

Hart County Schools

Covid-19 Prevention Plan 2021-22 (revised 9/16/2021 as a result of SB 1)



Hart County Schools "onehartky"

Vision

As a leader of public PreK-12 education, the Hart County School District has a student-focused culture. We believe all students will achieve success and graduate prepared for college and/or career, as well as for life.

Mission

Working together to provide all students with a quality education that prepares them to be successful citizens.

INTRODUCTION

On March 16, 2020, Hart County Schools closed its buildings for in-person learning due to the outbreak of COVID-19. At that point, we were very much hoping to return to our students being back in our buildings by the first of April 2020. However, during the remainder of the spring semester, students participated in Ntl (Nontraditional instruction). Again, we hoped with everything we had that the Fall of 2020's instructional delivery would be a traditional educational environment. Again, through the guidance of Kentucky's Department of Public Health, we continued to have public health restrictions when school resumed Fall 2020. The purpose of this document, then and now, is to **maximize in-person learning opportunities** and virtual learning opportunities (when medical approval is granted for individual children). **We plan to fully provide in-person learning Monday-Friday each week, while taking all steps to keep our students, staff, and community safe.** In addition, we must consider any public health orders which deal with school settings. We do realize that some parents may prefer a virtual learning environment for their students under our current situation, and a virtual application was made available this summer. Even with in-person instruction, intermittent school closures could be necessary with various illness surges, safety considerations, or weather concerns.

Considerations for this plan are based on available legislative guidance, public health information, and recommendations by CDC and KDE. Future adjustments to this plan may become necessary. We will keep the education, health and safety of our staff, students, and the greater Hart County community as priority.

The Hart County Schools' Plan for 2021-22 school year is as follows:

Preserving the health of our students, staff, and community

The following KY Department of Public Health recommendations will be observed:

- Spacing when possible at least 3 feet
- The use of masks will be required for all students and staff while in the building until incidence rate drops below 50 on a Friday prior to an in-session school week. Students and staff will be recommended to only lower their masks while actively eating or drinking, or while physically active in an inside Physical Education class. In a Physical Education class, when physical activity is conducted (not listening to a lecture/masks still required then), spacing of six feet between students will occur.

Outside physical activity does not require a mask, but spacing of three feet (as much as possible) is recommended.

Current COVID-19 surge data and trends, plus public health department guidance will continue to be reviewed. The Board will implement a metric model as suggested in SB 1 (assisted by the local health department) for mask guidance use. An incidence rate of below 50 index on the Friday prior to an in-session school week will be the measure of when parental choice will apply to masking. (For example, when Hart County's Incidence rate is 50 or above, schoolwide masking will occur. When the rate drops to below 50, masks will be recommended; however, parental/student choice will determine individual masking).

Note: When a medical exemption (with doctor's signature/preferred to be on a prescription pad paper or on doctor's letterhead with signature) to mask wearing is presented to an administrator, the administrator will offer a face shield for the student. If an exemption is provided for all face coverings, call the Assistant Superintendent or Safety Coordinator; however, the student legally may stay and be six feet apart in indoor spaces from all other students as much as possible when masks are required. Since all students are unmasked at lunch, the six-foot spacing does not apply. Three-foot spacing if possible of all students at lunch. If the first exemption just states "face covering", you may offer the shield, but you do not need an exemption for it before placing the student six feet from other students in indoor spaces.

- According to President Biden's order for public transportation, masks are required by all passengers (including the bus driver and any monitors) before entering and while riding the bus.
- During the red county status, temperature checks will occur as all individuals (staff and students) enter the buildings.
- Handwashing and hygiene guidelines will continue for staff and students.
- Inside group gathering limitations during school hours when in the red zone
- Contact tracing will continue with Barren River Health Department's guidance.
- Additional cleaning protocols will continue.
- Water fountains will remain closed, but water filling stations will be available for students to fill individual water bottles.

Student/Staff Safety Procedures

Considerations for this plan are based on available legislative guidance, public health information, and recommendations by CDC and KDE. Future adjustments to this plan

may become necessary. We will keep the education, health and safety of our staff, students, and the greater Hart County community as priority. Hart County School District responds to the safety needs of our students and staff. Prior to COVID-19, the Hart County School District Safety Coordinator, plus the Custodial and Maintenance Staffs, always strived to provide the safest, cleanest, and most desirable learning environment possible. We will continue to provide that highest standard of care to both our students and staff.

