

APEA PHASED RETURN AT A GLANCE

PRE-STAGE (ASAP)

Identifying Professional Development needs

Special Education teachers from specialized programs to reach out to families and come up with plans. Special Education Program supervisors engage in preparation for training of paraprofessionals. This work shall be paid.



STAGE 1 (AUG 31-SEPT 15)

Professional Development for Staff

Preparation for remote learning for all students. All staff professional development in this phase needs to occur remotely. Staff are encouraged to work remotely, however they may sign up to access classrooms and personal offices to gather needed materials.

STAGE 2 (SEPT 7 - ONGOING)

Family Outreach

Educators meet students and families either in person or remotely, as the public health context allows. This time will be used for things including but not limited to meeting one-on-one with families and students. This time should be used for social emotional wellness checks, basic needs assessments, an evaluation of technology needs and reconnecting with students, families and school communities.

STAGE 3 (SEPT 16)

All Students Enhanced Remote

All students participate in distance learning. Staff have the option to be onsite for the purpose of planning and delivering online instruction.



STAGE 4 (EARLIEST OCT 28)

Enhanced Remote for Almost All Students

Students in greatest need of additional support, as identified through an agreed upon set of criteria, participate in individualized onsite services to meet those specific support needs. ONLY IF and WHEN SAFETY METRICS ARE MET Frequency and duration of in-person learning that drives the students' schedules is to be determined for each individual student after completion of a meeting between the family and teachers, and based upon the team's priorities for each child. Remote learning success would be monitored for continued improvement, with check-ins with families for student progress. All other students participate in distance learning.

STAGE 5 (EARLIEST FEB 1)

Hybrid Learning Phased-in by grade level groups

We are open to discussing the district's phased models starting at this point. Remote learning success would be monitored for continued improvement, with a check in families for student progress. In-person models would be developed with clear understandings of what it would look like. Teachers have professional development time to effectively teach in the hybrid model.

