

ONWARD, TOGETHER

JEFFERSON COUNTY PUBLIC SCHOOLS | 2020-21

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SECTION 1: Intro to Our Exploratory Process

PREPARING FOR THE START OF THE 2020-21 SCHOOL YEAR



Dear Families:

The last ten weeks of the 2019-20 school year were historic, challenging, and prideful. The impact of the coronavirus on Jefferson County Public Schools (JCPS), our community, and our families was, and is still, unprecedented. I hope future classes of students and JCPS employees never experience something similar. But if they do, they can look to what we accomplished together—building and implementing an entirely new learning model that saw 94 percent student participation—as a way to move forward.

And that's what I'm expecting from all of us as we head into a school year unlike any other. Make no mistake, the task of educating and providing support services for 98,000 students and their families while keeping them and 16,000+ JCPS employees as safe and healthy as possible is going to be tough—tougher than what we did in March, April, and May.

Every day since that time, a team of JCPS administrators, teachers, and others has been meeting, talking to health experts, sharing ideas with other school districts, and monitoring the guidance from state and federal education and health officials. What we've discovered is the same thing every school district in the United States has discovered—there are no good options for returning to school this fall, only imperfect ones.

We believe the option we are looking at is the safest model we can implement for JCPS students, teachers, bus drivers, and support staff. It will require patience and understanding from families. It will require teachers to learn new skills and be flexible. It will require all of us to be willing to quickly adapt and change protocols as COVID-19 cases rise or fall and we discover unexpected failures or successes in our system.

While I can't predict how smoothly the school year will start, I can predict—based on experience—that the JCPS family will do our best and rise to the challenges.

A handwritten signature in black ink that reads "Marty Pollio". The signature is written in a cursive, flowing style.

Dr. Marty Pollio
JCPS Superintendent

SECTION 1: Intro to Our Exploratory Process

ONWARD, TOGETHER JCPS COMMITMENTS

Our plan about the start of the school year is guided by our commitment to the following principles to ensure safety. It is our goal to let the community in on our planning process to reveal the challenges and considerations reviewed when determining the best step moving onward, together.



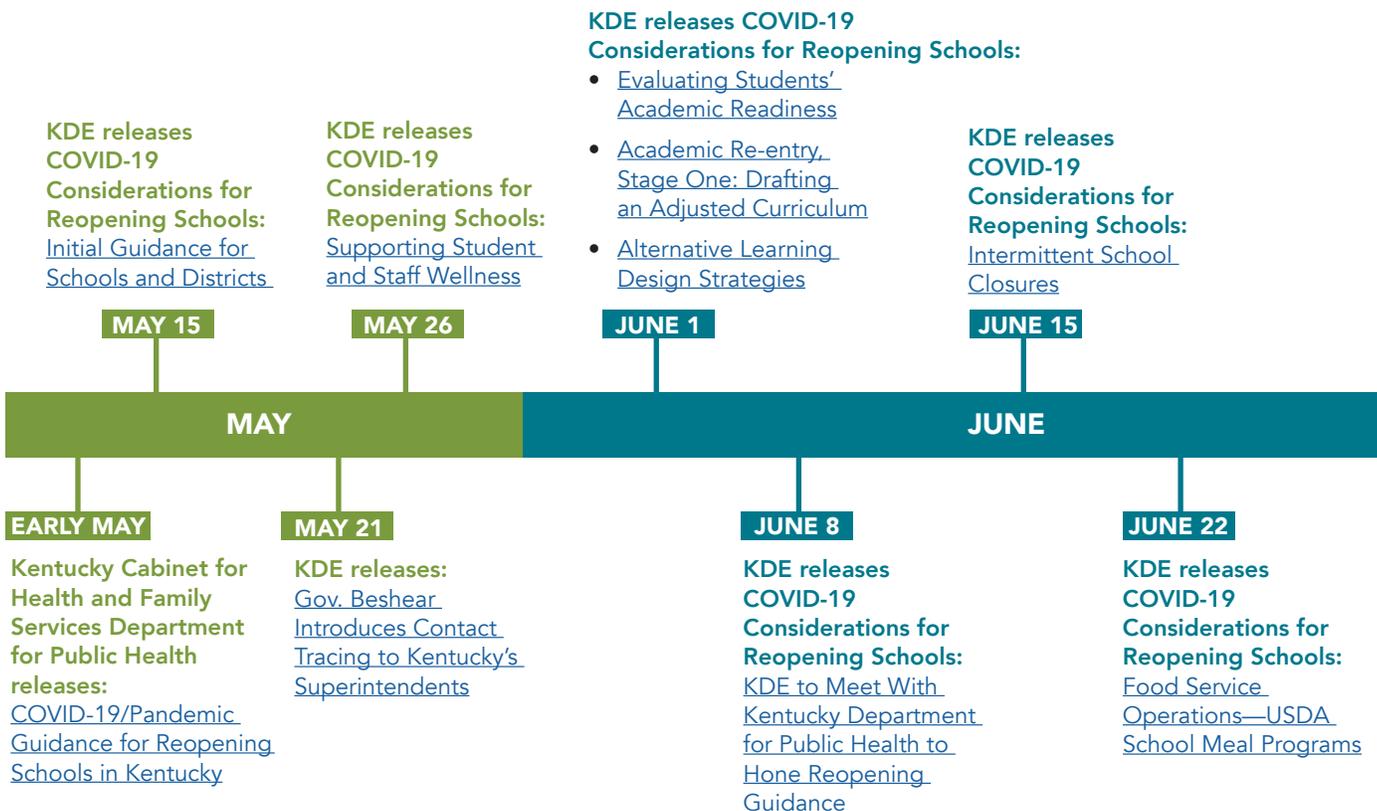
HEALTH AND SAFETY: We commit to doing everything possible to ensure the health, safety, and well-being of our students, staff, and community. Every decision we make will be in accordance with the Kentucky Department of Education (KDE), Kentucky Department for Public Health, Louisville Metro Department of Public Health and Wellness (LMDPHW), and Centers for Disease Control and Prevention (CDC) guidelines for reopening schools.



HIGH-QUALITY INSTRUCTION: We commit to providing our students with high-quality instruction across all platforms in order to ensure that every student has the opportunity to learn and grow.



FLEXIBILITY: We commit to remaining flexible in these highly uncertain times. We will be ready to adapt to new public health circumstances in accordance with expert guidance in order to safeguard our students, staff, and community.