In looking at the school year 2021-22, we have performed a self-audit of our necessary materials and supplies. The district has purchased additional personal protective equipment (PPE) for both students and staff to be prepared for any scenario that we may face throughout the COVID-19 pandemic, or for any other type of sickness outbreak, such as the flu, during the school year. Our Safety Coordinator and school nurses have worked tirelessly to develop safe plans, in coordination with guidance from KDPH, BRDHD, and the CDC. Building administrators assess cleanliness and sanitation daily, and they work with our custodial staff to implement measures which keep priority the safety of all. The custodial staff attended professional training during the summer targeting cleaning techniques that focus on sanitation and disinfection of school buildings. As an added resource, we will be utilizing professional cleaning services when needed. KDPH, CDC, and BRDHD guidance has been conveyed on a regular basis to our cleaning staff. Our maintenance staff has been working to make our buildings as safe as possible for students and staff. Our maintenance staff has always worked to ensure air filters are changed on a regular basis, and will continue to do so. Water bottle filling stations are in every school building, so filtered, clean water is available to all students and staff in a “hands-free” application. A districtwide cleaning protocol and schedule are being utilized so that every student will have access to the cleanest, most sanitary learning environment possible. When Hart County’s incidence rate is in the red zone, public use of school facilities during school hours will continue to be suspended until Hart County is no longer a “red zone” county. At that time, the situation will be reassessed, which includes both indoor and outdoor areas, such as playground equipment.

We continue to work as a district to develop 3-foot-spacing-when-possible plans for classrooms, and to develop safe plans for meeting with parents and other community members, all while maintaining a safe and sanitary environment for our staff and students. To continue with the priority of safety and well-being of our students and staff; visitors/visitation will be limited in all buildings until Hart County is no longer in the “red zone” status, no outside guests will be allowed in our buildings during school hours because of Hart County’s red zone status, with the exception of LifeSkills and Bluegrass Counseling mental health counselors, grant partners such as GRREC and Access to Algebra, and those working with the Hart County Public Library outreach program. These guests will adhere to all required protocol to which Hart County Schools’ staff

must adhere. The public will be informed when red zone status ends. Our Transportation Director and other members of his team have developed routes that adhere to President Biden's Executive Order, KDPH, CDC, and BRDHD guidelines. The transportation department has also audited supplies and is prepared to sanitize all buses at the end of each route during the pandemic and beyond.

Masks Exemptions while Hart County incidence rates are 50 or above:

- Children who are under age 2;
- Any person who is sleeping or unconscious, or who cannot otherwise remove the face covering on their own;
- Any person with disability, or a physical or mental impairment, that prevents them from safely wearing a face covering;
- Any person who is deaf or hard of hearing and is actively communicating, or any person who is actively communicating with someone who is deaf or hard of hearing, and is able to maintain a safe distance of six feet from all individuals who are not members of that person's household;
- Any person engaged in work that a state or federal regulator has concluded would make wearing a face covering a risk to their health or safety;
- Any person who is seated and actively consuming food or beverage;
- Any person who is obtaining a service that requires temporary removal of the face covering in order to perform the service;
- Any person who is required to temporarily remove their face covering to confirm their identity or for security or screening purposes;
- Any person who is giving a speech or broadcast to an audience and is able to maintain a safe distance of at least six feet from all individuals who are not members of the person's household;
- Any person who is in a swimming pool or other body of water indoors;
- Any person who is actively engaged in exercise while indoors in the settings described in the Order;
- Any person who is engaged in a lawful activity where federal or state law prohibits wearing a face covering.

Education for all students

- Traditional In-Person Instruction (5 days a week)
- Hart County Virtual Learning Academy will be in operation for those students approved by applying, being approved by principal, and/or completing medical exemption requirements. Virtual students must complete AUP paperwork before receiving chromebook.

Instruction

Parents/Students may request to change a student's instructional model (from in-person to virtual or virtual to in-person) one time per year, preferably between grading periods.

