
Ryland Heights Elementary

Kenton County School District



Re-Entry Plan

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Introduction

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

Purpose of Guidance Document

The purpose of this guidance document is to communicate best practice guidelines to ensure a safe and healthy 2020-2021 school year for all stakeholders. This document was created by district staff in collaboration with local health officials, school leaders and the district advisory committee to include parents, students, teachers, principals and local health officials. Additionally, surveys were utilized to ensure the district received information from all stakeholders.

We extend a special thank you to everyone involved in creating this guidance to help ensure that the KCSO continues the focus to provide a world class education to all students even in fluid, unprecedented situations.

Guiding Principles

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

Instructional Models

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

Ryland Heights Elementary will utilize Option B a "synchronous opt-in" model to start the 2021 school year. Parents/guardians will be given the choice to send their child to school for in person classes, have their child participate in real time classes via technology at home or utilize recorded class sessions. Ryland Heights Elementary will be providing school-owned technology for all Ryland Heights enrolled students following the guidelines of the [Technology Device Check-Out form](#). Additionally, parents can select the district virtual school program for their child. This model is a completely on-line program.

- Technology will include a school owned Chromebook. (Pending Chromebook order arrives before beginning of school)
- The [Technology Device Check-Out form](#) will be sent home with students participating in-person on the first day of school. Once returned, a chromebook will be assigned to the student.
- For those students in need of technology participating through the synchronous model, chromebooks will be picked up prior to the start of school. Parents of students participating in the synchronous model will be contacted directly to schedule a date and time to pick up ChromeBooks.
- The expectation is for each student to take their individual Chromebook home with them each night and return to school with them the next day, fully charged.

Ryland Heights Elementary will follow social distancing guidelines at all times to include classrooms. Parents will be sent a survey the week of July 27th to obtain the number of students who plan to be at school for in person classes. The results of this final survey may result in a rotational plan being implemented for in person classes.

Option A: Return to Normal or Traditional Instruction

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

Option B: Synchronous Instruction

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

- The school district's academic calendar for 2020-21 will continue to be followed.
- Schools are permitted to bring small groups of 10 students into the building to pick up a device, meet with teachers, or targeted services.

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- Students who are not physically present in the classroom will be expected to participate online in real time during the class or watch a recording of the class at a later time and meet all classroom expectations.
 - Grading expectations and attendance guidelines will be reviewed and revised as necessary.
 - **Ryland Heights Staff will receive training on Google Classroom and synchronous learning to ensure systemic usage and quality across the district.**
 - Training, resources, guidance documents and videos will be made available for students and families to support synchronous learning at home for all students.
 - State and local public health guidance may dictate the number of students we are able to serve in person at a certain time. The school/district will utilize all available space to ensure that we meet the needs of every KCS D student to the maximum extent possible.
 - Technology and internet connectivity is essential and the district will provide assistance to the maximum extent possible.
 - Learning walks will continue to be utilized to give ongoing feedback, coaching, and support for teachers.

Daily Required Criteria for Synchronous Instruction:

- Check in during scheduled class time (Through Google Meet or a task/prompt posted in Google Classroom)
- Tasks with student products which will drive next steps in instruction
- Interaction with teacher/peers through various modes of direct instruction

Considerations for Small Group In Person Targeted Services

Schools may, at their own discretion, bring small groups of students into the building to receive targeted services that supplement learning. Schools should not exceed a total school capacity of 15 percent of their usual student building capacity AND should have no more than 15 individuals in a classroom at any given time, including adults. Targeted services could include activities such as:

- Evaluation
- Necessary hands on experiences (career and technical education),
- Mental health or academic counseling,
- Occupational, physical or speech therapy, or
- Targeted intervention or remediation.

When coordinating targeted services, schools must maintain the expectations outlined in the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12) document, including social distancing, temperature checks, and mask requirements. To protect the health and safety of those involved, targeted services should be time-bound with most experiences lasting less than two hours. Schools should stagger the start and end time of targeted services to limit the number of students in entryways and hallways at any given period of time. To facilitate this staggering, a central calendar and schedule should be maintained to ensure that no two activities begin at the same time. Targeted services must be supplemental to the regular instruction received by all students during periods of remote learning. These services must be made available to all students, but schools may choose to prioritize services for vulnerable groups. Additionally, schools seeking to provide targeted services to students must ensure that students not participating in the

services have access to a teacher while the services are being provided.

Schools may need to conduct assessments for eligibility and identification of students with suspected disabilities. Assessments should be conducted virtually when possible. However, in some cases, assessments may need to be conducted in person. When in-person assessments are required, schools should schedule a time to meet with the student at the school and must follow the expectations found in the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12). In addition, consider the following strategies when conducting in-person assessments with students:

- Test booklets should sit out for at least 24 hours between uses. If possible, lay them out individually rather than in a stack.
- Sanitize any hard surfaces students will touch such as tables, chairs and pencils. This must be done between testing sessions.
- If using keyboards, wipe down keyboards before and after using. Be careful with screens because some sanitizing agents can ruin screens and monitors.
- Students and staff should wash hands before and after testing.

Option C: KCS D Virtual Learning Center

This model is full time on-line instruction utilizing a learning platform. Families may choose this model for their child.

- The school district's academic calendar for 2020-21 will continue to be followed.
- This model is a Performance Based Instructional (PBI) Model. Students move at their own pace.
- Grading expectations and completion of work/assignments will be monitored by the local school.
- The local school will work to engage in communication and social emotional support of all students utilizing this virtual platform.
- All students will be considered students at their local school and can participate in all co/extra-curricular activities.
- Technology and internet connectivity is essential. The district will provide assistance if possible.

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

The two platforms for VLC at Ryland Heights Elementary:

Preschool	ABC Mouse	https://www.abcmouse.com/abt/homepage
K-5	Acellus	https://www.acellus.com/

Allocations should allow for staff members to oversee virtual learning students.

