Kingdom East School District
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Burke   Concord   Lyndon   Lunenburg   Miller's Run   Newark   Sutton

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COVID 19
Fall 2021 Return to School

Opening Strategies and plans as related to District Strategic Planning Priorities and Action Steps

PRIORITY #1 - Robust Academics for All Students

 I. *Access to quality Pre-K services for all children within the district.*

 II. *Curriculum, instruction, and assessment are designed with a focus on content rigor, student engagement, and continuous improvement of academic achievement.*

 III. *Curriculum, instruction, and assessment result in continuous improvement of academic achievement.*

 IV. *High quality faculty and consistent and quality professional development.*

 V. *Resources, availability and consistent training and use of technology to improve student learning*

PRIORITY #2 - Character Development and Strong Social and Emotional Health for Students

 I. *Personalized Learning*

 II. *Positive school culture and environment*

 III. *Employee Self Care and Wellness*

 IV. *Quality facilities that promote a positive school culture*

 V. *Active and equitable co-curricular participation*

 VI. *Active and equitable student health and wellness participation*

PRIORITY #3 - Maintain and Build Strong Community Connections

 I. *Develop and maintain regular and routine engagement activities - school and parents/community*

 II. *Develop and maintain regular and routine engagement activities - board and community*

 III. *Develop and maintain regular service learning/volunteer and civics participation of students in the local community*

 IV. *Facilitate routine community events and use of the school and volunteer opportunities within the school*

PRIORITY #4 - Assure Effective and Efficient Management of resources

 I. *Transparency and fiscal responsibility when building budgets*

II. *Budget reflects equitable access and results focus from Priority #1 Robust Academics for All Students*
III. *Budget reflects equitable access and results focus from Priority #2 - Character Development and Strong Social and Emotional Health for students*
IV. *Budget reflects a facilities plan which addresses Priority 1-3*

PRIORITY #1 - Robust Academics for All Students
I. ***Access to quality Pre-K services for all children within the district.***
   A. Assess current Pre-K data for quality and availability across the district.
   B. Develop a plan to assure quality and availability of Pre-K programming across the district in the context of Covid
   C. Universal and full time, full day PreK research and report.

II. ***Curriculum, instruction, and assessment are designed with a focus on content rigor, student engagement, and continuous improvement of academic achievement.***
   A. Report out on current systems and assess, in the context of Covid
   B. Develop a plan to assure quality academics across the district and across student subgroups, in the context of Covid
   C. Implement changes to assure quality academics across the district and across student subgroups, in the context of Covid
   D. Assess changes and make adjustments to assure quality academics across the district and across student subgroups.

III. ***Curriculum, instruction, and assessment result in continuous improvement of academic achievement.***
   A. Report out on current student data
   B. Report out on resources deployed to address year one data, establish goals and priorities
   C. Implement changes to assure quality academics across the district and across student subgroups.
   D. Assess changes and make adjustments to assure quality academics across the district and across student subgroups, in the context of Covid

IV. ***High quality faculty and consistent and quality professional development.***
   A. Report out on current data
   B. Retention, professional development, communication
   C. Retention, professional development, communication, active recruitment plan
   D. Assess make changes to assure quality faculty, in the context of Covid
V. ***Resources, availability and consistent training and use of technology to improve student learning***
   A. Report out on current systems and assess
   B. Research and input on a plan to assure quality technology across the district and across student subgroups, in the context of Covid

C. Write technology plan to assure quality technology across the district and across student subgroups.

D. Implement changes based on technology plan -- based on improved student learning

PRIORITY #2 - Character Development and Strong Social and Emotional Health for Students

I. *Personalized Learning*

    A. Data on Personalized Learning Plans in each school in the context of Covid

    B. Develop a plan to assure quality and availability of personalized learning plans across the district, student led conferences, increased parent participation

    C. Increase student participation in personalized learning, student advisories, student led conferences

    D. Gather data on social/emotional status using a universal screener

II. *Positive school culture and environment*

    A. Establish/Re-establish strong connections

        1. "Starting the School Year Slowly" webinar by Des and Katie

            a) Focus on relationships first

            b) Individuals, cultures, families, including teacher

            c) Each student has at least two adults they are connected with

            d) Build classroom community (RC, DD, CPR)