While it is our desire to have each and every student back in our building for the school year 2021-22, we understand the complexity of trying to balance the health and safety of our students and their families with instructional needs. Regardless of the instructional needs for your child, we will go above and beyond to make sure every child has access to quality instruction and make academic progress on grade-level standards.

Temporary Remote Instruction

By approval of this plan, the Hart County Board of Education authorizes the Superintendent to have the discretion to temporarily assign students at the school, grade, classroom, or student group levels to remote instruction due to significant absences of students or staff related to the pandemic (effective until December 31, 2021) as the Superintendent deems necessary to slow COVID-19 spread. The Superintendent may exercise this option for a total of 20 days until December 31, 2021, if needed. The entire district may not be placed on temporary remote instruction using these 20 days.

Students temporarily assigned to remote instruction shall receive at least the minimum daily instruction required.

When the district utilizes a student attendance day under this remote plan due to COVID-19, all certified staff and any classified staff designated by the district shall be required to perform work duties on-site during the student attendance day, except for employees quarantined due to COVID-19.

Guiding Questions:

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

The Safety Coordinator will order masks for students and staff who need those and other PPE necessary for the entire district and disperse to the schools for use.

2. How will schools and districts ensure that visitors are following policies related to spacing (when possible) and the use of PPE?

Necessary visitors (i.e., fire marshall, inspectors, counseling services, grant partners, public library personnel etc.) in the building will be limited and have limited accessibility in the building. Guidelines and protocols will be posted. No other visitors will be in buildings during school hours until Hart County is out of the red zone according to health department guidelines for red zone counties.

3. How will schools and districts ensure that proper spacing (when possible) is followed during emergency events and drills?

When conducting drills, a limited number of students will be allowed to participate to ensure adequate room to allow for spacing when possible. This will require buildings to conduct multiple drills to ensure all students have participated.

4. How will schools and districts protect the mental health/social and emotional needs of staff, students, and families?

The district Mental Health Counselor, in conjunction with the building counselors, will stay in regular communication with staff to address any mental, social, and emotional needs of faculty, students, and families. Furthermore, they will provide guidance on how to alleviate stresses associated with COVID-19 and other stressors as they arise.

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

As part of their Professional Development plan, building principals will provide training on the health and safety protocols.

6. How will schools and districts ensure appropriate steps are taken during mealtimes to promote spacing when possible and to meet the needs of students?

At this time, meal service will be normal, with 3-foot spacing when possible.

7. How will schools and districts engage in entry and exit procedures which support spacing recommendations and promote health and safety? Principals will be encouraged to allow traffic to flow in one direction in common areas (ie hallways, lunchroom, etc), especially when Hart County is in a red-zone status. Directional arrows may be placed throughout the building, at the principal's discretion, providing guidance on the flow of traffic. Entering and exiting procedures will be staggered to ensure "crowding" does not occur.

8. How will schools and districts monitor health and safety policies to see that they are properly administered in all schools to protect families with multiple children? Building administrators will conduct periodic walkthroughs in the building to monitor all health and safety policies and the proper administration of those policies. An open line of communication will exist with all families.

9. How will schools and districts ensure that staff, students, and families are welcomed and positively connected to the school? Building principals and district PR will continue to use social media and district/school websites to keep families informed, connected, and welcomed.

10. How will schools and districts engage with families who were expected to return to school but did not? Contact will be initiated by administrators (or their designees) to determine reasoning for the absence(s).

11. How will schools and districts monitor the spacing expectations in common areas and during times of transition? Again, directional arrows will be placed in common areas, at the principal's discretion, to allow staff and students continue to practice spacing when possible. Entering and exiting procedures will be staggered to avoid crowding.

12. How will schools and districts ensure appropriate resources and community partners are leveraged to provide necessary services? Partnerships will be developed, utilized, and/or maintained to provide services for students. (Local health department, LifeSkills, FRYSC's, mental health providers, medical resources, etc.)

13. How will schools and districts support the emotional and mental health of students in the areas of assessing and monitoring, and that appropriate measures are delivered to students showing symptoms of anxiety, depression, self-harm, or suicidal ideation? A universal mental health screener chosen by the

Mental Health Counselor has been developed. Results from this screener will indicate appropriately-tiered services. Middle and High School Counselors will continue to provide suicide prevention trainings to students in the fall, as well as individual counseling as observed to be needed.

