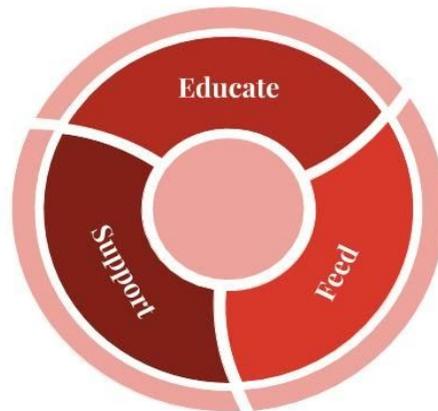


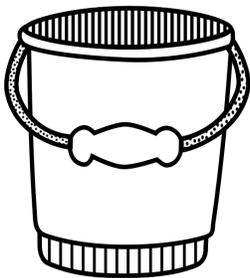


Healthy at Harrison County Public Schools March, 2021

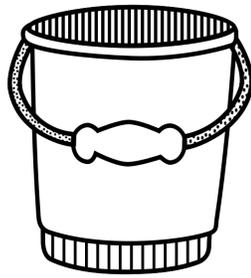
Dr. Harry Burchett, Superintendent



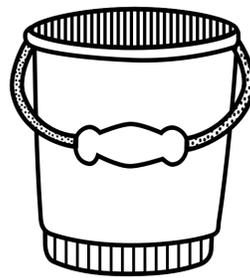
**Safety, Health
& Wellness**



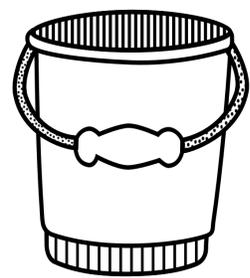
Teaching & Learning



Special Needs



**District Operations
& Logistics**



*“Education is not the filling of a pail, but the lighting of a fire.”
William Butler Yeats*



Core Belief about Re-Opening

Harrison County Public Schools in the **March, 2021**

It is the feeling and hope of our Harrison County Public Schools that, if it all possible, we begin the 2020-2021 school year in our traditionally “regular” fashion and as we have done in the past with so many Harrison County children. Students, at school every day, in a classroom environment is ALWAYS the best thing for growth and learning. The Kentucky Board of Education has charged public schools with the returning to in person learning with up to date guidance at:

<https://www.kentuckyteacher.org/news/2021/02/kde-releases-new-comprehensive-covid-19-guidance-document>. Upon reviewing this plan, we hope you feel comfortable choosing the learning platform that best meets your specific family’s needs.

****On February 23, 2021 Governor Beshear issued [Executive Order 2021-120](#) which encouraged Kentucky Public Schools to expand “in-person instructional opportunities beginning March 1st”. Furthermore, this order also discontinued utilizing the color-coded COVID-19 county incidence rate map which lists Red, Orange and Yellow Zone counties. Due in part to these measures, Harrison County Public Schools revised their “Healthy at Harrison” plan to encompass this phase of re-entry.***

Health, Safety and Wellness at School

Health, Safety and Wellness Committee

Donna Sims, School Psychologist
Robert Walker, District Safety Officer
Rachel Wilson, District Health Coordinator, Eastside School Nurse
April Morris, HCHS School Nurse
Jon Hoskins, Westside Principal
Mark Sims, Area Technology Center Principal
Tiffeney Schadd, Northside Guidance Counselor
Cassie Moses, Parent
James Sanders, Fire Chief - Cynthiana Fire Department

Key Global Recommendations of the Committee

- As prioritized by the Kentucky Department of Public Health, the district will work to ensure best practice is implemented with regard to 5 key safety concepts: social distancing; use of cloth face coverings; screening and temperature checks; hand and surface hygiene and contact tracing.
- The district will develop and consistently implement specific protocols in an effort to respond to situations related to suspected COVID-19 contagion and secondary concerns that may arise.
- The district will work to implement recommended daily and deep cleaning practices consistent with recommendations from the Centers for Disease Control (CDC).
- The district commits to working to support the mental health and social/emotional needs of individual students, families, and staff as schools reopen and through subsequent changes that may arise during this evolving situation. Continued outreach during times of closure is crucial, as is outreach to students who do not return to school in-person.

HEALTH AND SAFETY GUIDELINES

The health and safety of students and staff is the top priority for school and district leaders. While widespread vaccination is likely to expedite the return to normalcy, the exponential spread of the COVID-19 virus and new variants will remain a threat to communities for many months. Even after fully vaccinating faculty and staff, schools must carefully consider the way they operate in-person schooling.

The vaccination against COVID-19 prevents severe illness but does not prevent against infection or limit the ability of an individual to spread the disease. Students currently are ineligible to receive the vaccination, as it has not been approved for use in children. Therefore, they remain at risk for COVID-19. Infected students also may spread COVID-19 to family members who have not yet been vaccinated, leading to increased community spread.

Due to this, and pursuant to [Executive Order No. 2020-1041](#) (EO 2020-1041), all schools must continue to follow the five Safety Expectations outlined in the “[Guidance on Safety Expectations and Best Practices for Kentucky Schools, updated Dec. 7, 2020](#),” including those regarding:

- Social distancing;
- Cloth face coverings, school health policies and personal protective equipment (PPE);
- Screening and school exclusion;
- Sanitation and environmental factors; and
- Contact tracing.

Schools also are encouraged to continue to use the [COVID-19 Daily Case Incidence Rate Maps](#) and follow the guidance outlined in the [COVID-19 Mode of Instruction Metrics for K-12 Education](#) to determine if in-person schooling is appropriate for their communities. Regardless of the mode of instruction selected, schools are required to offer a fully virtual option for any student who requests it ([EO 2020-1041](#)). Resources for designing quality virtual instruction can be found on the [KDE's COVID-19 Guidance 2.0 webpage](#).

Quarantine Procedures

The district will plan for and maintain strict quarantine procedures for faculty, staff and students. Quarantine procedures will remain in place even after faculty and staff have been fully vaccinated against the COVID-19 virus. As has been stated, the vaccination against COVID-19 prevents severe illness but does not prevent against infection or limit the ability for an individual to spread disease. As such, the [CDC](#) recommends that vaccinated individuals continue to follow established quarantine protocols after an exposure to someone with COVID-19.

For individuals who have not been vaccinated, the CDC recommends a 14-day quarantine. In

instances when a 14-day quarantine is not possible, the CDC and WEDCO recommends the following alternative model:

- Quarantine can end after day 10 without testing and if no symptoms have been reported during daily monitoring. With this strategy, residual post-quarantine transmission risk is estimated to be about 1% with an upper limit of about 10%.

School employees who have received a full series of the COVID-19 vaccination, per KDE guidance, or anyone who has been infected with COVID-19 and experience a close contact with an individual infected with COVID-19 and remain asymptomatic after exposure are not required to quarantine if their contact is more than 14 days and fewer than 90 days from their final dose of the COVID-19 vaccine or fewer than 90 days from having COVID-19. Harrison County Schools maintains a current database of all employees vaccination records.

Contact tracers may, in accordance with more detailed guidance provided by the CDC and/or KDE and WEDCO, recommend specific quarantine guidelines based on the unique circumstances of each exposure. Schools and districts should defer to the recommendation of contract tracers.

Quarantine procedures will be updated to align with the most current CDC and/or KDE and WEDCO guidelines.

Schools are the center of our communities and as such, the health and safety of all community members should be at the forefront of any reopening plan. Schools and districts should consider how their service delivery plan may impact the long-term health and safety of students and staff as well as their family members.

Below are questions and potential risk factors to guide planning conversations related to health and safety:

1. How will schools and districts ensure that personal protective equipment (PPE) is available to staff and students and used appropriately during the school day?

If required at the time school reopens based upon continuing guidance from the Kentucky Department of Public Health, staff and students will need to provide their own masks/cloth face covering. Ideally, each student would have 5 cloth coverings/masks that can be washed on a regular basis. The district may also need to be prepared in assisting families with this effort, and furthermore, should have extra masks to provide to students on a daily basis who forget their own, etc. The district may consider making the mask part of the SBDM dress code, to prevent depiction of things that would typically violate the code.

The district recognizes there will likely be students who may have issues that make wearing a mask an undue hardship (whether due to sensory, health issues, behavioral or other special needs). Options

for distance learning will be provided to these families; however, if the student is attending school in-person, staff who work with these students will be provided with appropriate PPE (i.e., an N95 mask as opposed to a personally provided mask/cloth face covering). The district may require a physician statement in instances where parents indicate their student cannot wear a mask due to health concerns.

2. How will schools and districts ensure that visitors are following policies related to social distancing and the use of PPE?

Visitors will need to provide their own PPE. Visitors will be limited during this phase of operations requiring social distancing and other strict health protocols (mental health/wellness counselors/service providers are an exception). Visitors will be required to have a temperature check at point of entry (each building will need a minimum of one no touch thermometer) and respond to a health checklist (see example at end of this section of the document).

3. How will schools and districts ensure that social events – such as festivals, dances and parent nights – promote the health and safety of those involved?

Continuing guidance from the Centers for Disease Control (CDC), Kentucky Department of Public Health and Kentucky Department of Education (KDE) will dictate planning for these events; the situation is fluid. Allowable group size for gathering and adhering to social distancing guidelines for public areas/places will be followed. While student and family engagement activities are crucial, the district will follow safety protocols in planning any events. It is recommended that attendance be taken at any after school activity to enable efficient contact tracing.

4. How will schools and districts ensure that proper social distancing is followed during emergency events and drills?

For emergency events and drills that require staff and students to leave the building, social distancing guidelines will be maintained depending on the guidance in effect at the time they occur. If guidelines require students to be masked when drills occur that result in students having closer contact and remaining inside the building (i.e., tornado/lockdown drills), the limited time of exposure in completing the drill will reduce risk of contagion and be allowable.

5. How will schools and districts protect the health and safety of staff, household members, and caregivers who are 60 years old or older or who have other COVID-19 health risk factors?

Students who live with household members and caregivers who are 60 years or older or who have other COVID-19 health risk factors may be offered the option of distance learning. Consideration for staff with similar concerns will be determined on a case by case basis; however, employees will be required to fulfill their contract. As Kentucky enters into Phase 1C on 3/1/21, anyone age 60 and older and anyone 16 and older with an underlying health condition that puts them at higher risk of COVID-19 complications is eligible for vaccination.

6. How will schools and districts ensure all staff receive appropriate training on new health and safety protocols?

Training needs will be evaluated as the school year progresses and additional guidance is provided on a state and federal level. Any additional training can be added as ongoing professional development. All training will be developed using guidance from authoritative sources such as those referenced at the end of this document.

Good hand hygiene amongst staff and students is of critical importance. Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

7. How will schools and districts ensure appropriate steps are taken during mealtimes to promote social distancing and meet the needs of students?

Under the current conditions and guidance, meals will need to be served in variable locations as determined at the building level. As the result of planning alternative schedules that utilize in-seat, virtual, and blended options; students will be appropriately spaced during mealtimes (6 feet) and contact across the school population can be minimized.

8. How will schools and districts ensure appropriate steps are taken during instruction to promote social distancing and meet the needs of the students?

Under current conditions and guidance, the district will work to ensure that social distancing in classrooms is maintained at 6 feet when possible. However, when classroom capacity does not allow for 6 feet, staff and students will remain properly masked and seated at no less than 3 feet from one another. As long as staff and students stay appropriately masked during the entire time that they are

less than 6 feet from another person, requirements for quarantine will be mitigated. The local health department (WEDCO) has indicated the criteria for exposure continues to be closer than 6 feet, for longer than 15 minutes, unmasked. The 15 minute criteria includes single exposures and/or an accumulation of 15 minutes or more throughout the school day. Students gathered in a classroom where 6 feet of social distance is possible may take mask breaks according to district policy. Students gathered in a classroom where they are seated less than 6 feet, but at 3 feet or more, may NOT remove their masks (6 feet social distance is required for implementation of any mask breaks). Please refer to the mask break protocol disseminated to building principals in October 2020.