SECTION 1: Intro to Our Exploratory Process



EQUITY: We commit to fostering an environment that supports the emotional health of our students, with a focus on removing barriers and building a system that equips all students with the tools to be successful.



ACCURATE AND TIMELY COMMUNICATION: We commit to ensuring that students, employees, and families have the information they need to remain safe, and we will keep all stakeholders up to date with important information throughout the school year.

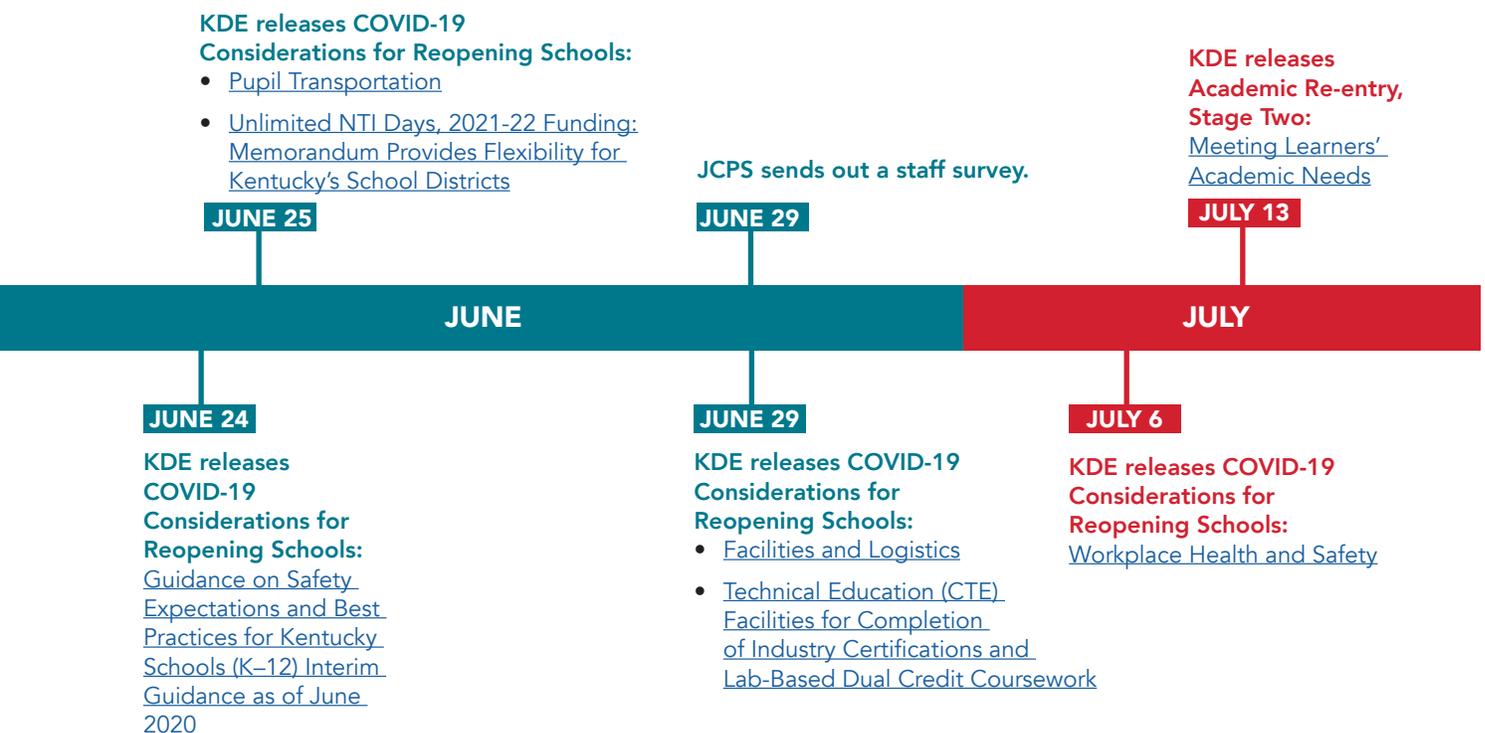


COMMUNITY TRUST: We commit to building community trust through our actions. Every decision will be made with all stakeholders in mind and will be guided by students, employees, families, and experts.

ESTABLISHED STRUCTURES FOR REOPENING SCHOOLS: Eight work groups of JCPS administrators, teachers, and employees have been navigating the fluid stream of information and guidance about reopening schools. Numerous committees within those work groups have combed through each set of recommendations and expectations listed below to see how they could be implemented in our school system. This provides a clearer picture of the scope and level of detail that must go into our preparations for the 2020-21 school year.

HERE ARE SOME HELPFUL LINKS TO RESOURCES THAT HAVE BEEN USEFUL:

- [Kentucky Department for Public Health’s COVID-19 webpage](#)
- COVID-19 Hotline: **(800) 722-5725**
- [KDE’s COVID-19 webpage](#)



SECTION 1: Intro to Our Exploratory Process

PANDEMIC RESPONSE TEAM

The Pandemic Response Team for JCPS was tasked with making recommendations for the start of the school year while monitoring state and local developments. This team and its committees of school and district staff helped develop the framework and structure used in planning possible scenarios for the new school year.

- Superintendent—Dr. Marty Pollio
- Chief Academic Officer—Dr. Carmen Coleman
- Chief of Accountability, Research, and Systems Improvement—Dr. Dena Dossett
- Chief Communications Officer—Renee Murphy
- Chief Equity Officer—Dr. John Marshall
- Chief of Exceptional Child Education—Kim Chevalier
- Chief Financial Officer—Cordelia Hardin
- Chief of Human Resources—Jimmy Adams
- Chief Information Officer—Dr. Kermit Belcher
- Chief Operations Officer—Chris Perkins
- Chief of Staff—Amy Dennes
- Assistant Superintendent of Schools—Dr. Paige Hartstern
- Assistant Superintendent of Schools—Joe Leffert
- Assistant Superintendent of Schools—Michelle Dillard
- Assistant Superintendent of Schools—Christy Rogers
- Director of Safety and Environmental—Dave Self
- Manager District Health—Eva Stone
- Along with dozens of teachers and principals serving on committees

PANDEMIC RESPONSE TEAM PRIMARY FOCUS AREAS

The district formed various Focus Teams around relevant factors pertaining to contingency and preparedness planning. The Focus Teams include the following:

- Safety and Health
- Human Resources
- Kentucky Department of Education and Federal Requirements
- Communication and Community Input
- Operational Logistics
- Virtual Learning Environment
- Non-Traditional Instruction
- In-Person “Brick and Mortar” School

ADDITIONAL FOCUS PLANNING

- Academic Course Delivery
- Students With Special Needs
- Supplies/Storage
- Transportation
- School and Community Nutrition Services
- Athletics

SECTION 2: The Start of Our School Year

THE START OF OUR SCHOOL YEAR

School districts across the country are weighing a host of imperfect options for returning to school this fall. After much study; discussion with other superintendents; and input from teachers, parents, and community leaders, we started by developing possible scenarios for the start of the school year. After looking at all of the data available, we decided to start the year using Non-Traditional Instruction (NTI). This is the safest option for our students and staff.