14. How will schools and districts provide appropriate counseling services for students in need and that appropriate referral protocols are in place? Schools will have access to referral forms from mental health community partners. Individual and small group school-based services will be guided by the universal mental health screener,

15. How will schools and districts provide that counselors and other support staff - such as social workers, mental health counselors, and family resource youth service center directors have the supports they need to address potentially larger caseloads? The Mental Health Counselor will work with the building counselors and Family Resource Coordinators to regularly assess caseloads and adjust accordingly.

16. How will schools and districts provide that students are equipped with appropriate digital citizenship skills and that clear expectations related to cyberbullying are in place during periods of virtual/Ntl learning? At the beginning of each school year, students and parents are required to sign an Electronic Access/User Agreement. Furthermore, digital citizenship is taught at each school to ensure students use technology safely and responsibly. Digital learning from home is not planned to be the main mode of instruction during the 2021-22 school year.

17. How will schools and districts monitor that water fountains remain clean, or that alternative sources of water are made available to students? Administrators will create a cleaning schedule, which incorporates the consistent cleaning of common areas (i.e. bathrooms, water fountains, etc.), for custodians to follow. Custodians will be expected to regularly clean those common area surfaces. Furthermore, students will be allowed to bring in their own water bottles for refill to help reduce the spread of germs/viruses.

18. How will schools and districts provide that restrooms are effectively disinfected on a regular basis? Again, custodians will follow the adjusted cleaning schedule developed by administration.

19. How will schools and districts ensure that appropriate spacing takes place on school buses? Students must wear a mask on the bus according to the existing federal

mandate for all public transportation. The Transportation Director will follow KDE, KDPH, and Barren River Health protocol on spacing when possible of students on bus as well as number of students on busses.

20. How will schools and districts provide that the needs of students in alternative education programs are being met within the district plan? Steve Caven, RCA Director, and/or Greg Cecil, HCHS Principal, will train the teacher and assistant at the alternative education program to provide the same information all other teachers are receiving.

21. How will schools and districts monitor that all classrooms remain psychologically safe in both traditional and virtual environments? Staff will continue to offer a supportive school culture that encourages students to verbalize when help is needed. Guiding questions in both traditional and virtual environments will address safety. Psychological safety will also be addressed through staff/student advisory relationships that communicate expectations and positive learning support.

22. How will schools and districts monitor that teachers are engaging students in a manner that honors their voices and choices? Ongoing systems are in place that encourage positive behavior supports, along with trauma-informed care professional development training. Over the past several years, our teachers have worked to make learning more personalized for each student. Personalized learning practices that will be encouraged include the following: brainstorming a list of what students want to know about, giving students interest inventories, giving students a choice in product or process (choice boards), and giving students the opportunity to work in groups using technology (Google Docs or Google Slides).

23. How will schools and districts provide teachers with adequate training to be a successful teacher in a virtual environment as needs dictate? Teachers were provided with the opportunity to become Level 1 Google Certified. The training provided teachers with the skills to use the resources and tools available on the Google platform.

24. How will schools and districts leverage data - such as the Early Warning and Persistence to Graduation tools and the Transient Student Report in Infinite Campus - to identify students who may need additional support? Each elementary/middle school will utilize universal screening instruments on a district-wide schedule to determine students who need additional instructional support. Teachers in all levels will analyze data during Impact Team meetings and have discussions that lead

to concrete interventions for each student. Teachers of all levels will also use formative assessment data from web-based learning platforms as well as standards-based formative and summative assessments to make curricular and instructional decisions based on student needs. Teachers of all levels will use both formative and summative assessments to monitor student progress toward learning goals and mastery of grade level standards. Students who are participating in the virtual learning option will have access to a virtual learning teacher (VLT) who will monitor student work and progress. The virtual learning plan calls for the VLT to contact the parent at least bi-weekly by phone and maintain a “school-hours” learning schedule for students. The virtual learning plan also includes communication between classroom/content area teachers and the VLT to maintain the integrity of the virtual learning program and to meet the needs of students.

