

# A NEW WAY FORWARD

JEFFERSON COUNTY PUBLIC SCHOOLS | 2020-21

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## SECTION 1: RETURN TO IN-PERSON SCHOOL

## JCPS COMMITMENTS

# RETURN TO IN-PERSON SCHOOL AND THE VIRTUAL LEARNING OPTION LAUNCH **OCTOBER 2020**

## GUIDING PRINCIPLES

The JCPS plan for returning to in-person instruction is guided by our commitment to the following principles to ensure safety. It is our goal to provide the community a clear window into our planning process, to reveal the challenges and considerations being taken into account as we determine a new way forward, together.



**Health and Safety:** JCPS commits to doing everything possible to ensure the health, safety, and well-being of our students, staff, and community. Every decision we make will be in accordance with guidelines for reopening schools and supporting public health from the Kentucky Department of Education (KDE), Kentucky Department for Public Health (KDPH), Louisville Metro Department of Public Health and Wellness (LMDPHW), and the Centers for Disease Control and Prevention (CDC).



**High-Quality Instruction:** JCPS commits to providing our students with high-quality instruction across all platforms, in-person and virtual, in order to ensure that every student has the opportunity to learn and grow, and to provide the necessary instructional supports for students with special needs.



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



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



**Accurate and Timely Communication:** JCPS commits to ensuring that students, employees, and families have the information they need to remain safe, and we will keep all stakeholders up to date with important information throughout the school year.



**Community Trust:** JCPS commits to building community trust through our actions. Every decision will be made with all stakeholders in mind and will be guided by the multi-faceted best interests of students, employees, families, and be informed by the best available guidance from experts.

## SECTION 1: RETURN TO IN-PERSON SCHOOL

### ESTABLISHED STRUCTURES FOR REOPENING SCHOOLS

**Work Groups and Committees:** Eight work groups of JCPS administrators, teachers, and employees navigated the fluid stream of information and guidance about reopening school. Numerous committees within those work groups have combed through each set of recommendations and expectations set forth in this document to plan how they could be effectively implemented in our school system. The labor of the work groups and committees provided a clearer understanding of the scope and level of detail needed to prepare for the safe and successful return to in-person school, and the launch of high quality learning opportunities through the JCPS Virtual Learning Option.

**Focus Groups:** Small group discussions with invested parties also proved to be key to gaining insights and guidance from key constituencies. Focus groups were held with representatives the following groups:

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

Each group had between 7 to 15 people engaged in a thoughtful dialogue about the new school year. Our parents raised several key points about concerns of a hybrid option (i.e. students going to school in-person and virtually on alternating days), safety and social distancing in our buildings, device accessibility and internet access for all students, social and emotional support for students, athletics, and family choice. The importance of having a say in how their child continues learning as school reopens was a recurring theme from families.

## SECTION 1: RETURN TO IN-PERSON SCHOOL

## THE RETURN TO IN-PERSON SCHOOL AND THE VIRTUAL LEARNING OPTION

School districts across the country are weighing a host of imperfect options for returning to in-person classes. After much study; discussion with other superintendents, and input from teachers, parents, and community leaders, JCPS developed plans for a successful return when the data indicates that it is safe to return. After looking at all of the data available this past summer, we decided to start the year using Non-Traditional Instruction (NTI). This was the safest option for our students and staff.

A key tool that will guide our decision-making is the KYDPH, KDE COVID-19 Mode of Instruction Metrics for K-12 Education tool (i.e. a color-coded positivity rate matrix). This was originally distributed on September 14 and then revised on September 29, 2020. The revised tool is below.



*Date Issued: Sept. 29, 2020*



### COVID-19 Mode of Instruction Metrics for K-12 Education Introduction

This framework provides metric-directed guidance to assist school officials in determining the mode of instruction (i.e., in person, virtual, or hybrid) in Kentucky schools during the COVID-19 pandemic when statewide test positivity is <6% (see at [www.kycovid19.ky.gov](http://www.kycovid19.ky.gov)) and healthcare resources are adequate to meet community needs. This guidance was created in partnership between the Kentucky Department for Public Health (KDPH) and the Kentucky Department of Education (KDE).

The framework empowers local leadership to make decisions based upon current community incidence rates at the county level as regularly published by KDPH. Specified mitigation measures are described for different levels of disease present within a county. When a county reaches the **red** (critical) level of disease activity, schools are advised to suspend in person school activities until the county returns to a lower level of disease activity. The decision to consider closing schools for in person activities in the **orange** level takes into account multiple factors such as:

- Importance of in person education to the social, emotional, and academic growth and well-being of students;
- Current level and rising/falling trend of community COVID-19 activity;
- Identification of cases among students and staff;
- Other public health indicators used to assess community COVID-19 impact; and
- Effective implementation of student and staff cohorting that enables quarantining cohorts, rather closing the entire school.

## SECTION 1: RETURN TO IN-PERSON SCHOOL

### Definition of Colors

- **Green:** Counties in this status may have in person or remote learning.
- **Yellow:** Counties in this status may have in person learning with heightened mitigation factors or remote learning.
- **Orange:** Counties in this status must take additional mitigation steps and prepare for possible remote learning only as determined by school administrators in consultation with local public health officials.
- **Red:** No in person learning can occur. In the event a district reaches red status, they should immediately suspend in person learning for the following week.

Determination of school opening/closure for the following school week (Monday) should be determined by the color level of your county at 8 p.m. EST every Thursday as shown on the County Incidence Map found at [www.kycovid19.ky.gov](http://www.kycovid19.ky.gov).



*Date Issued: Sept. 14, 2020*  
**COVID-19 Mode of Instruction Metrics for K-12 Education**  
**GRID BELOW IN EFFECT IF STATE POSITIVITY RATE IS < 6%**



GREEN	YELLOW	ORANGE	RED
Minimal Community Transmission "On Track" < 1 CASES/100,000 PEOPLE DAILY <i>In Person or Remote Learning</i>	Increased Community Transmission "Community Spread" >1 - 10 CASES/100,000 PEOPLE DAILY <i>In Person or Remote Learning</i>	Heightened Community Transmission "Accelerated" >10 - 25 CASES/100,000 PEOPLE DAILY <i>Consider Remote Learning ONLY</i>	Substantial Community Transmission "Critical" >25 CASES/100,000 PEOPLE DAILY <i>Remote Learning ONLY</i>
<ul style="list-style-type: none"> <li>➢ Maintain best health practices for social distancing, mask use, handwashing, and sanitation as per <a href="#">Healthy At Schools Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)</a></li> <li>➢ Encourage small group cohorts in classrooms for in person instruction to reduce transmission</li> <li>➢ Cancel field trips/assemblies or other large group activities</li> <li>➢ <a href="#">Adhere to Governor's current guidance regarding group gatherings</a> (see Guidance and Requirements)</li> <li>➢ Encourage the school community to actively continue COVID-19 safety guidelines</li> <li>➢ Limit any nonessential visitors, volunteers and activities who are not from the local geographic area, e.g., community, town, city, county</li> <li>➢ At any level, if an outbreak is determined by the LHD, guidance may be provided to close a classroom or individual school</li> </ul>	<ul style="list-style-type: none"> <li>➢ Maintain best health practices for social distancing, mask use, handwashing, and sanitation as per <a href="#">Healthy At Schools Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)</a></li> <li>➢ Encourage small student cohorts in classrooms for in person instruction to reduce transmission</li> <li>➢ Cancel field trips/assemblies or other large group activities</li> <li>➢ <a href="#">Adhere to Governor's current guidance regarding group gatherings</a> (see Guidance and Requirements)</li> <li>➢ Local officials, school administrators and public health leaders will coordinate additional mitigation needed</li> <li>➢ Address with school community need to actively engage in heightened safety precautions to prevent ongoing cases or school closure</li> <li>➢ At any level if an outbreak is determined by the LHD, guidance may be provided to close a classroom or individual school</li> </ul>	<ul style="list-style-type: none"> <li>➢ Assure highest level of best health practices for social distancing, mask use, handwashing, and sanitation as per <a href="#">Healthy At Schools Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)</a></li> <li>➢ Consider requiring small student cohorts in classrooms for in person instruction to reduce transmission</li> <li>➢ Cancel field trips/assemblies or other large group activities</li> <li>➢ <a href="#">Adhere to Governor's current guidance regarding group gatherings</a> (see Guidance and Requirements)</li> <li>➢ Local officials, school administrators and public health leaders will collaborative to implement aggressive mitigation measures both in schools and in communities</li> <li>➢ Encourage school community to aggressively engage in safety precautions to prevent ongoing increase in cases resulting in school closure</li> <li>➢ If the decision is made to move to remote learning, <a href="#">schools may at their own discretion bring small groups of students into the building to receive targeted services that supplements learning</a></li> </ul>	<ul style="list-style-type: none"> <li>➢ Essential staff entering facility, must practice best health practices for social distancing, mask use, handwashing, and sanitation as per <a href="#">Healthy At Schools Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)</a></li> <li>➢ Suspend in person instruction activities until Yellow Level is achieved at a future weekly decision point</li> <li>➢ Activate remote learning</li> <li>➢ <a href="#">Continue essential student support services including meals, student engagement and special education services</a></li> <li>➢ <a href="#">Schools may at their own discretion bring small groups of students into the building to receive targeted services that supplements learning</a></li> <li>➢ Community must return to Yellow Level at future weekly checkpoint before resuming in person learning</li> </ul>
<ul style="list-style-type: none"> <li>➢ <a href="#">Athletic activities allowed per KHSAA</a> (see COVID-19 Fall Resumption Documents)</li> </ul>	<ul style="list-style-type: none"> <li>➢ <a href="#">Athletic activities allowed per KHSAA</a> (see COVID-19 Fall Resumption Documents)</li> </ul>	<ul style="list-style-type: none"> <li>➢ <a href="#">Athletic activities allowed per KHSAA</a> (see COVID-19 Fall Resumption Documents)</li> </ul>	<ul style="list-style-type: none"> <li>➢ Suspend all school-related athletic (per KHSAA guidance) and extracurricular activities</li> </ul>

## SECTION 1: RETURN TO IN-PERSON SCHOOL

The Kentucky Department of Public Health (KYDPH) regularly updates the data on their website, which can be found at this link. The District is monitoring the site carefully to determine the positivity rate in Jefferson County in order to follow the guidance. Additional data, including trend data, from the KYDPH and the Louisville Metro Department of Public Health & Wellness (LMDPHW), are also being monitored.

JCPS will put plans into motion for a return to in-person classes when the number of positive COVID-19 tests and the local positivity rate permit it. The capacity of the District to appropriately staff schools must also be taken into consideration. We share the hope that it will be as soon as possible so that we can provide students with the options of either face-to-face or virtual instruction that meets individual needs, once that can be done safely. The District developed a set of templates based on state guidance documents and the work of the committees for each school to use to create individualized plans for a safe and successful return to school. Templates were provided to schools in these areas: Pre-Opening, Arrival and Dismissal, Health Room/Isolation Room, and Breakfast and Lunch. (Templates may be found in [Appendix A](#).)

As schools complete their individualized plans, the LMDPHW will review them and offer input. Once finalized, the plans for each school will be posted on the JCPS website for families to see.

The LMDPHW has worked closely with the District throughout the pandemic to review plans and support the district's work to build systems to address health, safety, and logistical challenges posed by COVID-19. We will continue our close collaboration with LMDPHW to support JCPS students and staff. We are working to develop and implement plans for flu clinics, testing protocols, and immunization clinics, to name a few.

## SECTION 2: IN-PERSON LEARNING OPTION

# THE IN-PERSON LEARNING OPTION:

## DISTRICT-LEVEL PLANNING

### MASKS

We have become accustomed to wearing masks in our daily lives, and masks will be a required element for students who return to the In-Person Learning Option in grades Pre-K through 12. Masks will also be required of all employees at school buildings. Masks will be required throughout the day, except when actively eating or drinking or if a student has a medical waiver on file at the school. A mask will be provided to students and staff if they do not have one when entering the school building. JCPS is developing guidance for schools so that there is a consistent response when a student refuses to wear a mask.



### TRANSPORTATION

Many of our students rely on JCPS transportation to get to and from school. Our bus drivers cross the county on their routes and are the first JCPS face that students see in the morning and the last one they see in the afternoon. For many students, riding on a bus is integral to their school experience, and changes need to be made to managing bus transportation to address health and safety issues created by the COVID-19 pandemic. The following guidelines set forth the changes that will be implemented for school buses during this crisis.

#### REQUIRED BUS SAFETY GUIDELINES

- Require parents to complete an affidavit indicating that they will ensure that each day their student will enter the bus without a fever greater than 100.4F.
- Check student temperatures upon arrival at school.
- Require the bus driver/monitor and all students to wear a mask at all times (unless a student has a medical waiver on file with the school). A mask will be provided to students if they do not have one as they enter the bus.
- Require the use of hand sanitizer containing at least 60 percent alcohol upon entry to the bus.
- Load the bus from the back seat to the front seat, and offload from the front to the back of the bus.
- Assign each rider a seat, and leave the first seat empty behind the driver. Students will be socially distanced as much as possible on the bus in accordance with KDE Guidelines. There can be more than one student per seat on the bus. Seat students with medical concerns, allergies, or asthma at the front of the bus with windows up.
- Open windows on the bus when weather permits.
- Seat passengers from the same household together, to the degree possible.
- Require students to remain seated on the bus until it is their time to exit, to maintain social distance. Congregating in the aisle is not allowed.
- Seat students who are ill, or appear to be ill, at the front of the bus, door side, apart from other students as much as possible. Upon arrival at school, the ill student will be escorted to the office, where they will be cared for and monitored until the parent or guardian can arrange to pick up the child.
- Disinfect/sanitize buses between routes.



Overall Health and Safety Protocols



Transportation



School Arrival Procedures



In-School Experience



Dismissal and Extracurricular Activities



**SECTION 2: IN-PERSON LEARNING OPTION**

- Stagger seating to maximize social distancing as much as possible if the bus is not at full capacity.
- Ensure social distancing guidelines are followed as buses travel through a depot and students transfer between buses. Clean high touch points at the depot.

**SCHOOL ARRIVAL**

Individual schools are developing entry and exit plans for all students (walkers, car riders, student drivers, and bus riders), taking into account the specific characteristics of the school building, vehicle traffic patterns and school grounds. School plans will include a temperature check upon arrival at school and a system to maintain six feet of social distance between students and to prevent congregating.

**REQUIRED SCHOOL ARRIVAL SAFETY GUIDELINES**

- Stagger arrival and dismissal times. (Even five minutes can make a difference.)
- Perform temperature check (touchless thermometer) for all students and staff as they enter school property.
- Prevent congregating to support social distancing guidelines.
- Maintain a social distance of six feet in hallways during arrival and dismissal.
- Maintain a social distance of six feet in common areas.

Students or staff should stay home OR will be sent home if any of the following occur: temperature greater than 100.4 F, new cough, vomiting or diarrhea, new rash, or exposure to a COVID-19 case during a 48-hour period before onset of symptoms until meeting criteria for discontinuing home isolation.

Schools will have a designated area for the isolation of sick students until they are picked up by a parent, guardian, or designee, or otherwise leave the school to go home. Students with symptoms of infectious disease will not be allowed in class. Sick students will not be sent home on the school bus.

Each school will have their own unique process for handling arrivals to ensure safety protocols and these specific plans will be on the JCPS website for families.

**HALLWAYS AND COMMON AREAS**

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

**REQUIRED SAFETY GUIDELINES FOR HALLWAYS AND COMMON AREAS**

- Maintain a social distance of six feet in hallways during arrival and dismissal.
- Identify all transition markings to promote social distancing.
- Schedule classroom restroom breaks.
- Schedule recess and playground usage.
- Place consistent messaging throughout the building/campus including entries/exits to promote social distancing, wearing of masks, proper hand washing, and respiratory hygiene practices.
- Establish entry/exit plans for all employees to maintain social distancing during employee temperature checks and sign-in procedures.
- Maintain an adequate supply of liquid soap, paper towels, and toilet paper in restrooms.
- Hand sanitizer with 60% alcohol or more will be available throughout the school.
- High-contact surfaces will be frequently cleaned throughout the school day.

**SECTION 2: IN-PERSON LEARNING OPTION****CLASSROOMS**

All desks will be spaced apart to support safety guidelines. In classrooms, seating will be organized so that students are facing the same direction and are socially distanced. If there is a student with a confirmed case of COVID-19, the student will self-quarantine, and families of the other students in the student's classrooms will be notified. Depending on the amount of contact (length of time, proximity, closed/open space) and when the infected student tested positive, other students in the classroom and the teacher and staff may have to self-quarantine.

**HYBRID SCHEDULING**

For middle and high schools, we are recommending the return to in-person schooling with a hybrid model, combining in-person learning and remote learning. This model will designate half of the students as "A" and the other half as "B". The secondary committee and the secondary principals agreed that the most advantageous schedule would be:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>A - IN PERSON</b>	<b>A - IN PERSON</b>	<b>REMOTE LEARNING DAY FOR ALL</b>	<b>B - IN PERSON</b>	<b>B - IN PERSON</b>
<b>B - REMOTE</b>	<b>B - REMOTE</b>	<b>REMOTE LEARNING DAY FOR ALL</b>	<b>A - REMOTE</b>	<b>A - REMOTE</b>

This schedule allows students to have two consecutive days of in-person learning each week. It reduces the number of students present in schools on any given day to support social distancing. It also allows for cleaning and disinfecting on Wednesday when both groups of students are learning remotely. Teachers will use Wednesdays for planning, small groups, or individualized support for students.

**BREAKFAST AND LUNCH**

Meals will be served at school to students who select the In-Person Learning Option. How the meals will be distributed will be determined by each school. Students will eat lunch and breakfast following social distancing guidelines. Each school's individualized plans for serving meals will be available on the website and may include ideas such as:

- Place markings on the floor and signs on the walls to remind students to maintain six feet of social distancing while in line.
- Mark floors and tables with visual reminders of spaces for chairs that are six feet apart.
- Increase space between students by rearranging seating to maximize space between students to be six feet or greater.
- Reduce the number of students eating in the cafeteria at any given time (by using other available areas for eating) to ensure social distancing.
- Schedule staggered arrival and dismissal times from the cafeteria.
- Provide Grab 'n' Go Breakfast as students enter the building after temperature check.
- Provide Kiosk meal service for lunches, to spread out the distribution of food to multiple locations.
- Serve meals in larger/open areas (e.g., gymnasium, auditorium, library, music, art rooms, etc.), as well as the cafeteria to allow for social distancing in all locations.