The next few pages contain an overview of what school could look like under NTI and other models. Expanded details of the considerations being made at every level of each scenario can be found later in this document. We know that we will be going back to school after NTI, and we will transition into a different phase at that point.

Here are the two options we have been considering for reopening:

1. A more robust and engaging NTI model in case a spike in COVID-19 cases requires JCPS to, once again, close school buildings and go to a completely at-home learning model
2. Schools open, and full-time, in-person classes begin.
 - An online, Virtual Academy option would also be offered for full-time remote learning for families who do not want to return to in-person instruction. A student would choose this option for a designated amount of time, and students would not switch back and forth between in-person learning and remote learning.

After thoroughly reviewing the options and based on the number of COVID-19 cases increasing in our community, JCPS has decided to take a safety-first approach and begin the school year fully online with enhanced NTI for students. This is the plan that presents the least amount of risk and factors in the health and well-being of our staff and our students. Throughout this document, you will learn more about what the start of the school year will look like and what school will look like when it is safe to return to our physical buildings.

SECTION 3: NTI 2.0

NTI 2.0

JCPS ended last school year using NTI. In planning for this again to start the 2020-21 school year, we are considering what worked well with NTI in the spring and using the lessons we have learned to design NTI 2.0. Our goal is to build upon the successful components of our first implementation of NTI while creating a more equitable, robust plan to be consistently implemented across schools, PreK through grade twelve.

GUIDING PRINCIPLES

- Take what worked last year, and build upon our previous success.
- Create a more equitable, robust, and personalized experience for each student.
- Provide the opportunity for daily instruction as well as interaction between students and teachers.
- Ensure that digital tools and resources are used inside the classroom to ensure a smooth transition to NTI.
- Make an online learning experience more personalized, engaging, and as close as possible to students' learning experience inside the school building.
- Distribute devices and other necessary resources for students at the school level.

The most critical factor in ensuring equity for NTI 2.0 is accessibility. It is simply a must that each student has access to a device and high-speed internet. We certainly do not recommend that any student spend all day on a computer, and teachers will engage students through a variety of instructional strategies. In fact, we strongly recommend that teachers use this as an opportunity to engage students through connected, project-based experiences that provide opportunities for students to problem-solve, design, and create, rather than lots of short-term assignments that may not be as connected or meaningful to students. However, having online access is essential today for many reasons, one of the most important being access to learning supports and resources like ExactPath, Edgenuity, and the KHAN Academy, all of which are used daily in our classrooms.

In addition to being essential for access to critical resources, technology allows students to connect with their teachers and peers on an ongoing basis, creating conditions for important collaboration and communication. Not only is this important for a student's continued academic growth but also for their social and emotional well-being.

As we plan for NTI 2.0, we are also working to ensure that a foundation is in place that will allow for seamless transitions in anticipation of having to move between NTI and the in-person school experience. Recommendations are included below.

To support students, schools will—with the district's support—will ensure the following:

- Every student has access to a device and internet connectivity.
- JCPS student email addresses will be shortened/changed, if possible, to make them easier for students to remember, particularly elementary school students.
- Embedded experiences/lessons/segments are part of the ongoing, in-person classroom experience that mirrors NTI so that students are comfortable with the lesson formats and the technology features they will use.
- Hard copies; virtual postings; and consistent, independent practice are provided for students with all tech platforms that will be used during NTI. This will allow teachers to better assess mastery without technology challenges having a negative impact.
- Plans are in place for daily communication with students to help meet their social, emotional, and academic needs.

SECTION 3: NTI 2.0

- Personalized programming needs are met, including gifted and talented, Individualized Education Plans (IEPs), and English as a Second Language (ESL).
- Students are provided numerous opportunities to practice accessing and using the school's NTI Portal.
- Students practice Google Meets by "meeting" with other classrooms on the big screen. Teachers will model norms, how to use hand raising, mute buttons, grid view, comments, etc.
- Students are taught how to edit presentations and shared documents (using comments, typing in different colors, highlighting, using the document history, etc.).
- Practice is provided for students to access online/virtual libraries, reading materials, and other resources used to support their learning.
- Common platforms, formats, and tools are used across classrooms/schools so that students are not having to navigate many different ones.

In addition to supports for students, schools will—with district support—ensure the following for parents:

- NTI plans are developed and shared with students and parents prior to the start of NTI. This will include communication about schedules for synchronous learning as well as expectations for students.
- Schools will host orientation sessions, whether virtual or in person, for parents and guardians to share the NTI plans, directions for logging on, using Google Classroom, the school portal, and other NTI-necessary resources.
- School trainings will be recorded and accessible in a virtual format.
- Common formats, platforms, and tools across classrooms/schools will be used so that students are not navigating more than necessary.
- Multiple options are provided for seeking help, whether for academic or other needs.

Finally, grading practices were a concern across the country in the spring as schools at all levels struggled with how to ensure that students were not penalized in some way for circumstances beyond their control. Moving forward—while still keeping in mind that students may be experiencing unknown challenges if we are forced to close again—grading practices will be more clearly defined and communicated.

SECTION 4: In-Person Classes

IN-PERSON CLASSES

JCPS will be proactive in its approach to supporting the health, safety, and well-being of its students, staff, and community. Any decision we make about the appropriate time for in-person instruction will be guided by data and science and will be in accordance with KDE, Kentucky Department for Public Health, LMDPHW, and CDC guidelines for reopening schools. Achieving this will require constant review and adjustment of policies, practices, and systems in the following key areas:



Overall Health and Safety Protocols



Transportation



School Arrival Procedures



In-School Experience



Dismissal and Extracurricular Activities



OVERALL HEALTH AND SAFETY PROTOCOLS

In seeking to provide a safe learning environment for students and staff, JCPS health and safety procedures will be established in accordance with guidance provided by KDE, LMDPHW, and the CDC. Central to this guidance are requirements for face coverings, social distancing, temperature checks, and increased hygiene and sanitation practices that are discussed in this section.

