, and resources for virtual learning for ELs and immigrant students are included in district and school plans. 6. Plan for opportunities and challenges for multilingual learners in online environments framed around the 2019 WIDA Guiding Principles of Language Development. 7. Determine the following when designing schedules, using digital tools, and working through remote learning plans for students with disabilities: <ul style="list-style-type: none"> • Number of students by disability category who will participate in both blended in virtual compared to general education peers; • Full accessibility for all disability categories;

DESIGNING REMOTE LEARNING FRAMEWORK		
COMPONENT	RESOURCES	KEY CONSIDERATIONS
		<ul style="list-style-type: none"> • Framework to design and implement equitable access to content and services in remote learning settings (UDL); • Procedures for IEP review as part of online enrollment process and other remote learning procedures; • Confirm parent involvement and communication method(s); • Number of students who receive speech, OT, PT, etc.; and • Flexible services delivery systems and materials designed to be inclusive and include scalability, relevance and customization for effective usability and accessibility. <p>8. Review compilation of resources for the following categories for serving students with disabilities to align supports to district needs: Instructional team; assessment, mitigation, and recovery; structures outside the regular school day; professional learning and training; curriculum planning; supporting families; and virtual learning.</p>

Additional References

- *Moving Forward: Mathematics Learning in the Era of COVID-19*
https://www.nctm.org/uploadedFiles/Research_and_Advocacy/NCTM_NCSM_Moving_Forward.pdf
- Heflebower, Hoegh, Warrick, Flygare. (2019). *A Teacher's Guide to Standards-Based Learning*. Marzano Research
- iNACOL International Association for K-12 Online Learning Version 2 October 2010
- SREB K-12 Education Recovery Task Force <https://www.sreb.org/state-and-district-recovery-playbooks>

HEALTH SERVICES

Considerations

	School Nurses	Administration
CONSIDERATIONS FOR ALL ALERT LEVELS	<ul style="list-style-type: none"> Conduct Universal Precautions training for all employees Utilize ALSDE Health Room Checklist to monitor compliance of guidelines for health room and isolation area Handle all COVID-19 issues that arise, as well as any other health issues throughout the day Make visual inspection of child for signs of illness and conduct temperature screening Remain mindful of confidentiality issues and the stigmatizing of students or staff who may have been exposed to the virus or have symptoms Serve as liaison to identify individuals with symptoms of COVID-19, referring to community agencies for testing and assisting local health officials with surveillance measures (Schools are NOT expected to use test kits to screen students or staff to identify cases of COVID-19.) Continue to monitor national, regional, and local data related to pandemic respiratory infections Stay current and knowledgeable of local health department, ADPH, ALSDE, and CDC guidance regarding the most current protocol for COVID-19 guidance Advise administration on current CDC recommendations (Example – large gatherings and numbers) Adhere to uniform guidelines to include lab coats and closed toe shoes Wear masks, gloves, and eyewear when assessing all students who arrive at the health room with symptoms Consider wearing a gown if extensive contact with a child is anticipated Wash hands between each student, use a clean pair of gloves for each child, and clean the thermometer thoroughly between each use If using disposable or non-contact (temporal) thermometer, clean the thermometer with alcohol wipe (or isopropyl alcohol on a cotton swab) between each child Take precautions when dispensing routine or “as needed” medications to students Maintain social distancing when administering medications in the health room Heighten considerations for students requiring medications or invasive procedures that are immunocompromised, have special 	<ul style="list-style-type: none"> Make all staff aware of possible COVID-19 symptoms that prompt referral to health room may include fever, cough, shortness of breath, rapid breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, a new loss of taste or smell, fatigue, body aches, runny nose, flushed cheeks, extreme fussiness, vomiting or diarrhea Make all staff aware that hand hygiene includes washing hands with soap and water for 20 seconds and if not possible use hand sanitizer with 60-90% alcohol Designate an area of staff members who become ill at school In collaboration with school nurse, develop a plan to prohibit multiple students in the health room at the same time for routine medications and other minor issues (band aid, minor abrasion, etc.) In collaboration with school nurse, identify proactive measures to elevate health office congestion and multiple students in the health room with strategies that work with each school Examples could include: Suggesting that morning medications be given at home; Utilize trained medication assistants or trained diabetic assistants to disperse routine medications (if appropriate); Designate another private location for nurse to attend to “other” medical procedures Provide small first aid small first aid kit (Ziploc bag) for teachers with band aids, 4X4 gauze, gloves, and other pertinent supplies for minor first aid (to prevent high traffic in health room) to teachers and suggest that students do NOT have need to visit the health room for minor situations such as paper cut or small abrasion but rather have student wash area and apply a band aid, etc. Develop routine cleaning schedule throughout the day for health room, isolated areas, and other areas throughout the building to disinfect and clean building For cleaning schedule, include high traffic areas while focusing on frequently touched surfaces such as doorknobs, etc. with an EPA product proven to kill flu and COVID-19 viruses Carefully consider the use of physical barriers, such as glass or plastic window or partition to limit close contact between triage personnel and potentially infectious students, as well as in other areas in the buildings Consider capacity to conduct regular health checks of students, staff, and visitors (if feasible) Provide informational sheets from ADPH/CDC website to have on hand to give to parents regarding protocols at home and exclusion from school Monitor faculty, staff, and student absenteeism