## SECTION 2: IN-PERSON LEARNING OPTION

## SCHOOL CLEANING

School buildings will be cleaned nightly in accordance with all health and safety protocols. The cleaning of our buildings is more important now than ever before. Below are some key components to the cleaning plans:

- JCPS will follow the recommendations by the Centers for Disease Control and Prevention (CDC).
- Disinfectants used will be approved by the United States Environmental Protection Agency (EPA) (List-N) to kill the virus that causes COVID-19.
- Schools will be cleaned and disinfected daily with EPA-approved chemicals and following CDC guidelines.
- Robust cleaning and disinfecting programs will be implemented to prevent transmitting bacteria and viruses from surface to people, as well as between facilities (households, buses, schools, classrooms, etc.).
- Battery-powered sprayers will be used to deliver the disinfectant as a mist providing coverage in harder-to-reach surfaces and areas.
- COVID-19 infection patterns in facilities will be monitored to help make clear where there are additional needs.
- Schools will request that students provide their own reusable water bottles, to be refilled with water throughout the day. This will reduce the number of students drinking directly from the water fountains.
- High contact surfaces include (but are not limited to): tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, water fountains etc. The frequency of cleaning and disinfecting high-contact surfaces will increase throughout the day as usage increases. Classroom teachers will have access to disinfecting wipes throughout the day to use as needed.

## SAFETY AND HYGIENE PROTOCOL

JCPS is committed to ensuring that all staff and students have what they need for a safe return to the buildings.

### The following items have been supplied to each school:

Cloth Masks (2 per individual);
Disposable Masks (2 per individual);
N-95 Masks (100 per school);
Disposable Vinyl Gloves 100/box (6 boxes per school);
Hand Sanitizer 32 oz. Pump Dispenser (1 per classroom, 1 for Front Office, 1 for Health Room);
Hand Sanitizer Wall-mounted Dispenser (1 in cafeteria, 1 in Front Office);
Clear Plastic Face Shield (1 per employee);
Digital Touchless Thermometer (1 per 100 students);
Countertop 24"x48" Acrylic (clear Plexiglas) barrier (2 per school);
Disinfecting Wipes (1 per classroom, 1 for Front Office, 1 for Health Room);
Electrostatic Sanitizing/Disinfecting Sprayer (1-2 per school based on enrollment/square feet).

As schools need these items to be replenished, they will contact the district to receive more, as needed. Additionally, specialized PPE has been purchased for those employees whose job responsibilities require close contact with students (i.e., toileting, medical procedures, etc.). These items will be supplied based on the placement of early childhood and special education classes. Schools will be able to replenish their stock when necessary.

## SECTION 2: IN-PERSON LEARNING OPTION

One of the most important safety protocols that we can implement is proper handwashing. Schools will help promote, teach and reinforce proper hand washing:

Washing your hands is easy, and it is one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community. Follow these five steps every time:

Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.

Scrub your hands for at least 20 seconds.

Rinse your hands well under clean, running water.

Dry your hands using a clean towel or air-dry them.

Additionally, hand sanitizer should be used when soap and water are not readily available. The CDC recommends using an alcohol-based hand sanitizer that contains at least 60 percent alcohol (also referred to as ethanol or ethyl alcohol).

## POSITIVE COVID-19 CASES

We will follow the guidance of LMDPHW when responding to a positive diagnosis. If a school receives information that a student or employee has had a positive COVID-19 diagnosis, an administrator will immediately notify JCPS Health Services through the JCPS/KY Reportable Disease Form. JCPS Health Services will contact LMDPHW and follow its directions regarding possible quarantine, contact tracing, communication with families and employees, and facility disinfection.

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

- Temperature greater than 100.4
- Cough (or a new/unusual cough with asthma)
- Vomiting or diarrhea
- New rash
- Exposure to a COVID-19 case during a 48-hour period before onset of symptoms until meeting criteria for discontinuing home isolation.

Students with symptoms will be sent to the designated area for the isolation of sick students to await pick up or otherwise leave the school to go home. Students with symptoms of infectious disease will not be allowed in class. Students will not be sent home sick on the school bus.

If a student or staff is positive for COVID-19, district health staff will work with the Louisville Metro Department of Health and Wellness. If an individual is identified as a close contact to a person who is positive for COVID-19 and there is a need to quarantine, health officials will contact the family/employee. Families with students in classes where a confirmed case of COVID-19 will be notified as soon as possible on the recommendations of public health officials.

The need for self-quarantine depends on many factors, including whether students/staff were wearing masks, how far apart they were, how long and how close they were together. For those identified as a close contact to a person who is positive for COVID-19, the length of time for self-quarantine is usually 14 days after the last exposure.

## SECTION 2: IN-PERSON LEARNING OPTION

People diagnosed with COVID-19 are usually out of school for 10 days beyond the start of symptoms or a positive test. That can vary depending on how sick someone is and other circumstances.

Students and staff will be permitted to return to school when the local health department or the health care provider gives clearance documentation for the school record. A negative COVID-19 test is NOT required for return to school.

### SCHOOL VISITORS

In accordance with KDE's Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12), schools will limit non-essential visitors on school property.

In certain limited instances, schools may have visitors. Disposable masks will be made available to visitors wishing to enter the building and all visitors will be expected to wear a mask.

Schools have been provided PPE for reception/office staff that includes cloth face covering, clear protective face shield, and Plexiglas barriers for front counters/reception desks, in the event a visitor enters without a face covering. Building access may be restricted or limited to mitigate the potential for viral spread.

Schools will have outward facing signs/posters instructing all people entering the school property to NOT ENTER if they meet any of the Exclusion Criteria:

- Temperature greater than 100.4 F
- Cough (or a new/unusual cough with asthma)
- Vomiting or diarrhea
- New rash
- Exposure to a COVID-19 case during a 48-hour period before onset of symptoms until meeting criteria for discontinuing home isolation.

Schools have been instructed to reduce congestion in common areas (school office, nurse's office, guidance office, bus loading areas, etc.). Parents/guardians will receive information about their school's sign-in and sign-out procedures.

Additionally, KDE's current guidance is to not schedule and to cancel field trips, assemblies, guest speakers, and other large group activities to avoid mixing students in large common areas.

## SECTION 3: VIRTUAL LEARNING OPTION

# THE VIRTUAL LEARNING OPTION

We know some families will not be comfortable sending their children back for in-person instruction when our buildings re-open. We understand the importance of offering a stand-alone remote learning option during this time and we want families to make a selection that meets their particular needs. We also know that for some students, the flexibility offered by an online model met their needs in ways the in-person school setting did not. To respond to these needs and others, we plan to offer a full-time, online option, a Virtual Learning Option, for students in preschool through grade twelve when there is in-person instruction.

When school buildings reopen, there will be a Virtual Learning Option available to families. Students in the Virtual Learning Option will be able to remain enrolled at their current school. It is our intent to keep students with their current teacher(s) as much as possible, but that will depend on the number of families selecting the Virtual Learning Option and the In-Person Learning Option and staffing availability. The Virtual Learning Option will feel similar to NTI 2.0 and students will still use Google classroom for their assignments. All students selecting the Virtual Learning Option will need access to a device and a stable internet connection. If needed, schools will assist families to receive a device and get internet access. If families have a device and a WiFi hotspot from JCPS, they can keep those to use while participating in the Virtual Learning Option.

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

Students in the Virtual Learning Option will be taught by JCPS teachers. If students have started courses during NTI 2.0 that need to be completed, they will be able to do so. Google Meet and Microsoft Teams will continue to be used for live online instruction.

Students will be able to receive programming such as Advanced Placement, International Baccalaureate, and Cambridge as well as gifted and talented programming and support for students with disabilities, English Language Learners, and support for other unique needs.

## EXTRACURRICULAR ACTIVITIES

Students who enroll in their school's Virtual Learning Option will be able to participate in extracurricular activities, including athletics, offered at their school.

## STUDENT SERVICES

Gifted and Talented Programs, Advanced Placement, Advance Programs, Exceptional Child Education services for students with disabilities, and English as a Second Language services will be provided to students in the Virtual Learning Option. To the degree possible, services will mirror what is traditionally available to students in-person.

## MEALS

Students who enroll in their school's Virtual Learning Option will be able to receive meals from their school. Breakfast and lunch will be available to all students.

## SCHEDULE

The schedule for classes in the Virtual Learning Option will be determined by each individual school. The principal will communicate the schedule with families. It is recommended that students remain in the Virtual Learning Option for a full semester. For those families considering the Virtual Learning Option, a set of responses to Frequently Asked Questions (FAQs) has been developed by the district for those considering the Virtual Learning Option and that can be found in [Appendix B](#).

## SECTION 4: STUDENTS WITH SPECIAL NEEDS

# STUDENTS WITH SPECIAL NEEDS

Teachers and administrators from across various divisions and departments—including Early Childhood, Nutrition Services, Transportation, Exceptional Child Education, Academics, Social and Emotional Learning, and Diversity, Equity, and Poverty—worked together this summer to develop plans to support all children, including students with disabilities. The district equips each teacher of students with moderate to severe disabilities with an adapted, web-based curriculum designed to meet the unique learning needs of each student in this diverse population. Students in the moderate to severe disabilities program are already familiar with the picture-based curriculum, and its remote features will allow students to continue learning from home. Whether using printable or digitized materials, this program offers a comprehensive approach to learning that connects with real-world experiences.

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

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

The special needs committee also worked through the plans for going back to an in-person school experience. In many cases, the strategies to support ECE students do not vary from any other student. Several important additions were identified that will support students with disabilities. One example is signage with visual cues to support students who are non-readers. This will support many students (i.e., ESL students, early childhood students, etc.). Additionally, adult modeling or social stories may help students understand new routines and procedures so that they are not as disruptive or unsettling for children. More specialized Personal Protective Equipment (PPE) has been purchased for adults who support students with disabilities, particularly those that support toileting or health/medical procedures.

## SECTION 5: EARLY CHILDHOOD

## EARLY CHILDHOOD (EC)

The youngest learners in JCPS require some special considerations to ensure that they are learning and safe. Here are the key points for supporting the Early Childhood program:

- Limit to 4-5 learning centers 6-8 feet apart, facing walls. Remove the dramatic play center. Remove/store other center furniture and materials.
- Establish timed-center rotations with a maximum of 2-3 students per center. Mark spots at each center for 2-3 students.
- Remove any sensory (water, sand) and high touch centers.
- Use individualized supplies/manipulatives stored in sealed containers (e.g. plastic boxes, tubs) labeled with the student's name for table activities and centers.
- Schedule time on the playground for one class at a time and establish disinfecting procedures between classes.
- Use developmentally appropriate posters that include visuals for EC students and place at the child's eye level.
- Mark spots for only two students at a time at tables for play and meals.
- Mark and label spots on the floor spaced six feet apart for each student (Circle time).
- Stagger hallway transitions to minimize passing.
- Limit transitions as much as possible.
- Place cots/mats six feet apart during naptime. Students should lie head to toe to reduce the potential for viral spread.
- Develop structured routines for socially distanced mask breaks for students who need it.
- Consider outside activities where small groups of students sit six feet apart on marked spaces in large circles with an adult.
- Ensure each class brings its own non-stationary equipment if using indoor gross motor spaces like a gym or multi-purpose room.
- Ensure EC-developed lesson plans are designed to provide support to students to understand social distancing.
- Ensure adequate inventory of smaller mask sizes (provided by district).
- Ensure EC-designed lesson plans are implemented in online learning sessions prior to reopening to teach students and families how to wear and keep on a mask.
- Provide a mask to EC students who do not have masks at home prior to the first day. Families will be encouraged to practice with children not accustomed to wearing a mask.
- Ensure Early Childhood bus monitors conduct temperature checks for every student at the bus stop in the presence of a responsible adult.
- Ensure Early Childhood's hand-to-hand transportation procedure allows students with a temperature above 100.4F to be sent home and not board the bus.
- Ensure the bus monitor will hand a note to the responsible adult for the parent/guardian indicating that due to the elevated body temperature, the child will not be able to attend school that day.
- Maintain a consistent small group/buddy list of 2-3 students for all activities, including center rotations, desk-based activities, meals and playground.
- Maintain a seating chart for circle time. Place small groups/buddies together.
- Maintain a universal rest time/nap time chart. Place small groups/buddies together.
- Ensure EC students have consistent designated seating for meals.
- Consider placing EC student buddies together during meal times to minimize exposure to other students for contact tracing purposes.
- Our Early Childhood staff and school administration will work together to support our youngest students.



**SECTION 6: FAMILY LEARNING OPTIONS**

# FAMILY SELECTION OF LEARNING OPTIONS

As we prepare for the next phase of learning, families have been sharing ideas regarding how they would like their students to continue learning when we can safely reopen our buildings. We know that there will be many questions, and the district has prepared a set of Frequently Asked Questions (FAQs) and responses that will be on the JCPS Website to assist families as they make these decisions. These documents can be found in [Appendix C](#) of this document. Families are being asked to go to the JCPS website and use an online selection form to select either the In-Person Learning Option or the Virtual Learning Option. This information will help the district plan staffing and ensure all the necessary resources are in place for both learning experiences. Families can make changes to their selection at any time. Families can select different learning options for children living in the same household.

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

As we continue the school year, we will have the opportunity to work side by side to solve problems, think creatively, and develop support for our students. Thank you in advance to our entire community for the support that you provide to our students and staff on a daily basis.

SECTION 7: APPENDIX

APPENDIX

APPENDIX A: Preparing for Re-Opening

Preparing for Re-Opening

(School Campus/Building, Classrooms, Front Office, Restrooms, Hallways, Common Areas)

All assurances in Black are taken from guidance issued from the Kentucky Department of Education in accordance with the Center for Disease Control and the Kentucky Department of Public Health. These are required. All items in Green are suggestions provided by our Stakeholder Feedback Committees.

COVID-19 Reopening Resources  
FAQs

Complete	Date Completed	Prior to Re-Opening the School, the Principal:
		Has read and is familiar with <a href="#">KDE Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)</a>
		Watched <a href="#">JCPS - Healthy at Work Video</a>
		Identifies a "Healthy at School Officer" and a team of staff members to support ----->
		Communicates plans with stakeholders PTA, FRC, etc.
		Reviews procedures for after school clubs/activities

School Healthy at School Officer and Team Member

Social Distancing

Complete	Date Completed	Prior to Re-Opening the School, the Principal:
		Ensures optimized social distancing in all areas of the campus, including high-volume areas where congestion is likely to occur such as the office, nurse's office, guidance office, bus loading area, staff lounge, playgrounds, work rooms/ copy machine areas, outdoor classrooms, lobbies/reception areas, restrooms, etc. and how to reduce congestion in those common areas.  Identifies key transition points in the building and how to social distance; Considers schools layouts (e.g., width of hallways, etc.) <a href="#">Schedules classroom restroom breaks (increase time). Creates a restroom break schedule</a>
		Creates and implements a plan for communicating the school's expectations for Social Distancing in the classroom, hallways, cafeteria, entryways, lobbies, etc. to all employees, families, and students. Models creating space between students/staff and avoid unnecessary contact or movement within the personal space.  Communicates clearly with students and parents and practices expectations Supports for Early Childhood and K-1 students who lack developmental skills to social distance Considers supports for families who are not native English speakers Considers providing virtual field trips, "assemblies" via broadcast <a href="#">Consider Lockers, Cubbies, Coat Racks</a>
		Identifies the appropriate placement for consistent messaging and purposeful reminders to follow 6ft social distance, wearing of masks, and to encourage proper hand washing and respiratory hygiene practices throughout the building/campus including entries/exits. Places markings on the floor as a reminder to follow 6ft distance/ Maintains a social distance of 6 feet in common areas such as bathrooms. (Signs can be ordered using <a href="#">JCPS Safety Signage Order Code List</a> )  <a href="#">CDC Safety Expectations Poster Spanish</a> <a href="#">CDC Safety Expectations Poster Somali</a> <a href="#">CDC Safety Expectations Poster Chinese</a> <a href="#">CDC Safety Expectations Poster Elementary English</a> <a href="#">CDC Safety Expectations Poster Middle/High English</a>
		Increases space between students by rearranging seating to maximize space between students to be six feet or greater. If storage space is not available, stack chairs and/or use ribbon or tape signs to indicate that designated seating is off-limits to ensure social distancing. If space permits, remove extra furniture, boxes, materials, etc. from classrooms and work areas. If space does not permit, rearrange items to allow for optimized social distancing between persons when space is occupied.  Plexiglas may be used in classrooms for dividers between students if approved by local health department environmental staff and the panels meet fire code requirements. They must be securely fastened to prevent student injury and should be cleaned when other contact surfaces are cleaned, such as the student's desktop.  Identifies space to store additional furniture and materials Considers how to use tables if these are in classrooms instead of desks (e.g., allow chairs to face same direction and provide clipboards to students for writing surface) Considers the use of all available classrooms (e.g., unused rooms due to planning periods) to allow for social distancing when creating the master schedule.
		Ensures teachers modify schedules for classes/activities that require multiple students to engage in activities that can cause close social contact or congested movement such as restroom usage, waiting in lines, playground usage, etc. Ensures teachers modify instructional activities that could compromise social distancing in areas like P.E./Gym, Art, Music/Band/Choir, CTE Lab, Computer Lab, etc. These do not have to be canceled if social distance and sanitation needs are met. Assigns a recess schedule that limits how many classes are on the playground at one time. If multiple playgrounds are available, utilize them to minimize how many students are mixing. Considers playground usage, restroom usage, waiting in line, etc. Develops entry/exit plan for all students entering/leaving the classroom  Limits hallway traffic, limits transitions; Limits in-class transitions with class restructured routines Considers minimizing movement by staying in one class for longer Considers teacher rotation instead of students Considers Special Area teachers coming to classrooms (ES) Considers everyone "holding" in First Period (MS/HS) Considers use of outdoor spaces in good weather; Consider creating covered outdoor areas for mask breaks; Use of tent/outside area Schedules staggered use of playground (ES and Early Childhood )
		Ensures all teachers develop and implement seating charts for classrooms and instructional activities. Identifies an entry/exit plan for all employees that clarifies the process for maintaining social distancing during employee temperature checks (and sign-in procedures) upon arrival If master scheduling permits, reduces class sizes to allow for greater distancing between students  Considers potential grouping of students by contents to minimize contacts; Considers modifying classroom schedules so students remain with the same group throughout the day (MS/HS)

School-specific Plans )  
Insert School Narrative Here:

PPE

Complete	Date Completed	Prior to Re-Opening the School, the Principal:
		Identifies a process for initial distribution of PPE* to Staff and Students:  NOTE: The Operations Division will provide each school with the following PPE Back-to-School Kit: Cloth Masks (2 per individual); Disposable Masks (2 per individual); N-95 Masks (100 per school); Disposable Vinyl Gloves 100/box (6 boxes per school); Hand Sanitizer 32 oz. Pump Dispenser (1 per classroom, 1 for Front Office, 1 for Health Room); Hand Sanitizer Wall-mounted Dispenser (1 in cafeteria, 1 in Front Office); Clear Plastic Face Shield (1 per employee); Digital Touchless Thermometer (1 per 100 students); Counter-top 24"x48" Acrylic (clear Plexiglas) barrier (2 per school); Disinfecting Wipes (1 per classroom, 1 for Front Office, 1 for Health Room); Electrostatic Sanitizing/Disinfecting Spray (1-2 per school based on enrollment/sqft)  <a href="#">Ordering supplies is centralized for school convenience.</a>
		Identifies which PPE items the school anticipates needing to order in addition to what was provided. (Additional PPE can be made available as needed from the JCPS Distribution Warehouse.)  <a href="#">Communicates expectations to families and students for face covering to prevent viral spread of disease</a> <a href="#">CDC guidance</a>
		Identifies PPE signs and appropriate placement around the building/campus and at entry points reminding all employees and visitors that masks must be worn at all times  <a href="#">Considers utilizing social stories to help students get used to the idea of wearing a mask; here a link to a sample: <a href="#">Wearing A Mask</a></a> <a href="#">Provides visual representations for non-English speaking and ECE students</a> Classroom Teachers are aware of which students have a medical waiver on file that allows for not wearing a protective face covering
		Identifies process for ongoing (redistribution of PPE for staff/students who arrive without face coverings AND for students/staff whose face masks become soiled/damaged/lost throughout the day. Identifies where those extra face coverings will be strategically placed to have quick access when providing to staff/students arriving without one (e.g., front office, main entry, bus loading/unloading area, walker and car-rider entry points, playground area, etc.)