9. How will schools and districts ensure social distancing expectations are maintained in common areas and during times of transition?

Plans have been developed to ensure social distancing in common areas and during times of transitions as well as many floors being marked with spacing indicators.

10. How will schools and districts ensure water fountains remain clean or that alternative sources of water are made available to students?

Water bottle filling stations have been installed in every school. These will be cleaned and maintained following guidelines provided by the CDC.

11. How will schools and districts ensure restrooms are effectively disinfected on a regular basis?

Restrooms will be cleaned following CDC guidelines. This will include the use of approved cleaning products and increased frequency that meet or exceed state and federal recommendations.

12. How will schools and districts ensure that appropriate social distancing takes place on school buses?

The Kentucky Department of Public Health stated that due to a shortened interval of exposure (i.e., 30-45 minutes compared to an 8-hour school day), that the risk was minimized if ALL students are appropriately masked on a bus, thereby allowing districts to run bus routes at or near capacity. The department also recommended temperature checks before/as students get on the bus.

13. How will schools and districts ensure that social distancing is observed during crisis situations that may require a child to be physically restrained?

Rather, this question should read, “How will schools and districts determine what conditions are necessary/appropriate to violate social distancing guidelines during crisis situations that may require a child to be physically assisted?” District staff trained in the use of safe crisis management and subsequent emergency safety physical interventions will physically assist students only when there is an imminent risk of harm to self or others.

14. How will schools and districts ensure entry and exit procedures support social distancing requirements and promote health and safety?

Entry and exit procedures will be carefully coordinated and monitored to ensure social distancing and promote health and safety. Plans will be in place to have separate entrance points for bus riders who will have been screened upon loading and other students who will need to be screened upon arrival at the individual school buildings. Exit times will be strategically staged to ensure appropriate social distancing and minimize possible exposure.

15. How will schools and districts ensure health and safety policies are properly administered in all schools to protect families with multiple children?

All procedures will be district-wide, with specific guidelines for implementation. Specific protocols have been developed to assist staff in responding to contagion concerns. Protocols addressing the following concerns have been developed:

- 1) If a student is sent home with symptomology consistent with COVID-19 - district response to siblings and classmates of the student.
- 2) If a student demonstrates symptomology consistent with COVID-19, district criteria for re-entry.
- 3) In the event of a student testing positive for COVID-19, district criteria for re-entry.
- 4) If a student who rides the bus to school has a temperature of 100.0 degrees Fahrenheit or greater at first point of contact, district response.
- 5) If a student who had been attending school in-person is required to isolate/remain at home, how the transition to remote/distance learning will occur.

The district has planned to minimize undue hardships for families with multiple children. As much as possible, families with multiple students, including those with students at different locations across the district, will be taken into consideration when planning any alternate schedules or learning platforms.

MENTAL HEALTH AND WELLNESS GUIDELINES

While the usual transitional concerns will be present in schools, it is anticipated that the return to in-person learning will be particularly challenging. Teachers and administrators should operate on the assumption that everyone (students, families and staff) will have experienced some degree of anxiety and stress, uncertainty, illness, grief and loss.

Some will have been ill themselves, some will be grieving for a relative or friend who died, if not by illness, possibly from an accident or even suicide or violence. Some will have experienced substance abuse problems; hunger; physical, sexual or psychological abuse; neglect; evictions and/or homelessness; or domestic violence and/or community violence.

For some students, the experience of social distancing and being home during COVID-19 will have been traumatic. Schools likely will see an increased number of learning, behavioral and emotional problems, and from more students. For those who already have emotional and behavioral challenges, these may be exacerbated.

Existing disparities between students grappling with traumatic stress from living in unstable and unsafe environments and students in more stable, safe environments also will be more pronounced. Stressors from the transition back are likely to intensify and may impact learning and teaching. What neuroscience suggests is that what appears as misconduct is a symptom of traumatic stress. Mental health experts predict that we can expect both traumatic stress and emotional distress to be even more present in our schools this year.

Student, staff and leadership well-being are inextricably linked. Schools can only support students and their needs to the degree that staff and leaders are supported and well themselves. The level of stress on educators has been unrelenting due to the ambiguity, uncertainty and overwhelming sense of loss of control. The challenges with the lack of boundaries between work and home, concerns with students' safety and basic needs and navigating their own children's virtual learning while teaching has led to emotional, mental and physical exhaustion.

This section addresses planning considerations for the social and emotional well-being of students and staff during the COVID-19 pandemic.

Creating a Welcoming Environment

Each initial and subsequent encounter between school staff and students and families presents an opportunity for welcoming our school community (staff, students, families and other stakeholders) and providing support. The following includes considerations for school districts when working toward this:

Promote psychological safety.

All the basic tenets of creating psychological safety, a positive culture and trauma-responsive schools will be even more important. Maintaining a trauma-informed approach is critical.

Troublesome behaviors are attempts to cope with a feeling of being overwhelmed and should be addressed in context with compassion and understanding. Utilize the trauma lens (see Section Resources) to understand the range of reactions. When we see student misbehavior, we need to ask what happened (or what is happening) to them vs. what is wrong with them, and then ask what is strong with them.

Consider planning for comprehensive staff well-being.

This pandemic offers an opportunity for school and district administrators to re-imagine ways to support adults in their buildings beyond teacher appreciation week. Consider using this [30-60-90 day staff well-being planning tool](#) for a menu of options. Additionally, consider implementing this 12 session, evidence-based [free compassion resilience toolkit](#), and make sure to review your [KY IMPACT](#) data. The 2020 results provide baseline data regarding the emotional well-being of your staff and their concern for their colleagues' emotional well-being.

Acknowledge what happened and who is not here.

Students or staff members may be struggling because of someone who is missing from their lives. That person might not be here because of a transition to middle or high school, graduating, moving to a different school or unfortunately, because they have passed away. Acknowledge any loss of life that may affect students or your school community. Also acknowledge opportunities, activities or celebrations that may have been lost because of the pandemic.

Rapidly identify students who are not successfully transitioning back to school.

To address school readjustment concerns, transition planning should focus on preparing school staff to implement early warning and response procedures that:

- Quickly identify any student, family or staff having problems.

They may be more withdrawn, more anxious or depressed, or exhibit some other indicator that the time at home was difficult for them and they would benefit from community mental health services and supports. Consider utilizing a standard form that allows staff and students to report their need for support.

- Provide personalized supports.

Provide personalized supports to aid those with adjustment problems or exhibiting change that is interfering with their ability to function well in school.

- Make referrals.

Refer students and staff in need of additional services.

Initiate targeted social and mental health supports for those who experience major adjustment problems. This is a time to consider increasing mental health and social/emotional support staff inside schools.

Supporting transitions within the first few weeks:

Schools may have to manage a variety of behaviors that jeopardize a positive school climate and may create re-traumatization for students and staff. Unstructured times at school can be challenging and potentially dangerous, especially for vulnerable students. Plan to prevent problems and encourage teaching proactive behavior during daily transitions focused on before school, moving from class to class, breaks, lunch and after school. The emphasis should be on:

- Providing positive supervision and safety and social supports (PBIS principles are key here)
- Providing attractive, well-designed and structured recreational, enrichment and academic support activities and mindful moments
- Responding to problems that arise in real time and framing them as teachable moments. • Consider having all teachers infuse social-emotional learning into their classrooms. [This document provides specific strategies](#) for each of the five social-emotional learning competencies. The [KDE social-emotional learning](#) webpage also provides links to various banks of activities.
- Consider referrals to school mental health professionals (school counselors, social workers, psychologists or mental health counselors). If needed, these individuals may need to make referrals to community-based behavioral health agencies to assess the mental health needs of our students.

Addressing Grief, Loss and Traumatic Stress for Staff and Students

Preparing Staff to Respond to those Experiencing Grief and Loss

Grieving and traumatic grief disrupt normal functioning. Everyone will need to feel they are in a safe place to express and work through their loss and traumatic stress.

Make sure school staff recognize grief and loss can apply to experiences, milestones, changes as well as the literal loss of people or things – and those losses will feel big to students and should be taken seriously and not dismissed as “less than” other, more impactful losses in the adult world.

Staff should understand the Basic Stages of Grieving (these can occur in any order):

- **Shock:** Usually the first reaction, often experienced as numbness or physical pain and withdrawal.
- **Denial:** Acting as if no loss has occurred to avoid the painful feelings and thoughts.
- **Depression:** Feeling pain, despair and emptiness is not always accompanied by a visible or expected emotional release such as crying.
- **Guilt:** Self-blame for not having expressed more caring or a belief that the loss was his/her fault.
- **Anxiety:** Panic reactions as reality sets in.
- **Aggression:** A misdirection of anger and frustration and a lack of control. Trusted

teachers may have negative moods and behaviors directed toward them and see that as rejection, when it is a confirmation of the safe space they have created.

- **Reintegration:** Loss is accepted (although there may be periods of relapse).

Helping Students Who are Grieving

There are several ways to help students who are grieving and reluctant to return to school:

- **Outreach:** A home visit can help assess needs and how to address them. A step-by-step plan can be made with the individual’s family.
- **Special support and accommodations at school:** Steps should be in place to inform teachers and other staff about plans and specific ways to help a student or colleague readjust. Supports include connecting the person to special friends and counselors who will be especially supportive, identifying constructive coping strategies to use in school settings, and ensuring the student feels a sense of control in the process.
- **Counseling:** This can help the person through the stages of grief and support strategies to return to school.

Understanding and Responding to Traumatic Stress

Several key COVID-19 stressors include anxiety about exposure and illness; limited connections to others; a limited support system; lack of cognitive stimulation; monotony; limited access to normal coping strategies; stressed family members; limited resources; financial stress; losses and grief; and uncertainty. Here are some of the ways stressors that are experienced may be expressed by students and staff:

Signs of Stress in Students	Signs of Stress in Staff
<ul style="list-style-type: none"> • Clingy, whiny, tearful, frightened, anxious • Agitated, hyperactive, over-reactive • Irritable, impatient, aggressive, angry • Withdrawn, disengaged, lethargic • depressed, sad, hopeless, suicidal • Poor concentration, limited comprehension, poor memory • Vague physical complaints • Sleep disturbance, appetite disturbance • Seeking attention, “in your face” 	<ul style="list-style-type: none"> • Anxious, fearful • Depressed, sad, withdrawn, less engaged, absent • Irritable, impatient, frustrated, angry, explosive, over-reactive • Agitated, poor concentration, poor memory • Vague physical complaints, headaches, GI problems, sleep disturbance, appetite disturbance • Overwhelmed, confused, difficulty with problem-solving or making decisions • Loss of creativity, lack of motivation

Staff and students alike are at risk of an exacerbated stress response if they also have experienced recent loss or history of significant loss; past or current exposure to trauma; pre-existing behavioral health concerns or history of such; limited support systems in family, community or workplace; a feeling of isolation; difficulty with attachment and relationships; or poor or limited coping skills and supports.