HEALTH AND SAFETY TRAINING—We acknowledge that “return anxiety” will exist for many, and we want all returning students and staff to feel safe and supported to learn. Our intent is to foster a sense of safety and confidence by ensuring that they have the resources necessary to return to school. This means taking active steps to develop and launch comprehensive training and resources for staff so that students and employees know what to expect when we restart school and work. All students and employees will participate in training to support the use of health and safety measures. Information will also be offered to parents/guardians.

The following are some considerations that our committees have compiled and that we are working through to create solutions/ideas to address them:

Immunizations and Annual Health Screening Exams—Continued requirement

Kindergarten and sixth-grade exams should be high priority with:

- Linkage to a medical home.
- Inclusion of vision and dental screenings.

Mass screenings, per KRS 156.160 and 702 KAR 1:160, should be delayed until planning can be completed on how to reduce exposure during screening for all parties.

Ensure implementation of district guidelines.

SECTION 4: In-Person Classes

Monitor school attendance for trends/patterns of absences for infectious illness:

Develop a monitoring system for identification of absences for COVID-19/influenza with an ability to compare to usual rates/patterns at individual school site levels.

Develop a plan for school closure and a move to distance learning when absence rates or rates of infectious disease rise to allow for containment and sanitation of the school site. These plans should have specific guidelines for closure and reopening.

SAFETY AND HYGIENE PROTOCOLS

JCPS plans to purchase hand sanitizer that schools can order, and we have received a donation of touchless thermometers—schools will be able to order more as needed. Guidance will be provided to employees regarding the specific personal protective equipment (PPE) needed based on their role and responsibilities. All PPE will be purchased and schools can order what their location needs, which will then be delivered to locations.

Examples of safety and hygiene protocols include the following:

- Daily cleaning protocols will be established for workplaces, workstations, equipment, and facilities.
- Hand sanitizer will be available.
- Daily temperature checks will occur for students and staff upon entering a school building.
- Regular screenings for symptoms and ongoing self-monitoring will occur to help reduce exposure.

POSITIVE COVID-19 CASES

We will follow the guidance of LMDPHW in our response to a positive diagnosis. If we receive information that a student or employee has had a positive COVID-19 diagnosis, prompt action will be taken by immediately notifying JCPS Health Services through the [Communicable Disease Reporting Form](#). JCPS Health Services will contact LMDPHW and follow its directions regarding possible quarantine, contact tracing, communication to families and employees, and facility disinfection.

Students or staff should stay home OR be sent home if any of the following occur:

- Temperature greater than 100.4
- Cough
- Gastrointestinal problem (vomiting/diarrhea)
- New rash
- Exposure to a COVID-19 case during a 48-hour period before onset of symptoms until meeting criteria for discontinuing home isolation. Contact the local health department for more detailed guidance.
- Consult the school/district nurse if exclusion is unclear.

RESPONDING TO POSITIVE COVID-19 CASES—STUDENTS AND STAFF

- Parents/Guardians will be advised to keep their child at home if they meet any of the exclusion criteria for COVID-19 and until the student receives documentation from LMDPHW or their health provider clearing them to return to the school building.
- Staff will be advised to stay home if they meet any of the exclusion criteria for COVID-19 until they receive documentation from LMDPHW or their health provider clearing them to return to the school building.
- Schools shall have a designated area for isolation of sick students with an ability to maintain adult supervision until the student is picked up by a parent, guardian, or designee. Students with symptoms of infectious disease will not be allowed in class. The student must wear a mask while waiting for transportation if there is no medical reason to prevent this.
- Students will not be sent home sick on the school bus.
- Schools will employ a flexible attendance policy to address distance learning when students are in isolation/quarantine but are able to participate in distance learning instruction.
- A school nurse or school health designee shall be consulted with questions about exclusions.

SECTION 4: In-Person Classes

PROTOCOLS FOR SERVING MEDICALLY VULNERABLE STUDENTS AND STAFF

- Students with medical concerns will be assigned seating at the front of a school bus with the windows up.
- Asthma treatments using inhalers with spacers (with or without face mask, according to each student's individualized treatment plan) are preferred over nebulizer treatments whenever possible.
- Nebulizer treatments at school should be reserved for students who cannot use or do not have access to an inhaler (with or without spacer or face mask).

The following are some considerations that our committees have compiled and that we are working through to create solutions/ideas to address them:

Certified supervision of multiple students

Secondary plan when parents don't respond to calls

Cross-training for classified staff coverage

Contact tracing for ill students

Space for social distancing? How to be clear on this.

How to ensure that schools understand the district nurse and their role in helping schools

Contract limitations on coverage for staff

Understanding the role of the health department

Use of locker rooms/large common areas (mezzanine or courtyard)—What are the rules?

Whole classes that have been exposed but still need supervision—How will we manage?

Use of tent/outside area?

Coverage for staff who become ill

Planning for increased PPE for staff who work in close proximity with Exceptional Child Education (ECE) students to provide individual assistance, prompting, physical care, etc., both in the classroom and on the bus

VISITORS AND VOLUNTEERS

Visitors and volunteers are integral to the school experience. They offer support for students and often add to the instructional experience. During these unprecedented times, we will be limiting access to the building. Most visitors and volunteers will be rescheduled until after a vaccine is widely available.

Required Safety Guidelines:

- Visitors should be allowed only on a limited basis.
- Signage will be displayed at the entry explaining safety guidelines before entering school.
- Limit non-essential people on school property (assemblies, etc.).
- Health screening and temperature checks are performed before visitors may enter the building.
- Use the hand sanitizer available at the building entry.
- Visitors and volunteers will be given a badge, wristband, or some other designation by school staff when they successfully complete the health screen and temperature check.
- A visitor or volunteer will be asked to leave if they do not successfully complete screening and temperature check.
- No guest speakers are allowed.

SECTION 4: In-Person Classes



TRANSPORTATION

WHAT SCHOOL BUSES WILL LOOK LIKE

Many of our students rely on JCPS transportation to get to and from school. Our bus drivers cross the county on their routes and are the first JCPS face that students see in the morning and the last one they see in the afternoon. We know that our buses are integral to the school experience, and the following guidelines illustrate what they will look like during this crisis.