School-specific Plans  
Insert School Narrative Here:

SECTION 7: APPENDIX

**Preparing for Re-Opening**

(School Campus/Building, Classrooms, Front Office, Restrooms, Hallways, Common Areas)

PPE	<p>Ensures consistent school-wide standards for masks including:</p> <ul style="list-style-type: none"> <li>- Cloth face coverings* (Masks) are required by all students (PreK-12) and staff at all times while in the building or on the bus, unless medically waived**</li> <li>- Masks should not be lowered during the school day, even if all students and staff are seated 6 feet apart</li> <li>- Masks should only be lowered when actively eating or drinking</li> <li>- Masks are not required when students are outside and remain*** 6 feet from others</li> <li>- Masks should fit snugly but comfortably against the side of the face;</li> <li>- Masks should be secured with ties or ear loops.</li> <li>- Masks should include multiple layers of fabric.</li> <li>- Masks should allow for breathing without restriction.</li> <li>- Masks should be able to be laundered &amp; machine dried without damage or change in shape.</li> <li>- Masks must completely cover both nose &amp; mouth and be secured under the chin.</li> <li>- Masks align with dress code expectations (contain no inappropriate logos/images/language)</li> <li>- Masks brought from home (not provided by JCPS) must follow the guidelines above.</li> </ul> <p>Ensures school-wide standards for wearing masks are effectively communicated to all families and students through appropriate messages, images, posters, newsletters, etc. (taking into account English Language Learner and students with special needs).</p> <p>*NOTE: A face shield does not comply with CDC recommendations unless it is worn with a face mask. Use CDC Guidance to inform students, staff and families of proper wearing of a face covering.                  **NOTE: Staff/students who cannot wear cloth face masks should bring a statement of exemption notice from their health care provider. Principal will need to determine who will collect Medical Waivers for Cloth Face Mask Exemptions                  ***NOTE: Students must remain 6 feet apart when outside (this could involve an outdoor classroom where students are seated 6 feet apart and not moving around; however, on a playground will be in constant motion and 6 feet of social distance cannot be ensured so students must keep their masks on).</p> <p>Communicates clearly with students and parents and practice expectations.                  Provides visual representations for non-English speakers and ECE students</p>	PPE
	<p>Ensures signs are posted in the classrooms to remind students that masks are required to be worn at all times unless students are actively eating or drinking (unless they have a medical waiver). *Students or staff who cannot wear cloth face masks should bring a statement of exemption notice from their health care provider</p> <p>Ensures appropriate placement of Clear Protective Barrier (e.g., Front Counter, Reception Desk, etc.) to protect against any non-JCPS individual approaching who may not be wearing a face covering.                  *All schools were provided with one (2) 24"x48" clear, self-standing acrylic barrier to be used on the front counter. Additional 24"x24" clear dividers may be purchased through the Distribution Warehouse**.</p> <p>**A more cost effective option is to utilize the clear plastic face shield (in conjunction with their cloth face covering) which will be provided to each school for every employee. These plastic face shields can also be utilized by staff working with students not able to wear cloth face coverings.</p> <p>Ensures that all staff are issued a Clear Plastic Face Shield to utilize (in addition to a cloth face mask) when working with students not utilizing masks.</p> <p>Ensures that staff performing temperature checks have access to face masks, face shields, hand sanitizer, non-latex disposable gloves (not required)</p> <p>Monitors Custodial Staff to ensure all restrooms are provided adequate supply of: liquid soap, paper towels, and toilet paper; and to ensure when soap, water, or paper towels are not readily available, an alcohol-based hand sanitizer is available for use if hands are not visibly dirty. Only hand sanitizer with 60% alcohol or more is recommended in relation to COVID-19</p> <p>An extra supply face coverings (Pre-K - 12th graders/staff) are available in each classroom for students who need a new mask throughout the day.</p> <p>Ensures every classroom has hand sanitizer.</p>	PPE

**Screening and Exclusion**

**Screening and Exclusion**

Complete	Date Completed	Prior to Re-Opening the School, the Principal
		<p>Ensures all staff reporting to work each day to complete the JCPS Health Screener upon arrival. Employees who are sick or experiencing one of the following symptoms, should stay home, or refrain from entering a JCPS facility, or should be sent home.</p> <ul style="list-style-type: none"> <li>- Temperature greater than 100.4</li> <li>- Cough (new or uncontrolled as compared to their "normal")</li> <li>- Shortness of Breath or Difficulty Breathing</li> <li>- GI (vomiting/diarrhea)</li> <li>- New rash</li> <li>- Exposure to a COVID-19 case during a 48 hour period before onset of symptoms</li> <li>- Ensures all staff complete a short training on the first day prior to working (located via link to Health Screener).</li> </ul> <p>If a staff member shows any signs of exclusion criteria, the staff member will be directed by the principal or principal designee to leave for the remainder of the school day.                  Class coverage for staff who become ill (arrangements with other staff)</p> <p>Communicates expectations for all high Risk Employees:                  Those in high risk categories, live with or are the caretaker of a person of high risk (e.g., over 65, chronic conditions such as lung disease, heart disease or other conditions) are encouraged to stay at home per CDC guidelines and should complete the Employees Who Are at Higher Risk form so JCPS can look at possible accommodations. For more information, please review the CDC Guidelines for People at Higher Risk for Severe Illness</p> <p>Communicates expectations for all staff who may have had exposure to a known case of Covid-19 at work to contact the Leave Center at (502) 485-3436 for additional information</p> <p>Communicates expectations for all staff who have questions or concerns to contact District Health Service at (502) 485-3387 for assistance</p> <p>Establishes and communicates process for employees needing assistance with completing the JCPS Health Screener upon arrival to work</p> <p>Assign staff at entry doors to facilitate arriving employees with completing Health Screener (vs. buzzing-in). The assigned staff member would complete the Health Screener form on an iPad (only one staff member touches device)</p>

School-specific Plans  
 Insert School Narrative Here:

Complete	Date Completed	Prior to Re-Opening the School, the Principal
		<p>Creates process for Health Screening of Students each day upon arrival before entering the school building.                  Health Screening involves taking each student's temperature to ensure it is below 100.4</p> <p>Health Training will be offered</p> <p>Communicates expectations for parents providing an affidavit to school (LINK TO A SAMPLE LETTER &amp; AFFADAVIT IS COMING SOON)</p> <p>Prepares a plan to distribute and collect transportation affidavits</p> <p>Communicates JCPS Exclusion Criteria* and Isolation Criteria** (see below) to all Families and Students to inform them when to keep their child at home and when their child might be isolated and sent home.</p> <p>Communicates clearly with students and parents and practices/models the process of student health screening</p> <p>Communicates the following "EXCLUSION CRITERIA" to all families/students: JCPS Students experiencing the following symptoms should stay home and refrain from entering a JCPS facility (including school buses) or should be isolated and be sent home:</p> <ul style="list-style-type: none"> <li>- Temperature greater than 100.4</li> <li>- Cough (new or uncontrolled as compared to their "normal")</li> <li>- Shortness of Breath or Difficulty Breathing</li> <li>- GI (vomiting/diarrhea)</li> <li>- New rash</li> <li>- Exposure to a COVID-19 case during a 48 hour period before onset of symptoms</li> </ul> <p>Ensures any student experiencing the exclusion criteria symptoms (listed above) should be directed to seek testing with their healthcare provider and NOT enter a JCPS property/facility until they can provide clearance documentation from their healthcare provider. If exclusion criteria (listed above) are unclear, families should be encouraged to consult with their child's healthcare provider. Depending on the levels of cases in Jefferson County, the local health department can recommend sending students home with a lower temperature (the recommendation is 100.4F at this time).</p> <p>Creates a process to identify students who have been screened/checked                  Ensures processes are reviewed/revised as needed to avoid inefficiency and frustration                  Develops appropriate responses if/when a student, parent, visitor refuse to comply with screening procedures</p>

Screening and Exclusion

Screening and Exclusion

Screening and Exclusion

**SECTION 7: APPENDIX**

**Preparing for Re-Opening**

*(School Campus/Building, Classrooms, Front Office, Restrooms, Hallways, Common Areas)*

	<p>Communicates the following <b>ISOLATION CRITERIA</b> to all families/students:</p> <ul style="list-style-type: none"> <li>- JCS Students arriving at school meeting the exclusion criteria listed above will be escorted to the School's designated Health Room for further review and isolation until the parent/guardian picks up the student.</li> <li>- Isolated student will remain under adult supervision in an area designated for isolating ill students (See Health Room Tab) until the student is picked up by a parent/guardian or designee.</li> <li>- Students with symptoms of an infectious disease will not be cohorted.</li> <li>- Isolated students continue wearing a face covering while waiting for transport (unless there is a medical reason to prevent this).</li> </ul> <p>Establishes Transport Criteria for the potentially infectious student that include:</p> <ul style="list-style-type: none"> <li>- Not sending any ill student home on the school bus.</li> <li>- How a student will get home if parent/guardian has no transportation.</li> <li>- Transport options if a parent/guardian does not respond to calls for pick-up</li> </ul> <p>If a student shows any signs of exclusion criteria, the student is immediately escorted to the quarantine area that is identified.</p> <p>Once safely in the quarantine area, assign a member of the quarantine management team to supervise the ill student</p> <p>Considers appropriate response when/if an entire class has been exposed but still need supervision</p> <p>Develops a secondary plan when parents don't respond to calls, Develops a contingency plan for students who cannot be picked up by a parent/guardian; Considers alternative options for transporting a student when parent/guardian cannot pick student up.</p> <p>Ensures the quarantine management team is trained on appropriate processes.</p> <p>Ensures students showing signs of exclusion criteria are not sent home on the bus.</p>
	<p>Communicates to families that a student may only return to school when the local health department or the student's health care provider provides clearance documentation for school record.</p>
	<p>Communication of school expectations that align with the school's plan to all families and students</p>
	<p>Ensures that Teachers continue monitoring their students throughout the day to monitor for any indications of a student beginning to exhibit symptoms of being sick</p>

		Sanitation & Environment
Complete	Date Completed	<p>Prior to Re-Opening, the Principal:</p> <p>HVAC - Ensures the following has been completed: Custodial Staff has changed air filters in all units. Custodial Staff has removed any debris, wipe down and sanitize interior and exterior of units.</p> <p>WATER - Ensure the following has been completed: Custodial Staff has flushed all water sources for a minimum of 1 minute or until water runs clear. Custodial Staff has emptied all ice machines; cleaned and sanitizes the interior of the unit; allowed machine to refill with ice.</p> <p>DAILY CLEANING &amp; SANITIZING - Ensures the following continues to be completed daily in accordance with CDC Guidance:</p> <p>Custodial Staff has cleaned and sanitized all hand washing locations. Custodial Staff has checked and restocked (as needed) hand washing locations with hand soap and hand towels. Custodial Staff has checked and restocked (as needed) all hand sanitizer stations. Custodial Staff has ensured that the school has sufficient cleaning and sanitizing products. Custodial Staff has developed a plan to disinfect all high touch areas on a frequent schedule (see below). Custodial Staff has developed a plan to clean classrooms and instructional spaces (including gymnasiums, chorus/band/orchestra rooms, CTE labs, computer labs, etc.) daily Custodial Staff has developed a plan to increase frequency of emptying of trash cans and sanitation of surfaces since meals may be eaten in classrooms Custodial Staff has developed a plan for ECE classrooms that require more frequent cleaning of changing areas. Custodial Staff has developed a plan for safe handling/disinfecting of items such as wheelchairs, walkers, or devices that travel to and from school with students.</p> <p>Sanitizing of restrooms is documented and monitored. School has enough soap dispensers, soap, and paper towels due to increased hand-washing due to increased hand-washing.</p> <p>Ensures <b>FREQUENT CLEANING</b> throughout the school day of the following high-contact surfaces continues in accordance with CDC Guidance: Water Fountains, Doorknobs, Light Switches, Desks, Toilets, Faucets, Sinks, Handrails. Collaborates with Plant Operator to create a schedule to re-sanitize high-use areas during the day where needed. Determine "off-limits" areas, if any, and post accordingly. Determine if locker use will be allowed, and if not, where materials/coats will be stored</p> <p>Ensures Teachers and Administrative Staff assist custodial staff by routinely disinfecting frequently touched items in the classroom/office such as desks, doorknobs, crafting equipment, pencil sharpeners, staplers, markers, white boards, and items that students frequently share, frequently used P.E. equipment, etc.</p> <p>Encourage students to provide their own reusable water bottles to be refilled with water throughout the day. This will reduce the number of students drinking directly from the water fountains. Consider the need for more frequent cleaning/disinfecting of classrooms between students such as related arts, ECE/ESL resources classrooms, changing areas, etc. Implement a plan to sanitize classrooms between class changes (MS/HS); When students move to another class, classrooms and materials need to be sanitized. Increased sanitation for classroom due to eating in room</p>
FALSE		<p>Ensures classroom area rugs are removed during this time to ensure all flooring is easy to clean and disinfect.</p> <p>Identify space to store additional furniture and materials</p> <p>Ensures an accurate log of daily cleaning and disinfection of the property is maintained.</p> <p>Intentional cleaning on a schedule and with a log</p> <p>Reviews: <a href="#">CDC Guidance: Six Steps for Proper Cleaning and Disinfecting Your School</a> and discusses with Custodial Staff to promote shared understanding.</p> <p>Ensures that cleaning and disinfection products are not being used by or near students, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes</p> <p>Ensures there is a plan for safe handling and disinfecting of items such as wheelchairs, walkers, or devices that travel to and from school with students</p>
FALSE		<p>Ensures classroom area rugs are removed during this time to ensure all flooring is easy to clean and disinfect.</p>
		<p>Identify space to store additional furniture and materials</p> <p>Ensures an accurate log of daily cleaning and disinfection of the property is maintained.</p> <p>Intentional cleaning on a schedule and with a log</p> <p>Reviews: <a href="#">CDC Guidance: Six Steps for Proper Cleaning and Disinfecting Your School</a> and discusses with Custodial Staff to promote shared understanding.</p> <p>Ensures that cleaning and disinfection products are not being used by or near students, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes</p> <p>Ensures there is a plan for safe handling and disinfecting of items such as wheelchairs, walkers, or devices that travel to and from school with students</p>
		<p>Communicates to families/students/staff expectations for proper Hand-Washing techniques:</p> <ul style="list-style-type: none"> <li>- Wet hands with clean, running water, turn off the tap and apply soap</li> <li>- Lather hands by rubbing them together with the soap. The backs of hands, between fingers and under nails should be included.</li> <li>- Scrub for at least 20 seconds. Hum the "Happy Birthday" song from beginning to end twice</li> <li>- Rinse hands well under clean, running water</li> <li>- Dry hands using a clean towel or air dry them</li> </ul>
		<p>Communicates clearly with students and parents and practice expectations</p> <p>Communicates to families/students/staff expectations about when Hand-Washing should occur:</p> <ul style="list-style-type: none"> <li>- Students AND Staff should wash hands:                         <ul style="list-style-type: none"> <li>- Before, during and after preparing food</li> <li>- Before and after eating food</li> <li>- After eating food when children are present with food allergies</li> <li>- Before and after using the restroom</li> <li>- After blowing the nose, coughing or sneezing</li> <li>- After touching an animal</li> <li>- Any time the hands are visibly dirty/soiled</li> <li>- Before going out to play on Playground and immediately upon returning inside the school building.</li> </ul> </li> <li>- Students can be educated on handwashing by watching the <a href="#">Ask a Nurse: Handwashing and Reducing the Spread of Respiratory Illness</a></li> <li>- Staff should also wash their hands                         <ul style="list-style-type: none"> <li>- When reporting to work each day</li> <li>- Regularly</li> <li>- Before and after caring for someone who is sick</li> <li>- Before and after treating a cut or wound.</li> <li>- After changing diapers or cleaning up a child who has used the toilet</li> </ul> </li> </ul> <p>Communicate clearly with students and parents and practice expectations</p>
		<p>Communicates to families/students/staff expectations for appropriate Hand Sanitizer usage:</p> <ul style="list-style-type: none"> <li>- Sanitizer should never be used to replace hand washing before meals unless water is not available.</li> <li>- Sanitizers do not get rid of all types of germs.</li> <li>- Washing hands with soap and water is the best way to get rid of germs in most situations</li> <li>- If soap and water are not readily available, a 60-95% alcohol-based Gel or Foam Sanitizer can be used</li> <li>- Liquid sanitizers are NOT recommended for student use</li> <li>- Hand sanitizers may not be as effective when hands are visibly dirty or greasy.</li> <li>- Hand sanitizers may not remove harmful chemicals from hands like pesticides and heavy metals.</li> <li>- Hand sanitizers do not remove all food allergens and are not a safe way to prevent exposure for children with food allergies.</li> <li>- Students may carry travel size hand sanitizer up to 3 ounces in size.</li> </ul> <p>When using Hand Sanitizer:</p> <ul style="list-style-type: none"> <li>- Apply the gel/foam product to the palm of one hand (read the label to learn the correct amount)</li> <li>- Rub hands together</li> <li>- Rub the gel/foam all over the surface of hands and fingers until dry (about 20 seconds)</li> </ul>