General Expectations for VLC teachers at the home school:

- Work with school counselor to be sure student has all of the courses needed in the virtual software program
- Review VLC expectations with the student/parent
- Set the assignment completion dates in the software program for adequate progress in order for the student to stay on track to complete the course
- Monitor student progress in each course a minimum of once per week
- Make contact with the student a minimum of once per week. Log contact in PLP
- Reset tests and quizzes as needed
- Set up tutoring for students as needed
- Give progress reports to the school counselor according to district timelines
- Give final course grade to counselor to include in IC
- Schools will work with families on diagnostic tests (CERT/MAP); however, all state required assessments must be administered
- Students with special education services must have an ARC meeting to discuss placement and services before entering the VLC
- For special education students a case manager will oversee implementation of the IEP, including but not limited to SAS, SDI, data collection, and ensuring all service minutes are met
- The VLC teacher and special education case manager need to collaborate on student progress on a regular basis

[Virtual Learning Center Information](#)- This information is posted on the KCSO webpage.

Option D: Non-Traditional Instruction (NTI)

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

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

Rotational Model Information

Assigning Students to Teams

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- Team A are last names that begin with A-K. Team B are the last names which begin with L-Z.
 - Students were assigned to teams at the district level based on their last name. **Students in the same household are assigned to the same team.** When communicating with families, please make sure you reach out to the students on your list who are assigned to a different team than the letter of their last name due to households.
 - When the district created the teams in Infinite Campus for schools, the Blended Learning Tool created a flag to identify a student as Team A or Team B. It will appear in the header with the student name once the student becomes active on the first day of school.

Changing Team Assignments

- Schools should not make changes to team assignments unless:
 - Principals can move from A/B teams to balance teams at grade levels
- OR**
- Request to change due to household information- i.e-household was not connected in IC or missed due to human error and the team needs to change

These are the only two reasons student team assignments should change.

SBDM

Please follow any SBDM policies you may have as it relates to class size maximums, including the numbers in synchronous. If your current policy creates an obstacle considering we are functioning in a pandemic, you can either follow your bylaws to change the policy, or you can follow any bylaws you have related to waiving a policy on a temporary basis. Both of these changes would need to happen with agreement in a SBDM Council meeting.

If you do not have a policy relating to class size, that is not a problem. As it is not a required policy. It is, however, a required decision you would need to make as an SBDM Council. Adjusting your maximum class size can be done at any time through an official, agreed upon SBDM decision. This should be noted in your minutes for that meeting if it occurs.

State cap sizes that SBDM Councils have the authority to change are:

- Primary (K-3): 24
- 4th grade: 28
- 5th-6th grade: 29
- 7th -12th grade: 31
- Full day: 150 pupil hours

Assigning New Students to Teams

- When enrolling a new student, capacity must be taken into consideration.
- If a new student enrolls and chooses the rotational model, and the school has capacity, he/she should be assigned to the team which aligns with his/her last name.
- If the student has other children in the household with different last names, please communicate with other schools when assigning the student to a team.
- Directions on how to adjust a blended learning group in IC AKA moving a student from Team A to Team B: [Adjusting Blended Learning Groups in Infinite Campus](#)

Scheduling a Student for 5 days of the week

- In cases where an ARC has determined that a special education student needs to attend school 5 days a week, he/she will be scheduled as normal. The student would not be assigned to Team A or Team B because he/she will be in attendance at school every day.

Synchronous Learning Center- KCSD has established a synchronous learning center for grades 4 and 5 (and any K-3 students who have requested a change to in-person learning, but due to limited space in the home school, the school cannot accommodate the change). By providing this service to our community it will allow our district to provide supervision of students during synchronous learning through our A/B Rotational Model. Students will attend their home school on their assigned day and have the opportunity to attend the Synchronous Learning Center on days they are not in person.

- There will be one district coordinator, one certified teacher, along with instructional assistants available to support the instructional needs for students.
- Transportation will not be provided by the district.
- Students will follow their synchronous schedule for classes.
- Each student must provide his or her own computer device with headphones.
- Access to Wifi will be provided.
- The location of the Synchronous Learning Center is:
3234 Turkeyfoot Road
Edgewood, Ky. 41017
(Caywood/Turkeyfoot Campus)
- Applications are on the KCSD website. Completed applications are to be mailed to Bill Arzen at william.arnzen@kenton.kyschools.us
- Applications will be processed on a first come first serve basis and the current capacity is 200 students.
- Hours of Operation: 8:20-3:50 Monday-Friday
- Students will be expected to follow all policies/procedures specific to the course(s) enrolled, the KCSD Code of Acceptable Behavior, as well as other rules as specified by the synchronous learning center staff. Students may be removed if KCSD policies/procedures are not followed.
- Lunch will be available or students can pack their own lunch

Children of KCSD Employees- All elementary and middle school students of KCSD employees may attend school in person 5 days of the week as long as school guidelines can still be met. It is imperative that our staff be able to attend school on a daily basis to serve all kids instructionally. This recommendation enables our staff to be able to meet this expectation.

Communicating Team Assignments

Communicate team assignments to families and share the rotational schedule. Please make sure you reach out to the families who have team assignment changes individually.

I. Health and Safety

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

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

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

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

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

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

[Staff/Student Guidelines](#)

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

- Enforced Social Distancing (six (6) feet or more)
 - This element is essential to reduce the need for contact tracing if a positive case is identified in the classroom (see [KCSO COVID-19 Decision Tree](#) for close contact with non-household member for details)
- Universal masking
 - Students who are enrolled in **kindergarten** and above and staff are required to wear a cloth face covering, unless medically waived
 - Face shields do not take the place of a cloth face covering, but can be used in addition

