
Fort Wright Elementary



2020-2021 Re-Entry Guidance Document

Table of Contents

Introduction	3
Purpose of Guidance Document	3
Guiding Principles	3
Instructional Models	4
District Focus Areas	
I. Health and Safety	7
Staff/Student Guidelines	7
Social Distancing/Reduction in Contact	9
Mask Exemption	10
Visitors/Field Trips and other Information	10
Nurse Protocol	11
II. Teaching and Learning	12
Curriculum	12
School Closures-Short/Mid/Long Term	13
Instruction	14
Assessment	15
Special Education	17
III. Social-Emotional Support	22
Identify Students for Targeted SEL	22
Supports for Staff and Parents/Guardians	22
IV. Operations	24
Human Resources	24
Facilities	24
Food Service	27
Transportation	28
Budgeting and Finance Operations	30
V. Co/Extra-Curricular Activities	33
Additional Resources	33

Introduction

Fort Wright Elementary (FWE) is committed to In Person classes for the 2020-2021 school year. This commitment is contingent upon the guidance of national, state and local health officials and the ability to effectively implement the strategies within this guidance document. While we stand ready and capable of providing instruction by alternate methods if required there is simply no replacement for in person classes with regards to academic achievement, social/emotional support and peer to peer, peer to staff relationships. It is imperative that all members of TEAM FALCON and our greater community understand while we are committed to in person classes during the 2020-2021 school year, student and staff safety is and will remain our number one priority. As a result, school during the 2020-2021 school year may be very fluid with decisions occurring often that may lead to changes to strategies and procedures outlined in this document. We ask that everyone commit to the guidance in this document as presented and if changed to ensure we have an opportunity to successfully educate our students in person to the maximum extent possible during the 2021 school year. We extend a very special thank you to our TEAM FALCON community for your continued patience and understanding as we continue to navigate this worldwide pandemic. TEAM FALCON is strong and together we will have a world class 2020-2021 school year!

Purpose of Guidance Document

The purpose of this guidance document is to communicate best practice guidelines to ensure a safe and healthy 2020-2021 school year for all stakeholders.

Guiding Principles

- Honor and safeguard the health and safety of students and staff
- Maintain fidelity of instruction ensuring standards are taught and mastered by all students
- Ensuring equity and access for all students
- Support the social-emotional learning and teaching needs of students and educators
- Adhere to guidelines from the state and local health officials at all times to mitigate unhealthy behaviors, reduce the spread of infection and protect the wellness of all individuals
- Respect choices for personal health and preferences for mode of instruction, while asking such commitments be made for no less than a designated period of time to assist with staffing and other decisions, with exceptions allowed for unexpected health concerns
- Recognize unprecedented circumstances may arise that will need to be accommodated
- Communicating effectively with all stakeholders
- Ensuring flexibility to meet the needs of all students, while maintaining fiscal solvency

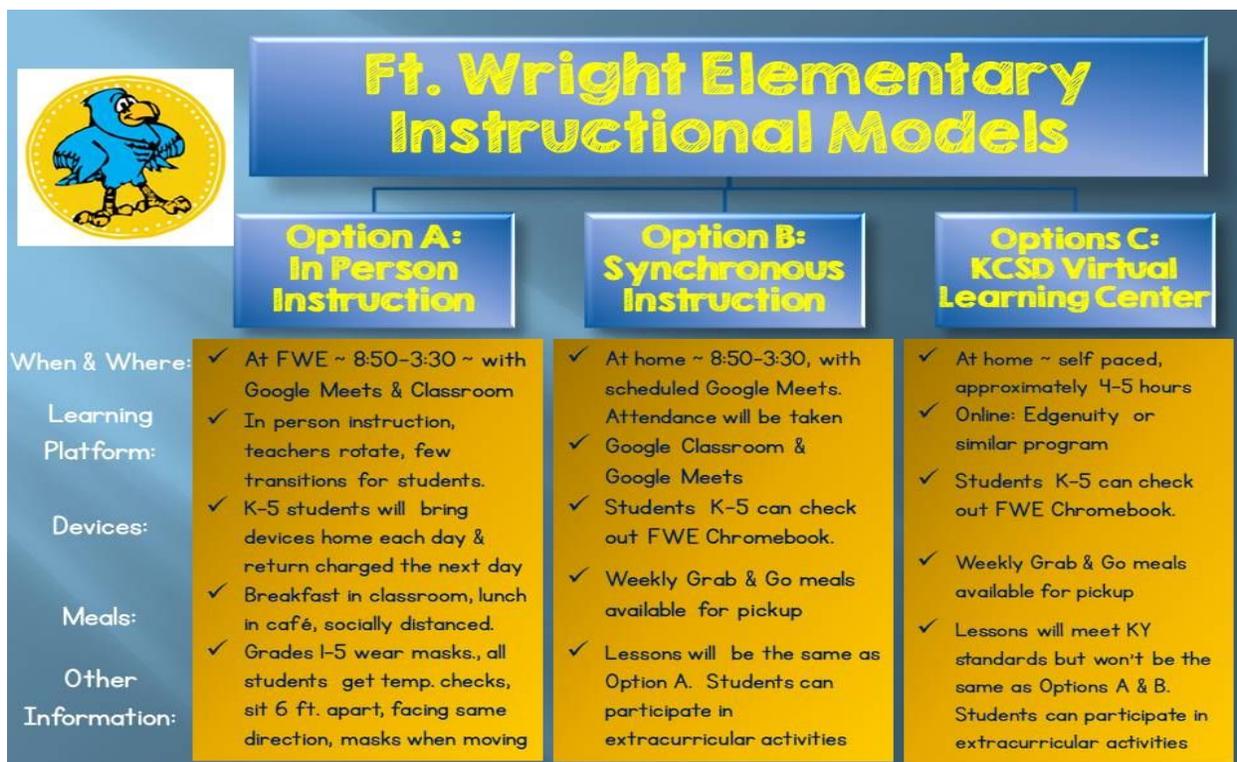
Instructional Models

FWE plans to have in person classes for the maximum amount of student's possible following state and local public health official's guidance. Due to the uncertainty of guidance during the 2020-21 school year the district is prepared to provide multiple instructional models for our students and staff.

Parents/guardians will be given the choice to send their child to school for in-person classes, have their child participate in real time classes via technology (synchronous) at home or the KCSD Virtual school program. Fort Wright Elementary will be providing school-owned technology for ALL FWE enrolled students following the guidelines of the Technology Device Check-Out form. Technology will include a school owned Chromebook to use Google Classroom and Google Meet.

- The Technology Device Check-Out form will be sent home with students participating in-person on the first day of school. Once returned, a Chromebook will be assigned to the student.
- For those students in need of technology participating through the synchronous model, Chromebooks will be picked up prior to the start of school. Parents of students participating in the synchronous model will be contacted directly to schedule a date and time to pick up ChromeBooks.
- The expectation is for each student to take their individual Chromebook home with them each night and return to school **FULLY Charged** the next day.

Parents will be sent a survey the week of July 27th to obtain the number of students who plan to be at school for in person classes. It is imperative to receive 100% survey participation to prepare and plan for a Falcontastic school year for all Falcons. In addition, the results of this final survey may result in a rotational plan being implemented for in person classes.



Option A: Return to Normal or Traditional Instruction

Should health concerns subside before the opening of the school year, students and staff will return to a normal daily schedule of attending school in-person. Students will use Google Classroom and Google Meet platforms.