                (1) Create classroom "charter"/agreement/rules to keep each other safe, take care of each other, and keep classroom running smoothly

            e) Build routines

                (1) Each portion of the day needs to be spelled out

                    (a) Visual schedules

                (2) Procedures spelled out clearly

        2. Be prepared to do these things remotely

    B. Consistent systems for behavior referrals, standards, expectations and consequences: Develop consistent programs and data collection

        1. Refer to Draft SEL Guide

            a) PBIS "implemented" consistently across the District

    C. Data on discipline referrals and student achievement;

        1. Consistency of documentation and tracking

            a) Team, with core members, meets weekly to review data (see Draft SEL guide)

    D. aligning support with greatest need. Develop a plan for equity of supports across the district.

        1. IAs, IIAs, Clinicians, School Counselors, School-To-Home Coordinators, School Nurses

        2. Audit T1, T2 and T3 supports among schools

E. Recommend actions to improve student discipline outcomes, build community: facilities, programs, personnel, in the context of Covid
    1. "Discipline" is relationship-based, not deficit-based
    2. Restorative process of conversations/approaches
        a) Build awareness, empathy, and problem solving skills
        b) 3-part apology (action statement)
    3. If accepted, provide training related to SEL Guide
        a) Buy-in and understanding
        b) Feedback loop (learn, practice, reflect, practice, etc.)
F. Review Data, recommend changes
    1. SWIS
    2. Tyler SIS
    3. Another system that is framed differently/positively

III. *Employee Self Care and Wellness - first priority extra days*

A. Baseline data on personnel in the context of Covid
    1. Adults taking care of themselves
    2. Self-Reflection (Google Forms Survey)

    3. Healthy workforce- advocate for this to start over the summer
        a) Information and resources available as soon as possible
        b) Plans and changes shared with us as soon as possible
            (1) If Jen isn't resuming live streams until 8/4, how will we be update using the Dispatch
                (a) With school community and community at large - regular updates form schools, via the central office, using social media.
    4. Take the pulse: what do people need / how are they?
        a) Privacy, confidentiality, conversations
        b) School level create a survey or some sort of information that is anonymous to identify, what are your
            (1) Hopes, Dreams, Worries, concerns
            (2) YRBS - did this for our schools
            (3) ACES- Adverse childhood experiences survey\
                (a) Resiliency checklist
                (b) Aces checklist
            (4) "Cracked up " move, summits with Darrell Hammond
            (5) Reach out to **David Melnick** and/or Kym Asyam from NFI, EAP benefit of having an outside person leading us, and managing the health of our workforce. Increases the feeling of safety.
                (a) The allostatic load - flight, fight or freeze
                    (i) Continuous stress response

             (b) Self care first
- (i) Family
- (ii) Work
- (iii) school

5. Establish a climate in the context of Covid
    a) Safe to share
    b) Conversations
    c) Opportunity for expression - be in tune with the comments that people make
        (1) Story telling
            (a) Prompts to tell stories, and have availability
            (b) Music, art, words, dance, group sculptures, inviting people to be creative. Recovery from toxic stress, it lives in the body, we have to activate the bodily systems in order to heal, make body based resources
        (2) Concerns about returning with underlying health risk factors.
            (a) Childcare guidelines- bullet list, staff needs to check with their doctor - system to touch base with their doctor, personal decisions
                (i) Pre-message at the onset of the summer, so folks can meet with the medical folks and make appointments
                (ii) What if someone does have significant health risks, what do they do
                    (a) Health benefits
                    (b) Leave health leave options
                    (c) Possibilities for working remotely
                    (d) Mailing and communication with families.
            (b) Spouse or family member with underlying conditions
        (3) People needing to feel safe to go back to work (physically and emotionally)
            (a) Guidance document from AOE (created by task force) - we will need to know what "conditions" will be

IV. *Quality facilities that promote a positive school culture*
    A. Review of all facilities, finalize capital plan and 5 year construction/emergency needs timeline
        1. In the context of a
    B.