to a mask or if exempt due to age or medical waiver

- The use of cloth face coverings (masks) is 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. Each school will schedule mask breaks pending the opportunity to do so, especially when weather doesn't allow students and staff to get outside.
- Masks should:
 - Fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to shape
 - Cover both nose and mouth
 - Not include any inappropriate pictures or wording
 - A face covering with an exhalation valve **should not** be used as it allows unfiltered exhaled air to escape to others.
 - [COVID-19 Face covering FAQs](#)
- Provide Adequate Hand Sanitizer and Encourage Hand Washing
- Ensure Proper Sanitation
- Conduct Daily Temperature/Health checks of students, and visitors before/upon entering school property
- To the greatest extent possible, limit the cross transfer between special programs, students, and school staff
- Staff and students will be expected to wear personal protective equipment (such as face coverings), as necessitated by state and local public health officials or individual preference. (see Universal masking above). Staff and students will be expected to provide their own cloth covering daily unless exempt due to age or medical waiver. The district will maintain a supply for those who cannot obtain a cloth mask.
- Staff will be asked to sign the [KCSO return to work document](#) that requires them to:
 - Stay home if they are sick
 - Self-monitor their temperature daily and stay home if they have a temperature at or above 100.4
 - Staff will self-report if they have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days
- Parents/Guardians will be asked to sign the [KCSO return to school document](#) that requires commitment to the following safety precautions:
 - Keep child home if they are sick
 - Self-monitor the temperature daily and keep the child home if they have a temperature at or above 100.4. Temperature will be checked at the school facility as well.
 - Report to school staff if their child has symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 day
- **Per CDC recommendations, Ryland Heights Elementary will isolate sick individuals from well students and staff until they can leave the school (see [KCSO COVID-19 Decision Tree](#) for guidance.)**

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

Immunizations

Students participating in school virtually must still be compliant with required health documents and up to date on immunizations.

Social-Distancing/Reduction in Contact

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

- As much as possible, individuals will maintain social distancing at all times. Remote instruction will be considered for individuals unwilling or unable to comply with social distancing.
- **Ryland Heights will schedule teacher rotation to students vs. student's rotation to teachers to the maximum extent possible. Even if not possible the number of student transitions will be limited.**
 - For example:
 - Students would be on an A/B schedule. They would attend classes longer and only change classes 3 times throughout the day.
 - Teachers rotate and students do not move
- **When small groups are pulled for instructional support, space will be disinfected before and after groups meet. Social distancing will be implemented during resource and small group times.**
- **With the exception of P.E., special area instruction (Library, Art/Music, PLTW) will take place in the general education classroom.**
- **All planned activities in P.E. will include social distancing and will not utilize any shared materials or equipment.**
- **Specials classes will be scheduled on a weekly rotating schedule (each class participates in the same Specials class for one week) to reduce the risk of cross contamination.**
- **Ryland Heights Elementary will have 3 designated entry points for arrival and dismissal of students to reduce contact and maintain social distancing to the greatest extent possible**
- **Main front entrance and gym entrance will be utilized for bus arrival and dismissal.**
- **Side entrance (by mobile classrooms) will be utilized for car rider arrival.**
- **Cafeteria side door will be utilized for car rider dismissal.**

If arrival or dismissal requires the need to “hold” students, social distancing in large spaces following room capacity calculator can be utilized

- Mask use is required unless age or medical waiver exempt
- Use measures to keep sub groups of students together
- All seating should be facing the same direction
- **Ryland Heights Elementary will assign seats if “holding” students becomes routine.**
- **Staff members will be at each entry point to take temperatures of arriving students**
- Students identified at entry with temp \geq 100.4 to be isolated from the group while maintaining confidentiality and privacy.
- **Car Riding students at arrival identified with temp \geq 100.4 will be placed back into the vehicle and staff members will document for attendance and contact tracing purposes.**
- **All desk/seating will be arranged so students' seats face the same direction. Floor markings allow for consistency with desk placement.**
- **Backpacks and outerwear will remain on the back of student seats to appropriately maintain social distancing during use. No coat hangers, cubbies or shelving will be used.**
- **Ryland Heights students will be required to take all instructional materials (and personal belongings) home each day.**
- **Ryland Heights has created a recess schedule that assigns each class to a designated outdoor play area with students appropriately spaced to maintain social distancing. Use of outdoor playsets will not be permitted at this time. Hand sanitizer will be provided to each student prior to re-entry to the building.**
- District property will be identified to the maximum extent possible using protocols to ensure social distancing. (i.e. queuing signage)
- Social distancing signage will be placed throughout the school.
- **Water fountains will not be accessible, however bottle fillers are currently being installed for student use. In order for students to utilize bottle filler they will need to bring their own bottle. Students are not permitted to share water bottles.**

Mask Exemption

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

Student Name

Date of Birth

Medical reason the student cannot wear a mask

Signature, Printed Name, and Date of the Physician

The statement must be on the physician’s office letterhead.

Visitors to School and Field Trips and other information

- **Non-essential visitors (including volunteers) are not permitted at this time.**
- **Visiting a student for lunch is not permitted at this time.**
- **Ryland Heights Elementary will not schedule field trips, assemblies, and other large group activities during this time.**
- Adhere to state and local health officials guidance regarding group gatherings.

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- Students should have seating assignments and corresponding documented list in all locations to include but not limited to: classrooms, cafeteria, and buses

Ryland Heights Elementary has identified a dedicated health room and isolation room/space to separate students/staff who are ill from healthy students and staff. The current health room can be reconfigured to isolate sick students through hanging a curtain and serving healthy students by stepping outside of the health room to dispense medication, etc...Once ill students/staff exit isolation cleaning protocols will occur immediately.

II. Teaching and Learning

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

Curriculum

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

In order to determine and incorporate any anticipated student knowledge gaps from the previous grade level as we begin the 20-21 school year, our teachers, principals, and district staff and administrators worked together to revise the district curriculum maps. The **2020-21 KCS D Elementary Curriculum Map** has been revised and updated on our district website for all stakeholders. Additionally school teams worked together vertically indicating the recommendations for review/re-teaching of content vertically and have this information to incorporate into instruction for the 20-21 school year. **The updated Curriculum Maps were approved at the July 23, 2020 Ryland Heights SBDM meeting.**

In order to keep instructional continuity during closures, all instruction should be designed using available technology platforms. **Google Classroom will be the learning management system for all instruction.** Designing all instruction in a tech-enabled way makes transitions smooth. Tech-enabled instruction works just as well during in-person instructional delivery and can easily be modified for offline (paper) instructional delivery. Through having all students receive their in-person instruction using tech-enabled design, such as Google Meet/Classroom, students will not be challenged with new methods of instructional design during a closure. Many of our schools and classrooms are already

functioning with the use of Google Classroom for instruction and have provided additional training for staff at the conclusion of the 19-20 school year. A systemic district training plan is being developed to ensure that all classroom teachers have the necessary training and ongoing support to deliver instruction through Google Meet/Classroom. School leadership will need to ensure that certified staff responsible for delivering instruction to students have the appropriate technology to deliver instruction synchronously.