Option B: Synchronous Instruction

Synchronous model with some students participating in a traditional class at school and other students participating at home using Google Classroom and Google Meet in real time. Students, participating from home, will have attendance taken, follow the daily school schedule and participate in each of their classes in live time. This synchronous model will be very different from what students experienced in the spring through NTI. If the school cannot open under normal conditions due to state and local public health officials' guidance, this model will be the preferred model by FWE.

- The KCSD's current academic calendar for 2020-21 will continue to be followed.
- Students who are not physically present in the classroom will be expected to participate online in real time during the class or watch a recording of the class at a later time and meet all classroom expectations.
- Grading expectations and attendance guidelines will be reviewed and revised as necessary.
- Staff will receive training on synchronous learning to ensure systemic usage.
- Training, resources, guidance documents and videos will be made available for students and families to support synchronous learning at home for all students.
- State and local public health guidance may dictate the number of students we are able to serve in person at a certain time. FWE will utilize all available space to ensure that we meet the needs of every student to the maximum extent possible.
- Technology and internet connectivity is essential and the district will provide assistance to the maximum extent possible. Instruction will be delivered in a classroom setting while students participate via Google Classroom and Google Meet.

Option C: KCSD Virtual Learning Center

- This model is full time on-line instruction utilizing a learning platform. Families may choose this model for their child.
- KCSD's current academic calendar for 2020-21 will continue to be followed.
- This model is a Performance Based Instructional (PBI) Model. Students move at their own pace.
- Grading expectations and completion of work/assignments will be monitored.
- FWE will work to engage in communication and social emotional support of all students utilizing this virtual platform.
- All FWE students will be considered students at the Fort and can participate in all co/extra-curricular activities.
- Technology and internet connectivity is essential. FWE will provide assistance if possible.

At this time it is no longer necessary to have an application for our virtual learning center. Survey results and communication with parents allows each school to know the student number and need for this option. Each school will assign a teacher of record to monitor, support to include grades, completion of work, tutoring, home visits, adjustments to the curriculum, etc. with the cap per teacher at approximately 150. ARC meetings will need to be scheduled for students with disabilities to review and revise the IEP as it relates to this environment.

The three platforms for VLC:

Preschool ABC Mouse <https://www.abcmouse.com/abt/homepage>

K-5 Acellus <https://www.acellus.com/>

Option D: Non-Traditional Instruction (NTI)

The KCS D has been approved by the Kentucky Department of Education to utilize 10 days of NTI during the 2021 school year. FWE will only use this model full time for all students outside of the 10 make up days if directed by state/local officials to close all schools to in person learning. This model may be used for short, medium or long term closures.

- KCS D’s current academic calendar for 2020-21 will continue to be followed.
- Staff will receive training to ensure systemic usage and quality.
- Grading expectations and completion of work/assignments will be monitored by FWE.
- FWE will work to engage in communication and social emotional support of all students utilizing this virtual platform.
- Technology and internet connectivity is essential. FWE will provide assistance if possible.
- Student “hard copy” assignments will be made available if technology/internet needs cannot be met.

I. Health and Safety

[KDE Healthy at School Guidance on Safety Expectations and Best Practices for Kentucky Schools](#)

The safety and well-being of our staff and students is our #1 priority! Fort Wright Elementary will follow the guidelines and recommendations of all state and local public health officials at all times to ensure everyone is working and learning in a safe environment.

Before returning for the 2020-21 school year all staff MUST complete a [COVID-19 Back to Work document](#). This form will be completed after any extended days out of school (fall break, winter break, spring break, etc.)

Before returning for the 2020-21 school year all parents/guardians MUST complete a [COVID-19 Back to School document](#) for each student enrolled in the KCSD.

This document screens for past and present history of self-quarantine, symptoms, diagnosis of COVID-19, and contact with confirmed cases. Staff and parents/guardians will sign acknowledgement of the need to self-monitor daily, need to report symptoms, expectations if symptoms are reported, as well as need to wear masks and social distance.

Principal or designee is responsible for obtaining, reviewing, tracking, and retaining a signed COVID-19 document for each member of their staff and students. If the staff member or parent/guardian has answered all symptoms and questions with a "NO", then principal or designee can complete the bottom "Internal use only" section and retain documents for FWE's record keeping. If any symptoms or questions are answered with "YES", the document will be given to the school nurse. The school nurse will review, contact the employee/parent/guardian or Health Department if necessary, and return the document with her signature once the staff member/student is okay to return back to work/ school. *Listing travel outside of Kentucky within the last 14 days is not to be considered a "question" and can be reviewed at school level without need to send the document to Paula Rust if all other areas are acceptable.*

Staff/Student Guidelines

As outlined by state and local health officials, the following guidelines will be implemented:

- Enforced Social Distancing (six (6) feet or more): This element is essential to reduce the need for contact tracing if a positive case is identified in the classroom (see Decision Tree link for close contact with non-household member for details) [KCSD Decision Tree for COVID.pdf](#)
- Universal masking: Students who are enrolled in first grade and above and staff are required to wear a cloth face covering, unless medically waived. Face shields do not take the place of a cloth face covering, but can be used in addition to a mask or if exempt due to age or medical waiver.

- If staff/students remain stationary and can maintain social distancing (currently 6 feet or more), a mask can be lowered as long as no persons are walking around inside the classroom/setting.
- General education classrooms are set up to allow for 6ft social distancing while students remain stationary in the assigned desk area.
- Any time students or staff transition, they must wear a mask unless exempt due to age or medical waiver.
- Masks should:
 - Fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to shape
 - Cover both nose and mouth
 - Mask use is required unless age or medical waiver exempt
 - Appropriate school pictures and/ or wording
- Provide adequate hand sanitizer and encourage hand washing
- Ensure proper sanitation
- To the greatest extent possible, FWE will limit the cross transfer between special programs, students, and school.
 - Special area classes will take place in the general education classroom.
 - Interventions and specially designed instruction will take place in both the general education classroom and intervention/resource rooms as needed to provide instruction in skill deficits. All students will have assigned seating. Social distancing is expected during resource and small group instruction.
- Staff and students will be expected to wear personal protective equipment (such as face coverings), as necessitated by state and local public health officials or individual preference. (see Universal masking above). Staff and students will be expected to provide their own cloth covering daily unless exempt due to age or medical waiver. FWE will maintain a supply for those who cannot obtain a cloth mask.
- Staff will be asked to sign the [KCSD return to work document](#) that requires them to:
 - Stay home if they are sick
 - Self-monitor their temperature daily and stay home if they have a temperature at or above 100.4
 - Staff will self-report if they have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days
- Parents/Guardians will be asked to sign the [KCSD return to school document](#) that requires commitment to the following safety precautions:
 - Keep child home if they are sick
 - Self-monitor the temperature daily and keep the child home if they have a temperature at or above 100.4. Temperature will be checked at the school facility as well.
 - Report to school staff if their child has symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days
- Per CDC recommendations, the district will isolate sick individuals from well students and staff until they can leave the school (see [KCSD COVID-19 Decision Tree](#) for guidance)

- Protect the privacy and confidentiality of students and staff at all times
- Identify and notify students/parents/guardians who may have been exposed to communicable disease
- Follow state and local guidelines for students/staff identified with COVID-19 ([CDC-What to Do If You Are Sick](#))
- Provide learning opportunities for students and staff regarding how to decrease the risk of exposure while at work/school, good hygiene practices, infection control strategies, and basic information about COVID-19

Social-Distancing/Reduction in Contact

Space planning solutions can be used to reduce transmission of contagious diseases through social distancing. Current guidance for social distancing is six feet. FWE will follow the guidance of all state and local public health officials on social distancing. Note: public safety codes, building codes, applicable laws and security requirements must not be compromised to achieve social distancing.