Required Safety Guidelines:

- Require parents to complete a health screener form stating that the student does not have a temperature, and then check temperatures upon arrival to school.
 - Utilizing hand sanitizer containing at least 60 percent alcohol is required upon entry to the bus.
 - Load from the back to the front, and offload should occur from the front to the back of the bus.
 - Assign each rider a seat, and leave the first seat empty behind the driver.
 - Students with medical concerns, allergies, or asthma should be assigned seating at the front of the bus with windows up.
 - Sit passengers from the same household together.
 - Require the bus driver/monitor and students in first grade and up to wear a face mask.
 - Students should remain seated on the bus until their time to exit to maintain social distance. No congregating in the aisle is allowed.
 - Seat students who are or appear to be ill at the front of the bus, door side, apart from other students as much as possible. Upon arrival at school, the ill student will be escorted to the office, where they will be monitored until the parent or guardian can arrange to pick up the child.
 - Windows in other areas of the bus will be opened when weather permits.
 - Disinfect/Sanitize buses regularly.
- School bus rules include the following:
 - Wear a mask, which is required unless the student has a medical waiver.
 - Leave the first seat empty behind the driver.
 - Load from the back to the front of the bus.
 - Offload should occur from the front to the back of the bus.
 - Stagger seating if the bus is not at full capacity.
 - Seat passengers from the same household together.
 - Assign seating for all passengers (if feasible).
 - A temperature check is performed upon arrival at school.
 - Avoid congregating, and maintain 6 feet between other students.
 - Individual schools are developing entry and exit plans for all students (walkers, car riders, student drivers, and bus riders) that will include a temperature check upon arrival at school and a system to prevent congregating. Six feet of social distance will also be maintained between students.

The following are some considerations that our committees have compiled and that we are working through to create solutions/ideas to address them:

How will the student get home if the parent does not have transportation?

If the parent is not responding to calls for pick-up, how will the student get home?

Students cannot be sent home sick on the school bus. What other options are available if parents are unable to provide transportation?

Ensure the implementation of district guidelines.

Determine the procedure for the parent to attest that the student's temperature is not greater than 100.4 each morning. What if they never complete the screener form?

SECTION 4: In-Person Classes



SCHOOL ARRIVAL PROCEDURES

ARRIVAL TO SCHOOL

When students arrive at school, there will be multiple protocols in place to greet them. These new processes are designed to keep our students and staff safe and healthy.

Required Safety Guidelines

- Stagger arrival and dismissal times. (Even five minutes can make a difference.)
- School-level plans include **screening for COVID-19 symptoms prior to entering school.**
- Temperature check (touchless thermometer) must be performed for all students and staff as they enter school property. For a student to ride the school bus, parents/guardians must have signed a form beforehand, attesting that each morning they will have checked their child to ensure the student's temperature is not greater than 100.4 when boarding.
- Avoid congregating.
- Maintain a social distance of 6 feet in hallways during arrival and dismissal.
- Maintain a social distance of 6 feet in common areas, such as bathrooms, or create barriers between sinks/stalls.
- Students or staff should stay home **OR** be sent home if any of the following occur: temperature greater than 100.4, cough, gastrointestinal distress (vomiting/diarrhea), new rash, or exposure to a COVID-19 case during a 48-hour period before onset of symptoms.
- The school should have a designated area for the isolation of sick students until they are picked up by a parent, guardian, or designee. Students with symptoms of infectious disease should not be allowed in class.

The following are some considerations that our committees have compiled and that we are working through to create solutions/ideas to address them:

Students of driving age may carpool/ride together; a plan is needed if one of those students exhibits symptoms upon arrival.

Facilitate depots' social distancing and contact tracing.

If bus arrival times are staggered, schools will need to assign locations for students to social distance prior to the morning bell (e.g., gym, courtyard).

Create a process for student/staff health checks at each door.

Have a system in place for knowing who has been checked and temperature range (e.g., wristband system/color of the day wristbands for easy checking).

Identify specific entry and exit doors (e.g., bus riders, car riders, walkers).

Supervision of students upon arrival, addressing illness, and ensuring separation will require additional supervision starting as early as 7 a.m./8:30 a.m.

Identify and mark hallway/campus foot traffic routes. Utilize exterior entry/exits in good weather to increase social distancing. Think through: how does this affect the safety of the building to be using multiple entrances and exits throughout the day?

SECTION 4: In-Person Classes



IN-SCHOOL EXPERIENCE

WHAT SCHOOL BUILDINGS WILL LOOK LIKE

We know there is no substitute for in-person classroom instruction for students. We also know the interaction with other students, teachers, and staff inside school buildings is a key part of students' mental health and well-being. When it is safe for students and staff to return to our physical school buildings, the experience will be very different. The following gives you a glimpse of what our classrooms would look like for in-person instruction:

- Adjustments to seating/desks will be made to maximize space between students to 6 feet or greater.
- If the physical space in the school does not allow for spacing students' desks 6 feet apart, desks will be spaced as far away as possible and masks will be required at all times.
- All desks will be arranged so that students' seats face the same direction.
- Adjustments will be made to seating and desks, when necessary, to allow for employees to maintain a 6-foot distance when completing work.
- Markings on classroom floors will remind students and teachers of the 6-foot distance between desks.
- Markings and signage will be posted on floors and walls to ensure that students and employees remain 6 feet apart when waiting to enter the building, standing in line for elevators, walking in hallways, etc.
- Hand sanitizer will be available.
- Signage to publicize strategies of hand-washing, social distancing, etc., ([available from the CDC](#)) will be posted around school campuses.

MASKS

Students and staff will be asked to bring their own masks to school. These should have appropriate styling (no profanity, etc.). Additionally, JCPS has ordered and plans to make available masks for students who don't have them or forgot to bring them, on school buses and in buildings. Masks will also be available for employees who choose to use the district-provided one or forget to bring their own, to use when in buildings. Masks shall not be shared. Masks that cover the nose and mouth will be required of all employees and students when they are:

- On the move in classrooms, hallways, bathrooms, offices, or any indoor area.
- In classrooms and seated less than 6 feet from each other.
- On a school bus.
- In a school office.
- Not able to have a 6-foot social distancing.
 - Masks can be lowered during classroom time if all students and staff are seated 6 feet apart and no people are walking around inside the classroom.
 - Masks are not required when students and staff are outside and practicing social distancing, 6 feet away from others.
 - Masks are not required for preschoolers and kindergartners.