Resources for Technology (Google Classroom/Meet)

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

Substitute Teachers

The use of substitute teachers for both long-term and daily absences will continue during the period of long-term school closure.

Substitutes teachers will be required to report to the school/department for their daily assignment and do not have the option to telework. Once the substitute teacher arrives, normal substitute protocols should be followed, meaning the substitute teacher checks in at the front office, is provided with a daily lesson plan and a link to Google Meet for the schedule for the day, is directed to their room(s), and the substitute provides instruction and guidance through Google Meet. For security reasons, substitutes should not be provided with teacher login credentials for Google Classroom since these are the same credentials teachers use to access the District's network and e-mail.

Substitute teachers have been provided with basic training materials on the use of Google Meet, but may require additional assistance with logging on and utilizing technology. Please be patient and accommodating with substitutes as the training available to them is not as comprehensive as the training received by teachers and administrators.

All substitute teachers who enter a KCS D building have provided HR with a KCS D return to work form and are cleared to work. Additionally, all substitute teachers have been made aware of the KCS D Re-Entry Guidance Document and are required to follow all provisions of the healthy at work standards defined in the Guidance Document.

If there are any disciplinary issues or concerns for a substitutes ability to perform their position, document the issue or concerns on the District's Investigation Form and submit to Matt Rigg for further investigation and action.

Once more, please be patient and accommodating of our substitute pool during long-term school closure. Their training has been limited in scope and many will be learning how to use the technology necessary to deliver synchronous and virtual instruction for the first time when they enter our buildings.

Classified Substitutes

With the number of instructional assistants and transportation employees who will need work to perform during the period of long-term closure, the use of classified substitutes should be minimal until in-person

instruction resumes. If the need for a classified substitute exists due to an employee’s long-term absence or other extenuating circumstances, contact Matt Rigg to discuss.

Frontline has been updated to default all Instructional Assistant absences to “no sub required” through September 25. If a substitute instructional assistant is truly needed, contact Matt Rigg to discuss this need and have the absence modified to allow a substitute instructional assistant to be assigned to the absence.

If a classified substitute is utilized, the substitute will be required to physically report to the work location and telework is not an option. All classified substitutes who enter a KCSO building have provided HR with a KCSO return to work form and are cleared to work. Additionally, all classified substitutes have been made aware of the KCSO Re-Entry Guidance Document and are required to follow all provisions of the healthy at work standards defined in the Guidance Document.

Library Media Center

- High touch surfaces will need to be disinfected frequently.
- Consider appropriate options for selecting materials to check out.
 - Use an online catalog to place holds on materials and have library staff retrieve items and check them out to students and staff.
 - Limit student browsing directly from shelves by having them select options in the online catalog before retrieving items.
 - Create a system where students at home can reserve items to be picked up at school with meals, etc.
- If students are selecting books for check out in the physical space, limit contact during process.
 - Have library staff operate computer with students scanning their book choices.
 - Older students can do a self checkout by scanning the barcode on their ID and on book choices.
 - Develop a system for materials return (e.g., books) that allows for proper sanitation or handling.
 - Re-shelving of books is not recommended until they have been sanitized with approved cleaning agents or a minimum of 4-5 days following return.

School Calendars: 30 Minute Guidance

Emergency amendment to 702 KAR 7:140, School Calendar allows for an additional 30 minutes each day to be counted toward instructional hours for activities conducted by districts related to COVID-19. These 30 minutes can be used at any point throughout the day. COVID-19-related activities include, but are not limited to, cleaning, sanitizing, hand washing, taking temperatures, and instructing students on the use of masks and social distancing.

School Closures

As state and local officials continue to monitor the situation with the COVID-19 pandemic throughout the next school year, it is important to remember that there could be closures of varying lengths and for

varying reasons. Schools will develop a plan for school closure so continuation of learning occurs throughout each type of school closure.

Short-term Closures (1-2 days)

NTI will be used for continuity of learning/review of previous content.

Mid-term Closures (3-10 days)

NTI will be used for continuity of learning/review of previous content.

Long-term Closures (11+ days)

NTI will be used for the continuation of new learning.

Daily Participation Rates-

Daily student participation will be tracked during the 2020-21 school year in lieu of daily student attendance.

- Student participation will be tracked daily in Infinite Campus following the same procedures for reporting attendance to include reporting this each period in secondary schools.
- During long term closures, students will be expected to participate in class during their scheduled time each day. Participation will be tracked in Infinite Campus.
- Students who are not able to participate in class during their scheduled time must have an extenuating circumstance approved by the principal for participation to be adjusted.
- For students who report to school each day or on a rotational model, daily attendance at school will be their participation.
- Infinite Campus has released a set of Blended Learning Tools to assist scheduling of students and tracking participation of students learning from home in the synchronous model. More information can be found here: •Blended Learning Video.
- Students scheduled in a virtual or performance based class (Example: Non School Within a School Edgenuity class/Virtual Learning Center student/Dual Credit/Acellus) participation will be monitored and reported on a monthly basis.
- Participation rates will be reported monthly to stakeholders by the DPP.
- Participation rates will be reported three times to KDE in October, January, and July. Existing attendance procedures will be adjusted to include participation from home.

Truancy-

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

Peer Tutors and Aides

Peer tutors and aides, if allowed, should be limited to the number of people they interact with, monitored, and any errands should be logged.

Communication for Student Progress

Regular communication for parents/guardians around student progress is essential at all times but particularly during synchronous model implementation. Principals should also reference SBDM and

school board policies for reporting progress and communication to parents/guardians. Suggestions for Increasing Communication for Student Progress:

- **Class DoJo is the schoolwide communication tool that all Ryland Heights Staff use daily.**
- **Encouraging and providing training for parents/guardians using the Infinite Campus parent portal for all K-12 students. Because the IC parent portal can be downloaded as an app on a smartphone, usage provides access to more parents/guardians. To receive your 32digit activation code and gain access to your Parent Portal account, email our school administrative assistant at melissa.lemming@kenton.kyschools.us or call 356-9270. For other issues with Parent Portal visit [KCS D Infinite Campus Help Page](#).**
- **Training for teachers on Google Classroom features for parental/guardian notification tools.**
- **Educating parents/guardians on how to monitor their students' progress on Google Classroom**
- **View the video for a brief tutorial on [Google Classroom for Parents](#).**

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

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

Instruction

● **Use of School-Owned Technology**

Ryland Heights Elementary will be one-to-one for the 2020-2021 school year. When checking out devices, please follow the district agreement. Students/parents must complete the [Technology Device Check Out Form](#). Once students have been assigned a school owned digital device, they will take those home with them every night in order to avoid being without them due to a sudden closure. It is the expectation that students bring their device to school every day, fully charged.