- As much as possible, individuals will maintain social distancing. Remote instruction will be considered for individuals unwilling or unable to comply with social distancing.
- FWE will schedule teacher rotation to students vs. student's rotation to teachers to the maximum extent possible.
 - The number of student transitions will be limited to intervention/resource, lunch, recess, arrival/dismissal.
 - Assigned seating and social distancing will be maintained during resource and small group instruction.
 - Homeroom students will remain together throughout the entire school day.
 - Teachers rotate for classroom instruction in departmentalized grades (4th/5th).
 - Primary teachers instruct homeroom students all day (PreK-3rd).
 - All special area classes (music, art, technology, library, PLTW, PE) will take place in the general education classroom or outside (PE) weather permitting.
 - All shared instructional materials will be cleaned between classes.
- FWE entry points will be differentiated for car riders and bus riders.
 - Car riders will enter the cafe door (C2). School staff will take the temperature of all car riders prior to the parent leaving the school campus.
 - Bus riders will enter door A8 during arrival and dismissal to reduce contact and maintain social distancing. Bus drivers will take student temperatures prior to students exiting the bus every morning.
 - The school nurse will hold students identified at entry with temp ≥ 100.4 to be isolated from the group located in the health office room while maintaining confidentiality and privacy.
 - Cleaning protocols will occur immediately once ill students/ staff exit isolation.
 - HeadStart students will arrive at 8:00 AM at the cafe door (C2). HeadStart staff will take the temperature of all students in the program prior to entering the building. The HeadStart program will follow the same protocols of FWE.

- All seating will face the same direction. Floor markings allow for consistency with desk placement.
- Recess and physical education, as much as possible, will occur outdoors (weather and space permitting) with students appropriately spaced to maintain social distancing.
 - Students will practice social distancing on the playground.
 - When students are outside and 6 feet from others, masks are not required.
 - Student's must practice good hand hygiene by washing their hands before going out to play and immediately upon returning inside the school building.
 - FWE will assign a recess schedule that limits how many classes are on the playground and identify which location classes to be assigned. One class will be assigned to one specific area. We will be using multiple areas for recess usage as well as indoor recess.
 - Plan and implement engaging activities to reinforce social distancing
 - Playground equipment will be closed.
- Social distancing signage will be placed throughout the facility.
- Furniture will be eliminated from classrooms as needed to allow for 6 ft. spacing of student desks to ensure maximization of social distancing.
- Students will be assigned seats and daily attendance will be recorded.
- Students may remove masks when seated at desks if desks remain 6 ft. social distancing.
- Backpacks will remain on the back of student chairs with personal belongings to prevent social gathering opportunities at cubbies. No coat hangers, cubbies or shelving will be used.
- **Water fountains will ONLY be used to fill water bottles.** Students should provide their own reusable water bottles or a disposable water bottle to be refilled with water throughout the day. Water bottles will be sent home daily for cleaning.
- Restrooms will be monitored so that overcrowding does not occur and disinfected regularly throughout the day.
- Students will be spaced 6ft for social distancing when eating lunch in the cafe.

Mask Exemption

Students first grade and up who provide the school with a medical exemption from a physician are not required to wear a mask. In order for the mask requirement to be waived, the parent/guardian must provide FWE with a letter from the physician. It must include the following:

1. Student Name
2. Date of Birth
3. Medical reason the student cannot wear a mask
4. Signature, Printed Name, and Date of the Physician
5. The statement must be on the physician's office letterhead.

Visitors to School, Field Trips, and Other Information

- Students may be released to parent(s) or designee (Student Pick Up List) for early dismissal when sick or scheduled appointment following school expectations. Parent/guardian ID's are required for all student dismissals.

- Late students in preschool through fifth grade will enter the front door following safety procedures. Students will get temperature checks before entering the front office.
- Late HeadStart students will enter the HeadStart classroom. Temperature will be taken before the student enters the classroom door.
- No field trips or assemblies
- The common areas such as the front office, teachers lounge, and the teachers work room will have a limited capacity with a sign posted at the entrance to the area.
- FWE will adhere to state and local health officials guidance regarding group gatherings.
- FWE is a closed campus for lunch.
- No visitors/volunteers

Nurse Protocol

- FWE Health Office will be utilized for sick students. FWE Conference Room will be utilized for well visits (medication, diabetic care and procedures, scrapes).
- In order to minimize the number of students in the health office, students will only be sent to the health office when they need an evaluation or assessment by the nurse. Medication trained personnel and/or the school nurse can dispense medications in the well room.
- Students will travel alone to the nurse unless medically necessary. In that case, the school nurse will escort the student.
- Teachers will call the health office prior to sending any student to the nurse to triage student needs over the phone to ensure the student is sent to the proper location and to prevent any cross contamination and any unnecessary contact.
- Teachers will call the health office to request supplies such as mints, crackers, bandaids, tooth holders, etc. The school nurse or office personnel will deliver the needed supplies or place in teacher mailboxes. Students will not be sent to retrieve the needed supplies.
- Students that are medically exempt from wearing a mask will receive and wear a rubber bracelet so staff members know why students do not have masks.
- The health office will be divided with a hanging curtain to separate students/staff who are ill from other ill students and staff.

II. Teaching and Learning

FWE will continue to strive to provide world class teaching and learning for ALL students regardless of the model/option being implemented. While we ask for continued patience during this unprecedented time. We are committed to providing world class Instruction, Curriculum and Assessment ensuring quality, equity and access systemically for every Falcon.

Curriculum

FWE will be implementing a synchronous model. Under this model, parents may choose whether their children attend school in person or virtually at home. Instruction would be delivered synchronously to students who are at school and at home through virtual live streaming or recorded lessons. This model allows for delivery of instruction on a continual basis with flexibility for those students at home to view recorded lessons if it isn't possible to participate during the live lesson. FWE will work with each family to determine if their child will be participating in person, synchronously through virtual technology in real time, or through our district virtual learning center. Students will remain in the chosen model unless extenuating circumstances present a need for this to change.

In order to determine and incorporate any anticipated student knowledge gaps from the previous grade level as we begin the 20-21 school year, the teachers, principals, and district staff worked together to revise the district curriculum maps. The [2020-21 KCSD Elementary Curriculum Maps](#) have been revised and updated on the district website for all stakeholders. Additionally school teams worked together vertically indicating the recommendations for review/re-teaching of content vertically and have this information to incorporate into instruction for the 20-21 school year. The [2020-21 KCSD Elementary Curriculum Maps](#) received approval at the July 23, 2020 SBDM meeting.

In order to keep instructional continuity during closures, all instruction should be designed using available technology platforms. Google Classroom will be the learning management system for all instruction. Designing all instruction in a tech-enabled way makes transitions smooth. Tech-enabled instruction works just as well during in-person instructional delivery and can easily be modified for offline (paper) instructional delivery. Through having all students receive their in-person instruction using tech-enabled design, such as Google Meet/Classroom, students will not be challenged with new methods of instructional design during a closure. FWE is already functioning with the use of Google Classroom for instruction. A systemic district training plan is being developed to ensure that all classroom teachers and instructional assistants have the necessary training and ongoing support to deliver instruction through Google Meet/Classroom. School leadership will ensure that certified staff responsible for delivering instruction to students have the appropriate technology to deliver instruction synchronously. Tutorials/Videos, FAQ Documents, and other supporting resources will be developed and shared for all parents and students.

Resources for Technology (Google Classroom/Meet)

To support our students and families, the Kenton County School District has created a one page listing of [Resources for Technology](#). This document provides information on how to utilize the features of Google (i.e. Google Meet, Google Classroom, Google Forms, etc.), Chrome Notebook features, and student email. The [Resources for Technology](#) can also be found on the Kenton County School District website.