Sanitation & Environment
<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>

Sanitation and Environment

Sanitation and Environment

Sanitation and Environment

**SECTION 7: APPENDIX**

**Preparing for Re-Opening**

*(School Campus/Building, Classrooms, Front Office, Restrooms, Hallways, Common Areas)*

	<p>Ensures COVID-related informational signs reminding all staff and students about appropriate hand-washing and hand-sanitizing have been appropriately placed at:</p> <ul style="list-style-type: none"> <li>- ALL entrances</li> <li>- ALL restrooms</li> <li>- ALL high traffic areas</li> <li>- ALL breakrooms/lounges/workrooms/copy rooms/etc.</li> <li>- ALL eating areas, including cafeterias</li> </ul>	
	<p>Educates all staff on proper cleaning protocols that include cleaning first then disinfecting and adhering to time on contact requirements in accordance with the EPA approved disinfectants list. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection</p> <p>Ensures all teachers have access to cleaning and disinfecting supplies in their classrooms (NOTE: All classrooms will be provided with a container of disinfecting wipes). Works closely with teachers to monitor usage and provide guidance on effective usage/ratoning of disinfecting wipes.</p> <p>Reviews and shares with Teachers: <a href="#">CDC Guidance for Teachers: Cleaning and Disinfecting in School Classrooms</a></p>	
	<p>Ensures staff is educated on cleaning and disinfecting outdoor areas. Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection. 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. High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.</p>	
	<p>Provides hand hygiene protocols in the gymnasium and locker rooms and advise students not to share personal items or sporting uniforms.</p> <p>Provides disinfectant wipe stations throughout the room for use on equipment after each use.</p>	

		Contact Tracing	Contact Tracing
Complete	Date Completed	<p>Prior to Re-Opening, the Principal:</p> <p>Ensures a current and accurate list of all students and student contacts are maintained and readily accessible</p> <p>Reviews and Effectively responds when there is notice of a POSITIVE TEST RESULT.</p> <p>In the event an EMPLOYEE OR STUDENT shares that they have a positive test result for COVID-19 to include:</p> <ul style="list-style-type: none"> <li>- The Principal (or designee), School Nurse, or Healthy at School Officer must immediately complete the JCPS Health Services' JCPS Reportable Disease Form.</li> <li>- Health Service staff will work with schools regarding follow up when cases involve students.</li> <li>- Employees should be instructed to contact JCPS Health Services at 485-3387 once the form is submitted.</li> <li>- Health Services will advise the employee regarding any need to self quarantine pending health department contact tracing.</li> <li>- Documentation will be sent to the Leave Center by JCPS Health Services staff.</li> <li>- If the employee has additional documentation they should submit to the leave center as well.</li> <li>- If employees are instructed to quarantine, they will be advised to contact Health Services two (2) days prior to their return date for clearance.</li> </ul> <p>Reviews and Effectively responds when there is notice of CONTACT WITH SOMEONE WHO HAS COVID-19</p> <p>In the event an EMPLOYEE reports they are the contact of a positive case of COVID-19:</p> <ul style="list-style-type: none"> <li>- The effected employee should be directed to contact Health Services at 485-3387.</li> <li>- A JCPS Reportable Disease Form should be completed immediately by the Principal (or designee), School Nurse, or Healthy at School Officer</li> <li>- JCPS Health Service staff will send documentation regarding quarantine to the Leave Center</li> <li>- If the employee has questions about leave, they should contact the Leave Center at 485-3436 or email at: <a href="mailto:jcps.leavecenter@jefferson.kyschools.us">jcps.leavecenter@jefferson.kyschools.us</a></li> </ul> <p>In the event a STUDENT reports they are the contact of a positive case of COVID-19</p> <ul style="list-style-type: none"> <li>- The school administrator should be notified.</li> <li>- A JCPS Reportable Disease Form should be completed immediately by the Principal (or designee), School Nurse, or Healthy at School Officer</li> <li>- JCPS Health Services should be notified at 485-3387.</li> </ul> <p>Identifies the school's designated person for contact tracing at their school (This would be a member of the school's Healthy at School team)</p> <p>Ensures there is a clear process for determining if/when any non-essential employees/visitors should enter the building (Consider appointment only visits; Maintain a manifest of who is in the building and which rooms/areas each person inhabited)</p> <p>Limit visitors, guest speakers, college reps, business partners? Limit access inside building (keep visitor in lobby/vestibule or designated space)</p> <p>Ensures Classroom Teachers are familiar with the Contact Tracing Process and Purpose</p> <p>Ensures Teachers have an accurate and current roster of students with accurate and current student contact information</p> <p>Ensures Teachers maintain accurate attendance and have an assigned seating chart</p> <p>Ensures Teachers understand that if a student shares that they have a positive test result for COVID-19</p> <ul style="list-style-type: none"> <li>- The Principal (or designee), Healthy at School Officer, or School nurse should be contacted immediately to complete the JCPS Health Services' JCPS Reportable Disease Form.</li> <li>- Health Service staff will work with schools regarding follow up when cases involve students.</li> </ul>	<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>

Contact Tracing

Contact Tracing

Contact Tracing

**SECTION 7: APPENDIX**

**APPENDIX A: [Arrival and Dismissal](#)**

**Arrival / Dismissal**

All assurances in **Black** are taken from guidance issued from the Kentucky Department of Education in accordance with the Center for Disease Control and the Kentucky Department of Public Health. These are required.

All items in **Green** are suggestions provided by our Stakeholder Feedback Committees.

[COVID-19 Reopening Resources](#)

[FAQs](#)

Social Distancing			Social Distancing
Complete	Date Completed	For Arrival and Dismissal, the Principal: Ensures development and implementation of the School's Arrival and Dismissal Procedures and assigned staff accordingly to assist with: - Normal First Day morning and afternoon functions - Receiving students (walkers, car riders, bus riders) and directing them to appropriate area for screening and exclusion. - Placing/Hanging/Posting appropriate signs for Social Distancing and PPE reminders (determine if this needs to be completed daily) - Directing students/families to the appropriate area for assistance Checking for and/or providing appropriate face masks as needed to students - Ensuring social distancing ( 6 feet) in the mornings when the student arrives on campus until they enter the building. - Ensuring every student is processed through Temperature Checks for Screening/Exclusion (even students with a Parent Affidavit) - Identifies staff escorts to take students from Screening/Exclusion Area to the Health Room is meeting Exclusion criteria. - Designates an employee to supervise the Health Room and Isolation Area if needed if no school nurse is available. - Ensuring social distancing in the afternoons during dismissal - Ensuring students are wearing face masks upon exiting the building.	School-specific Plans Insert School Narrative Here:
		Communicates expectations to families for students riding a bus to/from school that include: - Students wearing a protective mask at the bus stop (unless student has a medical waiver or special needs) - Students socially distancing at their bus stops in the mornings and afternoons. - Students socially distancing as they board their bus - Students must wear a cloth mask on the bus (unless student has a medical waiver or special needs) - Students apply Hand Sanitizer as they board their bus (provided by JCPS) - Students have provided Parent affidavit of at-home temperature screening (All students will have temperature re-checked prior to entering school) - If a student with a fever must be transported on the bus, the student will be seated at the front of the bus (door side) apart from other students as much as possible and upon arrival to school will be escorted to the school's Health Room for additional monitoring. - Students loading the bus from back-to-front and unloading from front-to-back - Leaving the seat behind the driver empty for students with medical conditions or medical waivers - Students having assigned seats and rosters/attendance being kept (remember students who ride only one way to school or from school) - Students who live in the same household being allowed to sit together - Students being spread-out as much as possible on the bus - Students remaining forward-facing on the bus  - Plans carefully for special needs transportation buses and unloading procedures.	
		For ARRIVAL: Communicates an entry expectations for all families and students (bus riders, car riders, walkers, student drivers) that include: - Widely advertise precise times the school building will be open to receive and supervise students (In the past, some parents dropped off their children at school in the mornings before staff members were scheduled to arrive. From a safety standpoint, this practice always has been problematic and extremely ill-advised; however, the current situation magnifies it, making it a threat to both safety and health). - Schools work toward "re-norming" parents to drop their children off at school only after the time - Considerations for multiple entry points to spread students apart (e.g., based on bus rider, car rider, walkers). - A schedule for bus arrival/departure to prevent several buses arriving and unloading at the same time. - A process to unload buses (when several arrive at the same time) to maintain sufficient space and supervision for social distancing. - A process to maintain social distancing during temperature screenings. - A process for what students do and where they go once inside the building.  Consider: buses, cars, CEP, walker entrances and exits - designations for each group Identify specific entry and exit doors (i.e. bus riders, car riders, walkers) Identify and mark hallway/campus foot traffic routes. Utilize exterior entry/exits in good weather to increase social distancing. Consider school safety plans if multiple entrances and exit are used to spread-out people coming/going Stagger unloading time for buses in morning Consider morning groupings by bus arrival and not by 1st period ... Groups by arrival allow for temp checking to quarantine any student who is ill	
		For DISMISSAL: Communicates an exit process for all students and families that includes: - Process for exiting classrooms during dismissal to prevent students from crowding the hallways (consider staggered dismissal). - Designated exit doors for certain groups of students to utilize. - Designated areas for parents/guardians to pick up their child with social distancing considerations. - A plan that includes holding area(s) for 2nd run bus riders that ensures social distancing.	
		Ensures appropriate placement of social distancing markings on the sidewalks, posted visual reminders, and displayed signs near entries to maintain a 6 foot distance between students	
		Effectively uses any available "physical" barriers (e.g., saw horses, queue lines, ribbon, etc.) to provide a physical reminder/border to help with social distancing as students arrive on campus and enter the building	
		Creates and implements plans to avoid congestion in common areas such as the front office, attendance office, hallways, nurse's office, guidance office, bus loading areas, etc.  Supervision of students upon arrival: ensuring separation will require additional supervision prior to start of school day (MS/HS) Considers students sitting outside of classroom doors upon arrival to ensure staying with same students and consider reworking schedules of staff to monitor students in the hallways while waiting until school begin	
		Coordinates with respective Depot coordinators to assist when needed with social distancing and contact tracing.	
		Assigns locations for students to report before the beginning of the school day to promote social distancing (e.g., gym, courtyard, library, etc.) Considers school's with larger enrollments stagger start times	

PPE			PPE
Complete	Date Completed	For Arrival and Dismissal Procedures, the Principal: Communicates to all Families and Students* (Pre-K through 12th grade) the requirement to wear a cloth face mask: - While waiting for their bus in the mornings - While riding the school bus (Note: any students with a medical waiver for a mask will sit in the front of the bus) - Once exiting their personal vehicle (or parent/guardian vehicle) - Once entering school property (including buses). - While in school or on school property - Until they enter their parent/guardians' personal vehicle or exit their bus in the afternoon and are socially distant from other students.  Students are excused from wearing a mask if they have a medical waiver from their health care provider on file at the school or in-hand when they arrive. The Principal will identify the staff member responsible for collecting health care waivers for required protective masks. Ensures	School-specific Plans Insert School Narrative Here:

**SECTION 7: APPENDIX**

Arrival / Dismissal		
PF		Assigns appropriate staff to monitor each student to ensure their masks: - Fit snugly but comfortably against the side of the face. - Are secured with ties or ear loops. - Cover both nose & mouth and secure underneath the chin
		Ensures additional supplies of face coverings (Pre-K - 12th graders/staff) are readily available and easily accessible for students in need prior to entry into building
		Ensures Face shields are available to be utilized (in addition to masks) for staff working with students not utilizing masks, or those who cannot wear masks
		Ensures staff performing student or staff temperature checks have access to: Face covering, Face Shield, Hand Sanitizer, Non-latex disposable gloves (Not required), Disinfecting wipes or cleaning agent/paper towels are available to wipe down door handles, digital thermometers
		Ensures signs are posted around the building and at entry points reminding all employees and visitors that masks should be on. Schools should ensure messaging or images of proper mask wearing at entryways align with dress code

Screening & Exclusion			Screening & Exclusion		
Screening and Exclusion	Complete	Date Completed	For Arrival and Dismissal Procedures, the Principal: Communicates to students and families the requirement for parents to provide an affidavit of attestation that the student's temperature is not greater than 100.4 when boarding (*Note- If a student is found to have a temperature of greater than 100.4 when rechecked, the students and driver on that bus will be involved in contact tracing if the febrile (having or showing the symptoms of a fever) student is determined to have COVID-19)  Reminds parents to check their child's temperature before loading the bus each day. Communicates to students and families that their child's will be rechecked upon arrival at School per KY Department for Public Health KY Department of Education guidelines  Plans strategically to assign adequate staff to supervise and facilitate each component of the daily arrival/dismissal procedures. Creates a process at entry doors - to rapidly screen student/staff health checks each morning. Creates a system for knowing who has been checked and temperature range (e.g., wristband system Color of the day wristbands for easy checking) Redirects available staff to assist with check-ins each morning.	School-specific Plans Insert School Narrative Here:	Screening and Exclusion
			Effectively distributes available digital touchless thermometers to designated staff members to conduct daily health screening for students (and staff). Each school will receive an initial allocation of digital touchless thermometers (1 thermometer per 100 students). There should be no oral temperature readings as this can promote viral spread. Thermometer must be cleaned per the manufacturer's recommendations.		
			Ensures staff members are educated in hand washing before touching thermometer		
			Communicates the plan for temperature checks (via touchless thermometer) for all students and staff at point of school property entry  Ensures Health checks, hand sanitizer at each entry, designation of some sort (wrist band) Creates a process for students/staff health checks at each door. Implements a system in place for knowing who has been checked and temperature range (e.g., wristband system/Color of the day wristbands for easy checking)		
			Develops, communicates and implements a responsive protocol when a student meets exclusion criteria (refer to Pre-Opening Tab) that includes notifying the Health at School Officer, following contact procedures, and escorting the student to the Health Room immediately for a secondary temperature check after 10 minutes. If the temperature remains 100.4F or greater, the family of the ill student should be contacted to pick the student up from school  Communicates to families and students that student drivers could carpool/ride together, but school must have a plan if/when one of those students exhibits symptoms upon arrival.		
			Ensures staff members are educated in hand washing before touching thermometer		
			Communicates the plan for temperature checks (via touchless thermometer) for all students and staff at point of school property entry  Ensures Health checks, hand sanitizer at each entry, designation of some sort (wrist band) Creates a process for students/staff health checks at each door. Implements a system in place for knowing who has been checked and temperature range (e.g., wristband system/Color of the day wristbands for easy checking)		

Sanitation & Environment			Sanitation & Environment		
Sanitation & Environment	Complete	Date Completed	For Arrival and Dismissal Procedures, the Principal: Ensures Hand Sanitizer is available for staff members assisting with Arrival/Dismissal Activities  Ensures sanitizer is on hand at all times Encourages all students to wash their hands upon entering school Ensures cleaning supplies are available near the entrances in the event they are needed Ensures high-touch areas (such as Door Knobs/Handles) are cleaned frequently during arrival and dismissal	School-specific Plans Insert School Narrative Here:	Sanitation & Environment

Contact Tracing			Contact Tracing		
Contact Tracing	Complete	Date Completed	For Arrival and Dismissal Procedures, the Principal has ensured:  Maintains accurate records time and entry of each student for contact tracing purposes.  Coordinates with Bus driver to access (if needed) daily Bus manifests if needed for Contact Tracing.	School-specific Plans Insert School Narrative Here:	Contact Tracing