- The district will assist staff/students with internet connectivity at home if needed to the maximum extent possible. Individuals needing assistance should contact the District Technology Director.
 - **Technology will include a school owned chromebook.**
 - **The [Technology Device Check-Out form](#) will be sent home with students participating in-person on the first day of school. Once returned, a chromebook & charging cord will be assigned to the student.**
 - **For those students participating through the synchronous model, chromebooks will be picked up the week prior to the start of school. The [Technology Device Check-Out form](#) will need to be completed during time of technology pickup.**

Student Instructional Materials

Due to the sudden nature of intermittent closures, it is highly recommended that students take all instructional materials (i.e. books, devices, personal belongings) home in the evenings.

- **MTSS - Ryland Heights Elementary** will follow and implement district guidelines and procedures as it relates to Tier I, Tier II and III academic, behavior, and social emotional instruction and interventions for students. [KCS D MTSS Procedures](#)

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- **Prep Plus - Prep Plus math students will not be transported to the middle school during the 2020-2021 school year to limit student exposure. 5th grade Prep Plus math students will participate via technology utilizing a recorded version of the Middle School Math class during their scheduled 5th grade Math core time. They will work on the Prep + work instead of the 5th grade curriculum during that time.**
 - **Gifted and Talented**
 - GT Services: All GT students should still be receiving services as identified in their GSSP for their formally identified areas, regardless of if students are getting instruction virtually in the Synchronous Model. Please recall that this is in a minimum of two ways, in accordance with their GSSP.
 - GT Identification Assessments: Due to standardized assessments used in GT identification, standardized assessments are required to be completed in person. Those students who are being instructed virtually in the Synchronous Model will need coordination with the school to come into the school for administration of assessments following guidelines for social distancing.
 - GT Arts Identification: In-person auditions will be continued this fall for those who chose not to audition virtually, but qualified beyond the 1st phase of the identification process that began in spring 2020. This date will be directly communicated in fall 2020 to those who qualified.
 - **Preschool**
 - Home Visits: KDE is requesting a waiver for preschool teachers regarding two home visits. Currently preschool teachers will not be expected to meet with families in their homes. Please encourage them to reach out virtually or through phone call to make contact with parents and orient them to preschool. As with all parent contacts a log should be maintained.
 - Required Parent Engagement Events should be completed virtually.
 - Screenings: Preschool Screenings will be held this year by the preschool teacher and IA at the home school, with one appointment scheduled per hour. Hearing/Vision Screening will be completed at the referral stage.
 - Refrain from using water or sensory tables.
 - Limit the number of centers available during the day.
 - **First Steps Transition Visits**
 - Kenton County Preschool packets are being sent out at this time. Transition meetings are being held virtually. Close collaboration with First Steps is being maintained to have the most up to date information on children as we move through this ever changing process.
 - **Extended School Services-** ESS has a 15 month funding cycle. Schools have until Sept 30 to allocate the funds and Dec 30 to spend them. However, for FY 20, due to the COVID issues and NTI, the Dec 30 deadline has been extended. 19/20 funds should be spent before 20/21 funds. Schools may provide ESS services in the format that the school is following.
 - **Chorus - Chorus will participate in the gym prior to the school day to allow for appropriate social distancing. More information will be provided regarding the start date.**
 - **Certified Evaluations-** During the 2020-21 school year, the following certified staff will complete the Summative Evaluation Cycle with observations completed via the primary delivery mode (ie virtual, in-person):
 - Certified staff who were in the Summative Cycle for 2019-20 will continue with the evaluation process with all unfinished components which were left as of March 13, 2020

- New hires will complete the full Summative Cycle.
- Reminder, certified staff may be added into Certified Evaluation Cycle per CEP and KCEA Contract guidelines.
- Staff scheduled for the Summative Cycle in 2020-21 and beyond will be pushed back one calendar year.

Assessment

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

- Which students have excelled?
- Which students have remained steady?
- Which students have regressed?
- **Develop Plans**
 - Which students need enrichment?
 - Which students have deficits?
 - Identify students through MTSS
 - [Tiered Progression Charts](#)
 - Use of school-wide system for progress monitoring
 - [MTSS Progress Monitoring Resources](#)
 - Use of Curriculum Maps
 - [Elementary School Curriculum Map](#)
- **Other factors to consider:**
 - Scheduling of Assessments (The District Assessment Calendar will be released soon)
 - MAP, CERT, Common Assessment need a staff member to proctor the testing for those not face-to-face (two tabs open on the computer)
 - One-page set of directions on how to be an online proctor ([link here](#))
 - Accessing technology devices
 - Internet access for students working virtually
 - Paper versions available (i.e. accommodations, those without internet access)
 - Face-to-face testing as an option for those participating virtually

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

Guidance for Special Education Case Managers on Re-Entry

Guidance for ARCs and Evaluations Delayed Due to School Closure

- ARCs and evaluation delayed due to school closure need to be completed within 30 days of re-entry.

- This statement should be placed in the conference summary for ARCs which were unable to occur:

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

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

Due to the COVID19 pandemic, school closures, and Non-traditional instructional days, formal in-person observations and assessments have not been able to occur as part of the evaluation process. As these were a necessary part of the evaluation process, the evaluation could not be completed within the timeline. Due to these extreme circumstances, the evaluation will be completed within 30 days of the date formal observations can occur.

Guidance for Progress Monitoring for Regression Due to School Closure

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

Future NTI in IEPs

Statement will be developed to put in the Conference Summary at any ARC where any IEP is developed or reviewed.