School Closures

As state and local officials continue to monitor the situation with the COVID-19 pandemic throughout the next school year, it is important to remember that there could be closures of varying lengths and for varying reasons. FWE will develop a plan for school closure so continuation of learning occurs throughout each type of school closure.

- **Short-term Closures (1-2 days)**
NTI will be used for continuity of learning/review of previous content.
- **Mid-term Closures (3-10 days)**
NTI will be used for continuity of learning/review of previous content.
- **Long-term Closures (11+ days)**
NTI will be used for the continuation of new learning.

Daily Participation Rates

Daily student participation will be tracked during the 20-21 school year in lieu of daily student attendance. Student participation will be tracked daily in Infinite Campus following the same procedures for reporting attendance to include reporting this each period in secondary schools. For students who report to school each day, daily attendance at school will be their participation. More information will be forthcoming related to tracking daily participation of students working from home in Infinite Campus. Existing attendance procedures will be adjusted to include participation from home.

Truancy

All students are expected to either attend school each day or participate in school each day from home. Truancy laws and regulations are still in place for the 20-21 school year. [KCS D Attendance procedures](#) will be followed for students who are attending school daily. Over the next few weeks, KDE will release guidance for students who are participating in synchronous instruction from home. KCS D procedures will be updated to reflect KDE guidance.

Communication for Student Progress

Regular communication for parents/guardians around student progress is essential at all times but particularly during synchronous model implementation. FWE will follow district and school policies for reporting student progress and communication to parents/ guardians. In addition, FW will offer the following suggestions (not limited to) for Increasing Communication for Student Progress:

- All classroom teachers and administration will utilize Remind for easy parent communication (app can be downloaded on smart phones).

- Follow Fort Wright Elementary School on Facebook and Ft Wright Principal @TinaWartman onTwitter for all school announcements
- Encouraging and providing training for parents/guardians using the Infinite Campus parent portal for intermediate (4th/ 5th grades) students. The IC Parent Portal can be downloaded as an app on a smartphone, usage provides access to more parents/guardians.
- Training for teachers on Google Classroom features for parental/guardian notification tools.
- Provide training for parents/ guardians to monitor their students' progress.

The [Professional Code of Ethics for Kentucky Certified Personnel](#) applies equally to virtual instruction, NTI, etc. as it does to traditional in-person instruction

- Educators in an online environment:
 - Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
 - Shall exemplify behaviors which maintain the dignity and integrity of the profession.

Instruction

Use of School-Owned Technology

FWE will follow the district technology device agreement for students in kindergarten through fifth grade for all instructional options if needed. Parent/guardian and student will sign and complete the [Technology Device Check Out Form](#) and return to school. After returning the [Technology Device Check Out Form](#) to school each student will be assigned a Chromebook. Students will be using Google Classroom and Google Meet to participate in daily instructional activities. Students will take all instructional materials home each day including Chromebooks and charging cord. Students are expected to begin each school day with a **fully charged** Chromebook. Parents/guardians must supervise their child's Internet use on district devices while at home. The Chromebook should only be used by the student that checked out the device. Parents/guardians are responsible for any costs relating to repairs needed resulting from misuse, accidental damage, loss or theft.

FWE will assist staff/students with internet connectivity at home if needed to the maximum extent possible. Individuals needing assistance will be directed to the District Technology Coordinator.

Student Instructional Materials

Due to the sudden nature of intermittent closures, FWE students will take all instructional materials (i.e. books, devices, personal belongings) home in the evenings. Backpacks will be used but will be kept on the back of students seats within their 6ft. designated area.

MTSS

FWE will follow and implement district and school guidelines and procedures as it relates to Tier I, Tier II and III academic, behavior, and social emotional instruction and interventions for students.

[KCSO MTSS Procedures](#)

Prep Plus

Prep Plus math students will remain at FWE during the 2020-2021 school year to limit student exposure. 5th grade Prep Plus math students will virtually participate using Google Classroom and Google Meet with Woodland Middle School. Prep Plus students will participate in sixth grade math

class everyday while peers participate in grade level math. Prep Plus math students will participate in all other core classes, special area classes, lunch, and recess with grade level peers.

Assessment

- Teachers will identify/utilize formative assessments to support meeting the needs of all students based on curriculum gaps.
- Teachers will identify/utilize formative assessments to ensure mastery of content for all students regardless of option being implemented.
- Teachers will determine how data will be utilized to adjust instruction to meet the needs of all students regardless of option being implemented.

Guidance on Assessing and Evaluating Students' Academic Readiness

Identify/utilize formative assessments to support meeting the needs of all students based on curriculum gaps and to ensure mastery of content for all students, regardless of the option being implemented.

- Diagnostic
 - MAP assessments
- Classroom:
 - Exit Slips
 - Summative Assessments
- Interim:
 - Common Assessments
- **Administration of Formative Assessments:**
 - In-Person
 - Virtual
 - Mixed Model (in person and use of an online platform)
- **Virtual Platform**
 - MAP can be web based and implemented virtually.
 - [NWEA Remote Testing Support](#)
 - Classroom Assessments can be transferred to a Google Form. Training on creating/transferring classroom assessments to Google offered at PGA, contract days, and job embedded PLC's.
 - Common Assessments will be transferred to a Google Form by district consultants.
 - Common Assessments should be administered electronically.
- **Determine how data will be utilized to adjust instruction to meet the needs of all students regardless of option being implemented.**
 - **Analyze the Data**
 - Work as PLC teams to determine student needs and identify curriculum gaps.
 - It is very important to remember that students have not received in person instruction in the school building since March 13. Triangulation of data must be exercised when analyzing student data.
 - **Interpret the Data**
 - Which students have excelled?

- Which students have remained steady?
 - Which students have regressed?
 - **Develop Plans**
 - Which students need enrichment?
 - Which students have deficits?
 - Identify students through MTSS
 - [Tiered Progression Charts](#)
 - Use of school-wide system for progress monitoring
 - [MTSS Progress Monitoring Resources](#)
 - Use of Curriculum Maps
 - [Elementary Curriculum Map](#)
- **Other factors to consider:**
 - Scheduling of Assessments
 - MAP & Common Assessments need a staff member to proctor the testing for those not face-to-face
 - Accessing technology devices
 - Internet access for students working virtually
 - Paper versions available (i.e. accommodations, those without internet access)
 - Face-to-face testing as an option for those participating virtually

Gifted and Talented

- GT Services: All GT students should still be receiving services as identified in their GSSP for their formally identified areas, regardless of if students are getting instruction virtually in the Synchronous Model. Please recall that this is in a minimum of two days, in accordance with their GSSP.
- GT Identification Assessments: Due to standardized assessments used in GT identification, standardized assessments are required to be completed in person. Those students who are being instructed virtually in the Synchronous Model will need coordination with the school to come into the school for administration of assessments following guidelines for social distancing.
- GT Arts Identification: In-person auditions will be continued this fall for those who chose not to audition virtually, but qualified beyond the 1st phase of the identification process that began in spring 2020. This date will be directly communicated in fall 2020 to those who qualified.

Preschool

- Home Visits: KDE is requesting a waiver for preschool teachers regarding two home visits. Currently preschool teachers will not be expected to meet with families in their homes. FWE preschool teacher(s) will communicate virtually or through a phone call to make contact with parents and orient them to preschool. FWE preschool teacher(s) will maintain a contact log.
- Program required Parent Engagement Events will be completed virtually.