	School Nurses	Administration
	<p>needs, or conditions that deem them more vulnerable than the general population</p> <ul style="list-style-type: none"> ▪ Remove trash throughout the day and dispose safely (double bag all trash cans) ▪ Consider COVID-19 Triage Station areas or make efforts to remove “well children” from the health room prior to assessing a student suspected of COVID-19 ▪ Prioritize triage of students with symptoms of suspected COVID-19 ▪ Triage areas need to be well ventilated and supplied with appropriate barriers and PPE ▪ Follow hand hygiene protocol before and after all student contact, contact with potentially infected materials, and before putting on and removing PPE, including gloves ▪ Initiate standard precautions measures and gather PPE ▪ Assist identified sick students in health room with putting on a mask ▪ Ask student if he/she has been exposed to someone with positive or presumed positive COVID-19 case ▪ Proceed with assessment of student’s complaints with emphasis on respiratory issues ▪ Place students suspected of COVID-19 in an isolated area and immediately contact parent/legal guardian to pick up student ▪ Send the student home to follow-up with medical provider and provide a clearance note prior to returning to school ▪ Remind parent/guardian to contact a medical doctor or ADPH identified contact numbers for guidance on COVID-19 symptoms and testing centers/procedures ▪ Remove and discard PPE after each screening and wash hands using hygiene protocol ▪ Encourage televisits with staff and parents to prevent community transmission ▪ Implement social distancing measures according to CDC guidelines ▪ Notify lead nurse, district ADPH, superintendent (or designee), and ALSDE designee of confirmed positive cases of employees and students and establish protocol to communicate follow-up and next steps ▪ Continue to collaborate with ADPH regarding the tracking and notification of contacts ▪ Utilize ALSDE Health Room Checklist to monitor compliance of guidelines and maintain adequate supplies for health room and isolation area(s) 	<ul style="list-style-type: none"> ▪ Require a physician release before an employee or student who was diagnosed with COVID-19 or flu returns to work or school ▪ Monitor and follow ADPH and ALSDE recommendations regarding school and district closures due to community outbreaks ▪ Discuss remote learning options with students at increased risk of severe illness ▪ Assess current health room for adequate space to isolate possible COVID-19 cases from other “sick” students or staff who need health room access ▪ Display informational posters encouraging good hand and respiratory hygiene practices and guidance on preventative measures with COVID-19 ▪ Work collaboratively with central office, lead nurse, and local school nurse to ensure health rooms are equipped to support staff and students: ▪ Maintain compliance with all ALSDE guidelines; ▪ Be equipped with a sink to wash hands thoroughly with soap and water for the recommended 20 seconds (or try to designate another area if current health room does not have a sink); ▪ Provide alcohol-based hand rub (ABHR) with 60% - 90% alcohol; ▪ Designate other areas in the school for isolation spaces (as needed); and ▪ Maintain schedule to have health room cleaned throughout the day with an EPA approved product proven to kill flu and COVID-19 viruses.

References

- American Academy of Pediatrics: Symptoms, Most At Risk, Stay Informed, Information on COVID-19
<https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/2019-Novel-Coronavirus.asp>
- Alabama Public Health: Coronavirus Disease 2019 (COVID-19)
<https://www.alabamapublichealth.gov/covid19/index.html>
- Alabama Public Health: Coronavirus Disease 2019 (COVID-19)
1-800 270-7268 or email covid19info@adph.state.al.us.
- CDC Algorithm and FlowChart for School Closure Considerations:
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf>
- Centers for Disease Control and Prevention: Symptoms of Coronavirus
<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- National Association of School Nurses
[https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/03182020_NASN_Considerations for School Nurses Regarding Care of Students and Staff that Become Ill at School or Arrive Sick.pdf](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/03182020_NASN_Considerations_for_School_Nurses_Regarding_Care_of_Students_and_Staff_that_Become_Ill_at_School_or_Arrive_Sick.pdf)
- National Association of School Nurses - Coronavirus Disease 19 - Talking Points for School Nurses
<https://www.nasn.org/blogs/nasn-profile/2020/02/26/coronavirus-19-message-to-school-nurses>
- World Health Organization and Unicef: Key Messages and Actions for COVID-19 Prevention and Control in Schools March 2020
https://www.who.int/docs/default-source/coronaviruse/key-messages-and-actions-for-covid-19-prevention-and-control-in-schools-march-2020.pdf?sfvrsn=baf81d52_4

Recommended COVID -19 SUPPLY LISTS

Supplies for All Students and Staff:

- Liquid soap
- Running water as feasible
- Paper towels available in strategic locations
- Tissues in strategic location
- Paper cups dispenser up at all water fountains
- Alcohol-based hand sanitizer (ABHRs with 60% alcohol or more)
- Disinfectants (wipes, sprays, etc.)
- Masks in accordance with CDC for all visitors to school
- Face shields for certain staff: Multiple handicap special education classrooms, speech teachers, cafeteria staff, and bus drivers.