Guidance for Low Incidence Units

Direct Instruction in Safety Measures for Students

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

- Wearing a mask
- Hand washing
- Social distancing zones
- Using a task analysis to teach tolerating wearing a mask

[*Resources for Social Stories*](#)

Limited Access to the Low Incidence Classroom

Only staff and administrators, assigned to work with students in the low incidence classroom and students participating in the classroom, will be able to enter the classroom. Student tutors/aides should be limited due to the medical needs in the classroom.

Guidance for Medically Fragile Students

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

- Home Hospital if the student meets requirements
- Virtual learning
- Comparable Access to in-person instruction following Re-Entry guidelines
- Shortened School Week

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- Increased Access, based on student need, for an alternative instructional model

Guidance for Students who are Blind or Visually Impaired

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

Student with Complex Needs and Preschool

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

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

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

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

PPE

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

Compensatory Education

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

Important things to remember about compensatory education:

- The ARC must develop an individualized implementation plan for compensatory education services and document the decisions in the ARC Conference Summary.
- The district assumes all costs of providing compensatory education services.

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

Determination Guidelines

All case managers will:

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

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

- Two Methods:

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

AND/OR

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

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

Guidance for Resource Settings and Related Service Providers

Schools should consider how to best document the movement of students who frequently transition throughout the building in order to support contact tracing. Staff will need to design sign-in systems to document how they moved through a building on a daily basis. Schools who do not take attendance in resource settings will need to begin doing so in order to effectively contact trace. It is also important to document where staff and students have been and what they used (e.g., laptop in the computer lab). Below are methods for documentation for use in contact tracing to consider when providing gifted services:

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

Guidance for students who are Deaf or Hearing Impaired

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

Community Based Instruction

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

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

English Learners

- All newly enrolled students whose enrollment form indicates a language other than English on the Home Language Survey questions will be given Temporary EL status. A temporary Program Service Plan (PSP) will be created for the student within the federal timeline (thirty calendar days from the beginning of the year for students enrolled at the beginning of school or 14 calendar days if enrolled after the beginning of school).
- WIDA screeners, WAPT (Kindergarten) or Screener (1-12), cannot be administered remotely. If the family/EL teacher wishes to arrange a time to come to school during remote learning, the appropriate screener can be administered at that time. If the family is unable to do so, the student will be given Temporary Status until in-person instruction begins and the appropriate screener can be administered.
- The temporary Program Service Plan should be developed using information gathered from a family interview (held either by phone or virtually) and available records such as the student's assessment history and transcripts.

- All previously identified ELs' Program Service Plans must be revised within the federal timeline (thirty calendar days from the beginning of the year for students enrolled at the beginning of school or 14 calendar days if enrolled after the beginning of school).

- For all EL students, both current and new, parents must be notified of their child's placement in the EL program via a Program Service Plan meeting within 30 calendar days of the beginning of school. The options for notifying parents (holding a PSP meeting) are:

Option 1: Schedule a date and time for the student to take the appropriate WIDA screener (for new students) and to hold an in-person Program Service Plan meeting to discuss their child's placement in the EL program, program services, and their right to opt into or out of services. Ensure all parties involved meet the guidelines and recommendations for safety and social distancing and that interpreters are available, if necessary.

Option 2: A meeting may be scheduled virtually or by phone. Parents should be notified of their child's placement in the EL program and the services offered and their right to opt into or out of services. The person holding the virtual/phone meeting will keep documentation of the meeting and student's temporary placement. Arrange for interpreting/translating services if needed. If a parent declines temporary placement, make a note that the family is not interested in temporary EL program services and mark the "Parent Declines" indicator on the PSP and in Infinite Campus. However, these students still must take an appropriate WIDA screener when in-person instruction begins. At that time, an updated PSP will be created and permanent placement can be determined. If option 2 is chosen, a regular PSP meeting will be scheduled after regular in-person learning resumes and/or when the student can take the appropriate WIDA screener for permanent placement. Parent/guardian signatures will be collected at this time.

- EL service types will continue as content-based, sheltered instruction, and pull-out. Students who are pulled-out will receive direct instruction one-on-one or with small groups virtually with an EL teacher.

- Students placed temporarily will be identified in Infinite Campus as "EL" and services and accommodations will be entered as normal. Status will be updated if necessary after the student takes the appropriate WIDA screener.

- Students enrolled as virtual learners will also be enrolled in the EL program. EL teachers should arrange a time with the family to come to school to take the appropriate WIDA screener. If the family is unable to do so, the student will be placed in temporary EL status until the screener can be administered. A Program Service Plan will be created for virtual EL learners and a meeting will be held with families to explain services and parent rights. Virtual learners will receive the appropriate virtual accommodations and be enrolled in an ESL course if their virtual program has one available.

III. Social-Emotional Support

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

Identify Students for Targeted Social and Emotional Intervention

Universal Screener for Students

When school starts, it is essential to quickly identify students who have struggled more than others during school closure due to COVID-19. In grades 5th grade, an abbreviated version of the Terrace Metrics screener will be given to prioritize targeted supports at the beginning of the school year. Identified students will receive targeted supports for 4-6 weeks. Students who have not made progress after 6 weeks will be referred to MTSS for additional support. Students in 5th-10th grade will take the full Terrace Metrics screener beginning in November.

Targeted Support

Data from the universal screener will be used to identify students who need targeted SEL supports beyond Tier 1. Based on the PREPaRE model for crisis intervention, students will be prioritized for targeted reentry support based on data from the screener in 5th grade and/or school staff identification, and/or parent request. Targeted supports will be psychoeducational small groups in three areas: Grief, Anxiety, Resilience. **Any students needing Tier II or III SEL support will receive services on a one-to-one or small group basis. Masks will be worn if social distancing requirements can not be met. The area will be properly sanitized prior to and after support groups.**

Supports for Staff and Parents/Guardians

Staff

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

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

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

Parents and Guardians

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

The National Association for School Psychologists (NASP), has created a resource for parents and or guardians to help support their children with changes in everyday life due to COVID-19.