- Screenings: Preschool Screenings will be held this year by the preschool teacher and IA at FWE with one appointment scheduled per hour. Hearing/Vision Screening will be completed at the referral stage.
- First Steps Transition meetings are being held virtually. Close collaboration with First Steps is being maintained to have the most up to date information on children as we move through this ever changing process.

English Learners

- EL staff will follow state and local guidelines when conducting PSP meetings with EL parents and classroom teachers. A phone interpreter will be available as needed. In addition, a webinar will be held to provide a general overview of the parts of the PSP. The webinar will be available to staff and parents.
- EL teachers will maintain and log communication with ELs and classroom teachers and document accommodations.
- Potential ELs will be identified EL pending administration of the Screener. The Screener, currently only provided in paper format, may either be administered virtually, through Google Meet or in person.
- EL service types will continue as content-based, sheltered instruction, and pull-out. Students who are pulled-out will receive direct instruction one-on-one or with small groups virtually with an EL teacher.

Consideration of Students Receiving Special Education, 504, and Intervention Services

Guidance for Special Education Case Managers on Re-Entry

Guidance for ARCs and Evaluations Delayed Due to School Closure

- ARCs and evaluation delayed due to school closure need to be completed within 30 days of re-entry.
 - This statement should be placed in the conference summary for ARCs which were unable to occur:

Due to the COVID19 pandemic, school closures, and Non-traditional instructional days, formal in-person meetings were not able to occur. Due to these extreme circumstances, phone conferences were offered, and either not appropriate, or not desired by the parent. In order to allow full participation of the parent in the educational process, the required timeline for the _____ could not be met, and was postponed by agreement between the parent and the school.

For ARCs due to missed evaluations, this statement should be placed in the conference summary:

Due to the COVID19 pandemic, school closures, and Non-traditional instructional days, formal in-person observations and assessments have not been able to occur as part of the evaluation process. As these were a necessary part of the evaluation process, the

evaluation could not be completed within the timeline. Due to these extreme circumstances, the evaluation will be completed within 30 days of the date formal observations can occur.

Guidance for Progress Monitoring for Regression Due to School Closure

- Assess students for baseline within 6 weeks of re-entry or by October 1st
- After baseline data is collected, School-Level Special Education PLCs should analyze and determine which students show regression/loss of skills and require an ARC. Questions to consider:
 - Based on the progress monitoring data collected over the past six weeks:
 - Is the regression due to missed services?
 - Are compensatory education services necessary?
 - What are the recommendations for compensatory education services?
- Set up ARC for students who showed regression/ or loss of skills due to the COVID-19 pandemic and may require compensatory education services.
 - ARCs should discuss the impact of the loss of skills that may have occurred as a result of the COVID-19 pandemic (i.e. Orientation/Mobility Services, Speech Sound Production Services, Social Skills in Group Settings, etc.)
 - Determine need for services based on regression. Use comparison of data taken on IEP goals/benchmarks prior to March 13 and baseline after re-entry.
 - ARC should document if missed services were due to parent choice not to participate. Add statement for conference summary

Guidance for Low Incidence Units

Direct Instruction in Safety Measures for Students

For low incidence units, *direct instruction* for students around the increased safety measures is essential to be incorporated in social skills instruction. Suggested topics:

- Wearing a mask (see Universal masking in Health and Safety section above)
- Hand washing
- Social distancing
- Using a task analysis to teach tolerating wearing a mask

[Resources for Social Stories](#)

Limited Access to the Low Incidence Classroom

Only staff and administrators, assigned to work with students in the low incidence classroom and students participating in the classroom, will be able to enter the classroom.

Guidance for Medically Fragile Students

Students who are medically fragile, tactile defensive students, or other high risk populations will be contacted to schedule an ARC to discuss options for learning for the 20-21 school year.

These options could include:

- Home Hospital if the student meets requirements

- Virtual learning
- Comparable Access to in-person instruction following Re-Entry guidelines
- Shortened School Week
- Increased Access, based on student need, for an alternative instructional model

Guidance for Exceptional Students and Preschool Students

As FWE plans for reopening during the COVID-19 pandemic, it is important to consider the unique needs of all learners. Admissions and Release Committees (ARCs) are responsible for ensuring each student with an Individual Education Program (IEP) has access to the appropriate placements, specially-designed instruction, supplementary aides and services accommodations and modifications and any other supports and services necessary in order to receive a free appropriate public education (FAPE).

Options to consider when teaching students to practice social distancing:

- Place tape on the floor as a visual reminder of personal space.
- Read or provide social stories to students about the importance of social distancing.
- Provide students access to videos that demonstrate examples of social distancing in multiple settings.
- As a daily reminder, include the steps to following social distancing during school announcements.
- Use gestures to prompt students while practicing social distancing.
- Provide students with opportunities for repeated practice in multiple settings.
- Break down the steps for following social distancing into key components.
- Remember to provide feedback and reinforcement to students practicing social distancing.

FWE will be cognizant of the effects social distancing may have on a student's Least Restrictive Environment (LRE). In a small number of cases, long-term remote instruction may have caused a need for the student's LRE to be reviewed by the ARC. Some students may need a more restrictive environment upon their return.

Guidance for Students who are Blind or Visually Impaired

Staff may consider frequent verbal reminders for students to ensure they are aware of the necessary protocols. Students who are both deaf and blind may need additional supports to access reminders.

Student with Complex Needs and Preschool

In some cases when social distancing cannot be maintained, staff must utilize the appropriate personal protective equipment (PPE). When attending to the hygiene needs of students, staff must wear gloves in addition to both a surgical mask and a face shield. Face shields alone do not provide enough protection from the aerosols produced by the nose and mouth. Students should continue to wear face masks while staff attend to their hygiene needs unless the student is exempt from wearing a mask. Gloves for students are not required.

When providing hand-over-hand assistance to a student, staff must wear gloves, surgical masks and face shields. The same requirements apply to feeding students. Gloves for students are not required.

Staff working with students who bite others should wear long sleeves. Staff may consider wearing jackets or additional layers to protect themselves.

Related service providers who cannot maintain social distancing due to the nature of their work (such as orientation and mobility providers, oral mechanism checks for students with speech impairments and others) must use appropriate PPE in order to protect the health and safety of the provider and students.

PPE

Face shields and other necessary PPE will be provided by the district for teachers in low incident units, therapists, and other staff as identified.

Guidance for Special Education Case Managers on Re-Entry

Compensatory Education

Compensatory education is the remedy provided to a student when a denial of FAPE, (Free and Appropriate Public Education) has occurred. **It is designed to put the student in the place he or she would have otherwise been in had there not been a denial of FAPE. The definition of compensatory education has not changed due to COVID-19; however, changing the location of special education and related services to remote instruction does not automatically equal a denial of FAPE.**

Important things to remember about compensatory education:

- The ARC must develop an individualized implementation plan for compensatory education services and document the decisions in the ARC Conference Summary.
- The district assumes all costs of providing compensatory education services.
- A special education teacher must provide the specially designed instruction and the appropriate related service provider must provide the related services.
- The district must provide transportation for the student.
- A service log should be maintained by the district to document when compensatory education services were provided and by whom.
- For preschool students, if the compensatory education is provided during a different preschool session, the session cannot exceed a class size of 20.
- Districts should maintain a detailed log of compensatory education services as they are provided to the student, including ongoing progress monitoring. This should be maintained in the student's due process folder.
- Districts should provide the IEP services, as feasible, through remote instruction. Districts must make a good-faith effort to provide comparable, alternative IEP services.
- The purpose of ESY is not to provide compensatory education services.
- IEPs can not be developed to accommodate scheduling needs or convenience.