SECTION 4: In-Person Classes

Masks should:

- Fit snugly but comfortably against the side of the face.
- Cover both the nose and mouth.
- Be secured with ties or ear loops.
- Allow for breathing without restriction.
- Be able to be laundered and machine dried without damage or change to shape. (This applies to cloth masks.)
- Follow the CDC guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-facecovering.pdf>

Note: If changes from the CDC or health department are shared, these changes will be incorporated in the requirements.

HALLWAYS AND COMMON AREAS

Hallways and common areas are places where typically there are larger numbers of people. It will be important to follow protocols to maintain smaller numbers in these areas.

Required Safety Guidelines:

- Maintain a social distance of 6 feet in hallways during arrival and dismissal.
- Identify all transition markings to promote social distancing.
- Maintain social distancing in common areas, such as bathrooms.
- Schedule classroom restroom breaks.
- Create barriers between sinks and stalls in bathrooms.
- Designate custodial staff responsible for cleaning restrooms.
- Provide visual representations for non-English speakers.
- Modify classes/activities that normally require multiple students to engage in an activity that could cause close social contact, congestion, or movement in the school hallways, such as choir, physical education (PE) class, art, music, etc.

BREAKFAST AND LUNCH

Breakfast and lunch are key components to the day. Students use this time to not only enjoy their meal but also to socialize and relax. The breakfast and lunch times will look different with our new protocols, and these are important to keep our staff and students safe and healthy.

Required Safety Guidelines:

- Students will be expected to wash hands before and after eating.
- Food service staff will wear masks and gloves.
- Students will wear masks except when eating.
- Spacing between students will be increased to 6 feet apart or greater.
- Lunch times will be staggered to promote social distancing and accommodations for students with food allergies.
- Disposable utensils and dishes will be used.
- Food sharing will not be allowed.
- Students shall have assigned seats—the same seat each day—in case a positive case of COVID-19 is discovered and contact tracing is needed to notify other students.
- If students eat in the cafeteria, surfaces will be cleaned and sanitized between dining shifts.
- If food is offered at any event outside of school hours, unitized meals will be served to reduce contact amongst students and staff.

The following are some considerations that our committees have compiled and that we are working through to create solutions/ideas to address them:

Address unloading time for buses in the morning.

Consider a possible breakfast pick-up and students go to classrooms upon entry.

Consider possibly using the gym space for breakfast/lunch.

Consider the use of outdoor spaces in good weather.

Use cafes for morning holding areas.

Expand the number of cafe workers in the morning.

SECTION 4: In-Person Classes

- Possibly schedule breakfast like lunch.
- We need to run numbers for how many students can eat in the cafeteria at one time with distancing.
- Sanitize between meals.
- Increase sanitation for classrooms if there are schools where classes eat in the room.

CLASSROOMS AND CTE LABS

Students spend the majority of their day in the classroom. It will be important to have clear protocols in place and for everyone to work together to follow them.

Required Safety Guidelines:

- If the physical space in the classroom, lab, or workspace does not allow for spacing students’ desks 6 feet apart, space desks as far away as possible and require masks at all times for students and staff.
- All desks should be arranged so students’ seats face the same direction.
- Model creating space between students/staff, and avoid unnecessary contact or movement within the personal space of 6 feet.
- Place markings on the floor as a reminder of areas that are 6 feet apart for instruction.
- Daily cleaning and disinfection of labs, classrooms, and workspaces and other facilities will occur.
- High-touch surfaces will be cleaned and disinfected.
- When students move to another class, the classroom and materials need to be sanitized.
- Remove “extra” furniture to increase space for distancing.

- The following are some considerations that our committees have compiled and that we are working through to create solutions/ideas to address them:**
- Bathrooms will be a very difficult issue to tackle.
 - We may need options to get hands washed in a timely manner—especially during the lunch window.
 - Minimize movement by staying in one class for longer.
 - Where will we put furniture that is moved out of classes?
 - Potentially group high school students by contents to minimize contacts.
 - Sanitizing classrooms between class changes will be challenging.
 - Supports are needed for Early Childhood and K–1 students who lack developmental skills to social distance.
 - Materials: if there is tech available, how are we supposed to sanitize between each class?
 - Create covered outdoor areas for mask breaks.
 - Teacher rotates classrooms instead of students.

SECTION 4: In-Person Classes



DISMISSAL AND EXTRACURRICULAR ACTIVITIES

DISMISSAL

The end of the school day is a busy time! Often, there are large groups of students who congregate to socialize while walking to the bus or the carpool line. We are instituting guidelines around this time of the day to protect our students and staff.

Required Safety Guidelines:

- Stagger dismissal times to reduce congestion in common areas. (Even five minutes can make a difference.)
- Students will follow markings on the floor as a reminder of areas that are 6 feet apart and maintain a social distance of 6 feet in hallways during dismissal.
- Students must wear a mask while waiting for transport if there is no medical reason to prevent this.

The following are some considerations that our committees have compiled and that we are working through to create solutions/ideas to address them:

Students of driving age may carpool/ride together.

Sanitizer needs to be on hand at all times.

Exit doors—A process is needed for student/staff health checks at each door.

Facilitate depots' social distancing and contact tracing.

SCHOOL ACTIVITIES

School assemblies, field trips, and other activities that are generally considered an important part of the school experience for students are also opportunities that bring many people to one place. During this pandemic, we are following the guidance of the state and canceling activities.

Required Safety Guidelines:

- JCPS will follow guidance from the governor's office and KDE in determining whether school activities can be done safely.
- School assemblies are canceled.
- Field trips are canceled.
- School concerts are canceled.

ATHLETIC, GYMNASIUM, AND WORK-OUT EQUIPMENT ACTIVITIES

The athletic programs in our schools serve many students, and they are a place where students often feel closely connected and engaged in their school.

Required Safety Guidelines:

- Athletic teams may continue to practice and play games using guidelines from the [Kentucky High School Athletic Association \(KHSAA\)](#) and the [Kentucky Music Educators Association \(KMEA\)](#). JCPS will monitor guidance for any updates.
- Schools will frequently sanitize used equipment between classes or sports teams.
- Schools will provide hand hygiene rules in the gymnasium locker rooms and advise students not to share personal items or sporting uniforms.
- Schools will provide disinfectant wipe stations throughout the room for use on equipment after each use.
- Students will be encouraged to practice good hand hygiene before and after using workout and/or sporting equipment.