**SECTION 7: APPENDIX**

**APPENDIX A: Breakfast and Lunch**

Breakfast / Lunch			
<p>All assurances in Black are taken from guidance issued from the Kentucky Department of Education in accordance with the Center for Disease Control and the Kentucky Department of Public Health. These are required.</p> <p>All items in Green are suggestions provided by our Stakeholder Feedback Committees.</p>			<p><a href="#">COVID-19 Reopening Resources</a></p> <p><a href="#">FAQs</a></p>
<b>Social Distancing</b>			
Social Distancing	Complete	Date Completed	<p>For Breakfast and Lunch Procedures, the Principal:</p> <p>Ensures implementation of a process for maintaining social distancing during breakfast and lunch that includes:</p> <ul style="list-style-type: none"> <li>- Entry/exit plans for the cafeteria and serving lines that maintain social distancing</li> <li>- Markings on the floor and signs on the walls as a reminder to follow 6ft distance</li> <li>- Floors and tables should be marked with visual reminders of spaces that are 6 feet apart.</li> <li>- Removing extra seating if space permits.</li> <li>- If space does not permit, blocked proximal seating (closer than 6 feet) from usage by placing signs/ribbon/etc. to ensure social distancing</li> <li>- Increase space between students by rearranging seating to maximize space between students to be 6 feet or greater.</li> </ul> <p><i>Need to consider multiple areas/times to eat i.e., multi-purpose room - schools will need additional monitors and materials like trash cans</i>  <i>Determine if extra furniture can be moved to allow for more social distancing</i></p>
			<p>Considers making adjustments to master schedule such as:</p> <ul style="list-style-type: none"> <li>- Adjusting class sizes to allow for greater distancing between students during lunch periods</li> <li>- Reducing the number of students eating in the cafeteria (by using other available areas for eating) to ensure social distancing?</li> <li>- Determining a process for scheduling use of cafeteria to stagger or spread-out breakfast and lunches?</li> <li>- Scheduling for staggered arrival and dismissal times from cafeteria.</li> <li>- Adding more lunch periods to create smaller cohorts of students</li> </ul> <p><i>Staggering breakfast times (like lunches)</i>  <i>Implementing systems for students who do not eat breakfast at school (i.e. where will these students report?)</i></p>
			<p>Considers multiple options for serving meals (while maintaining social distance) in coordination with the Nutrition Services Manager that include:</p> <ul style="list-style-type: none"> <li>- Grab n' Go Breakfast as students enter building after Health Screening.</li> <li>- Kiosk meal service for lunches to spread out the distribution of food to multiple locations</li> <li>- Serving meals in larger/open areas (e.g., gymnasium, auditorium, library, music, art rooms, etc.) to allow for social distancing in cafeteria. Must determine and communicate where those impacted teachers will be relocated during that time.</li> <li>- Using classrooms for dining</li> </ul> <p><i>Considers breakfast pick-up and students go to classrooms upon entry.</i>  <i>Considers using the gym space for breakfast.</i>  <i>Considers using outdoor spaces in good weather.</i>  <i>Considers scheduling breakfast like lunch (staggered lunch periods).</i>  <i>Consider Breakfast in the Classroom (NOTE: Must be able to maintain social distance between students in classroom while eating with their masks down).</i>  <i>Analyzes capacity for occupancy in cafeteria while maintaining social distance.</i>  <i>Consider meals served through cafeteria serving lines and using classrooms or other space(s) for dining</i>  <i>Consider eating lunch in the classroom and the implications for additional cleaning, disinfecting, and trash removal.</i>  <i>Considers modifying (splitting) lunch schedules to accommodate social distancing</i></p>
<b>Social Distancing</b>			
<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>			<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>
<b>PPE</b>			
PPE	Complete	Date Completed	<p>For Breakfast and Lunch Procedures, the Principal has ensured</p> <p>The use of cloth face coverings (masks) should be required by all students and staff at all times while in the building or on the bus, unless medically waived. Students and staff should only lower their masks while actively eating or drinking.</p> <p>Additional PPE supplies available to provide to students if their gets soiled during breakfast/lunch</p>
<b>PPE</b>			
<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>			<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>
<b>Screening &amp; Exclusion</b>			
Screening & Exclusion	Complete	Date Completed	<p>For Breakfast and Lunch Procedures, the Principal:</p> <p>Develops a process to ensure students who have been isolated are provided a breakfast and lunch.</p> <p>Ensures staff members (e.g., Cafeteria Monitors, LOAs, etc.) continue monitoring students for indications of being sick and notify the Principal (or designee), Healthy at Work Officer, or School Nurse if indications of symptoms are observed.</p>
<b>Screening &amp; Exclusion</b>			
<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>			<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>
<b>Sanitation &amp; Environment</b>			
Sanitation and Environment	Complete	Date Completed	<p>For Breakfast and Lunch Procedures, the Principal:</p> <p>Ensures Handwashing Instructions are reviewed with Staff and Students:</p> <ul style="list-style-type: none"> <li>- Wet hands with clean, running water, turn off the tap and apply soap</li> <li>- Lather hands by rubbing them together with the soap. The backs of hands, between fingers and under nails should be included.</li> <li>- Scrub for at least 20 seconds. Hum the "Happy Birthday" song from beginning to end twice</li> <li>- Rinse hands well under clean, running water</li> <li>- Dry hands using a clean towel or air dry them</li> </ul> <p>Communicates to Staff, Families, and Students when it is recommended to wash hands:</p> <ul style="list-style-type: none"> <li>- Students and staff should wash hands - Before, during and after preparing food</li> <li>- Students and staff should wash hands - Before eating food</li> <li>- Students and staff should wash hands - After eating food when children are present with food allergies</li> <li>- Students and staff should wash hands - After using the toilet</li> <li>- Students and staff should wash hands - After blowing the nose, coughing or sneezing</li> <li>- Students and staff should wash hands - After touching an animal</li> <li>- Students and staff should wash hands - Any time the hands are visibly dirty</li> <li>- Students and staff should wash hands - Students can be educated on handwashing by watching the Ask a Nurse- Handwashing and Reducing the Spread of Respiratory Illness</li> </ul> <p>CLEANING &amp; DISINFECTING - Reviews the following expectations with the Plant Operator</p> <ul style="list-style-type: none"> <li>- Ensures all cafeteria tables and seats are cleaned and disinfected daily</li> <li>- Ensures all hand washing locations are cleaned and sanitized .</li> <li>- Ensure that all hand washing locations are stocked with hand soap and hand towels.</li> <li>- Ensure that hand sanitizer stations are in place and properly stocked.</li> <li>- Ensure that you have enough sanitizing products and a plan to disinfect all high touch areas on a frequent schedule.</li> <li>- Increasing frequency of emptying of trash cans and sanitation of surfaces since meals may be eaten in classrooms (if applicable)</li> <li>- Planning for ECE classrooms that require more frequent cleaning of changing areas</li> <li>- Planning for safe handling/disinfecting of items such as wheelchairs, walkers, or devices that travel to and from school with students.</li> </ul> <p><i>Ensures sanitation between meals</i>  <i>Considers how the dining area(s) will be clean after breakfast and lunch.</i>  <i>Considers how custodians will assist</i>  <i>Ensures adequate number of trash cans for breakfast</i>  <i>Increase frequency of cleaning and disinfecting if eating in classrooms</i></p>
<b>Sanitation &amp; Environment</b>			
<p>School-specific Plans</p>			<p>School-specific Plans</p>
<b>Contact Tracing</b>			
Contact Tracing	Complete	Date Completed	<p>For Breakfast and Lunch Procedures, the Principal:</p> <p>Ensures students are assigned to designated seats and/or areas to maintain social distancing</p> <p>Ensures teachers maintain a current/accurate seating chart (if applicable) for breakfast and lunch to assist if/when contact tracing is necessary.</p>
<b>Contact Tracing</b>			
<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>			<p>School-specific Plans</p> <p><i>Insert School Narrative Here:</i></p>



**SECTION 7: APPENDIX**

**APPENDIX A: Health Room**

**Health Room / Isolation Room**

All assurances in Black are taken from guidance issued from the Kentucky Department of Education in accordance with the Center for Disease Control and the Kentucky Department of Public Health. These are required.

All Items in Green are suggestions provided by our Stakeholder Feedback Committees.

[COVID-19 Reopening Resources](#)  
[FAQs](#)

Social Distancing			Social Distancing
Complete	Date Completed	The Principal:	School-specific Plans Insert School Narrative Here:
		Ensures there is a designated Health Room. If space does not permit within to isolate ill students, a separate isolation area is established. Considers a room with a private bathroom, sink with running water and windows that can be opened to promote ventilation. Ensures (at a minimum) the Health Room has a sink with running water and hand soap. Separates isolation area (where students can be supervised) for symptomatic students and staff Communicates expectations to all employees, families, and students regarding purpose/function of Health Room	
		Ensures the following accommodations are provided for the Health Room: If a nebulizer treatment is given at school, the number of people in the room should be limited to the student and the staff member administering the treatment. If a peak flow meter is used at school, the number of people in the room should be limited to the student and the staff member assisting with use of the peak flow meter. If safe and developmentally appropriate, the staff member may consider leaving the room & returning when treatment is completed. School Health Plans should include infection control policies for: Maintain 6 feet distance for care when reasonable Continue to encourage students & staff to cover their coughs & sneezes by coughing into their elbow or covering with a tissue. Tissue should be thrown into the wastebasket. Consider moving health services to virtual interventions as able (ex. Speech therapy) Medication should be double locked in the classroom or stored in front office depending on the school setting and: Administered only by trained, non licensed school personnel to whom the task has been delegated by the school nurse, OR can be given by school nursing staff. Virtual training & oversight of trained non-licensed school personnel. Review of medical records electronically.	
		Ensures School Health Plans include infection control policies for: Reasonable accommodations for IEPs or 504 plans that include administration of daily medications, emergency medications, intranasal medications, insulin injections, student position changes, hygiene needs (diapering, dressing changes etc.) that include maintaining 6 feet distance for care when reasonable. Consider moving health services to virtual interventions as able (e.g., Speech therapy)	
		Ensures signs are posted in the Health Room to remind occupants to Social Distance 6 feet apart Ensures floors in the Health Room are marked with visual reminders of spaces that are 6 feet apart. Signs can be ordered using JCPS Safety Signage Order Code List Ensures there is a plan for disbursing of medication	

PPE			PPE
Complete	Date Completed	The Principal:	School-specific Plans Insert School Narrative Here:
		Ensures the Health Room has adequate PPE supplies (for Health Service Staff and/or School Staff providing care to ill students or employees) including: - Non-latex disposable gloves - Eye protection (face shield or goggles) - Surgical masks may be used by health service staff/other staff when providing care to ill students, with aerosolization treatment like a nebulizer or use of a peak flow meter - Protective gown may be considered if seeing students/staff who are symptomatic - Hair Coverings (bonnets) may be considered - Shoe Coverings may be considered - Face coverings and/or surgical masks (to be provided to ill students/staff with fever and cough) - Thermometers (non-touch infrared) - Disinfecting wipes or cleaning agent/paper towels - Hand Sanitizer - Additional PPE supplies to provide to students/staff in need	
		Frequent inventory of needed supplies and PPE for the Health Room is reported to Principal (or designee), Healthy at Work Officer, or School Nurse Ensures CDC guidance for students with asthma or on ventilators is followed, providing special precautions for treatments to include: - Use of inhalers with spacers (with or without face mask) are preferred over nebulizer treatments whenever possible as available suggests this is not an aerosol-generating procedure. - Nebulizer treatments at school should be reserved for students who cannot use or do not have access to an inhaler. - Use of peak flow meters has not been shown to be an aerosol-producing procedure that increases risk of infection with Covid-19; However, Use of these devices can produce a cough. - Schools should obtain the appropriate PPE for staff who administer nebulizer treatments & peak flow meters (Gloves, Medical or surgical face masks, Eye protection)	
		Ensures School Health Plans include infection control policies for: - Gloves worn for School Health Procedures (catheterization, tube feeding, etc.) - Reasonable accommodations for IEPs or 504 plans that include administration of daily medications, emergency medications, intranasal medications, insulin injections, student position changes, hygiene needs (diapering, dressing changes etc.) that include use of Surgical Masks, Face Shields, Gloves (Non-latex disposable)	

Screening & Exclusion			Screening & Exclusion
Complete	Date Completed	The Principal:	School-specific Plans Insert School Narrative Here:
		Ensures there is adequate space in an Isolation Area (separate from the School's Health Room if space prohibits)	
		Identifies an area designated for isolating ill students (If the Health Room is large enough, students could be isolated in the Health Room)  Identifies quarantine locations. Identifies staff to supervise quarantine locations. Determines who can/will be assigned to supervise a quarantined student; Organizes a list that identifies the first, second, third person in line to supervise the Isolation Area. Maintains a consistent location for the supervised quarantine area. Identify a quarantine management team to do the following: a) contact the parent/guardian for pick-up b) document the quarantine time, reason, location, etc. c) initiate the process for contact tracing, if necessary; d) initiate the student's distance learning instruction; e) monitor the safe return of the student to school  Ensures when a student exhibits any signs of exclusion criteria, the student is immediately escorted to the quarantine area. Ensure that a staff member is assigned to supervise the ill student once safely in the quarantine area. Train identified staff on safe supervision of a quarantined student. Train custodial staff on cleaning of used quarantine area. Train the quarantine management team on the "full" process. Develop a contingency plan for students who cannot be picked up by a parent/guardian. Note: Students showing signs of exclusion criteria can not be sent home sick on the bus. Consider alternative options for transporting the ill student when parent/guardian cannot pick student up.	
		Communicates a process for isolating and transitioning/escorting students who begin exhibiting signs of being sick (during the day) to the School's Health Room for further review.  Sign-in/out log for sick rooms and quarantine Remind staff about confidentiality with COVID cases Identify quarantine locations (2 for every 100 students). Identify staff to supervise quarantine locations (2 staff members for every 100 students). Organize a list that identifies the first, second, etc. person. Keep the supervised quarantine locations consistent. Seeking additional information on who (certified/classified) can supervise a quarantined student. Identify a quarantine management team to do the following: a) contact the parent/guardian for pick-up; b) document the quarantine time, reason, location, etc.; c) initiate the process for contact tracing, if necessary; d) initiate the student's distance learning instruction; e) monitor the safe return of the student to school. Train identified staff on safe supervision of a quarantined student.	

**SECTION 7: APPENDIX**

Health Room / Isolation Room		
		<p><u>Availability of a School Nurse or Nurse Practitioner</u>                      Schools will designate staff to assess children or staff who are ill when a nurse is not available in the building (the school has designated a different staff member to supervise students in isolation).                      Assigned Nurse Practitioners (APRN) are available via phone to answer questions that may arise about student or staff exclusion. If there is no answer, call health services at 485-3387.                      - District nurse practitioners are available daily for telehealth visits when there is a need for student assessment by a health care provider and a school nurse is not at the school.                      - Schools can call 485-3387 to schedule a remote visit.</p>
		<p>Ensure completion of a school health plan for students with known special health concerns, including those who are immunocompromised.                      Work with assigned APRN to develop Individualized Health Plans (IHPs) for at-risk students.                      Advocate for at-risk students and facilitate consideration for alternative education if best for student.</p>
		<p>Ensures the school has a plan for students whose parents cannot be reached or cannot pick up their sick child</p>
		<p>Ensures the school has communicated expectations for all staff who have questions or Concerns to contact District Health Service at (502) 485-3387 for assistance</p>
		<p>Ensures clarity on Return to School Criteria: Return to school when the health department or student's health care provider provides clearance documentation for the school record.</p>
<b>Sanitation &amp; Environment</b>		
Sanitation and Environment	<p>Complete</p>	<p>Date Completed</p>
		<p>The Principal:</p> <ul style="list-style-type: none"> <li>Ensures DAILY CLEANING and DISINFECTING:                             <ul style="list-style-type: none"> <li>Clean and sanitize all hand washing locations.</li> <li>Ensure that all hand washing locations are stocked with hand soap and hand towels.</li> <li>Ensure that hand sanitizer stations are in place and properly stocked.</li> <li>Ensure that you have enough sanitizing products and develop a plan to disinfect all high touch areas on a frequent schedule.</li> <li>Increasing frequency of emptying of trash cans and sanitation of surfaces since meals may be eaten in classrooms</li> <li>Planning for ECE classrooms that require more frequent cleaning of changing areas</li> <li>Planning for safe handling/disinfecting of items such as wheelchairs, walkers, or devices that travel to and from school with students.</li> <li>In addition to regular sanitization by custodial staff, frequent-use items like chairs and cots should be sanitized by the health staff and after each use.</li> <li>A thorough cleaning of all surfaces in the health room must be done daily by custodial staff.</li> </ul> </li> <li>Ensures staff has been trained on effective hand washing protocols                             <ul style="list-style-type: none"> <li>Before and after caring for someone who is sick</li> <li>Before and after treating a cut or wound</li> <li>After changing diapers or cleaning up a child who has used the toilet</li> </ul> </li> <li>Ensures the Health Room has a supply of additional cleaning and disinfecting supplies for intermittent cleaning/disinfecting throughout the day.</li> <li>Ensures custodial staff has been trained on cleaning of used quarantine area.</li> </ul>
Sanitation and Environment		<p>School-specific Plans                      Insert School Narrative Here:</p>
<b>Contact Tracing</b>		
Contact Tracing	<p>Complete</p>	<p>Date Completed</p>
		<p>The Principal</p> <ul style="list-style-type: none"> <li>Ensures the School has identified their contact person for contract tracing at their school</li> <li>Ensures staff working in the District Health Room have access to current student contact information as needed</li> <li>Ensures school has a clear process for Contact Tracing in the event an employee or student shares that they have a positive test result for COVID-19 to include:                             <ul style="list-style-type: none"> <li>The principal (or designee), Healthy at Work Officer, or school nurse must immediately complete the JCPS Health Services' JCPS Reportable Disease Form</li> <li>Employees should be instructed to contact Health Services at 485-3387 once the form is submitted.</li> <li>Health Services will advise the employee regarding any need to self quarantine pending health department contact tracing.</li> <li>Documentation will be sent to the Leave Center by Health Services staff. If the employee has additional documentation they should submit to the leave center as well.</li> <li>Health Service staff will work with schools regarding follow up when cases involve students</li> <li>If employees are instructed to quarantine, they will be advised to contact Health Services two (2) days prior to their return date for clearance.</li> </ul> </li> <li>Ensures school has a clear process for Contact Tracing in the event an employee reports they are the contact of a positive case of COVID-19.                             <ul style="list-style-type: none"> <li>The affected employee should be directed to contact Health Services at 485-3387.</li> <li>A JCPS Reportable Disease Form should be completed immediately by the supervisor, administrator, athletic director, coach, or nurse</li> <li>Health Service staff will send documentation regarding quarantine to the Leave Center</li> <li>If the employee has questions about leave, they should contact the Leave Center at 485-3436 or email at: <a href="mailto:jcps.leavecenter@jefferson.kyschools.us">jcps.leavecenter@jefferson.kyschools.us</a></li> </ul> </li> <li>If a student reports they are the contact of a positive case of COVID-19, the school administrator should be notified.                             <ul style="list-style-type: none"> <li>A JCPS Reportable Disease Form should be completed immediately by the school administrator, athletic director, coach or school nurse</li> <li>Health Services should be notified at 485-3387</li> <li>Questions that will be asked on the JCPS Reportable Disease form can be viewed <a href="#">here</a></li> </ul> </li> </ul>
Contact Tracing		<p>School-specific Plans                      Insert School Narrative Here:</p>

**SECTION 7: APPENDIX**

**APPENDIX A: ECE/Special Needs**

**ECE/Special Needs**

*Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis. ARC meetings may need to take place to ensure implementation of appropriate accommodations. Additional safety measures for teachers and staff working with students with disabilities may need to be in place to ensure optimal safety for all. Note: Please also consider students with 504 plans. 504 plans are formal plans that schools develop to give students with disabilities the support they need. That covers any condition that limits daily activities in a major way. These plans prevent discrimination and protect the rights of the students with disabilities in school.*

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**Social Distancing**

Ensures optimized social distancing in all areas of the campus, including high-volume areas where congestion is likely to occur such as the office, nurse's office, guidance office, bus loading area, staff lounge, playgrounds, work rooms/ copy machine areas, outdoor classrooms, lobbies/reception areas, restrooms, etc. and how to reduce congestion in those common areas.

**Special considerations for ECE:**

- Self-contained classrooms that are limited in space
- Special PPE equipment for teachers that may not be able to social distance
- Drop off/pick up (car or bus) for students with special needs - can they continue to be picked-up and dropped off in same location and appropriately social distance
- Staff support for students with special needs when transitioning throughout the building
- Classrooms that any ECE classrooms that require health care or toileting needs
- Students who do not understand the complexities of social distancing
- Students' emotional/trauma/mental health needs when enforcing social distancing
- Students who do not understand the complexities of social distancing and need supports to communicate expectations

Increases space between students by rearranging seating to maximize space between students to be six feet or greater. If storage space is not available, stack chairs and/or use ribbon or tape signs to indicate that designated seating is off-limits to ensure social distancing. If space permits, remove extra furniture, boxes, materials, etc. from classrooms and work areas. If space does not permit, rearrange items to allow for optimized social distancing between persons when space is occupied.

**Special considerations for ECE:**

- If removing items in a classroom, communicate with ECE staff to ensure student needs can be met
- Transitions to and from de-escalation rooms/areas
- Seating arrangements for related service staff that need to work directly with students (SLP, OT/PT, Psychologists, etc.)