V. *Active and equitable co-curricular participation*
   A. Baseline data on participation, in the context of Covid
   B. Increase participation in experiential education, Afterschool, athletics, fine and performing arts, drama
   C. Adjust goals and programs based on data, increase participation and student attendance and achievement
   D. Adjust goals and programs based on data, increase participation and student attendance and achievement

VI. *Active and equitable student health and wellness participation*
   A. Baseline data on curriculum, teaching, programs and available resources in schools
   B. Equalize access to health and wellness curriculum, provide minimum of VT EQS in each school,
      1. Have consistent health/wellness education at all schools
   C. Increase student wellness participation and decrease student behavior incidents
      1. Can we establish a causal relationship?

PRIORITY #3 - Maintain and Build Strong Community Connections
I. *Develop and maintain regular and routine engagement activities - school and parents/community*
   A. Increase communication between the schools and parents/community focusing on academics
   B. Increase communication using multiple forms of media, increase student participation in reporting out communication
   C. Recommend changes based on input from parents and families

II. *Develop and maintain regular and routine engagement activities - board and community*
   A. Increase communication from the Board to community;
   B. Increase communication from the Board to community focusing on Board work specifically related to student achievement
   C. Increase communication using multiple forms of media
   D. Recommend changes based on input from community

III. *Develop and maintain regular service learning/volunteer and civics participation of students in the local community*
   A. Increase volunteer and service learning in our schools- in the context of Covid
   B. Increase volunteer, service learning and formalize civics in all schools
   C. Increase volunteer, service learning, community based learning and civics in all schools
   D. Increase volunteer, service learning, community based learning and civics in all schools

IV. ***Facilitate routine community events and use of the school and volunteer opportunities within the school*** in the context of Covid
  A. Data from each school on volunteers in the school and community use of the facility
  B. Increase the use of volunteers in the school and community use of the facilities
  C. Increase the use of volunteers in the school and community use of the facilities; Increase partnerships related to student learning and academic training
  D. Increase the use of volunteers in the school and community use of the facilities

PRIORITY #4 - Assure Effective and Efficient Management of resources
  I. ***Transparency and fiscal responsibility when building budgets***
    A. Increase communication with the budget process, consistent 5 month timeline, create a fiscally responsible budget
    B. Increase communication around the budget process , follow a timeline and create a fiscally responsible budget.
  II. ***Budget reflects equitable access and results focus from Priority #1 Robust Academics for All Students***
    A. Budget reflects robust academics for all students to improve student outcomes
    B. Budget reflects robust academics for all students.
  III. ***Budget reflects equitable access and results focus from Priority #2 - Character Development and Strong Social and Emotional Health for students***
    A. Budget reflects an improvement of character development and strong social and emotional health for students
    B. Budget reflects an improvement of character development and strong social and emotional health for students.
  IV. ***Budget reflects equitable access and results from Priority #3 Maintain and Build Strong Community Connections***
    A. Budget reflects an improvement in community connections
    B. Budget reflects improvement in maintaining strong community connections.
  V. ***Budget reflects a facilities plan which addresses Priority 1-3***
    A. Report out on current systems and assess immediacy of needs, timeline for capital improvements
    B. Implement capital improvement plan

Strategic Planning Priorities and Action Steps

Other Specific Immediate Opening Plans

1)All-KESD PD will be virtual - Theresa and the coaches will work on the details and get this out soon. If you need convocation frogs, let me know, you should give them out at your school.
2) Explore vaccination requirements through policy
3) Return schools to smaller group pod type structures in our schools, for students and classes.
4) EVERYONE should be masked until further notice, and you should keep spacing as best as possible.
5) We follow this policy, (it is from the travel restrictions of last January, but the second part applies) in particular the flow charts at the end. (pasted below).

Employees
This week PD, DISTRICT-virtual--links will be sent
Building, Sign in , Seating charts
Masks--everyone all the time
Outside, mask, distance
Entrance must have signs--sick, stay home (soph forward cdc sign)

Students return-
- Seating-there will be no virtual academy
- MASKS required of all
- No health testing, if sick will go home
- For first month, classes will remain in pods--
- Hallways, Lunch and meals in rooms
- Parent drop off and pick up--parent and students masked
- Bus transportation all masked, bus seating charts and attendance daily
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Additionally
1. Pivot to remote if there is a positive case
2. Contact trace with nurses
3. All open House - virtual, PTCs virtual
4. Sign in and out of all spaces, make seating charts.