Re-engaging Students Disconnected in Instructional Activity

There are several ways to re-engage students who become disconnected in the class. Here are some suggestions:

- Understand their mindset. Watch this brief video about the [Learning Brain vs. the Survival Brain](#). It explains that when children are in survival mode (Survival Brain), the Learning Brain is stifled. Adults can help students shift into the Learning Brain by creating a physically and psychologically safe environment.
- Providing student choice and voice is important. Personalization and differentiation are going to be key in all classrooms. Students are going to come back with varying experiences and responses to the pandemic. For some, engaging in typical teaching and learning activities may be comforting. For others who may be in “survival brain,” they may not have the capacity to interact in this way.
- Do not make tasks high stakes. This increases the likelihood of compounding existing stressors.
 - Plan for student engagement by ensuring our instructional approach honors student needs, circumstances and interests while being relevant and valuable to their lives. Students must perceive the tasks given to them as attainable and worthy of their participation.

Incorporating Brain/Body Breaks into Daily Lessons

Provide brain and body breaks to support both academic and social emotional learning.

- **Squeeze muscles:** Starting at your toes, pick one muscle and squeeze it tight. Count to five. Release, and notice how your body changes. Repeat exercise moving up your body.
- **Belly breathing:** Put one hand on your stomach and one hand on your chest. Slowly breathe in from your stomach (expand like a balloon) and slowly breathe out (deflate).
- **Mindful meal/snack:** Pay attention to the smell, taste and look of your food. No multitasking.
- **A restful moment:** Sit in a relaxed, comfortable position. Pick something to focus on, like your breath. When your mind wanders, bring your attention back to your breath.
- **Blowing bubbles:** Notice their shapes, textures and colors.
- **Coloring:** Color something. Focus on the colors and designs.
- **Listening to music:** Focus on the whole song or listen specifically to the voice or an instrument.

Below are questions and potential risk factors to guide planning conversations related to mental health and wellness:

1. How will schools and districts ensure the mental health and social and emotional needs of staff, students and families are addressed?

Students and families: Using the existing channels previously established, counselors/psychologists and other staff will provide access to community (KVC, New Vista, Mountain Comprehensive Care, etc.) and in-house resources (Beautiful Minds), and furthermore, assist parents/families as needed in establishing those contacts. Teachers will be provided with training in trauma informed care practices and asked to embed those practices into their instruction. Training will support teachers in learning to identify students with trauma or other mental health and wellness needs. The district has provided and promoted via the Harrison County Schools website two devoted hotline numbers; one for response to mental health/wellness questions or needs and one for response to bullying. District mental health professionals will rotate responsibility in responding to the contacts. If possible, texting the line will be enabled and encouraged to facilitate increased use of the line.

Staff: Staff may be regularly surveyed (anonymously if needed) to ascertain ongoing mental health/wellness needs amongst staff. Staff will be encouraged to use community resources for individual counseling when indicated. Staff will be encouraged to participate in mental wellness practices and given specific guidance in being responsible for and meeting their own self-care needs. The district may provide opportunities for group debriefing or discussions on a regularly scheduled basis.

2. How will schools and districts ensure that staff, students and families are welcomed, re-oriented and positively connected to the school?

It is recommended that all elementary schools consider utilizing the Class DoJo app. This app has no cost and has been successfully utilized at one of the elementary schools, with positive response and feedback from parents (based upon a Title I survey). In addition, the use of this app assisted staff and parents in remaining positively connected during the extended school closure. Staff will remain on-point with consistent messages of safety, and utilize proven strategies, such as “meet and greet”, every day students are in class. Family engagement activities will be planned that follow current safety/social distancing guidelines. District staff commit to messaging that reflects a need to promote safety, but recognizes the current situation is fluid and will not last forever (i.e., we want you in the building, joining your student for lunch or volunteering when it is acceptable to do so).

3. How will schools and districts engage with families who were expected to return to school but did not?

Dependent upon current safety/social distancing guidelines, schools may consider virtual family nights, drive through meetings, and other options that promote staying connected as much as possible. School staff will continue to reach out to these families/students to let them know we miss them and we respect their decision as a family. Individual schools may make personal phone contacts monthly to stay in touch and catch families up to speed as things progress. As guidelines change, if families feel “in the loop”, they may change their mind and send their child when they feel comfortable.

4. How will schools and districts ensure that students who are not adjusting to the new normal will be supported?

The district may utilize a combination of parent, teacher, and when age-appropriate, student self-report mental health/wellness screening measures and interviews. Additionally, current structures will be helpful in identifying those students and providing them with support at school. For students who are in-person attending school, and are resistant, but capable of, following current safety guidelines, the district will establish protocols and ensure they are consistently implemented (i.e., if a mask is required but a student refuses to wear one, the student may be sent home).

5. How will schools and districts ensure that the emotional and mental health of students is assessed and monitored, and that appropriate supports are delivered to students showing symptoms of anxiety, depression, self-harm or suicidal ideation?

Using the existing channels previously established, counselors/psychologists and other staff will provide access to community (KVC, New Vista, Mountain Comprehensive Care, etc.) and in-house resources (Beautiful Minds), and furthermore, assist parents/families as needed in establishing those contacts. Teachers will be provided with training in trauma informed care practices and asked to embed those practices into their instruction. Training will support teachers in learning to identify students with trauma or other mental health and wellness needs. The district has provided and promoted via the Harrison County Schools website two devoted hotline numbers; one for response to mental health/wellness questions or needs and one for response to bullying. District mental health professionals will rotate responsibility in responding to the contacts. If possible, texting the line will be enabled and encouraged to facilitate increased use of the line.

6. How will schools and districts ensure students are equipped with appropriate digital citizenship skills and that clear expectations related to cyberbullying are in place during periods of remote learning?

All district employees receive professional development each year prior to opening school concerning bullying of all types including cyberbullying. Furthermore, there is a district hotline to prevent bullying issues. Students will receive instruction in digital citizenship and internet safety.

CDC Resources for Schools:

When and How to Wash Your Hands

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

Consideration For Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Parent Checklist

<https://drive.google.com/file/d/1M3LCocG6YA2pQ6ipGhgFJVJmnEmJDGDT/view?usp=sharing>

Talking With Students About Covid

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>

Kentucky Government Resources:

Healthy At Work

<https://govstatus.egov.com/ky-healthy-at-work>

Guidance on Cloth Masks

<https://chfs.ky.gov/agencies/dph/covid19/guidance onclothfacemasks.pdf>

Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019

https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf

Helping Children Cope With Changes Resulting From COVID-19

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

Crisis Hotline Information

- National Suicide Prevention Lifeline: (800) 273-TALK (8255)
- Crisis Text Line: 471-471
- SAMHSA (Substance Abuse and Mental Health Services Administration) Disaster Distress Helpline: Call (800) 985-5990 or text TalkWithUs to 66746 (24/7, 365-days-a year, toll-free hotline dedicated to providing immediate crisis counseling for people who are experiencing emotional distress related to any natural or human-caused disaster. This multilingual and confidential crisis support service is available to all residents in the United States and its territories).
- The Trevor Project: (866) 488-7386 (a national 24-hour, toll-free confidential suicide hotline for LGBTQ youth)
- Depression and Bipolar Support Alliance: Online support groups
- Al-Anon and Alateen: Online support groups

This guidance is an adaptation from [Volume 25 of the UCLA School Mental Health Project](#).

Building Forms

Sample COVID19- Health Assessment Form

<https://docs.google.com/document/d/1TZXetylClrrl6fMFyBBZRpVRgLGDWOEtfKD5vdM7FNw/edit?usp=sharing>

Teaching and Learning

Teaching and Learning Committee

Jenny Lynn Hatter, Chief Academic Officer
Debbie Kendall, Federal Programs Coordinator
Whitney Fowler, Pre-K Director/Assistant Director of Special Education
Steven R. Fowler, HCHS Principal
Michael E. McIntire, HCMS Principal
Melissa Miles, Eastside Principal
Lori Gaunce, MCTC/Licking Valley Campus
Maribeth Midden, Parent
Christine Garnett, HCHS Teacher
Kyra Garrison, HCHS Media Specialist
Kelly Whalen, HCMS Teacher
Cathy Slucher, Northside Elementary Teacher
Laura Stacy, Westside Elementary Teacher
Tiffany Tubbs, Westside
Pre-K Teacher

Key Global Recommendations of the Committee

(with an eye to Flexible Learning/GSuite, Gaps and Assessment/Diagnostics):

- We still do NOT believe that it is best for student learning and progress to pursue “on/off scheduling” (ex. 2wks on 2wks off) based on both our experience and updated research
- We do however believe “A/B” scheduling is “doable” in high incidence rate of COVID-19 (Examples: M, T - Group A/Maroon Group of Students, W - Teacher Collaboration, RtI/Enrichment; TH, F - Group B/Gold Group of Students) Reference: Colorado Plan Details (under Continuity of Learning, 2020-21 School Scenarios, Staggered Attendance Schedule Examples): <https://www.cde.state.co.us/planning20-21> However, in current low incidence rate conditions we believe 4 day a week learning for students, in person, is best.
- We believe the KDE Model of GAP Reduction (*Page 9 of Drafting an Adjusted Curriculum by KDE*) is a sound practice for identifying and reducing student gaps due to COVID-19 challenges and we have been utilizing this format since summer of 2020

Table 4: Potential Grade-Level Gaps Due to Extended Remote Learning

Only Taught During Extended Remote Learning	In the 2019-2020 Curriculum but Not Taught During the 2019-2020 School Year	Not Included in the 2019-2020 Curriculum but in the KAS for This Grade Level

- In Elementary this looks like: grade level meetings - vertical and horizontal, data team meetings, RtI meetings, 21st CCLC Collaborative teams
 - In HCMS this looks like: department/subject meetings, grade level meetings, team meetings and mirror meetings
 - In HCHS this looks like: departmental meetings, cross teaming with ATC
- We believe that the work/learning day for our professionals will begin with student arrival and end with student departure as opposed to “bell to bell”.
 - We believe that upon re-entry to school, diagnostic testing (*MAP, Technology Platform “Student Boot Camps”, CERT, etc*) for students is CRITICAL in the FIRST 5 days for reading and mathematics

Up to date guidance can be found regarding state expectations in this area, beginning on page 41 in [**KDE COVID-19 Guidance Document 2.0**](#)

Gaps

In the summer of 2020 Harrison County Public Schools (utilizing initial KDE guidance documents regarding gaps), began to look at student learning loss as a result of the worldwide pandemic. We have created a shared folder to highlight this work and make all training consistent: <https://drive.google.com/drive/folders/1vOpiNFMT7drF5Lrnn4hGNus91MzAPrvo?usp=sharing>

Assessment

Diagnostic Assessments- Diagnostic assessments provide student-specific information on strengths and areas of weakness in performance and understanding of [*Kentucky Academic Standards*](#). Diagnostic assessments will provide insight for teachers as they face the dilemma of where to start and what to teach. Ex. MAP, CERT

Classroom Assessment: [Classroom assessments](#) can include formative assessments, such as exit slips and anecdotal notes, or summative assessments, such as final exams. Classroom assessments usually are developed by the classroom teacher, individually or as part of a [professional learning community](#). One benefit of classroom assessments is that they can be customized to collect very specific information, personalized for their students.

Interim Assessments: Like diagnostic assessments, [interim assessments](#) provide student-specific information. Interim assessments often are created by the local district or schools and administered at given intervals throughout the year. When given school- or district-wide, results can be used to compare and track the progress of entire classes or schools.

Formative Assessments: [Formative assessment](#), as defined by CCSSO, is “a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.”

Administration Options: The return of students to in-person instruction will present different challenges and opportunities than in other school years. As with instruction, tests may be administered at a variety of times and in a variety of ways. In order to make data-informed decisions, administration of assessments should be completed as quickly and efficiently as possible upon the return of students.