Ensures teachers modify schedules for classes/activities that require multiple students to engage in activities that can cause close social contact or congested movement such as restroom usage, waiting in lines, playground usage, etc. Ensures teachers modify instructional activities that could compromise social distancing in areas like P.E./Gym, Art, Music/Band/Choir, CTE Lab, Computer Lab, etc. These do not have to be canceled if social distance and sanitation needs are met. Assigns a recess schedule that limits how many classes are on the playground at one time. If multiple playgrounds are available, utilize them to minimize how many students are mixing. Considers playground usage, restroom usage, waiting in line, etc. Develops entry/exit plan for all students entering/leaving the classroom

**Special considerations for ECE:**

- Schedules for movement breaks for students with special needs
- Students who cannot wear a mask and do not understand social distancing

Ensures all teachers develop and implement seating charts for classrooms and instructional activities. Communicates to all staff the need to avoid large in-person gatherings/assemblies, large group activities, non-essential school visitors, and congregating of employees. Cancels field trips, assemblies, and other large group activities to avoid placing students in large common areas. Models creating space between students/staff and avoid unnecessary contact or movement within the personal space. Limits cross-transfer between special programs and school staff. Develops a plan for limiting substitutes, student teachers, and external evaluators,

**Special considerations for ECE:**

- Students transitioning between ECE and general education classrooms
- Ensure all staff know procedures for ECE students in the event of an absence
- Students who resist change, and assist in understanding changes in routines and schedules

Identifies an entry/exit plan for all employees that clarifies the process for maintaining social distancing during employee temperature checks (and sign-in procedures) upon arrival

**Special considerations for ECE:**

- Drop off/pick up (car or special needs bus) for students with special needs - can they continue to be picked-up and dropped off in same location and appropriately social distance

If master scheduling permits, reduces class sizes to allow for greater distancing between students

**Special considerations for ECE:**

- Students may not be removed from regular education classes to resource rooms to help with class size reduction. All ECE students must follow their IEP.

**ARRIVAL & DISMISSAL** - Ensures development and implementation of the School's Arrival and Dismissal Procedures and assigned staff accordingly to assist with:

**Special considerations for ECE:**

- Normal First Day morning and afternoon functions
- Receiving students (walkers, car riders, bus riders) and directing them to appropriate area for screening and exclusion.
- Placing/Hanging/Posting appropriate signs for Social Distancing and PPE reminders (determine if this needs to be completed daily)
- Directing students/families to the appropriate area for assistance Checking for and/or providing appropriate face masks as needed to students
- Ensuring social distancing (6 feet) in the mornings when the student arrives on campus until they enter the building.
- Ensuring every student is processed through Temperature Checks for Screening/Exclusion (even students with a Parent Affidavit)
- Identifies staff escorts to take students from Screening/Exclusion Area to the Health Room is meeting Exclusion criteria.
- Designates an employee to supervise the Health Room and Isolation Area if needed if no school nurse is available.
- Ensuring social distancing in the afternoons during dismissal
- Ensuring students are wearing face masks upon exiting the building.
- Arrival and dismissal of students with disabilities that have specialized equipment or need extra time.

**HEALTH ROOM** - Ensures signs are posted in the Health Room to remind occupants to Social Distance 6 feet apart. Ensures floors in the Health Room are marked with visual reminders of spaces that are 6 feet apart. Signs can be ordered using JCPS Safety Signage Order Code List.

**Special considerations for ECE:**

- Ensures students understand the expectations

**PPE**

Identifies a process for initial distribution of PPE\* to Staff and Students:

**Special considerations for ECE:**

- This includes any additional PPE equipment for ECE

Identifies which PPE items the school anticipates needing to order in addition to what was provided. (Additional PPE can be made available as needed from the JCPS Distribution Warehouse.)

**Special considerations for ECE:**

- PPE Considerations for ECE Special Classrooms and Related Service Staff shall be ordered by the school through the regular ordering process.
- Specialized PPE may include: additional gloves, wipes, sanitizer, clear masks, anti-fog cleaning solution for clear masks, face shields, gowns (disposable or reusable), goggles/safety glasses (discuss specific needs with your ECE staff prior to ordering)

Communicates expectations to families and students for face covering to prevent viral spread of disease CDC guidance

**Special considerations for ECE:**

- Students who cannot wear face coverings due to health reasons or sensory needs

Identifies PPE signs and appropriate placement around the building/campus and at entry points reminding all employees and visitors that masks must be worn at all times

**Special considerations for ECE:**

- Students who cannot wear face coverings due to health reasons or sensory needs
- Students who become upset if they aren't following the rules, even if they cannot for medical or sensory reasons

Classroom Teachers are aware of which students have a medical waiver on file that allows for not wearing a protective face covering

**Special considerations for ECE:**

- Students with disabilities that may require a medical waiver or an ARC meeting to determine appropriate accommodations.

Identifies process for ongoing (re)distribution of PPE for staff/students who arrive without face coverings AND for students/staff whose face masks become soiled/damaged/lost throughout the day. Identifies where those extra face coverings will be strategically placed to have quick access when providing to staff/students arriving without one (e.g., front office, main entry, bus loading/unloading area, walker and car-rider entry points, playground area, etc.)

**Special considerations for ECE:**

- Ensure a system is in place for ALL staff to be informed of special accommodations for students with disabilities.

Ensures consistent school-wide standards for masks including: Ensures school-wide standards for wearing masks are effectively communicated to all families and students through appropriate messages, images, posters, newsletters, etc. (taking into account English Language Learner and students with special needs).

**Special considerations for ECE:**

- Students who cannot wear face coverings due to health reasons or sensory needs

**ARRIVAL & DISMISSAL** - Assigns appropriate staff to monitor each student to ensure their masks: Fit snugly but comfortably against the side of the face; Are secured with ties or ear loops; Cover both nose & mouth and secure underneath the chin

**Special considerations for ECE:**

- Students with sensory needs

Social Distancing

PPE

**SECTION 7: APPENDIX**

**ECE/Special Needs**

**Screening & Exclusion**

Creates process for Health Screening of Students each day upon arrival before entering the school building. Health Screening involves taking each student's temperature to ensure it is below 100.4

**Special considerations for ECE:**

- Creating supports to help students understand the screening routine and expectations

Communicates the following **\*\*ISOLATION CRITERIA** to all families/students: JCPS Students arriving at school meeting the exclusion criteria listed above will be escorted to the School's designated Health Room for further review and isolation until the parent/guardian picks up the student; Isolated student will remain under adult supervision in an area designated for isolating ill students (See Health Room Tab) until the student is picked up by a parent/guardian or designee; Students with symptoms of an infectious disease will not be cohorted; Isolated students continue wearing a face covering while waiting for transport (unless there is a medical reason to prevent this); Establishes Transport Criteria for the potentially infectious student that include not sending any ill student home on the school bus, how a student will get home if parent/guardian has no transportation, and/or transport options if a parent. Guardian does not respond to calls for pick-up

**Special considerations for ECE:**

- Develop a plan for students that may require special supervision.

- Include ECE personnel.

Communication of school expectations that align with the school's plan to all families and students

**Special considerations for ECE:**

- Students who cannot wear face coverings due to health reasons or sensory needs

**ARRIVAL & DISMISSAL** - Communicates the plan for temperature checks (via touchless thermometer) for all students and staff at point of school property entry

**Special considerations for ECE:**

- Students who need visuals to understand, and need to practice routines

**HEALTH ROOM** - Identifies an area designated for isolating ill students (If the Health Room is large enough, students could be isolated in the Health Room). Identifies staff to supervise quarantine locations.

**Special considerations for ECE:**

- Special accommodations for students with disabilities

**HEALTH ROOM** - Ensure completion of a school health plan for students with known special health concerns, including those who are immunocompromised. Work with assigned APRN to develop Individualized Health Plans (IHPs) for at-risk students. Advocate for at-risk students and facilitate consideration for alternative education if best for student.

**Special considerations for ECE:**

- ECE students require an ARC meeting in a timely manner to make adjustments to health plans.

Screening & Exclusion

**Sanitation & Environment**

**DAILY CLEANING & SANITIZING** - Ensures the following continues to be completed daily in accordance with CDC Guidance: Custodial Staff has cleaned and sanitized all hand washing locations. Custodial Staff has checked and restocked (as needed) hand washing locations with hand soap and hand towels; Custodial Staff has checked and restocked (as needed) all hand sanitizer stations. Custodial Staff has ensured that the school has sufficient cleaning and sanitizing products; Custodial Staff has developed a plan to disinfect all high touch areas on a frequent schedule (see below); Custodial Staff has developed a plan to clean classrooms and instructional spaces (including gymnasiums, chorus/band/orchestra rooms, CTE labs, computer labs, etc.) daily; Custodial Staff has developed a plan to increase frequency of emptying of trash cans and sanitation of surfaces since meals may be eaten in classrooms; Custodial Staff has developed a plan for ECE classrooms that require more frequent cleaning of changing areas; Custodial Staff has developed a plan for safe handling/disinfecting of items such as wheelchairs, walkers, or devices that travel to and from school with students.

**Special considerations for ECE:**

- Discuss with your ECE staff if special sanitation or cleaning needs to be considered in special classrooms.

Communicates to families/students/staff expectations for proper Hand-Washing techniques: Wet hands with clean, running water, turn off the tap and apply soap; Lather hands by rubbing them together with the soap. The backs of hands, between fingers and under nails should be included; Scrub for at least 20 seconds. Hum the "Happy Birthday" song from beginning to end twice; Rinse hands well under clean, running water; Dry hands using a clean towel or air dry them

**Special considerations for ECE:**

- Students who need social stories and visual supports to understand

Communicates to families/students/staff expectations for appropriate Hand Sanitizer usage: Sanitizer should never be used to replace hand washing before meals unless water is not available. Sanitizers do not get rid of all types of germs; Washing hands with soap and water is the best way to get rid of germs in most situations; If soap and water are not readily available, a 60-95% alcohol-based Gel or Foam Sanitizer can be used; Liquid sanitizers are NOT recommended for student use; Hand sanitizers may not be as effective when hands are visibly dirty or greasy; Hand sanitizers may not remove harmful chemicals from hands like pesticides and heavy metals; Hand sanitizers do not remove all food allergens and are not a safe way to prevent exposure for children with food allergies; Students may carry travel size hand sanitizer up to 3 ounces in size; When using Hand Sanitizer, apply the gel/foam product to the palm of one hand (read the label to learn the correct amount), rub hands together, rub the gel/foam all over the surface of hands and fingers until dry (about 20 seconds)

**Special considerations for ECE:**

- Students who need social stories and visual supports to understand

**ARRIVAL & DISMISSAL** - Considers making adjustments to master schedule such as: adjusting class sizes to allow for greater distancing between students during lunch periods; reducing the number of students eating in the cafeteria (by using other available areas for eating) to ensure social distancing; determining a process for scheduling use of cafeteria to stagger or spread-out breakfast and lunches; scheduling for staggered arrival and dismissal times from cafeteria; adding more lunch periods to create smaller cohorts of students

**Special considerations for ECE:**

- Students may not be removed from regular education classes to resource rooms to help with class size. All ECE students must follow their IEP.

Sanitation and Environment

**Contact Tracing**

**Special considerations for ECE:**

JCPS employees making multiple contacts with students in a number of classes should maintain accurate records of daily schedules and interactions with students in order to assist with contact tracing as needed.

Service providers should plan for minimizing contacts when developing their schedules. For example, if students' IEPs require therapy once per week but do not specify the specific day, therapists will consider how to develop schedules to limit contacts from multiple classes and grade levels throughout the day. If the therapist provides services to several students from one classroom, the therapist may choose to schedule sessions with students from that classroom all in the same day. In this case if contact tracing was needed, the therapist was only exposed to students from one classroom within that school day. While this is just an example and may not always be possible, we recognize the importance of considering ways to minimize contacts across multiple classrooms and grade levels and to develop schedules to address this as much as possible while still providing the appropriate services to students based on their IEPs.

Contact Tracing

SECTION 7: APPENDIX

APPENDIX A: Early Childhood

Early Childhood

In addition to comprehensive guidelines that must be implemented for all students, special considerations must be given for our youngest students. Due to the nature of the COVID-19 pandemic, health and safety information may change rapidly. The Kentucky Department of Education's Office of Special Education and Early Learning (OSEEL) will provide additional guidance as updated information becomes available from the U.S. Department of Education. JCPS will continue consulting with local health departments to ensure local policies and processes follow the most current recommended guidelines.

[COVID-19 Considerations for Reopening Schools: Exceptional Learners and Preschool Students](#)

Social Distancing

Social Distancing	<p><b>Pre-Opening:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Limits to 4-5 centers 6-8 feet apart, facing walls. Remove the dramatic play center. Remove/store other center furniture and materials.</li> <li>- Establishes timed-center rotations with a maximum of 2-3 students per center. Mark spots at each center for 2-3 students.</li> <li>- Considers having only one class at a time on the playground, and establish disinfecting procedures between classes.</li> <li>- Uses developmentally appropriate posters that include visuals for EC students and place at the child's eye level.</li> <li>- Marks spots for only 2 students at a time at tables for play and meals.</li> <li>- Marks and label spots on the floor spaced 6 feet apart for each student (Circle time)</li> <li>- Considers staggering hallway transitions to minimize passing.</li> <li>- Limits hallway transitions to arrival, dismissal, and going to and from outside for gross motor activity.</li> <li>- Eliminates transitions as much as possible by: Using classroom restroom, Having meals delivered to classrooms and; Having arrival and dismissal directly to and from classrooms</li> <li>- Places cots/mats six feet apart during naptime. Students should be placed head to toe to reduce the potential for viral spread.</li> <li>- Mark spaces on the floor to ensure proper spacing.</li> <li>- Develops structured routines for socially distanced mask breaks for students who need it. Consider outside activities where small groups of students sit 6 feet apart on marked spaces in large circles with an adult.</li> <li>- Ensures each class should bring their own non-stationary equipment if using indoor gross motor spaces like a gym or multi-purpose room. Consider setting up gross motor center timed rotations with the same 2-3 student buddies at a time. Avoid using hallways for indoor gross motor activities.</li> <li>- Ensures EC-developed lesson plans are designed to provide support to students to understand social distancing (EC children with special needs or children with severe behavior needs as well as those that have not developed spatial awareness may have difficulty understanding the concept of social distancing and will need this support)</li> </ul> <p><b>Arrival/Dismissal:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- EC bus monitors must continue to implement hand-to-hand transfer of students at bus stops and provide assistance with stairs. Staff must sanitize hands in between each child being boarded on the bus.</li> <li>- The bus driver will stand up and watch each student proceed to designated seats.</li> <li>- Direct hand-to-hand transfer of students must occur for students entering the building as car riders or walkers. Staff must sanitize hands in between each child being unloaded from the car or walked into the school.</li> <li>- EC dismissal procedures must have a system for ensuring students are released to approved persons.</li> <li>- EC-created video lessons will be shared with staff, students and families to demonstrate how students will be loaded on to the bus, seated back to front, and unloaded front to back. Video will demonstrate how students will wear masks on the bus and will stay in their assigned seats every other row.</li> <li>- Signs and visuals will be displayed at student's eye level in arrival/dismissal areas and on the bus. The bus monitor will affix the signs on the bus before their first trip.</li> </ul>
	<p><b>Breakfast/Lunch/Snacks:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- EC students will eat in the classroom to minimize potential exposure due to challenges of maintaining social distancing for young children.</li> <li>- EC students will be seated at opposite ends of the table (only two students at a time) for meals.</li> <li>- Consider placing transparent table top shields between students.</li> <li>- Consider scheduling students on a meal rotation if there are not enough tables/seats for all students to have meals at once.</li> <li>- Consider using plastic mats that can be easily sanitized to use on other surfaces in the classroom during meal times.</li> <li>- Consider socially distanced eating in outside areas as weather permits.</li> <li>- EC-developed videos and lessons will be used to instruct students and staff on how to serve meals safely. To minimize viral spread, only adults will be serving food items to students.</li> </ul>
	<p><b>Health Room:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- EC students must be supervised at all times while in the Health Room. A 1:10 adult-child ratio must be maintained.</li> <li>- Beds, cots or rest mats must be arranged 6 ft apart, and students positioned head to toe to minimize viral spread.</li> <li>- Signage in the health room will be placed at students' eye level as appropriate.</li> </ul>

PPE

PPE	<p><b>Pre-Opening:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Develops structured routines for socially distanced mask breaks for students who need it.</li> <li>- Considers outside activities where small groups of 3-4 students sit 6 feet apart on marked spaces in large circles with an adult.</li> <li>- Ensures adequate inventory of smaller mask sizes (provided by JCPS Warehouse/Distribution)</li> </ul> <p><b>Arrival/Dismissal:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Ensures EC-designed lesson plans are implemented in online learning sessions prior to reopening to teach students and families how to wear and keep on a mask.</li> <li>- Provides a mask to EC students who say they do not have masks at home prior to the first day. Families will be encouraged to practice with children not accustomed to wearing a mask. Consider providing masks at Early Childhood schools serving as meal sites.</li> <li>- Ensures staff is wearing masks while supervising students on buses at the car rider or walker line.</li> <li>- Hand sanitizer stations must be set up on the bus, and at all bus, car rider and walker entrances.</li> <li>- Ensures students apply hand sanitizer upon boarding the bus and entry into school.</li> <li>- Ensures staff has a personal supply of hand sanitizer readily accessible either on a lanyard or in a toolbelt apron.</li> <li>- Bus monitors will have a supply of extra child masks for any student who does not have a mask at the bus stop.</li> <li>- Communicates with families that parents/guardians or responsible adults must wear masks during hand-to-hand transfer of students at the bus stop, car rider line or walker area.</li> </ul>
	<p><b>Breakfast/Lunch/Snacks:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Ensures all EC students and staff wear masks at all times unless they have documented medical waivers or are actively eating and drinking.</li> <li>- Ensures staff assists students as necessary with removing and putting back on their masks before and after meals and snacks.</li> </ul>
	<p><b>Health Room:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Considers surgical masks and/or face shields for staff providing care to students in the Health Room.</li> <li>- Follows district infection control practices including the use of gloves, surgical masks and face shields for adults administering school health protocols</li> </ul>