Determination Guidelines

All case managers will:

- Review Progress Reports in IC or student due process folders to identify students who may fall into the category of a denial of FAPE.

- Review NTI logs from 19/20 school year to identify students who may fall into the category of a denial of FAPE.
- Assess these students for baseline and recoupment of skills on measurable annual goals noted for six weeks.

ARCs should determine the amounts of compensatory services by using one or a combination of the methods below. Services begin to accrue from the time the school district knew or should have known the student experienced a denial of a FAPE.

- **Two Methods:**

1. One method is a minute for minute approach of exact special education and/or related services missed (Ex. Orientation and Mobility 15 min. 2x per month)

AND/OR

2. A qualitative approach, which analyzes the effect of the loss of educational benefit the student experienced, based on their unique situation. This may require the ARC to examine both the qualitative and quantitative benefits the student would have received had the student been offered FAPE. (Ex. based on data, Joey was reading on a 3.4 level prior to NTI. Based on the analysis of Joey's trend line, we would expect Joey to be on a 3.5 level at the end of the 19/20 school year. Joey's current baseline data after returning for the 20/21 school year, shows his reading is on a 3.0 reading level. Joey would qualify for compensatory educational services. The amount of services aim to place Joey in the same position he would have occupied at the end of the year.)

ARC should document if missed services were due to parental choice not to participate.

Guidance for Resource Settings and Related Service Providers

FWE will consider how to best document the movement of students who frequently transition throughout the building in order to support contact tracing. Staff will need to design sign-in systems to document how they moved through a building on a daily basis. Staff will take attendance in resource settings in order to effectively contact trace. It is also important to document where staff and students have been and what they used (e.g., laptop in the computer lab). Below are methods for documentation for use in contact tracing to consider when providing gifted services:

- rosters and schedules
- seating charts and line charts
- service logs

Guidance for students who are Deaf or Hearing Impaired

When working with students who utilize an FM system, wearing cloth face masks may potentially muffle sound and negate the benefit of the FM system. Instead of a face mask, teachers using FM systems may wear reusable clear face masks that wrap around the sides of the wearer's face and extend below the chin. Reusable clear face masks should be cleaned and disinfected after each use.

Community Based Instruction

Using the community as an instructional setting is a strategy that allows students to use functional and academic skills in an authentic environment. Although an effective strategy, in person, community-based instruction should be suspended while social distancing policies are in place.

Rather than amending IEPs to remove community-based instruction, districts may consider virtual opportunities as a temporary, alternate method for continuing to provide this type of instruction to students during the COVID-19 pandemic.

III. Social-Emotional Support

During the first few weeks of the school year, **ALL** grades at FWE will increase the amount of time of Tier One direct instruction dedicated to social emotional learning beyond 30 minutes one time per week. Additionally, SEL will be embedded where applicable during classroom instruction as students will be dealing with a new normal as it relates to school. It is important to strengthen their self-awareness so students can better adapt to the changes and normalize their thoughts and feelings. During re-entry the focus for SEL instruction will be on understanding the changes to school for safety (wearing a mask, following universal masking guidelines noted previously, and social distancing), belonging and connection, and resilience. Draft: [Resources for Additional SEL instruction](#)

Identify Students for Targeted Social and Emotional Intervention

Universal Screener

When school starts, it is essential to quickly identify students who have struggled more than others during school closure due to COVID-19. In fifth grade, an abbreviated version of the Terrace Metrics screener will be given to prioritize targeted supports at the beginning of the school year. Identified students will receive targeted supports for 4-6 weeks. Students who have not made progress after 6 weeks will be referred to MTSS for additional support. Students in fifth grade will take the full Terrace Metrics screener beginning in November.

Targeted Support

Data from the universal screener will be used to identify students who need targeted SEL supports beyond Tier 1. Based on the PREPaRE model for crisis intervention, students will be prioritized for targeted reentry support based on data from the screener in 3rd-5th grades and/or school staff identification, and/or parent request. Targeted supports will be psychoeducational small groups in three areas: Grief, Anxiety, Resilience. Any students needing Tier II or III SEL support will receive services on a one-to-one or small group basis. Social distancing is expected to be maintained during resource or small group settings. The area will be properly sanitized prior to and after support groups.

Supports for Staff and Parents/Guardians

Staff

The mental health and well being of all employees is a priority to FWE. All employees have access to the [Employee Assistance Program](#). This program offers short term counseling and services to support employees in developing a balance between work and home. These services are provided at no charge to KCSD employees. This service is confidential and is never reported to the district. In addition, staff members will continue to receive on-going training around trauma informed care,

social and emotional learning, and suicide prevention.

Staff may feel overwhelmed at times due to the sheer volume of emails they receive from administrators, other staff members, parents, and students. This can cause heightened anxiety in adults during times of stress. To reduce stress for our staff members and maintain an emotionally safe environment for our teachers, the building leadership should set the example and ask the staff to be aware of their electronic communication by following the hyperlinked suggestions:

[Communication to Ease Anxiety and Improve Mental Health](#)

Parents and Guardians

Our world looks different. Parents and guardians may see changes in their child as they return to school. The following resource provides a checklist of signs to watch for in your child and when to contact the school counselor for additional support. (Insert Hyperlink)

The National Association for School Psychologists (NASPP), has created a resource for parents and or guardians to help support their children with changes in everyday life due to COVID-19. [Helping Children Cope with Changes Due to COVID-19](#)

[Cómo ayudar a los niños a lidiar con los cambios provocados por la COVID-19](#)

IV. Operations

Human Resources

With FWE's commitment to in-person classes for the 2020-21 school year and the focus on safety and well-being of all staff and students, staff are expected to report to work and perform assigned duties while following the guidelines and guidance provided in the FWE Re-Entry Guidance Document. However, if a staff member is exhibiting symptoms of COVID-19, the employee is expected to stay home and utilize existing leave balances such as sick leave or personal leave to recover.

Facilities

FWE will ensure the facility is maintained and cleaned frequently during the 2020-21 school year.

Cleaning Guidelines

- Hand sanitizer will be placed in multiple locations throughout the building. (Washing hands is still the recommended best practice.)
- Frequent cleaning of all aspects of the building. If surfaces are dirty, they shall be cleaned using a detergent or soap and water prior to disinfection. All staff will be trained on cleaning protocols that include cleaning first then disinfecting and adhering to time on contact requirements in accordance with the EPA approved disinfectants list.
- Disinfect with products that are registered and listed as effective against SARS-CoV-2 (COVID-19) with the Environmental Protection Agency. [Click here for list.](#)
- Clean and disinfect frequently touched surfaces (ie. playground railings, door handles, etc.) and shared objects (i.e., toys, art supplies, etc.) between uses. Disinfectant wipes or disinfectant spray bottles and paper towels shall be provided for every classroom.
- Frequently touched surfaces will be disinfected a minimum of three times per day.
- Disinfect after each use high-touch shared tools such as whiteboard markers, remote controls, technology devices, copiers etc. (Instill a districtwide mindset to clean after usage and clean before usage.)
- For soft (porous) surfaces such as carpeted floors and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
- Personal furniture (bean bags, stuffed chairs, etc.) will be limited.
- Classroom area rugs must be removed during this time to ensure all flooring is easy to clean and disinfect.
- Gloves should be compatible with the disinfectant products being used. Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves. (Custodians)
- Additional PPE might be required based on the cleaning/disinfectant products used and whether there is a risk of splash. (Custodians)

- All areas where cleaning supplies are stored must be kept locked, including janitor closets. All bottles containing liquids must be clearly labeled.
- All seats should be facing the same direction.
- Disinfectants and cleaning materials kept in classrooms and areas accessible to students are required to be kept out of the reach of students and locked, depending on the chemical and the age group of the students in the classroom.
- Water fountains will be cleaned and sanitized frequently throughout the school day. **In addition, water fountains will ONLY be used to fill water bottles.** Students should provide their own reusable water bottles or a disposable water bottle to be refilled with water throughout the day. Water bottles will be sent home daily for cleaning.
- Students should move through the hallways in one direction exercising social distancing when possible.