In-Person Administration: For students returning to school on “regular” schedules (4 days a week) with precautions. In-person assessments can be planned accordingly.

Virtual Administration: Students who continue to learn virtually and have internet at home may take assessments that may be supervised. Through Google Meet teachers can observe students as they take assessments. Another possibility is teachers using polls, surveys or the chat areas of their virtual meeting rooms to gauge student understanding. NOTE: No state assessment may be given virtually, unless a trained staff member is at the actual site. (i.e. KPREP)

Mixed Model: When students return, there still could be a combination of learning at home and learning in person. Teachers can assess some students in person and others through an online platform, as appropriate.

Making Data-Informed Decisions: After students have been assessed, teachers can make informed instructional and curricular decisions. This will be completed using the following:

- **Analyze the Data:** After assessment data have been collected, it will need to be organized for analysis. The analysis of data assists educators in understanding where their learners are in regard to performance and understanding of the KAS. One of the most helpful means for organizing data is the use of spreadsheets that allow for sorting and filtering. Microsoft Excel and Google Sheets include many features that will assist educators in analyzing data by

academic or demographic information.

- **Interpret the Data:** The next step in decision-making is interpreting the data from the assessments. This includes interpreting the current level of each student, looking to see which students have remained steady in their learning, which have excelled and which are going to need extra support to reduce gaps in learning.
- **Develop Plans:** After determining the strengths and areas for growth in student performance and reviewing the scope and sequence of the district curriculum for instruction deficits, teachers can plan what happens next in learning. Some students might need enrichment learning, while others will need interventions.

NOTE: When planning next steps, educators should consider the possibility that the in-person return to school could include mixed models of in-person and virtual learning environments.

Please see Harrison County's specific plan to address Power/Critical/Focus Standards:
<https://drive.google.com/drive/folders/1vOpiNFMT7drF5Lrnn4hGNus91MzAPrvo?usp=sharing>

Pre-K:

Preschool Learners

Key Global Recommendations of the Committee Regarding Supporting Preschool Learners:

- We do NOT believe that is best for student learning and progress to pursue “*on/off scheduling*” (ex. *2wks on 2wks off*) based on both our experience and current research
- We have outlined scenarios to cover all possible reopening situations.
- We believe that the work/learning day for our professionals will begin with student arrival and end with student departure as opposed to “*bell to bell*”.
- Harrison County preschool program believes that a hybrid model of learning will be the most effective means to educate preschool students on a daily basis. This plan will be utilized at the start of the school year due to COVID 19 and until preschool can resume under normal operating circumstances.
- We believe that all preschool staff will wear PPE and gloves when transitioning children to and from student pick up and drop off, when diapering, when handling food, and transitioning students to other locations in the building such as therapy services.
- The Harrison County Preschool program will utilize a variable instructional school calendar and the anticipated start of the preschool year is September 8, 2020.

- Preschool students are not required to wear masks but the Harrison County Preschool program will follow all district guidelines in terms of the use of face coverings.
- Social Distancing Measures:
 - :social distancing and personal boundaries will be taught by using developmental appropriate words and phrases
 - Simple classroom routines and schedules will be implemented
 - Classroom arrangements will be reevaluated and materials that can be removed will be done so
 - During full day sessions, nap mats will be placed with 6 feet social distancing between students
 - Large group activities such as circle time will be done using small group or one to one instruction
- Centers:
 - Individual student materials will be used
 - Discontinue use of water/sensory tables
 - Center times will be structured to help maintain sanitation and social distancing
 - Students will be paired with a partner and will rotate centers together
 - Hand washing/sanitizing will be done before and after each center
 - Limit the number of centers available during the day
 - No family style meals
- When school opens on a regular basis, the Harrison County preschool program will operate under regular conditions but will continue to utilize proper handwashing, social distancing and classroom cleaning procedures.

Harrison County Preschool will continue to do the following:

Personal Protective Equipment Requirements

- All adults must wear a face mask while inside the Harrison County preschool program unless doing so would represent a serious risk to their health or safety or they are more than 6 feet away from any other individual.
- Children who are five (5) years of age or under should not wear masks due to increased risks of suffocation and strangulation. The Harrison County preschool programs may recommend to the parents of children, that if they have underlying medical conditions, that their child wear a mask. The Harrison County preschool program will provide information about the benefits of masking.

https://govsite-assets.s3.amazonaws.com/TpljFJjQh6ck66acXRfA_2020-5-21%20-%20Healthy%20at%20Work%20Reqs%20-%20Child%20Care%20Facilities%20-%20Final

[%20Version%201.0.pdf](#)

- <https://www.brookings.edu/blog/education-plus-development/2020/04/21/are-you-happy-or-sad-how-wearing-face-masks-can-impact-childrens-ability-to-read-emotions/>
- <https://safenclear.com/deaf-community-facing-new-barriers/>
- All Harrison County preschool staff will wear gloves, masks, shields and gowns while during diapering.
- Harrison County preschool programs should make masks available for parents and custodial adults where in-facility interaction is necessary. Parents and custodial adults may bring and use their own face mask. If parents or custodial adults, suppliers, or vendors refuse to wear masks, the facility may refuse those individuals entrance to the facility.
- Harrison County preschool programs must ensure employees use gloves, along with any PPE normally used for routine job tasks, when cleaning equipment, toys, playspaces, workspaces, and high-touch areas of the facility.
- Harrison County preschool programs must ensure gloves are available to employees engaging in high-touch activity to the greatest extent practicable provided that they do not create additional hazards while being worn.
- Harrison County preschool programs must ensure employees wear gloves while handling products during drop-off and pick-up as well as during any shipping and receiving.

Training and Safety Requirements

- Harrison County preschool programs must have required cleaning supplies and PPE (masks, latex/non-latex gloves) on site before they can reopen their facility. Harrison County preschool director will screen programs to make sure that supplies are on site prior to opening.
- Harrison County preschool programs should ensure employees are informed that they may identify and communicate potential improvements and/or concerns in order to reduce potential risk of exposure at the workplace. All education and training must be communicated in the language best understood by the individual receiving the education and training.
- <https://www.safeschools.com/blog/coronavirus-resources-for-k-12-schools/>
- <https://education.ky.gov/comm/Pages/COVID-19-Updates.aspx>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- Harrison County preschool programs will maintain weekly/monthly contacts with

KDE/RTC as a means to fully comply with new regulatory policies and procedures. This information will be disseminated to all preschool staff as warranted.

- Harrison County preschool programs utilize Teaching Strategies Gold and will participate in online training opportunities for remote learning and family involvement activities.<https://teachingstrategies.com/blog/prepare-for-distance-learning/>
- https://teachingstrategies.com/wp-content/uploads/2020/06/CC-Cloud-flyer_digital_06122020.pdf

5. Healthy Hygiene Practices

a. Healthy Hand Hygiene Behavior

1. All children, staff, and volunteers should engage in hand hygiene at the following times:
 - a) Arrival to the facility and after breaks
 - b) When entering or exiting a classroom
 - c) Before and after preparing food or drinks
 - d) Before and after eating or handling food, or feeding children
 - e) Before and after administering medication or medical ointment
 - f) Before and after diapering
 - g) After using the toilet or helping a child use the bathroom
 - h) After coming in contact with bodily fluid, coughing, or sneezing.
 - i) After handling animals or cleaning up animal waste
 - j) After playing outdoors or in sand
 - k) After handling garbage
 2. Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 3. Supervise children when they use hand sanitizer to prevent ingestion. Hand sanitizer is recommended before entering and exiting centers.
 4. Assist children with handwashing, including infants who cannot wash hands alone.
 - a) After assisting children with handwashing, staff should also wash their hands.
 - b) Place posters describing handwashing steps near sinks. Developmentally appropriate posters in multiple languages are available from CDC.
<https://www.cdc.gov/handwashing/posters.html>
- b. Avoid touching your eyes, nose, or mouth with unwashed hands.

- c. Practice good respiratory etiquette, including covering coughs and sneezes.
- d. Avoid close contact with people who are sick.

Exceptional Learners

- Speech/Language Regular schedule
- Speech therapy services provided based on current IEP minutes.
- Use of Plexiglass divider, face shield, and/or masks
- Clean/sanitize between groups
- Procedures for students wash hands, sanitizer, social distancing, etc.
- Monitor or pick-up/return students to classroom
- Co-treat with OT to limit transitions/pull-out when possible
- Therapy provided in the classroom for Prek as warranted
- Any student that requires hand over hand assistance, transfers, feeding, toileting, and physical restraint, the staff must wear gloves, masks, shields, and gowns.

Cleaning and Disinfecting

Regular Cleaning and Disinfecting by Faculty/Staff

a. Definitions

- 1.) Cleaning is defined as using soap and water to reduce the number of germs, dirt, and impurities.
- 2.) Disinfecting is defined as correctly using an approved disinfectant by following the label directions and keeping the surface wet with the disinfectant for the approved contact time period.

b. Classroom Materials

- 1.) Classroom materials used by students will be properly disinfected before and after each student finishes using the material.
- 2.) Alcohol wipes will be properly used to disinfect electronic devices.
- 3.) Teachers will disinfect or contact the office to have a custodian disinfect any areas of concern.

c. Clean and Sanitize Toys

- 1.) Toys that cannot be cleaned and sanitized should not be used.
- 2.) Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an

EPA-registered disinfectant, rinse again, and air-dry. You may also clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.

3.) Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.

4.) Do not share toys with other groups of students, unless they are washed and sanitized before being moved from one group to the other.

Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys." Keep dish pan and water out of reach from children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.

5.) Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

6.) All rugs and carpets will be removed from the classrooms. During circle time, students will be seated while practicing social distancing and will use seat cushions

https://www.schoolsin.com/chi-cf321-164.html?msclkid=9d09648cd4ca146a06113a786bbc8614&utm_source=bing&utm_medium=cpc&utm_campaign=Shop%20-%20Promos%20-%202020%20Q2&utm_term=4577266908801821&utm_content=CHI%20FANG%20FLEA

- Harrison County preschool programs will remove all machine washable cloth toys to include dress up clothing in the dramatic play area, stuffed animals, and materials such as pillows in the cozy area.
- Harrison County preschool programs will require all adults to wear masks daily unless they have reasons as to why they cannot comply. This will be approved by district administrative personnel.
- Harrison County preschool programs must ensure that staff members/employees and children practice hand hygiene frequently. For example, staff members and children should wash or sanitize their hands in the following circumstances: upon arrival for the day, after breaks, upon returning from outside, after toileting or assisting a child with toileting, after each diaper change or pull-up change, after contact with bodily fluids or cleaning up spills or objects contaminated with bodily fluids, after cleaning or sanitizing or using any chemical products, after serving or preparing food or bottles or feeding a child, before and after completing a medical procedure or administering medication, when visibly soiled (must use soap and water), and prior to departure. This may require facility staff to assist children with hand hygiene.
- Harrison County preschool programs must encourage staff members/employees and children to limit touching their mouth, nose, and face.
- Harrison County preschool programs must provide hand sanitizer (as appropriate), handwashing programs, tissues and waste baskets in convenient locations to the

greatest extent practicable.