[Helping Children Cope with Changes Due to COVID-19](#)

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

IV. Operations

Human Resources

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

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

District Policies

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

Federal Law

- Emergency Paid Sick Leave (EPSL) as provided under the FFCRA
 - Provides up to ten (10) days of paid time off (limits to pay apply) for employees quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; bona fide need to care for a dependent or family member subject to quarantine; or care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19
- Expanded Family Medical Leave (EFML) as provided under the FFCRA
 - Provides up to 12-weeks of leave if caring for a dependent child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons
 - First two weeks are unpaid

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- Weeks three (3) - twelve (12) may be eligible for $\frac{2}{3}$ regular rate of pay, limited to \$200 per day
 - Any time taken as leave under EFML will count against the 12-week limit of FMLA leave

Telework

Should state or health officials require or recommend in-person classes to cease, or, if an employee is required to physically be absent from work due to COVID-19 provisions per the FFCRA, some, but not all employee types, may be eligible for telework. After consultation with their supervisor, employees eligible for telework may work from their assigned work location(s) while following all healthy at work guidelines or may choose to work from home. Those choosing to work from home must have the technology and resources necessary to effectively perform their position, must fulfill their regular scheduled hours and days, and must be available for contact by any District stakeholder as needed throughout normal work hours.

For positions not eligible for telework, additional duties as assigned by the supervisor will be made available so the employee may fulfill their contract. Should an employee not have the option to telework and who decline to perform other duties as assigned by their supervisor, then the employee may request an unpaid leave of absence for the period of time in which long-term closure is required. As an absolute last resort, a reduction in force may be necessary. District policies will define the reduction in force process should it become necessary.

Employees should contact Human Resources to discuss leave of absence options. Employees should also be aware unpaid days will impact pay and may impact retirement service credit, health insurance, and voluntary benefits.

Positions that will not be eligible for long-term (11+ days) telework include, but are not limited to:

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

Employees required to quarantine by order of a state agency or local health department may be granted District provided paid emergency days for the duration of the quarantine period. Employees in this scenario shall contact Human Resources and provide a copy of the quarantine order to determine emergency day eligibility.

Student Teachers / Practicum Students

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

The placement of college students for the purposes of classroom observations and student teaching is an agreement made between the college/university, instructor or student and the building

principal. Once an agreement has been made, there are required procedures that must happen before a student can participate in observations or begin their student teaching assignment.

Student Teachers / Interns:

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

1. Contact the Human Resources Department
2. Complete a Student Teacher Information form
3. Complete a national and state criminal records background check (under the provisions of KRS 160.380)
4. Submit a copy of their Driver's License to HR
5. Submit to HR a letter from the Cabinet for Health and Family Services indicating they are clear with no findings of substantiated child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services
 - a. This is usually done at the college/university level before the assignment has been made

Practicum Students / Classroom Observations:

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

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

Facilities

The District will ensure all board owned property is maintained and cleaned frequently during the 2020-21 school year.

Cleaning Guidelines

- Hand sanitizer will be placed in multiple locations in **Ryland Heights Elementary**. (Washing hands is still the recommended best practice)
- Frequent cleaning of all aspects of the building. If surfaces are dirty, they shall be cleaned using a detergent or soap and water prior to disinfection. All staff shall be trained on cleaning protocols that include cleaning first then disinfecting and adhering to time on contact requirements in accordance with the EPA approved disinfectants list.
- Disinfect with products that are registered and listed as effective against SARS-CoV-2 (Covid-19) with the Environmental Protection Agency. [Click here for list.](#)
- Clean and disinfect frequently touched surfaces (ie. playground railings, door handles, etc.) and shared objects (i.e., toys, art supplies, etc.) between uses. Disinfectant wipes or disinfectant spray bottles and paper towels shall be provided for every classroom.
- Frequently touched surfaces shall be disinfected a minimum of three times per day. Classrooms with class changes shall have these surfaces disinfected after each transition period.
- Disinfect after each use high-touch shared tools such as whiteboard markers, remote controls, technology devices, copiers etc.
- For soft (porous) surfaces such as carpeted floors and drapes, remove visible contamination if

present and clean with appropriate cleaners indicated for use on these surfaces. If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.

- Personal furniture (bean bags ,stuff chair's ect.) shall be limited.
- Classroom area rugs must be removed during this time to ensure all flooring is easy to clean and disinfect.
- Gloves should be compatible with the disinfectant products being used. Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves. (Custodians)
- Additional PPE might be required based on the cleaning/disinfectant products used and whether there is a risk of splash. (Custodians)
- All areas where cleaning supplies are stored must be kept locked, including janitor closets. All bottles containing liquids must be clearly labeled.
- All seats must be placed forward facing.
- Disinfectants and cleaning materials kept in classrooms and areas accessible to students are required to be kept out of the reach of students and locked, depending on the chemical and the age group of the students in the classroom.
- Water fountains should be cleaned and sanitized frequently throughout the school day. 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.
- Students should move through the hallways in one direction exercising social distancing when possible.

Controlled Access

Ryland Heights Elementary will take all precautionary measures to control access to our facility following state and local public health officials guidance.

- Control and minimize entry points for students, staff, visitors, and deliveries.
- Clearly communicate building protocols through signage and floor markings.
- Provide sanitizer, wipes, PPE as appropriate at main entry points.
- Restrict Non-Essential visitors/volunteers
- Engage vendors in a back-to-work plan

Playgrounds

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

- When students are outside and 6 feet from others, masks are not required.
- Student's must practice good hand hygiene by washing their hands before going out to play and immediately upon returning inside the school building.
- **Ryland Heights** will assign a recess schedule that limits how many classes are on the playground at one time.

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

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

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

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

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

Transportation

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

- Parent/Guardian will take student temperatures daily and keep any child with a temperature of 100.4 or higher at home as they are not permitted to board the bus.
- Parents should monitor the bus stops and help remind students of the social distancing requirements.