SECTION 4: In-Person Classes

SUMMARY

So what will a day look like for a student and for staff when we go back to in-person school? Our days will be different and we will all have to be flexible, but here is what our days might feel like:

DAY IN THE LIFE OF A STUDENT

- Check for symptoms at home before boarding the bus, and a parent completes the health screener form.
- Pack your mask! (PreK and kindergarten students are not required to wear masks.)
- Stand 6 feet apart at the bus stop.
- Put your mask on before getting on the bus.
- Use hand sanitizer as you get on the bus.
- Cooperate with staff for temperature checks as you enter the school building.
- Use hand sanitizer/wash your hands before and after breakfast and lunch.
- In classrooms—6 feet apart? Mask can be off. Less than 6 feet? Mask is on.
- Do not share supplies.
- Moving in the hall—Keep your mask on, and pay attention to safety signage.
- Use hand sanitizer/Wash your hands before dismissal and again when you get home.
- Wear your mask on the bus ride home.
- Be kind to others. We are in this together!

DAY IN THE LIFE OF A STAFF MEMBER

- Check for symptoms at home before leaving.
- Pack your mask!
- Cooperate with administrators for temperature checks as you enter the building.
- Wash your hands/Use hand sanitizer upon arrival to work, before you leave for the day, **and as frequently as possible.**
- **Wear your mask throughout the day unless you are away from students.**
- Stay 6 feet away from students and fellow staff members as much as possible.
- Be kind to others. We are in this together!

SECTION 5 : Virtual Academy

VIRTUAL ACADEMY

We know some families will not be comfortable sending their children back for in-person instruction when our buildings reopen. We also know that for some students, the flexibility offered by an online model met their needs in ways the in-person school setting did not. To respond to these needs and others, we plan to offer a full-time, online option for students in preschool through grade twelve beginning in 2020-21 when there is in-person instruction.

JCPS anticipates that the virtual option will be a great fit for some students and families and will consider keeping it as an option even after COVID-19 precautions are no longer necessary and public health officials recommend a safe, healthy return to school for all students.

With certified teachers, the JCPS Virtual Academy will engage students by following recommendations from the Aurora Institute. The Aurora Institute advances innovation and continuous improvement across K–12 education. They work with educators to support approaches that help all students develop mastery and reach their full potential. These recommendations include a research-based set of competencies for online teaching known as the [National Quality Standards for Online Teaching](#).

While the details of the JCPS Virtual Academy are still being developed, students will receive support and one-on-one instruction from teachers throughout their learning experience. This model of learning will look different from NTI that was implemented in the spring. Our Virtual Academy will have the rigor and direct instruction our families want and will offer personalized options for each student. This will include such programming as Advanced Placement, International Baccalaureate, and Cambridge as well as gifted and talented programming and support for students with disabilities, English Language Learners, and support for other unique needs.

Every JCPS student will have the option of receiving their entire school experience through the Virtual Academy. Our district has ordered 30,000 additional Chromebooks and will distribute them to every student who opts to enroll in virtual classes but does not currently have a computer of their own.

While JCPS already has a fully online school for students through Jefferson County High School, more JCPS teachers and staff will undergo training in the best, research-based practices for online teaching and learning to serve our students and help them to meet the educational goals we will continue to expect from them.

Considerations still being discussed for JCPS Virtual Academy:

Enrollment process for this online option

Determination of teachers in the Virtual Academy

Number of hours per day a student would be expected to be on the computer

Supplemental materials to support online instruction

Platform for instruction

SECTION 6 : Students With Special Needs

STUDENTS WITH SPECIAL NEEDS

Teachers and administrators from across various departments—including Early Childhood, Nutrition Services, Transportation, experts in social and emotional learning, and the office of Diversity, Equity, and Poverty—have worked together to develop plans to support all children. In serving students with the most complex needs during NTI or a Virtual Academy, teachers and families will have a variety of resources and materials available to them. The district equips each teacher of students with moderate to severe disabilities with an adapted web-based curriculum designed to meet the unique learning needs of this diverse population. Students in the moderate to severe disabilities program are already familiar with the picture-based curriculum, and its remote features will allow students to continue learning from home. Whether using printable or digitized materials, this program offers a comprehensive approach to learning that connects with real-world experiences.

In order to transfer learning, structure, and routines to the home setting, teachers will provide visual support outlined in their student's Individualized Educational Plan, such as visual schedules, pictures, behavior reinforcement boards, and social stories. Additionally, teachers will provide families with ideas on how to replicate learning tools and routines in the home. Teachers across the district recently attended sessions around NTI on the district's professional learning channel that highlighted several NTI topics, including instructional strategies for increasing access at home, remote progress monitoring strategies, adaptations and modifications generalized to the home setting, behavior modifications, and instructional strategies and platforms for remotely delivering specially designed instruction. Additionally, teachers will have access to a shared drive with digital and printable lessons depending on the learner's preference.

Students with disabilities will continue to receive instruction as appropriate according to their Individual Education Programs (IEPs). The services and supports indicated on the student's IEP will continue to be provided while ensuring all safety protocols are followed. Students will also continue to receive related services indicated on their IEP. Examples of those related services include, but are not limited to, speech-language services, mental health supports (counseling), vision services, hearing services, etc. We anticipate getting more guidance from our partner organizations and will have more information as our work progresses.

IN-PERSON INSTRUCTION

The health and safety of our students remains our priority. The services for students with special education needs will not be interrupted. Therefore, a variety of factors will be considered when planning in-person instruction for students with special needs. KDE will be releasing updated guidance soon for in-person classes for exceptional students. This guidance, along with recommendations from the CDC, will determine accommodations and modifications that will be in place in classrooms. We will provide the updated information from KDE.

SECTION 7: Onward, Together

ONWARD, TOGETHER

In this most unusual time, there is no perfect answer or one-size-fits-all approach to school in the fall. This will be one of the most challenging times we have faced as a district. Every challenge presents a chance to grow and come back stronger than before. This will be true for our students and our staff. Countless hours have been spent developing, exploring, and reviewing the safest way possible to return to learning. Using a safety-first approach, we will do what is best for our community.

FAMILY AND COMMUNITY FEEDBACK

Our community has played an important role in our planning for the start of the new school year. Family voice in this process has been valuable and a critical part of our preparations. Parents have provided new insight and considerations to be reviewed as options are solidified and fully developed. We have made a commitment to ensure that families and community members are heard. JCPS has pledged to work together with all stakeholder groups on this plan for the future, and our commitment remains firmly in place.