- Harrison County preschool programs making restrooms or cubbies available must ensure frequently touched surfaces are regularly disinfected (e.g., door knobs and handles).
- Harrison County preschool programs must ensure cleaning and sanitation of frequently touched surfaces with appropriate disinfectants, in accordance with appropriate Kentucky preschool regulations.
- Harrison County preschool programs must establish a cleaning and disinfecting process that follows CDC guidelines to address when any individual is identified, suspected, or confirmed as a COVID-19 case.
- Harrison County preschool staff will clean cubbies, centers, tables, door handles, commonly used materials at the end of each day. The preschool director will be scheduled to one classroom per day to assist in appropriate cleaning and disinfecting of classrooms. Monday- Eastside, Tuesday Northside, Wednesday will be used to have enrichment activities, additional staff training, etc with all staff, Thursday- Westside, Friday- Southside.
- Harrison County preschool programs will wear gloves when cleaning and disinfecting materials and classrooms.
- Harrison County preschool programs must establish a cleaning and disinfecting process that follows CDC guidelines to address when any individual is identified, suspected, or confirmed as a COVID-19 case.
- Harrison County Schools may reassign other responsibilities to contractual staff, therefore, these may also be able to provide additional assistance with sanitation and disinfection of preschool classrooms.

Social Distancing Requirements

- Harrison County preschool will operate on a 4 day a week model and if parents opt not to attend, the virtual Google Classroom is still available.
- Per KDE regulations waiver, Harrison County preschool program will NOT be doing home visits until further notice. The preschool staff will make any/all efforts to maintain communication logs with their students.
- Student cubbies will be used but they will be separated one locker between each student. Personal belongings will be put into quarantine bags such as Ziploc style bags. Southside may opt to take cubbies out of classrooms and use lockers in the hallway if more student space is warranted.

- Students will have limited travel: to resource classrooms, alternative bell schedules, alternative attendance schedules, continued teaching of approved Covid 19 health practices, sanitation stations set up in all schools, monitoring of bathrooms and hallways, modeling strategies enforced in lesson planning, videos of social distancing strategies to be shown, social stories.
- Harrison County preschool programs will not hold field trips. Virtual field trip opportunities will be designed to enrich actual learning experiences.
- Harrison County preschool programs will reduce the number of children to each center area to only 2 per center and will travel to centers together throughout the day.
- Students will use hand sanitizer as they rotate centers.
- Students will have their own box of items at the art center labeled with their name (no community materials there). Will need to purchase individual pencil boxes for all students.
- Cut down materials in each of the centers to half of what's usually used.
- Place other typically used materials in tub to replace items between days or as needed if items get "dirty"
- Separate kids as best as possible during circle time at the carpet - if needed push tables back to make more space
- Harrison County preschool programs may not provide access to visitors or students conducting classroom observations.
- Harrison County preschool programs will use a centralized drop-off and pick-up - location to eliminate unnecessary traffic to classrooms and exposure of children. Harrison County Preschool programs must, to the greatest extent practicable, conduct pick-up and drop-off each day in a manner that ensures social distancing. Harrison County Preschool staff members should operate child pick-up and drop-off by class.
- Harrison County preschool programs should, to the greatest extent practicable, encourage staff members to conduct group activities that can be performed while observing social distancing (e.g. coloring/painting) and limiting sharing of toys/items.
- Harrison County preschool programs should discontinue use of water fountains to the greatest extent practicable. Harrison County Preschool programs should encourage students to bring their own water bottles.
- Harrison County preschool programs must discourage employees from sharing phones, desks, workstations, handhelds/wearables, or other work tools and equipment to the greatest extent practicable.
- Harrison County preschool programs must ensure appropriate handwashing practices and current social distancing guidelines when using the restrooms.

Teaching and Learning Committee Original Questions that are relevant to return/reopening 3/21

1. How will schools and districts ensure the equity of instruction for students who are still choosing to learn from home or must remain at home due to safety restrictions?
 - a. Teachers and support staff will need to participate in discussions about including students who choose to or must remain at home.
 - b. Collaboratively building teams will develop plans for these students so that the instruction they receive is as equitable as possible.
 - c. In person lessons are digital/ recorded for students not attending via Learning Management System/Google.
 - d. Teachers should utilize time during district wide remote learning days to connect with students who are full time remote learning.
*Need process/procedure for choosing to learn from home

2. How will schools and districts establish instructional expectations for standards-alignment, grade level assignments and addressing knowledge gaps due to extended periods of remote learning?
 - a. We believe the KDE Model of GAP reduction (*Page 9 of Drafting an Adjusted Curriculum by KDE*) is a sound practice for identifying and reducing student gaps due to COVID-19 challenges.
 - b. Schools will use ongoing, consistent quick-checks to understand and address knowledge gaps throughout the school year.
 - c. Teachers will be intentional about identifying and connecting learning standards to assignments in their gradebooks, in order to align and demonstrate proof of student mastery. This also includes documenting assignments in gradebooks addressing knowledge gaps from the previous school year.
 - d. In 2021 we have further developed this work as a part of identifying critical standards to close gaps. Training videos, consistent templates across grade levels are critical to this work. This can all be found at:
<https://drive.google.com/drive/folders/1vOpiNFMT7drF5Lrnn4hGNus91MzAPrvo?usp=sharing>

3. How will schools and districts determine and incorporate anticipated knowledge gaps from the previous grade level into the 2020-21 adjusted curriculum?
 - a. KDE's Reentry Packet
 - b. <https://lnks.gd/l/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkIjoxMDAsInVyaSI6ImJwMjpbGjJayIsImJ1bGxldGluX2lkIjojIjoiMjAyMDA2MDIuMjIzNTgwOTEiLCJ1cmwiOiJodHRwczovL2VkdWNhdGlvbi5reS5nb3YvY3VycmljdWx1bS9Eb2N1bWVudHMv>

[QWNhZGVtaWNfUmUtRW50cnlfR3VpZGFuY2UlMjBQYWNRZXRfU3RhZ2VfMS5kb2N4Ino.ZTlz7wJOEKbzZKJZXsgyz4M-GoT9fZbcZAbhwVONXik/br/79371782007-1](https://www.k12ga.gov/Portals/0/Assets/Files/2020-21%20SOS%20Meeting%20Agenda%20Final%2020201117.pdf)

- c. KDE's 3 part academic webcast (see above)
 - d. For Exceptional Learners: Upon return to school, students will be given IEP objective probes over the course of two weeks to determine retention of prior Covid knowledge and and measure the rate of lost retention based on progress data from March 5th and data collected to the end of the 2019-20 school year, ARC meetings will be held for all students to determine the need for the amount comp ed is needed per student.....BASED ON APPROVAL FROM DoSE
4. How will school and districts ensure that content, concepts and skills from prior grade levels are reinforced while working toward current grade-level standards?
- a. For Exceptional Learners: Individual contingency plans will be included in all students IEP/Conference Summaries to include how teaching and learning will continue if school is not in session, parent survey data on ability to use or access technology and if technology/telehealth is appropriate/available. IEP minutes may need to be written monthly or bi-monthly if needed for intermittent closures....BASED ON APPROVAL OF DoSE
 - b. Schools will utilize spiral review strategies to close prior grade level gaps and reinforce current grade level standards.
 - c. In 2021 we have further developed this work as a part of identifying critical standards to close gaps. Training videos, consistent templates across grade levels are critical to this work. This can all be found at:
<https://drive.google.com/drive/folders/1vOpiNFMT7drF5Lrnn4hGNus91MzAPrvo?usp=sharing>
5. How will schools and districts ensure that changes to the school curriculum align with existing school-based decision making council policies and procedures?
- a. SBDMC approves the master schedule prior to the start of the school year.
 - b. Utilizing a key component of the KASC SBDMC agenda, the principal will report school curriculum changes under student achievement report/data and school improvement planning guidelines.
 - c. When reviewing policies and procedures, the SBDMC will make changes as needed for school curriculum adjustments.
6. How will schools and districts determine the necessary professional learning that may be needed throughout the year?
- a. This will be determined through administrator observation, collaborative discussions (BREDS meetings), and surveys (ie google forms)
 - b. All schools professional learning plans are posted at: www.harrison.kyschools.us

- c. All Harrison County Public School teachers participated in Google training as a part of their professional growth plan/learning for the 2020-21 school year.
7. How will schools and districts maintain a balanced assessment approach that includes appropriate formative assessments, performance assessments, interim benchmark assessments and summative assessments?
 - a. The first area of assessment that will need to be addressed is diagnostic assessments. The information gained from these assessments will drive the balanced assessment approach.
 - b. Formative assessments will be most important in addressing GAPS caused from the COVID 19 outbreak in the spring of 2020.
 - c. BREDS meeting discussion will be centered around balanced assessments approaches.
 - d. Grade level and team meetings will also be used to discuss and create appropriate assessments.
 - e. Schools will create an assessment profile that includes a balanced assessment approach in reading and mathematics.
 8. How will schools and districts ensure they are aware of and able to meet the needs of each learner when they may not be present in the building? This will be addressed through bi-weekly communication with the student (family) and documented by each teacher
 - a. Use of assessments (formative or summative) to determine student success and additional needs to be addressed
 - b. Use of student self-assessment and reflection
 9. How will schools and districts use data to effectively differentiate instruction and provide equitable opportunities for learning through in-person instruction and intervention, independent projects and online remediation, and reinforcement or enrichment based on student learning needs, high quality blended learning and planning for high quality remote learning, and project-based learning in the classroom and at home?
 - a. Use assessment results and student performance observations to group students according to instructional needs
 - b. Use of Breakout Rooms on platforms like Zoom to group students and individualize instruction
 - c. Differentiate activities on Google Classroom to meet the needs of students (you can assign specific activities to different students).
 10. How will schools and districts ensure students are able to demonstrate learning via oral and or written forms of expression?
 - a. Writing is one of our district focuses for the 20-21 school year.

- b. We will be incorporating writing and oral expression into our literacy framework and will adjust for the current situation as necessary.
 - c. Hybrid learning environment (in-seat and online) answers oral and written forms of expression.
 - d. Use of multiple G-Suite tools to help students demonstrate learning (Google Doc collaboration, students record demonstration, etc)
11. How will school and district ensure students are able to demonstrate learning for those who are in-person and those learning remotely? Answered throughout
12. How will schools and districts ensure course grades are assigned and reported in an equitable manner for all students?
- a. Grading will concentrate more on in-class work and home based work will be more participation. Grades should be based on mastery of content, not just compliance.
 - b. Grading will be consistent in global areas across - K-12 - the committee will meet closer to the start of school to discuss and plan
 - c. Report Cards, Mid-Terms and Infinite Campus Parent Portal will still be in place and utilized
 - d. Increased effort and encouragement to get parents to sign up for and regularly check their Infinite Campus Parent Portal
 - e. Provide opportunities to educate parents on grading policies and how grades are calculated.
13. How will schools and districts maintain systems for Response to Intervention?
- RtI Structure Considerations
- i. Data driven decision making will be more important than ever! We need to create an assessment schedule that communicates the type/purpose of each assessment that Harrison County is using. This will be support for teachers and show intentional focus of the importance of making decisions based on the data.
 - ii. Utilizing the universal screener as quickly as possible is crucial to identify gaps and consider next instructional steps. If we have less than 80% of students not on benchmark, focus on core instruction. Our work with reading structure and skill/guided groups for differentiation is on target. Developing a reading structure will be a great advantage to strengthening our core instruction and therefore being able to have the resources to intervene with targeted students.
 - iii. We may want to consider utilizing the intervention day in a nontraditional way. For example, you might have 5 third grade students, 3 fourth grade students, and 4 fifth grade students struggling with fractions. Consider grouping those students together to focus on that one area in which to improve.