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- Schools should assist with educating all kids on all aspects of social distancing.
 - Face masks/shields must be worn by bus drivers if they do not interfere with the health and safety of the driver.
 - Staff and students in **kindergarten** and up, riding a bus shall wear a face mask at all times, unless medically waived. Each bus shall have a supply of masks for those students who do not have one.
 - Students not required to wear a mask should sit in the front of the bus.
 - Students **kindergarten** and up who provide the school with medical exemption from a licensed medical professional are not required to wear a mask.
 - Hand sanitizer will be available on each bus and should be utilized by students upon entering and exiting the bus.
 - Buses will be frequently cleaned (e.g., seats, windows, step rails) after routes are completed (e.g., morning route and afternoon route). Bus windows shall be open whenever possible.
 - **Ryland Heights Elementary** will organize an effective queuing approach to accommodate physical distancing for students in the loading/unloading process.
 - It is recommended that parents/guardians and students follow state/local health guidelines while congregating at bus stops.
 - Each rider shall have an assigned seat and to the extent possible seats will be filled from back to front when boarding and exit from front to back.
 - Preschool and kindergarten will sit toward the front of the bus.
 - Students who live in the same household should sit together.
 - The seat directly behind the driver may be left empty when possible.
 - Each bus will have a roster of eligible student riders (passenger manifest) and document the assigned seats for contact tracing. At morning routes, rider attendance will be documented on the manifest before the bus leaves the school.
 - When the bus arrives at school each student shall have their temperature taken but the Bus Driver or Bus-Monitor prior to disembarking the bus. Students with a temperature of 100.4 or higher shall not be permitted to remain at school. Parents/Guardians of the students shall immediately be notified.
 - Bus passes shall not be granted for children not assigned to a particular bus route outside of extenuating circumstances approved by the building principal.

Transportation Staff

Drivers and Monitors

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

Idle Buses/Between Runs

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

cleaning. Surfaces and high-touch areas should be cleaned and disinfected between runs. Hand sanitizer quantity shall be checked before each run to ensure adequate amounts for use. Ventilate the bus to maintain air circulation when possible.

All drivers shall have sanitizing sprays and towels available to them, but will not store sanitizer or aerosol cans on the bus for safety reasons. All cleaning supplies must be out of the reach of students.

Food Service

Multiple meal service methods during a single meal service may need to be utilized with different groups of children within the school building. **Ryland Heights will be utilizing the cafeteria and part of the gym during lunch. There will be one monitor in the cafeteria and one monitor located in the gym to ensure safety and social distancing.** The district will continue to provide meals to students who attend in person classes and will plan to provide meals to enrolled students that do not attend in person classes in the fall. **Ryland Heights Elementary is committed to safely feeding students while following protocols to promote student/staff safety. Ryland Heights Elementary will offer grab and go meals for currently enrolled students for both breakfast and lunch who may be receiving instruction virtually/synchronously. One week's worth of breakfast & lunch will be available for pickup each Monday morning. For planning purposes it is recommended that requests for this service be received by the prior Friday afternoon. A drive thru system will be set up at the side cafeteria door. A set time for pick up on Monday morning will be communicated.**

Staff

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

Meal Service Environment

In Person Meal Service Environment

- Multiple meal service methods during a single meal service may need to be utilized with different groups of children within the school building. Methods may include serving meals in the cafeteria, classrooms, serving meals in other areas in the building such as the gym, and providing grab and go meals in the cafeteria or hallway.
- Limited menu options will be implemented to enable processes, as well as lunch rotations to be streamlined as much as possible.

- All students will be offered a hot meal or boxed salad for lunch.
- All students will be offered a hot meal or cereal bar for breakfast.
- Breakfast will be served in the first period classroom and will be delivered to 1st period classroom by staff. Once the school year starts, the cafeteria manager will need a list of all 1st period teachers and the number of student meals needed in that class.
- Students will wear a mask except when eating and must be 6 feet or more apart to lower the mask.
- Students will be assigned seats and must sit in assigned seat and all chairs should face the same direction
- Staggering meal service periods so that arrival and dismissal times limit the amount of contact between students in high-traffic situations.
- Hand Sanitizer will be provided in appropriate locations in the service area and cafeteria.
- Ensure adequate sanitation occurs between each lunch for tables or other surfaces when multiple groups of students will consume meals in the same location. This step will cause adjustments to a lunch schedule if eating in the cafeteria or other multipurpose space.
- Provide floor markings to ensure adequate distancing between students.
- **Ryland Heights** will not have any student self-service of food items. There will be a visual display for students to see any a la carte item offered.
- A district menu will continue to be published identifying allergens.
- Eliminate share tables and sharing of any food.
- Where feasible, use disposable food service items (utensils, dishes)
- Plans to accommodate students with disabilities or allergies will continue to be implemented.

Synchronous Learning Meal Service Environment

Families can pick up meals for enrolled students at any of the seventeen district schools. Meal pickup times vary by location ([Kenton County Virtual Meal Pickup Schedule](#)). Families are asked to pre order meals by Thursday for pickup the following week ([Virtual Meal Pickup Order Form](#)). Families will be responsible for paying for breakfast and lunch. Payments can be made online at <https://www.mypaymentsplus.com/welcome>.

Budgeting and Financial Operations

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

V. Co/Extra-Curricular Activities

The district will follow all state and local public health officials, and Kentucky High School Athletic Association (KHSAA), and Kentucky Music Educators Association (KMEA) guidance for all students.

Link Current Guidance

[COVID-19 Return to Participation in Sports and Sports-Activities Guidance](#)
[KHSAA statement regarding the continuation of Segment 3 through August 2nd](#)

All coaches will provide the Healthy at Work Officer with an [Athlete Return to Participation Plan](#) that must be approved before athletes return

School clubs and extracurricular activities will follow all state and local public health officials and KHSAA guidance which applies for extracurricular activities and clubs. Club and extracurricular sponsors will be expected to:

- Take attendance at each club meeting
- Create a seating chart or small group list to identify students who are in close proximity of each other for each meeting
- Clubs will develop a plan that at minimum includes: meeting schedule, location, plans for entry and exit of students, plan to maintain social distancing, and wearing of masks if social distancing can not be maintained
- Clubs should not start until after Labor Day so plans can be reviewed and approved by school

Club size will be limited to the size of the space where the activity will be held to accommodate social distancing. Due to possible limitations on the number of students who can participate in an activity due to space, school sponsors are encouraged to think creatively so larger numbers of students can participate. For example, the art club may meet in the gym. Two groups are divided between two adults and meet in different spaces.

VI. Additional Resources

[KCSD COVID-19 Page](#)