25. How will schools and districts provide that alternative schedules and start times do not impact the delivery of dual credit courses offered both on and off site? Schools will help facilitate communication between the cooperating universities and students to ensure the delivery of dual credit courses has limited/minimal disruption. Furthermore, if needed, building administrators (or their designees) will reach out, via phone or email, to those students who fail to complete the initial steps in signing up for their dual credit classes.

26. How will schools and districts provide that extra-curricular and co-curricular activities - such as clubs, student organizations and sports - are both safe and meaningful? All KHSAA, KMEA, KDPH, CDC, and BRDHD guidelines for all extracurricular activities will be recommended. In addition, coaches and assistant coaches will be trained in safety procedures.

27. How will students and districts ensure students participate in and fulfill work-based learning placements? Following guidance from KDE, administrators (or their designees) will follow up with students, teachers, and employers to provide that those requirements are completed.

28. How will schools and districts provide that teachers are prepared to continue instruction from sudden interruptions caused by intermittent closures due to various reasons (i.e, flu, strep, safety concerns, weather, Covid-19, etc.)? The district has been approved for ten Ntl days, and this plan will be utilized as long as days exist. Upon Board approval, the Superintendent will have the discretion of also using 20 Remote learning days due to COVID-19 before December 31, 2021. As mentioned earlier, these days cannot be used for the entire district, but in specific schools, classes,

student groups, or grade areas that spread is the greatest.

29. How will schools and districts maintain the equity of instruction for students who are still choosing to learn from home or must remain at home due to safety restrictions? The instructional team has created a plan of instruction that includes grade-level guidelines and schedules for virtual learning. These guidelines have been developed by grade-level bands (K-2, 3-5, 6-8, 9-12) to meet the specific needs of each population.

30. How will schools and districts establish instructional expectations for standards alignment, grade-level assignments, and the addressing of knowledge gaps due to possible periods of remote learning? During the summer of 2021, teachers at all grade levels and content areas have met/are meeting to address instructional practices. These meetings are creating content area/grade level district teams and opening lines of communication among schools. In many cases, teachers across schools will be devising assignments that will be used by all schools.

31. How will schools and districts determine and incorporate anticipated knowledge gaps from the previous grade level into the 2020-2021 adjusted curriculum? Assessments will be conducted upon students' return during Fall 2021 to assess any knowledge gaps. Teachers will adjust instruction and individualize lesson plans accordingly. Teachers will be encouraged to use pre-assessments before beginning a unit in order to gauge student readiness for the new material and allow teachers to prepare introductory lessons that can help students gain the knowledge they need. Gap reduction (acceleration) teachers will assist classroom teachers in reducing student learning gaps.

32. How will schools and districts provide that content, concepts, and skills from prior grade levels are reinforced while working toward current grade-level standards? Teachers will be expected to review content, concepts, and skills upon returning to school. For the concepts and skills in which students have a deficiency, teachers will need to reteach that content to ensure mastery. Additionally, teachers will spiral content so that older concepts are constantly being revisited while teaching new content. Teachers across grade levels in reading/writing and math have had vertical conversations. They identified a list of "instructional ins" that teachers at a particular grade level would prefer students had mastered when they enter a new grade level.

33. How will schools and districts determine the necessary professional learning that may be needed throughout the year? Building administrators will periodically

meet with teachers or conduct surveys to determine professional development needed to ensure that meaningful instruction continues throughout the school year. The district instructional support team will continue to work with teachers in Impact Team meetings and/or individually to provide teachers with resources and to help them continue to improve instructional skills.

34. How will schools and districts maintain a balanced assessment approach that includes appropriate formative assessments, performance assessments, interim benchmark assessments, and summative assessments? Teachers will provide an array of assessments over the course of instruction to determine student needs. Over the course of the 2021-22 school year, teachers across the district will begin to develop common assessments to assure that all students have access to equitable instruction and support to progress toward mastery of standards.

