



CONTINUITY OF LEARNING Elements for Framework

This document includes a list of underlined elements within DEED's Alaska SMART START 2020 Framework for Restart and Reentry that must be addressed by each district in their 2020-2021 school year plan. The required elements were determined by education stakeholders, including superintendents, principals, and teachers from across Alaska. The bullets underneath each element are recommended items that districts should consider addressing within the elements of their plans. The bulleted items have been informed by education stakeholders, and by guidance and resources from organizations and thought leaders throughout the country.

Learning Gaps

- Social-emotional needs of students
- Scope and sequence of curriculum
 - High-quality instructional materials
 - Course prerequisites (related to learning gaps)
 - Teacher input
- Diagnostic assessments
 - Pre-K, Kindergarten, and New student assessments
- Impact of spring grading (college admission, scholarship eligibility, class ranking, etc.)

Interventions

- Compensatory services (special education, etc.)
 - Resources for instructional support
- Repairing special education timelines (assessments, IEP meetings, etc.)
- Systems for early identification of students in need of support
- Summer Programming
 - Addressing “Summer Slide”, Lessons from Katrina, etc.
 - Transition camps, credit recovery, AKSVS w/ teacher support/monitoring
- Outreach and re-engagement strategies
 - Revisit attendance policy (Some students and families will be unwilling or unable to return to school)
- Monitoring staff and student mental health
 - Behavioral supports

School Schedules

- Fall 2021 registration procedures
 - Virtual or summer meetings with school counselors
 - Staggered Kindergarten recruit/register

- Staggering schedules
 - Morning and afternoon shifts
 - MWF / TR rotations; MT / RF rotations, etc.
 - M/W and T/R with Friday for PLCs and remote learning days
- Class size considerations

Delivery Methods

- Blended learning
- Staggered reopening
- New configurations (e.g., grouping students based on diagnostic assessments rather than grade level)
- Distance learning strategies
- Transitioning between distance and buildings
- Common platforms

Professional Learning for Educators

- Distance learning
- Planning time
- Trauma-informed practices
- Blended learning
- Digital citizenship
- Self-care

Staffing

- Challenges with teacher recruitment and retention
- Staffing crises:
 - Teachers unable to return to communities due to pandemic
 - Requests for release from contracts due to illness, travel, fear
 - Substitute availability/training
- Looping options
- Teacher evaluation procedures (including missed evaluations)
- Academic freedom of teachers to meet needs of students
- Systems for staff quarantine, substitutes, etc.
- Engaging with unions (i.e. revise personnel attendance policies to accommodate health-related absences, support preparation for remote and blended teaching)