Screening & Exclusion

Screening & Exclusion	<p><b>Pre-Opening:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Early Childhood bus monitors will conduct temperature checks for every student at the bus stop in the presence of a responsible adult.</li> <li>- Early Childhood will provide bus monitors with thermometers for each bus.</li> <li>- Early Childhood's hand-to-hand transportation procedure will allow for students with a temperature above 100.4 to be sent home and not board the bus.</li> <li>- The bus monitor will hand a note to the responsible adult for the parent/guardian indicating that due to the elevated body temperature, the child will not be able to attend school that day.</li> <li>- The bus monitor will note any student with an elevated body temperature on the bus monitor log.</li> </ul> <p><b>Arrival/Dismissal:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Communicates to families that EC student temperatures will be checked AT the bus stop BEFORE boarding the bus. Any student with a temperature of 100.4F or greater will not be allowed to board the bus. Parents will need to share this with any authorized child care providers.</li> <li>- Communicates with families that EC student temperatures will be checked points of school entry. Any student with a temperature of 100.4F or greater will not be allowed to enter the school.</li> <li>- Ensures EC staff provide the parent/authorized adult with a JCPS Early Childhood Parent note stating that the child's temperature at the bus stop or upon arrival at school is 100.4F or greater, and that the child will need to be fever-free for 24 hours without the use of fever-reducing medication in order to resume physical attendance at school.</li> <li>- Ensures all EC staff complete a Health Services video training on how to use the contactless thermometer to take a student's temperature.</li> <li>- Provides bus monitors with extra set of batteries for thermometer.</li> </ul>
	<p><b>Breakfast/Lunch/Snacks:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Ensures EC staff develops a protocol for assisting students who exhibit symptoms during meal times, in order to follow the school's isolation procedures.</li> <li>- Ensures EC staff follow mask, handwashing and social distance guidelines while assisting students with meals during isolation.</li> </ul>
	<p><b>Health Room:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Identifies quarantine/isolation area/s based on layout that follows social distancing guidelines.</li> <li>- Ensures, any student exhibiting exclusion criteria will be taken to the designated quarantine/isolation room while the family is notified to pick them up (As teachers monitor their class during the day)</li> <li>- Ensures the room includes mats for sick students spaced 6 ft. apart with dividers providing additional protection as needed.</li> <li>- Ensures a designated isolation team will rotate the responsibility of monitoring students in the isolation room when needed. They will be provided with standard PPE (mask, gloves), hand sanitizer, and additional protective equipment (disposable gowns, face shield) to ensure their safety.</li> <li>- Ensures the isolation team will receive appropriate training before students start in the building.</li> <li>- Ensures students in isolation at the end of the school day will not be transported home on the bus.</li> </ul>

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**Sanitation & Environment**

**Early Childhood**

Sanitation and Environment

<p><b>Pre-Opening:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Adheres to established Early Childhood procedures for proper storage of cleaning supplies away from the reach of students.</li> <li>- Limits the number and type of materials in each center to those that can be easily cleaned/disinfected.</li> <li>- Removes any sensory (water, sand) and high touch centers.</li> <li>- Uses individualized supplies/manipulatives in sealed containers (e.g. plastic boxes, tubs) labeled with the student's name for table activities and centers (when possible).</li> <li>- Dispenses hand sanitizer when unable to do handwashing, and at all opportunities for cross-contamination during transitions.</li> <li>- Considers an hourly schedule for adult handwashing at a minimum, in addition to handwashing and use of hand sanitizer between assisting different students or groups of students.</li> <li>- Encourages each class to sanitize high-touch areas of stationary and non-stationary playground equipment after each gross motor session.</li> <li>- Establishes a schedule for sanitizing of classroom materials and surfaces during the day.</li> <li>- Considers using the class supervision zoning chart and map to assign sanitation responsibilities to the classroom team members. (Each staff member is responsible for sanitation of the supervision area they are responsible for.)</li> <li>- Ensures a process to reassign sanitation responsibilities for that day, as he/she would reassign supervision responsibilities if one member is absent</li> <li>- Ensures each class brings and sanitizes their own equipment after each session if using indoor gross motor areas like the gym or multipurpose hall.</li> <li>- Considers providing hand sanitizer to students between center rotations</li> </ul>
<p><b>Arrival/Dismissal:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Ensures EC students are not permitted to carry hand sanitizer but it should be accessible for use as needed with assistance from a staff member.</li> <li>- Ensures staff sanitizes hands in between hand to hand transfer of each child being boarded on the bus or received at the car rider or walker line.</li> <li>- Ensures hand sanitizer stations are set up on the bus, and at all bus, car rider and walker entrances.</li> <li>- Ensures staff have a personal supply of hand sanitizer readily accessible either on a lanyard or in a toolbelt apron.</li> <li>- Ensures EC Handwashing washing procedures are implemented upon entry into classrooms.</li> </ul>
<p><b>Breakfast/Lunch/Snacks:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Adheres to established Early Childhood procedures for proper storage of cleaning supplies away from the reach of students.</li> <li>- Ensures staff cleans and sanitizes mats and other surfaces used for meals.</li> <li>- Ensures staff sanitizes or washes hands after contact with students while assisting with meals.</li> </ul>
<p><b>Health Room:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Adheres to EC procedures for cleaning and sanitizing all surfaces in the health room.</li> <li>- Ensures isolation room chairs, beds/cots and rest mats and high-touch surfaces are sanitized after each use.</li> <li>- Ensures Isolation team receives training on handwashing and sanitizing protocols when caring for sick students.</li> </ul>

**Contact Tracing**

Contact Tracing

<p><b>Pre-Opening:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Maintains an accurate bus seating chart and roster, and note any temps above 100.4 on the bus monitor log that day/ride.</li> <li>- Maintains an accurate student contact list in bus monitor log.</li> <li>- Maintains a consistent small group/buddy list of 2-3 students for all activities, including center rotations, desk-based activities, meals and playground.</li> <li>- Maintains a seating chart for circle time. Place small group/buddies together.</li> <li>- Maintains a universal rest time/naptime chart. Place small group/buddies together.</li> </ul>
<p><b>Arrival/Dismissal:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Maintains an accurate bus seating chart and roster, and note any temperatures of 100.4 or greater on the bus monitor log for that day/ride.</li> <li>- Maintains an accurate student contact list in bus monitor log.</li> </ul>
<p><b>Breakfast/Lunch/Snacks:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Ensures EC Students have consistent designated seating for meals.</li> <li>- Considers placing EC student buddies together during meal times to minimize exposure to other students for contact tracing purposes.</li> <li>- Considers using student pictures, symbols, and written names to mark designated seating for meals.</li> <li>- Keeps updated seating charts for meals, including dated seating/position charts when meals are served outside or in other areas of the classroom.</li> </ul>
<p><b>Health Room:</b></p> <p><b>Special considerations for Early Childhood:</b></p> <ul style="list-style-type: none"> <li>- Maintains a record with dates and times of occupants and position charts for the isolation room.</li> </ul>

## SECTION 7: APPENDIX

## APPENDIX B

### FAQ: VIRTUAL LEARNING OPTION FOR STUDENTS AND FAMILIES

Question	Elementary Response	Middle/High School Response
<b>If we choose the Virtual Learning Option for our child, in what school will my child be enrolled?</b>	Each student will be registered for the virtual option in the school they would attend in person.	Each student will be registered for the virtual option in the school they would attend in person.
<b>If we choose the Virtual Learning Option, will we be assigned a specific teacher from my child's school or will there be a virtual learning teacher from JCPS?</b>	The assigned teacher will depend on the number of students at each school choosing the Virtual Learning Option. We hope to assign students to teachers from their current school, but students could be assigned to other JCPS teachers.	The assigned teacher will depend on the number of students at each school choosing the Virtual Learning Option. We hope to assign students to teachers from their current school, but students could be assigned to other JCPS teachers.
<b>What are the expectations for parents/guardians if we do decide to participate in the Virtual Learning Option?</b>	We will be asking parents/guardians to ensure that students participate daily and complete their work. Additionally, students will need reliable internet and a device capable of streaming videos and creating documents. Phones and tablets are not recommended. If a student needs a device or internet connectivity, parents/guardians should communicate with the school. A device and/or hotspot will be provided.	We will be asking parents/guardians to ensure that students participate daily and complete their work. Additionally, students will need reliable internet and a device capable of streaming videos and creating documents. Phones and tablets are not recommended. If a student needs a device or internet connectivity, parents/guardians should communicate with the school. A device and/or hotspot will be provided.
<b>If we select the Virtual Learning Option now and want our child to go back in person next semester, will they be able to return to their current school?</b>	Students will go into an in-person classroom based on their current enrollment.	Students will go into an in-person classroom based on their current enrollment. Class placement will be determined by the schedule.
<b>Will the Virtual Learning Option be offered for the entire school year?</b>	Yes, the Virtual Learning Option will be available at all JCPS schools throughout the 2020-21 school year.	Yes, the Virtual Learning Option will be available at all JCPS schools throughout the 2020-21 school year.
<b>Will related arts/elective classes be offered virtually?</b>	Yes, specific offerings and schedules will be unique to each school.	Yes, specific offerings and schedules will be unique to each school.
<b>Will students be required to go in the building for any reason if we choose the Virtual Learning Option?</b>	No	No
<b>Will there be special education teachers for students who have special needs?</b>	Yes, students will receive special education services through the Virtual Learning Option.	Yes, students will receive special education services through the Virtual Learning Option.
<b>If you have two children, do both children have to have the same learning experience, either in-person or virtual?</b>	No, a family can choose the option that is best for each child.	No, a family can choose the option that is best for each child.
<b>How will academic, social, emotional, behavioral, and other needs be met in the Virtual Learning Option?</b>	Schools will work to meet each student's needs academically, socially, emotionally, and behaviorally just as they might for in-person instruction but using digital tools and resources.	Schools will work to meet each student's needs academically, socially, emotionally, and behaviorally just as they might for in-person instruction but using digital tools and resources.

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<p><b>Will there be a common digital curriculum in the Virtual Learning Option?</b></p>	<p>Yes, Savvas Realize will be the curriculum for students for reading, math, social studies, and science.</p> <p>Students will access the platform through their Virtual Learning Option teacher's Google Classroom.</p>	<p>Yes, we purchased Savvas Realize for students for reading, math, social studies, and science. However, if students have started courses during NTI 2.0 that they need to continue for completion, they will be able to do that. Supplemental sources will also have to be used for courses not contained within the Savvas Realize curriculum, such as AP courses at the high school level. The resources offered during NTI 2.0 will also be available.</p> <p>Students will access the platform through their Virtual Learning Option teacher's Google Classroom.</p>
<p><b>What if something in my family changes that impacts my decision about attending school in person or virtually?</b></p>	<p>We recognize that there are a number of factors affecting decisions. If your plans change, we ask that you notify your child's school as soon as possible.</p>	<p>We recognize that there are a number of factors impacting decisions. If your plans change, we ask that you notify your child's school as soon as possible.</p>
<p><b>What about dual-credit courses? Will AP courses be offered for high school students in the Virtual Learning Option?</b></p>	<p>N/A</p>	<p>AP courses are available. Dual-credit course offerings depend on what our partnering universities will offer.</p>
<p><b>Will Virtual Learning Option students be required to submit completed work daily? Will they get quick feedback on results?</b></p>	<p>This will vary by level, class, and teacher. However, teachers are always expected to provide feedback to students in a timely manner.</p>	<p>This will vary by course and teacher. However, teachers are always expected to provide feedback to students in a timely manner.</p>
<p><b>Will there be worksheets and other written work, or will all work be done on the computer?</b></p>	<p>The assignments could be a mixture of on-line work with paper/pencil. We believe both will be important in ensuring the learning of our students.</p>	<p>The assignments could be a mixture of on-line work with paper/pencil. We believe both will be important in ensuring the learning of our students.</p>
<p><b>Will there be any virtual interactions with other students or only with the teacher?</b></p>	<p>It is possible students will be participating in Google Meets or Microsoft Teams with other students. They may have projects and/or other kinds of assignments that will require collaboration with other students.</p>	<p>It is possible students will be participating in Google Meets or Microsoft Teams with other students. They may have projects and/or other kinds of assignments that will require collaboration with other students.</p>
<p><b>How will the students be graded?</b></p>	<p>Teachers should follow grading guidance as outlined in the JCPS 2020-21 <i>Student Progression, Promotion, and Grading Handbook</i>.</p>	<p>Teachers should follow grading guidance as outlined in the JCPS 2020-21 <i>Student Progression, Promotion, and Grading Handbook</i>.</p>
<p><b>If my child participates through the Virtual Learning Option, will they still be able to participate in buying a yearbook, taking school pictures, etc.?</b></p>	<p>Yes</p>	<p>Yes</p>
<p><b>Will all CTE courses be offered in the Virtual Learning Option?</b></p>	<p>N/A</p>	<p>A limited bank of CTE courses will be offered online, but students will not be able to experience hands-on instruction as they might in a CTE lab.</p>



## SECTION 7: APPENDIX

## APPENDIX C: DISTRICT QUESTION AND ANSWER DOCUMENTS

## PERSONAL PROTECTIVE EQUIPMENT (PPE)

### JCPS—DISTRICT-WIDE INFORMATION

#### What is PPE?

Personal protective equipment, commonly referred to as “PPE”, is equipment worn to minimize exposure to hazards that cause injuries and illnesses. Some examples are: masks, gloves, and face shields.

#### Why is it needed?

Face masks prohibit spread of the virus even when the infected person is without symptoms. Wear a mask to help protect others in case you’re infected but don’t have symptoms.

#### Who is required to use it?

The use of masks is required by all students (PreK-12th grade) and staff unless they have a medical waiver.

#### When is it used?

PPE is used at all times while in the building or on the bus, unless medically waived. Masks should not be lowered during the school day, even if all students and staff are seated 6 feet apart. Students and staff should only lower their masks while actively eating or drinking. The mask should not be worn around your neck or up on your forehead. Don’t touch the mask, and, if you do, clean your hands.

#### How is it used?

Hands should be washed prior to putting on a mask. Masks should cover both nose & mouth and be secured under the chin. Masks should fit snugly but comfortably against the side of the face. Masks should be secured with ties or ear loops. Masks should include multiple layers of fabric. Masks should allow for breathing without restriction. Masks should be able to be laundered & machine dried without damage or change in shape.

#### Where does my student get a mask?

You can provide your own PPE Mask or your school will provide each student with two washable cloth face coverings.

#### How do I care for my PPE Mask?

Untie the strings behind your head or stretch the ear loops. Handle only by the ear loops or ties. Fold outside corners together. Place the mask in the washing machine. Wash your hands with soap and water.

## SOCIAL DISTANCING

### JCPS—DISTRICT-WIDE INFORMATION

#### What is Social Distancing?

It is physical distancing, six feet from another person.

#### Will Social Distancing be maintained at all times?

Our goal is to create the optimal conditions allowable to minimize the risks associated with transmission through extended, close contact between individuals. Principals and their teams are:

- Inspecting each area of their building to identify opportunities to increase space between seats and people
- Removing non-essential furniture to allow for more space and/or reorganized classroom areas to make social distancing the primary focus of physical layout
- Displaying signs/markings/visual indicators on floors, doors, walls, and transitional areas reminding everyone to maintain a 6-ft space between themselves and others
- Reviewing and modifying processes to reduce the number of students that would occupy a common area that lends itself to close gathering (e.g., break-fast and lunch, restroom usage, hallway transitions, playground usage, etc.)

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### What will Social Distancing look like:

Schools will create space between students and staff, avoiding unnecessary contact or movement within the personal space of 6 feet. Here are some examples that schools are implementing:

- Markings on floor as a reminder of areas that are 6 feet apart for instruction.
- Modify classes/activities that normally require multiple students to engage in an activity that could cause close social contact, congestion or movement in the school hallways such as choir, gym class, art, music, etc. These do not have to be canceled if distance and sanitation needs are met.
- Reduce congestion in common areas (school office, nurse's office, guidance office, bus loading areas, etc.).
- Cancel field trips, assemblies, and other large group activities to avoid mixing students in large common areas.
- Limit non-essential visitors on school property.

### What will the school do when social distancing cannot be effectively maintained?

If the physical space in the school does not allow for spacing students' desks 6 feet apart, space desks as far away as possible. All desks should be arranged so students' seats face the same directions. The use of cloth face masks is a safety expectation for all students and staff at all times, unless medically waived.

## SCREENING, EXCLUSION, & CONTACT TRACING

### JCPS—DISTRICT-WIDE INFORMATION

#### What is Screening and Exclusion?

- Screening is done to check for signs of COVID-19 or other illnesses. Temperature checks will be done as students come into school. Touchless thermometers will be used to reduce the risk of spreading any germs.
- Exclusion is keeping students home from school and away from others. This is done to lower the risk of the virus spreading to others. State guidelines say that children should not come to school if they have a temperature of 100.4F or above, new cough, vomiting, diarrhea, a new rash, or if they have been in contact with someone who is diagnosed as currently having COVID-19.

#### When will my child be screened and what will that process look like?

School level plans include a temperature check as students and staff come into school. Per state guidance, parents whose students ride a bus will be asked to sign an affidavit of home screening for temperature. To ride the school bus, parents must attest they will not send a child who has a temperature of 100.4F or higher.

#### What would cause my child to be excluded?

Students should stay home OR be excluded from participating in school activities and sent home if any of the following occur:

- Temperature greater than 100.4 F
- Cough (or a new/unusual cough in a child with asthma)
- Vomiting or diarrhea
- New rash
- Students should also stay home from school if they have been in contact with someone who is diagnosed as currently having COVID-19.

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**Where will my child be isolated?**

Schools will have a place for students to go when they are sick. They will be supervised by an adult until they can be picked up by a parent, guardian or designee that is approved to pick up the child.

**How will my child be transported home?**

Parents/guardians need to plan for arrangements to pick up children if they become sick at school. It is important for families to make a plan for how to pick up their child if they become sick at school.

**Will Immunizations and Annual Health Screening Exams still be required?**

Yes, immunizations and health screenings such as Kindergarten and 6th grade physicals, dental screening and vision screenings are still required. Some families may have experienced difficulty getting in for appointments. If your child needs immunizations, a physical examination or a dental screening and cannot get into your regular health care provider or your child does not have health insurance, please call the Health Services Office at 485-3387.

**How will Contact Tracing be effectively implemented in JCPS schools?**

JCPS has a contact tracing plan in place with the Louisville Metro Health Department. A school will report a positive case to the JCPS Health Services team who will work with the local Health Department to contact those who may need to self-quarantine.

**How will I know if/when my child has been exposed to someone with COVID-19 and how quickly will I be notified?**

If a student or teacher is positive for COVID-19, JCPS Health Staff will be working with the Health Department to determine next steps. When a child is identified as a close contact, health officials will reach out to the family if there is a need to self-quarantine. Families in classes where there is a case will be notified as soon as possible on the recommendations of public health officials.

**Will my child have to quarantine if exposed?**

The need for self-quarantine depends on many factors including whether students were wearing masks, how far apart they were, how long and how close they were together. For those identified as a close contact to a case, the length of time for self-quarantine is usually 14 days after the last exposure.

**How long will my child have to be out of school if diagnosed with COVID-19?**

People diagnosed with COVID-19 are usually out of school for 10 days beyond the start of symptoms or a positive test. That can vary depending on how sick someone is and other circumstances.

**Why do some people have to stay home 10 days and some people have to stay home 14 days?**

Current guidance indicates that a person who is diagnosed with COVID-19 is required (in most cases) to be out of school for 10 days beyond the start of symptoms or a positive case. For those identified as a close contact to a case, the length of time for self-quarantine is usually 14 days after the last exposure.