35. How will schools and districts use data to effectively differentiate instruction and provide equitable opportunities for learning through in-person instruction and intervention, independent projects and online remediation, and reinforcement or enrichment-based on student learning needs, high-quality blended learning and planning for high-quality remote learning, and project-based learning in the classroom and at home (for those medically-approved)? At the end of the 2020-21 school year and at times this summer, teachers have had conversations at their school with teachers in the next grade level. These conversations were focused on what was introduced/taught and what was not taught during the difficult year due to the pandemic. During the summer of 2021, teachers at all grade levels and content areas have met/are meeting to design district instruction to prioritize that all grade levels/content areas across the district are teaching the same standards at about the same time in the school year. These meetings are creating content area/grade level district teams and opening lines of communication among schools. In many cases, teachers across schools will be devising assignments that will be used by all schools. Assessments will be conducted to assess any knowledge gaps. Teachers will adjust instruction accordingly. Teachers will be encouraged to use pre-assessments before beginning a unit in order to gauge student readiness for the new material and allow teachers to prepare introductory lessons that can help students gain the knowledge they need. Universal screeners will be given to all students in grades K-8 (on a district-level schedule) at least 3 times during the school year to help teachers assess student progress toward learning goals.

36. How will schools and districts provide that students are able to demonstrate learning via oral and/or written forms of expression? Various forms of assessments will be utilized. Students will be given opportunities to provide both oral and written

forms of expression to demonstrate learning. Virtual learning students will use tools which will make it easier to provide these forms of expression (i.e., Google Meet for oral presentations and Google Docs for written work).

37. How will schools and districts ensure student work is assessed for those who are in-person and those learning virtually? Student work virtual or paper/pencil, will be assessed for completion and correctness.

38. How will schools and districts determine that course grades are assigned and reported in an equitable manner for all students? Teachers will be expected to post/report grades in a timely manner (weekly or every two weeks). Building principals will ensure teachers are regularly posting grades for students.

39. How will schools and districts maintain systems for Response to Intervention (RtI)? Each school has/shall have an RtI plan to meet the needs of all students. At elementary schools (grades k-8), this plan includes the use of universal screeners in both reading and math at least 3 times per year, as well as a kindergarten readiness screener (BRIGANCE) that will be given within 30 days of the first day of school.

40. How will schools and districts provide that teachers have access to the appropriate technology necessary for remote classroom instruction? Most, if not all, teachers have remote access. All teachers will have access to a classroom computer to assist with instruction.

41. How will schools and districts monitor that teachers communicate with parents and students about student progress? Virtual teachers will be required to reach out to students and parents on at least a bi-weekly basis for virtual learners with a person-to-person phone conversation. Teachers can conduct this communication at other times to students via email, phone, Remind (or a similar platform), as well as through the use of social media and school/district websites. In-person teachers will also need to maintain parental communication regularly.

42. How will schools and districts provide support to families to better understand grade-level expectations? Classroom teachers and/or schools will send monthly (at least) newsletters (or some other form of communication) will be utilized to keep families informed about the standards/subject and student expectations.

43. How will schools and districts provide support to families in the implementation and enrichment of instruction for students in the classroom and

learning virtually? Communication with parents/families will be key in providing support for student learning. Communication can be via email, phone, text, Remind, etc) (Possibility - provide video lessons; hold Q&A sessions). Teachers are required to have a person-to-person conversation with parents at least bi-weekly for virtual learners.

44. How will schools and districts provide that special education students understand new expectations, such as spacing (when possible)? Direct instruction in new health and safety expectations will be provided to students with disabilities who need direction above and beyond what is provided for all students. Teachers may utilize visual prompts, social stories, etc. to assist students in understanding the new expectations. Teachers and staff will also use reminders and repetition of instruction as students need them. (Possibly videos providing guidelines/information can be shared with those students to reinforce behaviors/information gained during in-person learning.)

45. How will schools and districts provide that students with Individual Education (IEPs) are provided a free, appropriate public education? As Admission and Release Committees (ARC) meet, they will discuss how individual students will be supported in the event non-traditional instruction occurs. While in the school building, staff will be maintained to provide instruction as outlined in a student's IEP. If instruction is done virtually or through supplemental materials being sent home, the Special Education staff will offer support through modifying materials, group and virtual instruction, as well as guidance through email, text, and/or video conferencing.