- iv. Be flexible with reading and mathematics interventions. If students need extra support, align small groups with skill building/high interest considerations (i.e. chapter books, short novels, KNP math games, etc).
- v. Consider organizing Google Classroom by week instead of topic. From a parent standpoint, this is much more user friendly. Link programs, activities, and videos to provide a seamless transition. For younger students, it is better to see their own teacher teaching a lesson than an outside video.
- vi. For Middle and High School, utilize the universal screener results to reteach the group, part of the group, or a targeted group of students. If you do have an online program, make sure that you are utilizing staff to monitor that program and reach out if students need additional support. Limit taking students out of electives, this is the reason some kids want to go to school. If that is the only option, consider learning contracts. Communicate 2 or 3 things that students need to master with 80% accuracy and exactly how the student will master those areas. If a student passes these summative assessments on those 2-3 skills, then they can go back into electives.

14. How will schools and districts ensure teachers have access to appropriate technology necessary for remote classroom instruction?

- a. We will make sure that all teachers have a device that can be used at home for remote instruction based on teacher need.
- b. Teachers are currently participating in Google PD in order to help prepare them for use of Google in remote classroom instruction.
- c. Provide any other tech tools (if possible) to help support teachers for a remote classroom. Teachers may require tripods or other equipment.

15. How will schools and districts ensure teachers communicate with parents and students about student progress?

- a. Teachers will maintain communication logs.
- b. Students and parents have access to student information through Parent Portal.
- c. Teacher monitoring on non-instructional days (if utilized in the proposed formats) of students falling behind/not completing assignments with parent/home communication.

16. How will schools and districts provide support to families to better understand grade-level expectations?

- a. Clearly define what students are expected to know and do at each grade level
 - i. Send copies of these expectations home, as well as post them on class websites, Remind, facebook groups, etc.
- b. KDE's Family Guides & Resources <https://kystandards.org/standards-family-guides/>

- c. Regularly communicate with families when a child is not meeting grade-level expectations (i.e phone calls, Remind, email, messenger, etc.)

Special Needs

Special Needs Committee

Brad Yearsley, Director of Special Education
Whitney Fowler, Pre-K Director/Assistant Director of Special Education
Joshua Powers, Principal, Northside
Michelle Hall, District School Psychologist
Susan Yearlsey, High School Special Education Teacher
Jamila Scaggs, High School MSD Special Education Teacher
Taylor Hill, Middle School Special Education Teacher
Barbara Gibbs, Elementary Special Education Teacher
Melissa Whalen, District MDS Special Education Teacher
Debbie Ringlein, Speech Language Pathologist
Ella Fryman, Parent Representative

Key Global Recommendations of the Committee

- We do NOT believe that it is best for student learning and progress to pursue “*on/off scheduling*” (ex. *2wks on 2wks off*) based on both our experience and current research
- We do however believe “*A/B*” scheduling is “*doable*” in high incidence rate of COVID-19 (Examples: M, T - Group A/Maroon Group of Students, W - Teacher Collaboration, RTI/Enrichment; TH, F - Group B/Gold Group of Students) Reference: Colorado Plan Details (under Continuity of Learning, 2020-21 School Scenarios, Staggered Attendance Schedule Examples): <https://www.cde.state.co.us/planning20-21> However, in current low incidence rate conditions, we believe 4 day a week learning for students, in person, is best.
- We believe that the work/learning day for our professionals will begin with student arrival and end with student departure as opposed to “*bell to bell*”.
- We believe the KDE Model of GAP Reduction (*Page 9 of Drafting an Adjusted Curriculum by KDE*) is a sound practice for identifying and reducing student gaps due to COVID-19 challenges

Table 4: Potential Grade-Level Gaps Due to Extended Remote Learning

Only Taught During Extended Remote Learning	In the 2019-2020 Curriculum but Not Taught During the 2019-2020 School Year	Not Included in the 2019-2020 Curriculum but in the KAS for This Grade Level

- In Elementary this looks like: grade level meetings - vertical and horizontal, data team meetings, RtI meetings, 21st CCLC Collaborative teams
 - In HCMS this looks like: department/subject meetings, grade level meetings, team meetings and mirror meetings
 - In HCHS this looks like: departmental meetings, cross teaming with ATC
- We believe that upon re-entry to school, diagnostic testing/IEP goal and objective probes will be given during the first two weeks of school to determine retention of skills obtained before distance learning in the spring of 2020.
 - We believe that one day per week with focus on remediation, students with special needs could attend if parent and ARC agree, RTI intervention days, enrichment day, additional follow up for kids who may have missed class during the week.
 - We believe that all special education students should be provided with additional technology support, i.e. use of Chromebook/iPads that are downloaded with supplemental activities to be used for learning, the use of audio and video taped lessons, access to thumb drives that contain pre-taught or collaborative lessons, live streaming, etc. per the recommendation of the Council for Exceptional Children. https://www.cec.sped.org/News/Key-Considerations-for-Special-Educators?utm_source=cec&utm_medium=email&utm_campaign=default&zs=Um9HX1&zl=bk bq6)
 - We believe that all departments should be given time to front-end lesson plans that will allow for continuity of service no matter what type of closure we may encounter during the school year.

<https://www.lasd.net/district/coronavirus-disease-covid-19-information/continuity-of-learning-plans-remote-learning/>

- We believe that in order for Distance Learning to be successful that parents need to be educated on how to use all technology platforms that the district decides to use.
https://docs.google.com/presentation/d/1PDVZvieoDnFbFEVFB8U3j89o1mD5BCUXT_E6ymbb9y_k/mobilepresent?fbclid=IwARogiPbEkGws1oT69JvaUCAYcXSTGf9GcSwC-FPqs4WiZ-MvouHOqybB3jk&slide=id.g4ed39d6345_o_76
- We believe the Proposed Physical Assist/Restraint Procedures in response COVID-19 Pandemic will follow state guidelines and be shared with the Harrison County Board of Education.

1. CLRE (least restrictive environment)

- a. A student's need/placement may need to be re-determined once in-person learning occurs
- b. Continued focus & requirement to be educated with non disabled peers as much as possible
- c. Note that ARC's are not required to consider of a change of placement when practicing non traditional(virtual) learning, it is considered a change in location

2. Emergency Contingency Plan

- a. A contingency plan is developed to determine how an IEP will be implemented during a time of remote learning. Could include provisions for instruction and related services to be delivered in an alternate location or provided online/virtually.
- b. Plan provides clear expectations for staff, student and parents during periods of remote learning.
- c. Technology & accommodations must be considered during remote learning
- d. Regular & special Ed. Teachers must be available during periods of remote learning

3. FAPE (free appropriate public education)

- a. FAPE must be insured regardless of delivery model
- b. Some parts of FAPE may have been difficult or impossible to provide during remote learning-leading to compensatory services.
- c. When FAPE is not met regardless of reason, the result is compensatory educational services

- d. Careful in using other terms for lost/missed services due to CoVid-discuss & document plan to provide compensatory services if warranted in conference summary.
4. Compensatory Education
 - a. Compensatory Ed. May be awarded to a student as a result of a parent dispute or as a voluntary remedy for failing to meet FAPE.
 - b. The ARC determines the specific type, location, and amount of services to be provided.
 - c. Each ARC should determine if there was a denial of FAPE during the pandemic and if so, how to remedy the noncompliance
 - d. District assumes all cost
 - e. A certified special education teacher or related service provider must be the one to provide the appropriate missed services & document/monitor ongoing progress during the compensatory education.
 - f. Keep a detailed service log of services provided.
 - g. Transportation must be provided.
 - h. Compensatory Ed. Could be awarded after a student's 22nd birthday or after graduation.
 - i. Compensatory services can be provided as a minute by minute service or as an agreed upon amount of qualitative services identified by the ARC.
5. ESY (extended school year)
 - a. ESY is necessary when data shows the child cannot maintain or regain previously acquired/learned skills during an extended break.
 - b. Data must show that the loss would be more significant than an adequate recoupable regression, as all children have some loss during a break
 - c. ESY is determined annually by the ARC
 - d. Transportation must be provided.
 - e. ESY must be provided by appropriate certification or related services personnel.
 - f. Must keep a detailed log of services provided.
6. Other Considerations
 - a. Re-think community based instruction instead of eliminating it. Look for in school opportunities or consider possible virtual opportunities temporarily.
 - b. T5/Special transportation must continue to be an option for students who have that on their IEP.
 - c. There are ways to let parent's transport and the district reimburse if necessary.
7. Social Distancing Considerations for Students with Special Needs
 - a. PPE will be utilized (including toileting, physical transfers, hand over hand instruction, feeding and physical restraints)
 - b. Hygiene: staff must wear gloves, surgical mask, face shield
 - c. Toileting: staff wears gloves, surgical mask, face shield and surgical gown
 - d. Hand over hand assistance: staff must wear gloves, surgical masks and face shield
 - e. Feeding: staff must wear gloves, surgical masks and face shield

- f. If you have a student with biting potential, staff should wear long sleeves or additional layers for protection
- g. During physical restraint: Staff should utilize gloves, surgical face mask, face shield and surgical gown. If urgency doesn't allow begin restraint and have someone sub in that has PPE on as soon as possible.
- h. Related service providers that cannot maintain social distancing guidelines due to the nature of the service or student need must use appropriate PPE, gloves, surgical mask, face shield and surgical gown.
- i. Transportation: if assisting a student with special needs, staff will use PPE(mask).
- j. Contract Tracing: Staff will need to design sign-in systems for resource classrooms and Related Service locations. Attendance must be taken daily.

Frequently Asked Questions:

1. Must students with sensory, behavioral or health Concerns wear masks?

If a student with a disability presents a note from a Doctor that a mask is not necessary, an ARC does not need to be held to allow that student to participate without a mask. Schools should develop ways to help identify students that have this approval such as carry a card.

2. What funding can be used to purchase PPE for students with disabilities?
 - a. ESSER, CARES or CRRSA funds should be used as a funding source to pay for PPE, Unless a student needs additional PPE because of a disability. If this is the case IDEA money may be used to purchase PPE.
 - b. If students with speech or language impairments are physically at school, can therapy safely be implemented in person?
 - c. Yes, districts can hold in person therapy sessions if they follow safety expectations.
3. Are group therapy sessions allowed?

Yes, as long as social distancing and PPE guidelines are followed.

4. If a student is scheduled to receive therapy or instruction in a resource setting, how can this safely be delivered?

Follow classroom expectations, safety expectations and use frequent disinfection of classroom items and furniture throughout the day. Attempt to minimize transitions while continuing to follow the IEP.

5. What safety protocol should be in place for staff that will be making multiple contacts with different students throughout the day?

Staff should maintain accurate records of daily interactions with the students they work with daily. If services are provided from one classroom, the provider may adjust schedule to allow the ability to work with all of those students on the same day.

6. If a student participates in co teaching for part of the day and resource for part of the day, should the students program be altered?

You cannot alter a student's schedule unless you have an ARC. The change also has to be based on the need of the student.

7. How do we protect students who come to school with disabilities but are medically fragile?

Schools should apply 6' of social distancing and wear appropriate PPE when working with the student. Obtain consent from the parent to talk with the child's medical team how to best accommodate the student while in school.

8. How can teachers wear appropriate PPE while still allowing the student to access instruction while using an FM system?

Teachers using FM systems may wear reusable face shields, face shields that wrap around the face and extend below the chin. The face shields must be cleaned and disinfected after each use. Teachers wear a cloth face mask when not using the FM System.