**When can my child return to school?**

Your child can return to school when the local health department or the student's provider provides clearance documentation for the school record. A negative COVID-19 test is NOT required for a student to return to school.

**How can I get more information about Screening, Exclusion, Isolation, and Contact Tracing?**

Here is a link to information on the Center for Disease Control's [website](#). More information can be found here.

## SECTION 7: APPENDIX

# CLEANING, SANITIZING AND ENVIRONMENTAL FACTORS

## JCPS—DISTRICT-WIDE INFORMATION

### How are we managing the spread of COVID-19?

- Following recommendations by the Centers for Disease Control and Prevention (CDC)
- Using the disinfectants approved by the United States Environmental Protection Agency (EPA) (List-N) to kill the virus that causes COVID-19
- Implementing a robust cleaning and disinfecting program to prevent transmitting bacteria and viruses from surface to people, as well as between facilities (households, buses, schools, classrooms, etc.)
- Using battery-powered sprayers to deliver the disinfectant as a mist providing coverage in harder-to-reach surfaces and areas
- Increasing awareness of proper handwashing as the single-most effective way of preventing spread
- Practicing social distancing and wearing proper personal protective equipment (PPE)
- Minimizing opportunities for people to congregate in common areas
- Actively monitoring COVID-19 infection patterns in a facility

### How can everyone help prevent the spread of the virus COVID-19?

- If possible, students should provide their own reusable water bottles to be refilled with water throughout the day. This will reduce the number of students drinking directly from the water fountains.
- Help promote, teach and reinforce proper hand washing: Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community. Follow these five steps every time:

- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.
- Hand Sanitizer should be used when soap and water are not readily available, the CDC recommends using an alcohol-based hand sanitizer that contains at least 60 percent alcohol (also referred to as ethanol or ethyl alcohol).

### How and when will schools be cleaned?

Schools will be cleaned and disinfected daily with EPA approved chemicals and following CDC guidelines.

### What are high-contact surfaces and how often will they be cleaned?

High contact surfaces include (but are not limited to): tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, water fountains etc. The frequency of cleaning and disinfecting high-contact surfaces should increase throughout the day as usage increases. Classroom teachers will have access to disinfecting wipes throughout the day to use as needed.

What is the difference between bacteria and virus? Bacteria is a living organism and can reproduce on its own. A virus cannot reproduce on its own and must have a host.

### What kind of disinfecting products are used?

Products that have been approved by the EPA and have a claim against COVID-19 based on data for harder to kill viruses.

## SECTION 7: APPENDIX

**What happens if there is a confirmed case of COVID-19 at my Child's School?**

If there is a confirmed case of COVID-19 within a school, office, or other JCPS facility, we will follow recommendations found in the *Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)* for cleaning and disinfecting the school building thoroughly by:

1. Restricting access to the area used/occupied/visited by the ill person.
2. If possible, opening outside doors and windows to increase air circulation in the area.
3. Cleaning and disinfecting all areas (e.g., offices, bathrooms, common areas, shared electronic equipment) used by the ill person(s), focusing especially on frequently touched surfaces.
  - Surfaces should be cleaned using soap (or a detergent) and water prior to disinfection.
  - Disinfect with a disinfectant on [List N: Disinfectants for use against SARs-CoV-2](#) the virus that causes COVID-19.
4. If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

**RIDING THE SCHOOL BUS****JCPS—DISTRICT-WIDE INFORMATION****Will students be required to wear masks on the bus?**

Yes, all students will be required to wear a mask unless a student has a medical waiver. Those students will be seated in the designated seat at the front of the bus.

**Will Hand Sanitizer be provided on the bus?**

Yes, all students will be required to use hand sanitizer upon entry onto the bus.

**Will the bus be ventilated?**

Yes, KDE recommends all windows are down for air flow purposes when safe and weather permitting.

**Will my child need to wear warm clothes since the windows on the bus will be down?**

Yes, as cooler weather arrives, the bus windows will be down so please dress your child appropriately.

**Will my child be socially distanced from other students on the bus?**

Students will be separated to the extent possible on the bus, but the school bus will be loaded without capacity limits. The driver will document seating charts for students who ride the bus.

**How and when will buses be cleaned?**

Buses will be cleaned daily as well as in-between runs. High touch points will be addressed whenever possible.

**Will buses be sanitized between runs?**

Yes, drivers will be wiping down high touch points between runs. Powered disinfecting sprayers have been ordered for the bus compounds and will be utilized to disinfect the bus.

**What if a student is sick and gets on the bus?**

The bus driver will have a designated seat(s) at the front of the bus reserved for students showing signs of sickness.

**What will the exchange at the Depot look like?**

Staff will be on site to help with social distancing with students waiting to change buses. Drivers will need to clean their buses to prepare for the changing of students. Staff will then follow the student exchange procedure in order to ensure that students are loaded onto their second bus.

**How will contact tracing be impacted by students who ride multiple buses and transition at Depots?**

Bus drivers will assign students to seats and keep that chart for contact tracing. This will be critical to ensure that we can track students with possible exposure. Note: As a backup we will have the ability to view bus video as a double check for seat assignments on the buses.

## SECTION 7: APPENDIX

**What about students who don't wear a mask on buses?**

All students are required to wear a mask on the bus unless they have a medical waiver. We will have masks available on the bus for those who forget to bring one. If a student refuses to wear a mask, normal disciplinary procedures will be followed.

## PROCEDURES FOR VISITORS

### JCPS—DISTRICT-WIDE INFORMATION

**Will I be able to volunteer in my child's school like I have in previous years?**

In accordance with the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12), schools will be limiting non-essential visitors on school property.

**Will visitors be required to wear a mask?**

- All visitors will be encouraged to wear a mask. Face masks prohibit spread of the virus even when the infected person is without symptoms.
- Disposable masks will be made available to visitors wishing to enter the building.
- Schools have been provided PPE for staff that include (cloth face covering, clear protective face shield, and Plexiglas barriers for front counters/reception desks in the event a visitor enters without a face covering.
- Building access may be restricted or limited to mitigate the potential for additional spreading of the virus.

**If I have (or have been exposed to) COVID-19 and need to sign my child into school or pick up my child from school, what will that process look like?**

- Schools will have outward facing signs/posters instructing anyone entering the school property to NOT ENTER if they meet any of the Exclusion Criteria:
  - Temperature greater than 100.4F
  - Cough (or a new/unusual cough with asthma)
  - Vomiting or diarrhea
  - New rash

- Exposure to a COVID-19 case during a 48-hour period before onset of symptoms until meeting criteria for discontinuing home isolation.
- Schools have been instructed to reduce congestion in common areas (school office, nurse's office, guidance office, bus loading areas, etc.).
- You are encouraged to contact your child's school directly for further instruction on sign-in and sign-out procedures.

## ECE (SPECIAL EDUCATION)

In addition to comprehensive guidelines that must be implemented for all students, special considerations must be given for our students with special needs. Due to the nature of the COVID-19 pandemic, health and safety information may change rapidly. The Kentucky Department of Education's Office of Special Education and Early Learning (OSEEL) will provide additional guidance as updated information becomes available from the U.S. Department of Education. JCPS will continue consulting with local health departments to ensure local policies and processes follow the most current recommended guidelines.

### JCPS—DISTRICT-WIDE INFORMATION

**How will schools differentiate instruction to teach students with special needs about social distancing?**

Some students may require a variety of prompts or reminders to successfully practice social distancing such as: placing tape on the floor as a visual reminder of personal space; reading or providing social stories to students about the importance of social distancing; providing students access to videos that demonstrate examples of social distancing in multiple settings; including (as a daily reminder) the steps to following social distancing during school announcements; using gestures to prompt students while practicing social distancing; providing students with opportunities for repeated practice in multiple settings; breaking down the steps for following social distancing into key components; remembering to provide feedback and reinforcement to students practicing social distancing. Considerations for students' emotional/trauma/mental health needs when enforcing social distancing and

## SECTION 7: APPENDIX

for students who do not understand the complexities of social distancing and will need supports to communicate expectations

**Will my child still be able to participate in community-based instruction?**

Instructional experiences in our community have allowed our students to use functional and academic skills in an authentic environment; however, these experiences will be suspended while social distancing policies are in place. Current guidance directs that field trips to the community are also suspended, so schools will consider how they can create opportunities for students to have authentic experiences within the school environment.

**Will health screening routines be modified for students with special needs?**

Schools will consider wait times for students with disabilities. Some students may not be able to tolerate long wait times and may be permitted to skip to the front of the line. Schools are planning for arrival procedures, taking into consideration appropriate practices.

**Will students with sensory issues, behavior issues or health concerns be required to wear masks? If not, is a doctor's directive required or is it an ARC decision?**

JCPS, in accordance with the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K12) has determined that all students and staff are required to wear a cloth face covering (mask) at all times while in the building or on the bus, unless medically waived." In most cases, students with disabilities should be able to adhere to the requirements for cloth face coverings. However, there will be exceptions for individual students for whom this is not possible. It may be necessary to schedule an ARC meeting to determine if a student with a disability requires a waiver for wearing a face covering. Wearing a cloth face covering is an essential preventive measure; the ARC waiver decision should be based on the individual needs of the student and not be made unilaterally for students with disabilities.

If a student with a disability presents a doctor's note referencing the need for a waiver of the face mask requirement, an ARC meeting is not necessary. The school will immediately grant the waiver and begin implementation. Doctor's notes can be written by anyone on the student's medical team who is qualified to make that determination. For example, notes from a physician's assistant or nurse practitioner should be accepted. If a waiver is approved by the ARC, it will be documented in the student's IEP and implemented immediately. In both cases, the student's teachers will be notified of the waiver. Additional staff in the building will also be notified about the waiver to prevent staff from requiring the student to wear a mask.

**Will Social Distancing be possible in smaller classrooms or in small group instructional support?**

Special considerations have been given to the physical layout of classrooms to reprioritize the use of space, focusing on optimizing the distance between students. If schools need to (re)move classroom items, administration has been intentional about communicating with ECE staff to ensure student needs will be met. Transitions to and from classroom areas are being reviewed and communicated. Related service providers who cannot maintain social distancing due to the nature of their work (such as orientation and mobility providers, oral mechanism checks for students with speech impairments and others) will be provided appropriate PPE in order to protect the health and safety of the provider and students.

**Will school staff still be able to provide special assistance to my child with complex needs (such as health care or toileting needs) while maintaining social distancing?**

Some students with complex needs may require one-to-one assistance as mandated by the IEP. This may include (but is not limited to) assistance with toileting, hand-over-hand assistance, physical transfers, and feeding. In these cases when social distancing cannot be maintained, staff will utilize the appropriate personal protective equipment (PPE) to provide additional layers of protection (gowns, gloves, face shields, hair/shoe coverings, etc.).

## SECTION 7: APPENDIX

### **Will Special Needs Transportation (T5) be provided to my child?**

Yes. We are considering special accommodations to meet the individual needs of students who receive special transportation as determined by an ARC committee.

### **If my child with a speech or language impairment is physically at school, can therapy be provided with safety measures in place?**

JCPS can hold in-person speech therapy sessions as long as safety expectations outlined in the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12) are followed. If this is not possible, the ARC will consider providing therapy to the student through a virtual platform.

### **Will my child be able to participate in group therapy sessions?**

Group therapy may be provided as long as expectations outlined in the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12) are followed.

### **If my child is scheduled to receive therapy or special education services in a resource setting, how can this be safely delivered? What safety protocol should be in place?**

Therapists and resource classroom teachers should follow the classroom safety expectations addressed in the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K12). Schools are giving special considerations to sanitation expectations for these classrooms. One safety expectation noted in the guidance is for teachers and administrative staff to assist janitorial staff by routinely disinfecting frequently touched items in the classroom. This is especially important for resource settings in which multiple students may utilize the same desk, chair or other items at different times throughout the day. Schools are considering the service needs of students when developing schedules and should consider ways to minimize multiple transitions throughout the school building for students and staff while continuing to follow students' IEPs. IEPs should not be modified to change a student's educational setting for reasons other than the needs of the student.

### **My child receives services from a therapist who is in contact with multiple students during the school day. What safety protocols should be in place for someone who will be making multiple contacts with students in a number of classes to meet contact tracing guidelines?**

In this situation it is important for our therapists to maintain accurate records of daily schedules and interactions with students in order to assist with contact tracing as needed. Therapists are also considering minimizing contacts when developing their schedules. For example, if students' IEPs require therapy once per week but do not specify the specific day, therapists will consider how to develop schedules to limit contacts from multiple classes and grade levels throughout the day. If the therapist provides services to several students from one classroom, the therapist may choose to schedule sessions with students from that classroom all in the same day. In this case if contact tracing was needed, the therapist was only exposed to students from one classroom within that school day. While this is just an example and may not always be possible, we recognize the importance of considering ways to minimize contacts across multiple classrooms and grade levels and to develop schedules to address this as much as possible while still providing the appropriate services to students based on their IEPs.

### **Will there be changes for snacks and meals?**

During the COVID-19 pandemic, serving snacks and meals within the classroom poses a unique challenge. As JCPS has been making plans for reopening, we have taken into account, 704 KAR 3:410, Section 6 (12) (e) "... involving children as feasible in the planning and preparation of snacks and meals ...". It is also important to note, the Centers for Disease Control and Prevention (CDC) recommends the elimination of family style meals and having staff serve food to mitigate the spread of germs when preparing food or snacks for students. As we develop our reopening plans concerning food and snacks, we recognize the importance of considering students who may have an IEP or 504 plan that specifies the need for food or drink.



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**How is JCPS protecting students with disabilities who come to school but are medically fragile?**

JCPS schools have considered creative scheduling for medically fragile students to limit their contacts as much as possible. Schools are preparing to apply 6 feet of social distancing and wear appropriate PPE when working with the student. Schools also may obtain parental consent to speak with the student's medical team to gain knowledge on how to best accommodate the student's medical condition in the classroom. At any time, parents may call an ARC meeting to discuss the unique needs of their child with the school team.

**If my child has a hearing impairment and an IEP that includes the use of a frequency modulation (FM) system, how will his/her teachers wear appropriate PPE while still allowing my child to access instruction?**

In this case, it would be appropriate to accommodate the needs of the student. Teachers wearing cloth face masks may potentially muffle sound and negate the benefit of the FM system. Instead of a face mask, teachers using FM systems may wear reusable face shields that wrap around the sides of the wearer's face and extend below the chin. Reusable face shields should be cleaned.

For more detailed information regarding your child's specific needs, please contact your school's administrator or Implementation Coach to schedule an ARC.

**EARLY CHILDHOOD—  
PREPARATIONS FOR  
REOPENING**

In addition to comprehensive guidelines that must be implemented for all students, special considerations must be given for our youngest students. Due to the nature of the COVID-19 pandemic, health and safety information may change rapidly. The Kentucky Department of Education's Office of Special Education and Early Learning (OSEEL) will provide additional guidance as updated information becomes available from the U.S. Department of Education. JCPS will continue consulting with local health departments to ensure local policies and processes follow the most current recommended guidelines.

**JCPS—DISTRICT-WIDE INFORMATION****Will my pre-school child be required to wear a protective face mask?**

JCPS, in accordance with the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K12) has determined that all students and staff are required to wear a cloth face covering (mask) at all times while in the building or on the bus, unless medically waived." There may be exceptions for individual students for whom this is not possible. A parent or guardian may present a doctor's note stating that a student should not wear a mask. According to the CDC, cloth face coverings should not be worn by: children younger than 2 years old; anyone who has trouble breathing; or anyone who is unconscious, incapacitated or otherwise unable to remove the cloth face covering without assistance. In accordance with Kentucky guidance, JCPS has chosen to require Pre-school students to wear a face covering, per Centers for Disease Control and Prevention (CDC) recommendations. Schools will encourage preschool students to protect their personal health and each other's health by making statements such as: "don't touch your face; sneeze into your elbow; stay home when you are sick."

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### **Will Social Distancing occur in pre-school?**

Preschool students must social distance as much as possible. Classrooms will be set up to optimize social distancing. Schools have plans to teach and reinforce social distancing by: explaining “social distancing” and “personal boundaries” using developmentally appropriate words and phrases; developing simple routines for preschool students to follow and help students internalize these new routines; using age-appropriate signs and stickers to encourage students and adults to stay 6 feet away from one another; arranging classrooms with enough space between learning centers for small groups and individual play; providing 6 feet between sleeping mats and cots; avoiding large group activities; staggering times for outside play to limit how many classes are on the playground at one time; using developmentally appropriate instructional materials, even when students are spread out.

### **Will health screening routines be modified for preschool students?**

Preschool students are not developmentally ready to wait for extended amounts of time while temperatures are checked. Preschool students who ride buses will have their temperatures checked by the bus monitor when the bus arrives at the bus stop for pick up. If the student presents with a fever, the child will not be able to come to school. Parents will be asked to share this with all authorized child care providers and responsible adults ahead of time. A note will be provided to the parent/guardian or responsible adult (who will always be present at the bus stop due to Early Childhood’s hand-to-hand transfer requirement) that the child is febrile and will be allowed to return to school after 24 hours of being fever-free without fever-reducing medication and/or after written clearance from a medical professional.

Schools will consider appropriate measures for those who arrive at school by car or foot (for example - allowing preschool students to skip to the front of the line). Schools have created arrival procedures, taking into consideration age-appropriate practices.

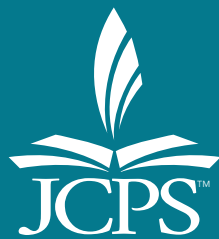
### **Will my child still be able to participate in preschool classroom centers?**

Centers can present unique challenges for maintaining sanitation and social distancing requirements. JCPS has taken the following into consideration as plans have been created for developmentally appropriate center work in a socially distanced environment: limiting teaching and learning materials to those that can be easily cleaned and disinfected as often as needed; avoiding the use of materials that cannot be cleaned or sanitized, such as playdough; refraining from using water or sensory tables; structuring center time (students playing in one center for an allotted amount of time) to help maintain sanitation and social distancing; considering grouping students to rotate through centers in pairs; keeping art supplies in individual containers assigned to individual students; having students wash or sanitize hands before and after each center; and limiting the number of centers available during the day.

### **Is there a waiver on the required minimum instructional time for preschool programs?**

According to 704 KAR 3:410, Section 6, programs must provide students a minimum of two and one-half hours of instruction per day, not including a meal (breakfast or lunch) at least four days per week, or they may design a local program that meets the needs of the community. The program must provide direct services to children or families for at least the same amount of instructional days as the local school district. This regulation provides flexibility with instructional days when considering local school districts’ reopening plans for preschool programs and therefore would not require a waiver.





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