Controlled Access

FWE will take all precautionary measures to control access to our facilities following state and local public health officials guidance.

- Control and minimize entry points for students, staff, visitors, and deliveries
- Student and staff temperatures will be checked before or upon entering the building
- Clearly communicate building protocols through signage and floor markings (Social Distancing, Handwashing, etc)
- Provide sanitizer, wipes, PPE as appropriate at main entry points
- No visitors/volunteers

Vigorous Physical Activity

In order to utilize the playground areas safely the following actions shall be taken:

- Students will practice social distancing on the playground.
- When students are outside and 6 feet from others, masks are not required.
- Student's must practice good hand hygiene by washing their hands before going out to play and immediately upon returning inside the school building.
- FWE will assign a recess schedule that limits how many classes are on the playground and identify which location classes to be assigned. One class will be assigned to one specific area. We will be using multiple areas for recess usage as well as indoor recess.
- Plan and implement engaging activities to reinforce social distancing
- Playground equipment will be closed.

Emergency Response Drills (approved and provided from The Kentucky Center for School Safety)

Fire, lockdown, severe weather, and earthquake drills shall be modified due to COVID-19 concerns based upon the recommendations from The Kentucky Center for School Safety. In a drill or actual fire, lockdown, severe weather, or earthquake event staff shall follow procedures outlined in Navigate Prepared.

Fire Drills

FWE will conduct fire drills in a “blocked” format where each classroom performs this evacuation separately. As in a “normal” fire drill, students would exit the classroom (as shown on the evacuation map in each classroom) and, spacing 6 feet apart during the drill, proceed to the designated safe zone outside of the school building. After reaching the safe zone, students will return to the building, again staying 6 feet apart. If an actual fire event occurs, the social distancing standard during evacuation may not be possible. But, even then, after all classes have relocated to their safe zone, maintain social distancing if possible. The principal must ensure that the drill is conducted during the same period of the day until all classes have practiced it. To speed up the process, the principal may conduct several classroom evacuations simultaneously provided they are located in different areas of the building and will not cross paths with any other class. The principal or designee will accurately record the dates and times these drills were conducted.

Lockdown

Lockdown drills normally are conducted inside the classroom. Following normal lockdown procedures, the students will be moved to a safe location inside the classroom. If possible, maintain the 6-foot social distancing standard during the drill. In an actual active shooting event, the 6 foot standard would not be followed.

Severe Weather

FWE will conduct severe weather drills in a “blocked” format where each individual classroom performs this evacuation separately. As in a “normal” severe weather drill, the students would exit the classroom (as shown on the evacuation map in each classroom) and, spacing 6 feet apart, proceed to the designated safe zone inside the building. After reaching the safe zone, the students will assume the safe positions on the floor (6 feet apart for the drill). After the drill has been completed, the students would return to their classroom, keeping 6 feet apart while walking. The principal must ensure the drill is conducted during the same period of the day until all classes have practiced. The principal will conduct several classroom evacuations simultaneously, provided they are located in different areas of the facility and will not cross paths with any other class. This will take significant planning and coordination, but it can be accomplished. The principal or designee will record the dates and times these drills were conducted.

Earthquake

Earthquake drills normally are conducted in the classroom. Following normal drop, cover and hold earthquake emergency response protocol, FWE will have students do this in different locations inside the classroom, while maintaining the 6-foot social distancing standard. In the event of an actual earthquake event, social distancing may not be possible.

Food Service

FWE students will eat in the cafe socially distanced 6 ft to the maximum extent allowable. Students will be supervised by a cafe monitor to allow for a duty free teacher lunch. Other methods may include serving meals in classrooms, serving meals in other areas in the building such as the gym, and providing grab and go meals in the cafeteria or hallway if needed. FWE will continue to provide weekly pickup of grab and go meals to students who participate in virtual or synchronous learning every Monday. Parents/guardians may call the school cafe manager to request a week's supply (5 breakfasts/ 5 lunches) before every Thursday at 2:00 PM to be picked up at the school cafe the following Monday between 9:00 AM-10:00 AM.

Staff

- Food service staff will wear masks and gloves at all times. Food service staff will have adequate training relevant to their assigned duties with an emphasis on the procedures for hand-washing, proper glove use, personal hygiene, serving safe food to students with food allergies, and cleaning and sanitizing food contact surfaces.
- Only kitchen staff and delivery personnel will have access to the kitchen and behind the serving lines.
- Food Service staff will create a delivery schedule with vendors that reduces/eliminates contact with staff, ensuring only one delivery is received at a time, and ensuring all required health and safety guidelines for deliveries will be followed.

Meal Service Environment

- Multiple meal service methods during a single meal service may need to be utilized with different groups of children within the school building. Methods may include serving meals in the cafeteria, classrooms, serving meals in other areas in the building such as the gym, and providing grab and go meals in the cafeteria or hallway.
- Limited menu options will be implemented to enable processes, as well as lunch rotations to be streamlined as much as possible. All students will be offered a hot meal or boxed salad for lunch.
- All students will be offered a hot meal or cereal bar for breakfast.
- Breakfast will be served in the classroom and will be delivered by staff. Once the school year starts, the cafeteria manager will need a list of all homeroom teachers and the number of student meals needed in that class.
- Students will wear a mask except when eating and must be 6 feet or more apart to lower the mask. FWE will schedule and utilize space following this standard.
- Students will be assigned seats and must sit in assigned seats.
- Staggering meal service periods so that arrival and dismissal times limit the amount of contact between students in high-traffic situations.
- Hand Sanitizer will be provided in appropriate locations in the service area and cafeteria.
- Ensure adequate sanitation occurs between each lunch for tables or other surfaces when multiple groups of students will consume meals in the same location.
- Provide floor markings to ensure adequate distancing between students
- Eliminate any student self-service of food items
- A district menu will continue to be published identifying allergens.

- Eliminate share tables and sharing of any food
- Where feasible, use disposable food service items (utensils, dishes)
- Plans to accommodate students with disabilities or allergies will continue to be implemented.
- Utilize the on-line payment method as no cash will be accepted (FWE is a CEP school. All students receive free breakfast and lunch.)
- No lunch guests permitted

Transportation

FWE is committed to safely transporting students in the fall utilizing the following protocols to promote student/staff safety.