VIRTUAL TOWN HALL

Gaining feedback from families has been an ongoing process, but we've developed a way to reach a broad audience and hear questions, concerns, and comments about the start of the school year. On July 13, JCPS held a Virtual Town Hall that was live-streamed on our YouTube channel. Questions were collected over social media and from emails prior to the Town Hall, and the community had an opportunity to text questions to our panelists of district leaders during the live event that were answered in real time. There were 600 comments on social media and more than 1,000 text messages submitted. A majority of the questions and concerns centered on:

- Choice (Would families be able to select a virtual option?)
- Sanitation of buildings
- Masks
- Social distancing

Responses were provided either from the panelists or our team fielding questions. Areas of consideration were captured and shared with district leaders about things to finalize and factors to incorporate into the reopening plan.

FOCUS GROUPS

Small-group discussions with all invested parties also proved to be key to gaining community input and guidance. Members of the Pandemic Response Team held a series of focus groups composed of the following:

- Parents
- Racial Equity Advisory Committee members
- Community leaders
- Leaders from employee groups and representatives from employee groups

Each group had between 7 to 15 people engaged in a thoughtful dialogue about the new school year. Our parents raised several key points around concerns of a hybrid option (e.g., students going to school in-person on alternating days along with a virtual option), safety and social distancing in our buildings, device accessibility for more students, social and emotional support for students, athletics, and choice. There was a recurring theme from families about having a say in how their child continues learning in the fall.

SECTION 7: Onward, Together

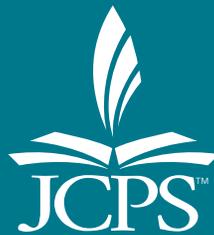
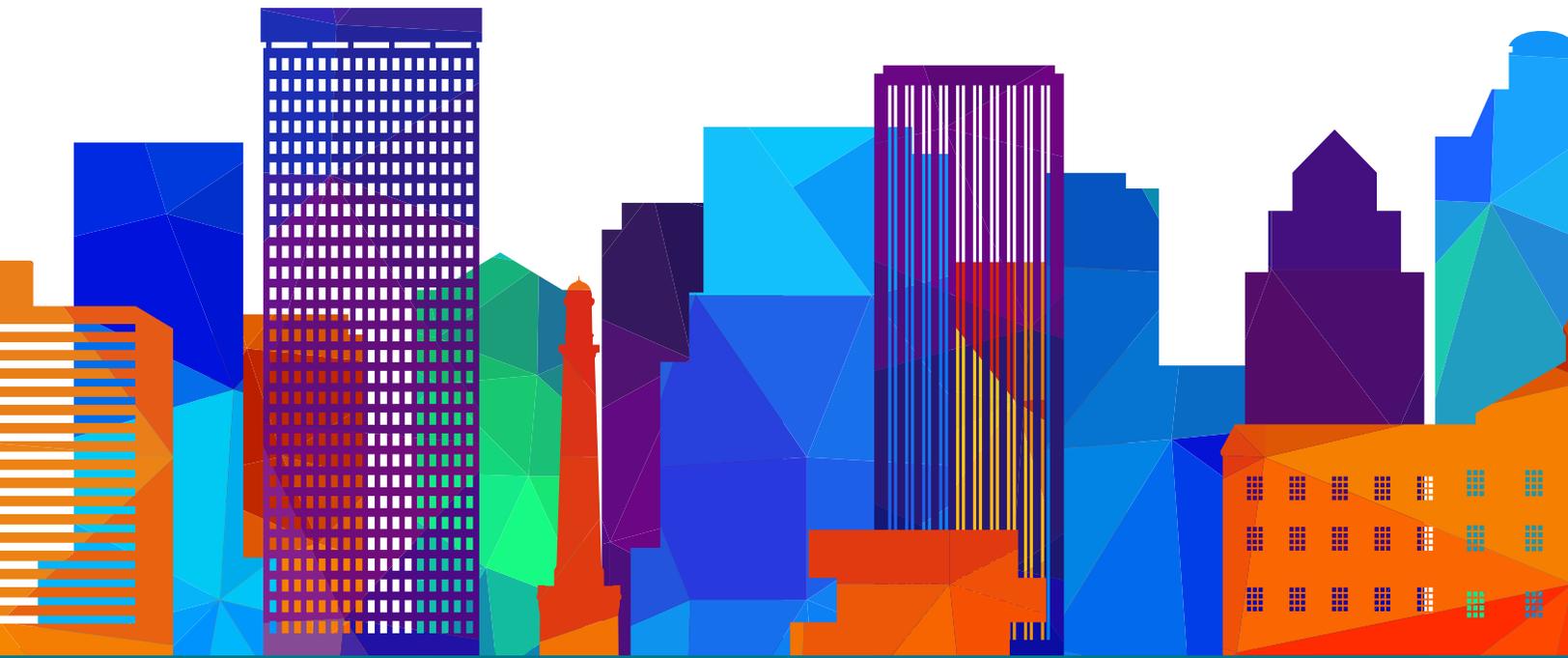
Our Racial Equity Advisory Committee consists of teachers, a principal, community members, and parents. This group helped us to look at the planning process through a lens that supports all students and kept the focus on access and instructional support. Attention was focused on choice, services for our international populations, students and employees living with at-risk family members, and the amount of PPE in stock when classes resume. The committee also wanted to ensure that the options would be reviewed through the Racial Equity Analysis Protocol (REAP). The REAP revealed how the risk of in-person instruction could impact vulnerable populations, the challenges of a hybrid model, and the connectivity concerns of a fully digital option.

Community leaders expressed the desire to play a role in supporting students throughout the next year. One point that was raised focused on opening up local community centers to support student learning if the school year begins with only online instruction. This would be an opportunity to ensure that students have internet access and to keep them engaged with other children. Through this approach, the group felt there would be a path available to keep children connected to positive educational forces.

Employees have been a tremendous asset in helping us think through the logistics of both in-person instruction and virtual learning. Meeting with leaders of our employee groups (AFSCME, JCTA, SEIU, and the Teamsters) and representative employees from these groups helped us to think about meal distribution in schools, staffing shortages, high-risk employees, and how to address masks for employees and students. JCPS also conducted a staff survey to gauge employee needs upon their return to their physical work locations.

All of our focus groups and the responses from the Virtual Town Hall have informed and helped reshape our thinking about a safe return to school or opening school completely online. These are difficult decisions in a constantly changing climate.

As we move onward, together, there is no doubt we will have the opportunity to work side by side to solve problems, think creatively, and develop support for our students. Thank you in advance to our entire community for the support that you provide to our students and staff on a daily basis.



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