Supplies for Health Rooms:

- In the Health Room, there may need to be additional supplies added such as dividers, curtains, and additional supplies depending on the set up of the individual room.
- Well Student Area (to maintain routine care for students and giving routine medications) The area may be maintained by a divider or curtain that allows for social distance.
- Sick Student Area (Isolated area for sick students, suspected COVID-19) The area may be maintained by a divider or curtain that allows for social distance.
- Sink with running water as feasible by LEA
- Liquid soap
- Paper towels
- Alcohol-based hand sanitizer (ABHRs with 60% alcohol or more)
- Bathroom Facilities (for student usage) as available
- Disposable Gloves
- Surgical Masks for health room (students or staff with fever/cough and nursing staff)
- Face Shields
- Gowns (Lab Jackets or scrubs is recommended for nursing personnel)
- Thermometers (digital for forehead readings) No-touch thermometers are preferred.
- Red box for needles and body fluid trash
- Routine assessment equipment (B/P cuff, stethoscope, etc.)
- Pulse Oximeter
- Disinfecting Wipes as available
- Disinfecting Solutions
- Disinfecting Sprays
- Disposal Paper for Cots

CHILD NUTRITION

Considerations

Planning

Suggestions for talking with the district superintendent, other LEA staff, planning committee, and/or district school nurse about what meal service is expected to look like:

- Discuss the type education model that the school district is considering or has planned.
- Plan if meals will be served in the cafeteria, classroom, other areas, or a combination.
- Discuss the CDC's recommendation of serving in the classroom, using disposable food service items and pre-packaged boxes or bags instead of self-serve food bars or family style meals. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- Discuss if hot meals be served.
- Discuss if times for meals need to be changed due to social distancing or other issues.
- Determine if the type of meal service planned will require different packaging than past meal service.
- Discuss whether a la carte sales will take place.
- Discuss food safety. Refer to CDC and ADPH links below.
- Discuss how meal counting and claiming training will take place for school staff for the planned meal service.
- Consider whether cafeteria configuration will be changed for social distancing.
- Discuss special dietary and physical needs of applicable students during meal service.
- Are there other concerns that need to be discussed?

Other Considerations:

- Plan the menu to reflect the type of meal service that will be used.
- Would having a two-week cycle menu help with grocery, supply ordering, and storage?
- Decide on the packaging supplies needed for the meal service planned. For example, Grab and Go meals could require different containers from the usual meal service.
- Determine if additional equipment is needed for the planned meal service and a la carte items. For example, rolling carts, coolers/bags, etc.
- Use advance payment systems online to reduce handling money.
- If meals are served in the classroom, identify who and how meals will be delivered.
- Identify and train those who will complete meal counting and claiming.
- Plan who will cleanup and how trash be handled with meals that may be served in the classroom.
- Plan training for everyone involved in new meal service. Include Hazard Analysis and Critical Control Points (HACCP) information for new meal service.
- Update the online agreement Schedule A if applicable changes are made.
- Remember that water is a federal requirement for NSLP. Water bottle fountains accessible to students during meals would meet USDA requirements and minimize water distribution by staff.

OVS Possibilities When Using Grab and Go Meals

- Consider online ordering.
- Use order forms.
- Offer choices within Grab and Go meals.

Grocery Orders

- The deadline for initial SY 2021 grocery orders is June 15th.
- If changes need to be made after grocery order submission, contact the Food Distribution team and the distributor.
- Be sure to order supplies to package food for your planned meal service.

Safety

- Review CDC and ADPH guidelines for school and restaurant requirements and/or recommendations.
 - Link to CDC - <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/school-nutrition-professionals.html>
 - Link to ADPH - <https://www.alabamapublichealth.gov/covid19/index.html>
- Contact the local health department for local guidance.
- Update HACCP plan to reflect changes.
 - Provide training for any HACCP changes.
 - Provide updated HACCP plan to all sites.

General Information

- ALSDE CNP has made USDA Southeast Regional Office (SERO) aware of many concerns including SFA finances, OVS, meal pattern for NSLP, and distance learning issues. We have talked with many of you about your issues and concerns. If you have information for us or need assistance while planning, please email or call your assigned area school programs staff member.
- ALSDE state superintendent has a SEAL Task Force that will be releasing a road map for reopening schools later this month.
- All USDA guidance will be forwarded to SFAs as soon as possible upon release by the USDA to the state.
- Please check your email frequently. Read and print emails for future reference.
- Please read the ALSDE CNP, COVID-19 Weekly Updates released at the first of each week as it contains guidance specific to needs during this time.

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