District Operations & Logistics

Logistics Committee

Julie Asher, Finance Director
Bill Blackburn, Transportation Director
Todd Brannock, HCHS Asst. Principal
Tara Custard, NE Family Resource Coordinator
Austin Dacci, Food Service Director
Ashley Farmer, Westside Counselor
Mary Grubb, District Accounting Manager
Cindy Hardin, HCHS Cafe Manager
Todd Harp, Southside Principal
Richard Harris, District Technology Coordinator
Jenny Nichols, HCHS Asst. Principal
Mark Sims, Area Technology Center Principal
Robert Switzer, Facilities Director and DPP
Josh Valentine, HCMS Asst. Principal

Key Global Recommendations of the Committee

- 1) We believe that district operations, including transportation, technology, food service, maintenance, finances, and personnel are support services and can be molded to meet whatever school schedule best serves the academic, safety, and social emotional needs of our students.
- 2) Custodial staff will receive training and work diligently to sanitize buildings in accordance with guidance from the CDC and Kentucky Department of Public Health. This will be done on a continuing basis during the school day and also after students have left the buildings each day.
- 3) We believe that access to technology will be crucial for student success in a remote and hybrid setting.
- 4) We will make every effort to feed all students each day, regardless of their learning mode.
- 5) We believe all employees must be examples for our students regarding health and safety guidelines. We also know employees must be flexible and may be given duties outside of their “normal” work assignments.
- 6) We believe the district financial resources must follow student needs and we anticipate some additional expenditures due to the Covid-19 situation. We are working to secure any additional funds available and will use those funds to best help our students and families.

Educate and Train Workers

Identify new roles and responsibilities for all employees.

- a. Identify “*Super Pollinators*”
- b. In depth training for all identified super pollinators

Include accurate and timely information about:

- a. Signs and symptoms of COVID-19, how it spreads, risk of workplace exposures, and how employees can protect themselves. (Safe Schools - Coronavirus Awareness)
- b. Proper handwashing practices and use of hand sanitizer stations.
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
- c. Cough and sneeze etiquette.
- d. Other infection control precaution
- e. Proper donning and doffing of masks or other PPE required for their job duty.
- f. Proper use of EPA registered disinfectants, including the proper contact time of the chemical on the surface.
- g. Protocols for reporting on the mental and physical health of students.

Harrison County Schools Covid 19 Hygiene Cleaning Protocol Source:

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

- A. Each school must have an administrator or lead teacher to be the designated School Site Safety Coordinator to work with the District School Safety Coordinator. The duties will include daily inspection of the facilities to ensure that the Covid 19 Cleaning Protocol is carried out and that all checklists, forms, etc. are completely filled out and filed.00
- B. Healthy Hygiene Practices
 - a. Healthy Hand Hygiene Behavior
 - 1. All children, staff, and volunteers should engage in hand hygiene at the following times:
 - a) Arrival to the facility and after breaks
 - b) When entering or exiting a classroom
 - c) Before and after preparing food or drinks
 - d) Before and after eating or handling food, or feeding children
 - e) Before and after administering medication or medical ointment
 - f) Before and after diapering
 - g) After using the toilet or helping a child use the bathroom
 - h) After coming in contact with bodily fluid, coughing, or sneezing.
 - i) After handling animals or cleaning up animal waste
 - j) After playing outdoors or in sand
 - k) After handling garbage
 - 2. Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - 3. Supervise children when they use hand sanitizer to prevent ingestion.

4. Assist children with handwashing, including infants who cannot wash hands alone.
 - a) After assisting children with handwashing, staff should also wash their hands.
 - b) Place posters describing handwashing steps near sinks. Developmentally appropriate posters in multiple languages are available from CDC.
<https://www.cdc.gov/handwashing/posters.html>
- b. Avoid touching your eyes, nose, or mouth with unwashed hands.
- c. Practice good respiratory etiquette, including covering coughs and sneezes.
- d. Avoid close contact with people who are sick.

C. Remove Soft Surfaces

- a. Furniture that has a porous, soft surface should be removed from classrooms.
- b. From:
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf “You should also consider what items can be moved or removed completely to reduce frequent handling or contact from multiple people. Soft and porous materials, such as area rugs and seating, may be removed or stored to red

D. Regular Cleaning and Disinfecting by Custodians

- a. Cleaning is defined as using soap and water to reduce the number of germs, dirt, and impurities.
- b. Disinfecting is defined as correctly using an approved disinfectant by following the label directions and keeping the surface wet with the disinfectant for the approved contact time period.
- c. The Principal/Designee and Custodians will be reminded to use proper PPE and follow label directions and observe contact times to ensure cleaning and disinfection is effective. The Principal/Designee and Head Custodian will have a training meeting with their custodial staff to review proper PPE donning, doffing, and use, following label directions, observing contact time for cleaning and disinfecting, properly disposing of PPE and other materials. An agenda and sign-in sheet will be filed. The following OSHA videos will be watched and discussed as part of the training:
 - i. <https://www.youtube.com/watch?v=ovSLAuY8ib8>
 - ii. <https://www.youtube.com/watch?v=Tzpz5fko-fg>
- d. Principal/Designee will assign their custodial staff to complete the following:
 1. Correctly use only disinfectants approved and purchased by the Director of Maintenance using proper PPE.

2. Fully clean and disinfect the following areas to include but not be limited to at the following times:
 - a. After student arrival and transition to the classroom:
 - i. All high touch surfaces in offices, common areas and hallways to include but be limited to: door handles, handrails, sink fixtures, light switches, water fountains, countertops, phones.
 - b. After each class change or transition of students:
 - i. All high touch surfaces in offices, common areas and hallways to include but be limited to: door handles, handrails, sink fixtures, light switches, water fountains, countertops, phones.
 - c. After each wave of students in the cafeterias:
 - i. All high touch surfaces in the cafeteria to include but not be limited to door handles, tables, water fountains, keypads
 - d. At the end of each school day:
 - i. All high touch surfaces in offices, common areas and hallways to include but be limited to: door handles, handrails, sink fixtures, light switches, water fountains, countertops, phones.
 - ii. All bathroom sinks, toilets, and urinals
 - iii. All high touch surfaces in classrooms to include but not be limited to: desks, door handles, drawer/cabinet handles, pencil sharpeners.

E. Regular Cleaning and Disinfecting by Faculty/Staff

a. Definitions

- 1.) Cleaning is defined as using soap and water to reduce the number of germs, dirt, and impurities.
- 2.) Disinfecting is defined as correctly using an approved disinfectant by following the label directions and keeping the surface wet with the disinfectant for the approved contact time period.

b. Classroom Materials

- 1.) Classroom materials used by students will be properly disinfected before and after each student finishes using the material.
- 2.) Alcohol wipes will be properly used to disinfect electronic devices.
- 3.) Teachers will disinfect or contact the office to have a custodian disinfect any areas of concern.

c. Clean and Sanitize Toys

- 1.) Toys that cannot be cleaned and sanitized should not be used.
- 2.) Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an

EPA-registered disinfectant, rinse again, and air-dry. You may also clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.

- 3.) Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- 4.) Do not share toys with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to the other.
Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys." Keep dish pan and water out of reach from children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.
- 5.) Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

F.. Building Ventilation Systems

a. Air Changes and Ventilation

- i. Utilize dilution or replacement of the air in buildings with large amounts of outdoor air to remove pathogens and residual cleaning agents.
- ii. Utilize natural ventilation by opening windows and doors when buildings are vacant and occupant comfort is not a concern.
- iii. Utilize natural ventilation by opening windows when buildings are occupied and the relative humidity is between 40% and 60%.
- iv. Utilize mechanical and outside air ventilation systems, by increasing the run times, to provide as many air exchanges as possible.
- v. Utilize MERV 13 or HEPA filtration in ALL applicable HVAC units and air scrubbers.
- vi. Utilize air scrubbers in locations that have a limited ability to exchange/flush air.
- vii. Utilize tabletop and desktop dividers made of plexiglass where applicable.
- viii. Maintain room temperatures between 68 and 78 degrees with a relative humidity between between 40% and 60%.
- ix. Limit filter changes to night custodians with proper PPE precautions being taken.

G.. Regular Cleaning and Disinfecting Outdoor Areas

- a. Outdoor areas, like playgrounds in schools, generally require normal routine cleaning, but do not require disinfection.
 1. Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
 2. High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.

3. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
4. Sidewalks and roads should not be disinfected.
5. Spread of COVID-19 from these surfaces is very low and disinfection is not effective.

H. Cleaning and disinfecting your building or facility if someone is sick

- a. Close off areas used by the person who is sick.
- b. Open outside doors and windows to increase air circulation in the area.
- c. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- d. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.
- e. [Vacuum the space if needed](#). Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
 - i. Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
 - ii. Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- f. Once an area has been appropriately disinfected, it can be opened for use.
 - i. Workers without close contact with the person who is sick can return to work immediately after disinfection.
- g. If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

I. Attendance, Participation and Truancy

- A. All school districts are still required to follow KRS 159.150 and KRS 159.010 related to compulsory attendance.
- B. No Participation Days (NCVP) and Unexcused Absences will be used to calculate truancy.
- C. A student will be considered habitually truant if they have any combination of unexcused absences and no participation days (NCVP) that equals six or more.
- D. Daily participation is the measure of interactions between teachers and students.
 1. The measure of participation shall include at least one of the following:
 - a) One on one video communication or phone call between teacher and student.
 - b) Group video communication or phone calls between teachers and groups of students.
 - c) Student time logged into a learning management system completing student assignments; i.e. Google Classroom.

- d) Submission of paper-based assignments for students in a non-digital, non-traditional setting.
- e) Participation is not a measure of quality of student work.
- f) During remote learning as a result of COVID-19, lack of student daily participation will be treated as an absence.
- g) Harrison County schools will work with students and families to engage each student and promote good attendance/participation.

IV. When can an Ill Employee Return to Work?

A. All ill employees should be excluded from work and/or remain in quarantine following the Covid-19 Decision Tree reviewed by the health department and adopted by the Harrison County Public School District and found here.

https://docs.google.com/presentation/d/1E-FKXiWCK8xhpqaECMMG_3Zj2N-cqQ6NkTG66ntNDFY/edit?usp=sharing

V. Signs and Messages

- A. Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face cover image icon).
- B. Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
- C. Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
- D. Find free CDC print and digital resources on CDC's communications resources main page.

Pupil Transportation

1. Each bus will have a supply of masks for those students who do not have one.
2. All students will wear a mask to the extent possible while riding a bus.
3. Each rider shall have an assigned seat. To the extent possible, seats will be filled from back to front. Each bus will have a roster of eligible student riders
4. Parents are encouraged to take temperatures of students before they go to the bus stop.
5. Students' temperatures will be taken and recorded prior to boarding the bus to school each day.
6. Hand sanitizer will be available on all buses, and students will use it upon entry to the bus.
7. Buses will be sanitized between each run.
8. Passengers will social distance to the extent possible while on the bus.
9. All employees shall wear a face mask anytime they are inside a bus.
10. Employees will use gloves anytime they come into direct contact with a student.
11. A local policy will be developed regarding tran
- 12.

13. sportation for sporting events and other extrra-curricular activities. Currently, the CDC recommends one student per seat using every other row.
14. KDE advises that to not take school related trips until vaccines are widespread.
15. All drivers and monitors will have sanitizing spray and sanitizing towels available.

Specific Logistics Original Questions

- 1) How will schools and districts ensure student attendance is appropriately recorded regardless of scheduling changes or intermittent school closure?

Regardless of which path a student chooses this coming year; in-seat (physical learners), virtual (distance learners) or a combination (blended learners). Infinite Campus is in the process of creating these "Attendance Groups." Each student could be assigned to one of these groups. At any time the "attendance group" can be changed, even after school starts.

- 2) How will schools and districts determine when it is appropriate to promote students to the next grade level?