- Parent/Guardian will take student temperatures daily and keep any child with a temperature of 100.4 or higher at home as they are not permitted to board the bus.
- Parents should monitor the bus stops and help remind students of the social distancing requirements.
- FWE will assist with educating all kids on all aspects of social distancing.
- Face masks/shields must be worn by bus drivers if they do not interfere with the health and safety of the driver.
- Staff and students in first grade and up, riding a bus shall wear a face mask to the extent possible if social distancing is impractical on the school bus.
 - Students not required to wear a mask should sit in the front of the bus.
 - Exceptions for special needs students will be considered.
- Hand sanitizer will be available on each bus and should be utilized by students upon entering and exiting the bus.
- Buses will be frequently cleaned (e.g., seats, windows, step rails) after routes are completed (e.g., morning route and afternoon route).
- FWE staff will unload/load buses one at a time to accommodate physical distancing for students in the loading/unloading process.
- When the bus arrives at school each student shall have their temperature taken by the Bus Driver or Bus Monitor prior to disembarking the bus. Students with a temperature of 100.4 or higher shall not be permitted to remain at school. Parents/Guardians of these students shall be immediately notified.
- It is recommended that parents/guardians and students follow state/local health guidelines while congregating at bus stops.
- Establish seat assignments to assist with contact tracing if necessary.
- Each rider shall have an assigned seat and to the extent possible seats will be filled from back to front when boarding and exit from front to back.
- Students who live in the same household should sit together.
- Preschool and kindergarten will sit toward the front of the bus.
- The seat directly behind the driver may be left empty when possible.
- Bus passes shall not be granted for children not assigned to a particular bus route outside of any extenuating circumstances approved by the building principal.
- Each bus will have a roster of eligible student riders (passenger manifest) and document the assigned seats for contact tracing. At morning routes, rider attendance will be documented on the manifest before unloading at school. For afternoon routes, rider attendance will be documented on

the manifest before the bus leaves the school.

Transportation Staff

Drivers and Monitors

Drivers and monitors will have temperature scans and complete any employee health screening per district protocol. Drivers that start from their home shall follow the same protocol and report temperatures that are greater than 100.4 degrees to their designated supervisor. All drivers and monitors will wear a face mask or face shield unless they are unable to do so and have been provided with a doctor's excuse. Staff shall use gloves for any direct contact with a student.

Bus Garage Employees

All employees will maintain social distancing to the extent possible. They should enter through one door and exit through a different door if available. Employees shall wear a mask unless they are unable to do so and have been provided with a doctor's excuse. All garage employees will clean and sanitize surfaces and shared tools daily. Shared tools need to be sanitized between use by different people.

Idle Buses/Between Runs

Employees will wear a face mask any time they are inside a bus, even if it is for maintenance or cleaning. Surfaces and high-touch areas should be cleaned and disinfected between runs. Hand sanitizer quantity shall be checked before each run to ensure adequate amounts for use. Ventilate the bus to maintain air circulation when possible. All drivers shall have sanitizing sprays and towels available to them, but will not store sanitizer or aerosol cans on the bus for safety reasons. All cleaning supplies must be out of the reach of stud

Employees will wear a face mask any time they are inside a bus, even if it is for maintenance.

Indoor Air Quality

The district strives to maintain the highest level of indoor air quality possible. Staff will continue to review COVID-19 preparedness resources developed by ASHRAE (American Society of Heating, Refrigeration and Air-Conditioning Engineers) and KDE's "COVID-19 Considerations for Reopening Schools: Facilities and Logistics" to determine best practices for indoor air quality in our schools.

Actions to be taken include the following:

- Increase frequency of classroom filter changes
- Increase ventilation rates when weather permits
- Maintain recommended temperature ranges of 68-78 degrees, where possible
- Maintain recommended humidity ranges of 40% - 60%, where possible
- HVAC systems will operate a minimum of 2 hours before and after occupancy at the peak outside air rate to flush the building when possible.

Budgeting and Financial Operations

The district will develop and follow protocols for tracking cost and expenditures for possible reimbursements including school meals, personal protective equipment, technology purchases etc.

In the event an employee is unable to report to work because of personal COVID-19 illness or lack of childcare for dependent children because of COVID-19, the employee shall contact the Human Resources team to discuss available options as defined by District policies and/or State/Federal law. Decisions will be determined based on medical certifications/documentation from employees' physicians or documentation from schools or child care providers who are closed/unavailable due to COVID-19. In addition to existing leave balances in effect for employees, KCSO will follow all provisions of the [Families First Coronavirus Response Act](#) (FFCRA) which is in effect through December 31, 2020. In general, available options to be absent from work due to COVID-19 are:

District Policies

- Sick Leave (03.1232 for certified / 03.2232 for classified)
- Family and Medical Leave (03.12322 for certified / 03.22322 for classified)

Federal Law

- Emergency Paid Sick Leave (EPSL) as provided under the FFCRA
 - Provides up to ten (10) days of paid time off (limits to pay apply) for employees quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; bona fide need to care for a dependent or family member subject to quarantine; or care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19
- Expanded Family Medical Leave (EFML) as provided under the FFCRA
 - Provides up to 12-weeks of leave if caring for a dependent child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons
 - First two weeks are unpaid
 - Weeks three (3) - twelve (12) may be eligible for $\frac{2}{3}$ regular rate of pay, limited to \$200 per day
 - Any time taken as leave under EFML will count against the 12-week limit of FMLA leave

Telework

Should state and/or health officials require in-person classes to cease or an employee is required to physically be absent from the work environment due to COVID-19 provisions per the FFCRA, some, but not all, employee types may be asked to telework. Some District positions are not designed for telework, and in these cases, it may be necessary to furlough and/or layoff employees. District policies will define any furlough and/or layoff process should it become necessary.

Positions that will not be eligible for telework include, but are not limited to:

- Bus Drivers
- Student Nutrition Workers
- Lunchroom Monitors
- Instructional Assistants

Certified Evaluations

During the 2020-21 school year, the following certified staff will complete the Summative Evaluation Cycle with observations completed via the primary delivery mode (ie virtual, in-person):

- Certified staff who were in the Summative Cycle for 2019-20 will continue with the evaluation process with all unfinished components which were left as of March 13, 2020.
- New hires will complete the full Summative Cycle.
- Reminder, certified staff may be added into Certified Evaluation Cycle per CEP and KCEA Contract guidelines.
- Staff scheduled for the Summative Cycle in 2020-21 and beyond will be pushed back one calendar year.

Student Teachers/Practicum Students

Student teachers and practicum students will be permitted in the KCS D for the 2020-21 school year with the expectation that these individuals follow the guidelines and guidance provided in the KCS D Re-Entry Guidance Document.

The placement of college students for the purposes of classroom observations and student teaching is an agreement made between the college/university, instructor or student and the building principal. Once an agreement has been made, there are required procedures that must happen before a student can participate in observations or begin their student teaching assignment.

Student Teachers/Interns

Once an assignment has been made and the student has been in the contact with the principal, the student is required to:

1. Contact the Human Resources Department
2. Complete a Student Teacher Information form
3. Complete a national and state criminal records background check (under the provisions of KRS 160.380)

4. Submit a copy of their Driver's License to HR
5. Submit to HR a letter from the Cabinet for Health and Family Services indicating they are clear with no findings of substantiated child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services
 - a. This is usually done at the college/university level before the assignment has been made

Practicum Students/Classroom Observations

Once an agreement has been made, the student is required to:

- Contact Barbara Higgins at Central Office to complete a web-based criminal records check required by the Kentucky Administrative Office of the Courts (AOC)

V. CO/Extra-Curricular Activities

FWE will follow all state and local public health officials and KCSD guidance for all athletics and extracurricular activities. FWE Club and extracurricular sponsors will be expected to:

- Take attendance at each club meeting
- Create a seating chart or small group list to identify students who are in close proximity of each other for each meeting
- Clubs will develop a plan that at minimum includes: meeting schedule, location, plans for entry and exit of students, plan to maintain social distancing, and wearing of masks if social distancing can not be maintained
- Clubs should not start until after Labor Day so plans can be reviewed and approved by school
- Club size will be limited to the size of the space where the activity will be held to accommodate social distancing. Due to possible limitations on the number of students who can participate in an activity due to space, school sponsors are encouraged to think creatively so larger numbers of students can participate. For example, the art club may meet in the gym. Two groups are divided between two adults and meet in different spaces.

[Additional Resource: KCSD Covid-19 webpage](#)