Students must meet certain requirements in order to move on to the next grade level. Those requirements are not changing and thus how the district makes the determination to promote to the next grade level will not change.

- 3) How will schools and districts ensure appropriate federal funding mechanisms are deployed to meet the needs of all student groups?

This can be achieved through parent and family engagement in small groups, outreach to students and families by teachers, counselors, and family resource coordinators, small group setting services to students through 21st Century Program, and ESS services. As always, continuous monitoring of student well-being and academic performance will be crucial. This could include a heavy reliance on technology if needed.

- 4) How will schools and districts ensure equitable services are provided for relevant federal programs?

We would continue with this as we've always done and work with private/parochial school students regardless of whether it is face-to-face instruction or services or it is some sort of distance learning environment.

- 5) How will schools and districts ensure appropriate stakeholder meetings occur as required by relevant federal programs?

If possible, we will conduct these meetings in person, in accordance with health department guidelines. If not possible, they will be conducted through Zoom or other virtual meeting platforms.

- 6) How will schools and districts ensure appropriate needs assessment protocols are developed and implemented during planning processes?

These protocols and procedures are already in place. As individuals schools and as a district, we are constantly assessing student needs, developing plans to assist and implementing those plans.

- 7) How will schools and districts ensure student attendance is appropriately recorded regardless of scheduling changes or intermittent school closure?

Regardless of which path a student chooses this coming year; in-seat (physical learners), virtual (distance learners) or a combination (blended learners). Infinite Campus is in the process of creating these "Attendance Groups." Each student could be assigned to one of these groups. At any time the "attendance group" can be changed, even after school starts.

- 8) How will schools and districts determine when it is appropriate to promote students to the next grade level?

Students must meet certain requirements in order to move on to the next grade level. Those requirements are not changing and thus how the district makes the determination to promote to the next grade level will not change.

- 9) How will schools and districts ensure appropriate federal funding mechanisms are deployed to meet the needs of all student groups?

This can be achieved through parent and family engagement in small groups, outreach to students and families by teachers, counselors, and family resource coordinators, small group setting services to students through 21st Century Program, and ESS services. As always, continuous monitoring of student well-being and academic performance will be crucial. This could include a heavy reliance on technology if needed.

10) How will schools and districts ensure equitable services are provided for relevant federal programs?

We would continue with this as we've always done and work with private/parochial school students regardless of whether it is face-to-face instruction or services or it is some sort of distance learning environment.

11) How will schools and districts ensure appropriate stakeholder meetings occur as required by relevant federal programs?

If possible, we will conduct these meetings in person, in accordance with health department guidelines. If not possible, they will be conducted through Zoom or other virtual meeting platforms.

12) How will schools and districts ensure appropriate needs assessment protocols are developed and implemented during planning processes?

These protocols and procedures are already in place. As individuals schools and as a district, we are constantly assessing student needs, developing plans to assist and implementing those plans.

13) How will schools and districts ensure federal funds are appropriately directed to newly identified needs?

Students will all be assessed at the very start of this school year. If new needs are identified, district and school administrators will work closely together to align our federal funds up to meet those needs.

- 14) How will schools and districts ensure that continuity of services will be provided through federal programs for students most at-risk, including the following groups: low-achievement, homeless students, English learners, neglected and delinquent students, 21st Century Community Learning Center participants, migrant students and students in foster care?

We will be flexible and adapt our services and programs to meet the needs of students in whatever form we are allowed to deliver them. Regardless of whether it is face-to-face, small group, or distance only, we will continue to do our best to provide quality services to all students, especially those most at-risk.

- 15) How will schools and districts ensure adequate levels of personal protective equipment (PPE) are acquired and made available to students and staff?

We recommend each school form a small committee consisting of, for example, the school nurse, a front office staff member, and custodian, and that committee work with a district representative or committee to monitor PPE equipment and ensure adequate quantities are available for students and staff.

- 16) How will schools and districts ensure appropriate COVID-19 testing and/or monitoring procedures are in place and aligned with the guidance provided by the Kentucky Department for Public Health (DPH)?

We recommend establishing a district representative to serve as a liaison with the health department and include school nurses where feasible. Training will be required for any employee who will be required to perform any health related procedures.

- 17) How will schools and districts collaborate with local public health officials to monitor infection rates within the community to make decisions around reopening or intermittent closures?

We recommend the district establish a liaison with the health department.

- 18) How will schools and districts ensure appropriate measures are taken should a student or staff member test positive for COVID-19 after the school year begins?

We feel we need to collaborate with the health department and decide on a protocol on what actions the district should take in this event. Actions should be based on CDC guidelines at that particular time.

- 19) How will schools and districts ensure schedule and calendar changes are applied uniformly and support the needs of students served by off-campus programs such as dual credit, area technology centers, or career and technical colleges?

The students served by these programs are generally high school students. The schedule chosen will dictate to some degree how this is handled. For example, If a M, W, F; T,Th, F schedule is chosen then students who have classes at Maysville Community College can have their high school schedule mirror that of MCC. With the Harrison County Area Technology Center on our campus there will be little impact to Harrison County students. However, coordination with the other districts served by this ATC will need to take place.

- 20) How will schools and districts ensure appropriate transportation is provided to students served by off-campus programs such as dual credit, area technology centers, or career and technical colleges?

Our off campus programs mentioned in this question do not require additional transportation. However, we do transport to the Ky School for the Blind, but that trip is two students only and we have ample room for social distancing.

- 21) How will schools and districts ensure that parent requests for accommodations are met?

Requests for accommodations will be met by allowing for virtual learning, flexibility on the part of the school district and specific teacher, surveying the parents concerning the specific needs of their child, and collaboration with the special needs department.

- 22) How will schools and districts determine staff schedules and meet contractual obligations during periods of alternative schedules or intermittent closures?

We recommend that proper use of meeting contractual obligations, for the most part, is a building level responsibility. For classified personnel, the responsibility lies with the immediate supervisor. Transportation personnel will continue to assist with meal service in the event of closures.

- 23) How will schools and districts remain prepared for sudden closures or necessary changes to schedules?

The district will make available remote learning opportunities for students through a combination of platforms (Google Classroom, Software, hard copy packets). Food service will be provided via the SFSP program with assistance from the Transportation Dept.

- 24) How will schools and districts ensure classified staff are fully utilized in a meaningful way during periods of intermittent closure or alternative schedules?

Classified staff in each building will be used to assist teachers and specific students for which they are responsible. Transportation personnel will be used for food service and cleaning and sanitizing vehicles, or loaned to the maintenance department.

- 25) How will schools and districts ensure students and staff maintain adequate internet connectivity during periods of intermittent closure or alternative schedules?

The district will pursue wireless connectivity service through area providers to provide temporary access for regions of the county that do not have internet access. The district will also loan devices to students and staff that need them to complete course work. The district will also consider outfitting a surplus bus with WIFI connectivity and devices to service areas outside of cellular or broadband coverage.

- 26) How will schools and districts ensure that technology and/or instructional materials are distributed to students while operating under alternative schedules?

Using survey data, the district will outfit households that need technology assistance during these alternative schedules. The district will explore distribution methods for educational materials for this be it technological or physical delivery of materials.

- 27) How will schools and districts ensure materials are appropriately inventoried, distributed and re-collected?

Thorough documentation and logs of distributed materials. An agreement to replace if lost/stolen/damaged. Have materials ready for distribution in case of emergency (NTI packets, recorded lectures, etc.) The Library automated system will be used for this.

- 28) How will schools and districts accommodate summer programs that may be impacted by alternative school start times?

Virtual Experiences

- 29) How will schools and districts ensure all programming is maintained should they experience a staffing shortage?

Flexibility when it comes to assigned duties. People can be assigned tasks outside of their normal job requirements to earn their paychecks.

- 30) How will schools and districts accommodate the childcare needs of staff if there is not enough capacity at community childcare facilities?

A staff survey is being developed to determine what our needs will be for childcare. After those results are received, we can develop a plan to assist employees with this issue, while still being very cognizant of health department guidelines.

- 31) How will schools and districts manage hiring processes when hiring new candidates seeking initial, renewal or emergency certification in the case of an early school start?

The personnel department will work closely with EPSB on initial, renewal and emergency certification issues. If problems arise, we will work through them on a case-by-case basis with the employees and EPSB.

- 32) How will schools and districts ensure appropriate background checks and child abuse and neglect checks are conducted in the case of an early school start?

We will continue to use our normal new-hire procedures. This includes fingerprint and CAN checks be submitted to the appropriate agency before anyone is allowed to work with students.

- 33) How will schools and districts ensure that Certified Evaluation Plans (CEPs) are modified and implemented appropriately during alternative school schedules?

There shouldn't be a major impact to the CEP. If a teacher is teaching from home because of an immunocompromised health system, that teacher's efforts can be monitored through any digital learning platform we might utilize. That monitoring could be used to evaluate any teacher in this situation. The only thing that might change would be deadlines to perform evaluations.

- 34) How will schools and districts ensure alternative options are provided to families who do not wish to send their child back to school?

The district is currently utilizing two different digital platforms (Plato & FuelEd) and actively investigating a third (Edgenuity) for use in K-12. Regardless, of which digital platform or Learning Management System chosen we know there will be students who do not wish to return to school. We must have a system in place to offer those students and their families with built in supports along the way. Providing a Learning Management System will be the easy part with device and internet access being the more difficult.

- 35) How will schools and districts monitor teacher performance during alternative schedules and extended periods of remote learning?

In the same manner as we have been monitoring through NTI or any of our current digital learning platforms. This could include teacher documentation of student contact or evidence through reporting inside the Learning Management System. For teachers physically coming to school this will be unchanged. Observations and walk-through instruments can continue to be used just as they always have.

- 36) How will schools and districts monitor attendance for the purpose of truancy reporting and deploy necessary interventions for truant students?

I'm not sure we need to focus as much on Truancy as we have in the past. The focus needs to be working with families and students to provide the support they need to ensure their child receives the best education possible. Parents and children alike are stressed enough already. Only in the most severe of cases do I (Mr. Switzer) think we should pursue a truancy complaint on a student. And this would only occur after we have exhausted all of our resources.

37) How will schools and districts ensure that necessary PPE is on hand for student and staff safety when feeding, diapering or toileting students with disabilities?

Ensuring that adequate PPE is available for this situation will be the responsibility of the aide for any specific students, the school nurse, front office staff and other committee representatives for each specific school, The aide for the specific student will be the point of contact.

38) How will schools and districts ensure proper social distancing is maintained in the school nurse office?

Only one student at a time will be permitted in the nurse's office. If a student sitting in a classroom feels ill the teacher might make contact with the nurse before sending the student to verify adequate seating in the office. Waiting areas could be established in other parts of the building (cafeteria, library, conference room) allowing for proper social distancing when two or more students are sick and need to be removed from a classroom.

39) How will schools and districts ensure vendor deliveries are made in a safe way?

Designate one point of entry for all deliveries (if possible). Require all delivery personnel to be temp'd before entering the building and a log is kept of where they go (for contact tracing purposes). Require all delivery personnel to wear proper PPE if possible.

40) How will schools and districts isolate students who fall ill during the school day?

Have appropriate personnel remove the child from the classroom and take them to a designated location where they can be monitored by a nurse. The parents of the other students in the classroom will be notified of illness and possible exposure (student will NOT be identified), similar to head lice protocol.

41) How will schools and districts manage point-of-sale systems in school cafeterias and other venues to ensure student and staff safety?

Paper documentation will be kept using lunch period class attendance and will be maintained by the teacher (identifying which students have taken meals) The cafeteria staff will then enter the students into the POS software to properly calculate claim data.