46. How will schools and districts provide that students with physical challenges, or those who are medically fragile, are kept safe while in the school building? The district will work with students individually to determine the necessity of health and safety options above and beyond the measures taken for all students. This may require transitioning at different times including leaving class early or late to avoid congestion in the hallways. Providing virtual access to general education classrooms through Google Classroom, Google Meet, or other means may also be a method for allowing students with health risks (medically-approved virtual students) to remain in classrooms with fewer students.

47. How will schools and districts provide that special education requirements and exceptional student learning needs be met in the classroom and virtually? Special Education teachers will be responsible for regular communication with the students on their caseload. If instruction is taking place in the school setting, Special Education teachers will provide support and instruction as outlined on a student's IEP. In the event instruction takes place virtually, communication can occur virtually via video

conference, email, text, or other communication apps such as Remind by the Virtual Teacher working with the Special Education teacher. Special Education teachers will modify materials and provide necessary accommodations as outlined in a student's IEP. Special Education teachers may also provide individualized instruction for students on how to access accessibility features for the technology being used. Special Education teachers will monitor progress on IEP goals as outlined in the student's IEP.

48. How will schools and districts provide that appropriate contingency plans are incorporated into students' IEP's to meet their needs during alternative schedules and/or periods of virtual/Ntl learning that may occur? Special education teachers will work with parents/ guardians of the individual students to make aware of this possibility/happening via informal conferences with parents and guardians and as annual reviews or other admissions and release committees naturally occur.

49. How will schools and districts provide regular initial evaluation procedures are implemented in a timely manner? The child find duty to refer for an evaluation under IDEA is triggered when there is reasonable suspicion that a student has a disability and a need for special education services. If sufficient "referral red flags" are already evident, new referrals should proceed in a timely manner in the same way that they would have prior to the COVID-19 pandemic. To the extent allowable, students will be evaluated in an individual testing environment following recommended health and safety practices.

50. How will schools and districts provide that special education referrals will be completed in a timely manner? Timelines for completing evaluations have not been waived. Evaluation and eligibility teams have been required to make good faith, reasonable efforts in light of the circumstances to meet evaluation timelines and to gather data as is possible and feasible. If an eligibility team finds that sufficient data are not available to make a valid determination about eligibility, then that should be documented and a plan put in place for obtaining the needed information and completing the eligibility process. With staff maintaining contact with both students and families, there will be opportunities for parents to express concerns.. In the event the teacher(s) and/or parents/guardians note concerns, student data will be reviewed to determine if interventions are needed.. If interventions are needed, specific needs and intervention goals will be developed and monitored by the classroom or intervention teacher.

51. How will schools and districts provide that they are appropriately tracking maintenance of effort requirements? The Federal Grants Coordinator will provide a

detailed account of all state and non-federal revenue sources, both current and projected. Along with the detailed budget of all Federal Programs, a separate table will account for all state and local revenues/expenses to ensure maintenance of effort. Budget narratives shall be provided demonstrating that HCSD is continuing to fund and maintain all of its programs as it has in years past. The Federal Grants Coordinator will work closely with both the Finance Officer, as well as the KDE Title 1 Consultant to ensure compliance.

52. How will schools and districts accommodate spacing recommendations while providing services to students? The district will follow guidance provided by local health officials. In the event additional safety equipment or PPE is required, the district will provide as needed. Spacing of 3 feet will occur when possible (unless otherwise noted in revisions).

53. How will schools and districts determine that lessons learned during the previous periods of virtual learning will inform special education practices during future pandemic responses? The Director of Special Education will follow guidance from the KDE in processes and procedures to provide FAPE to all students. The district will begin creating contingency plans (such as this one) in efforts to have a plan in place should Ntl days occur. Training will be provided for ECE teachers in steps to take in the event there are future needs for pandemic responses.

54. How will schools and districts provide that students have access to sufficient assistive technology devices? Individual student needs will be determined through the contingency plan. In the event a student requires assistive technology, the district will determine the best method of providing for students.

55. How will schools and districts provide that special education evaluations and reevaluations continue without interruption? The Director of Special Education and school psychologists are researching options for being able to complete evaluations virtually. To the extent allowable, students will be evaluated in an individual testing environment following recommended health and safety practices. HCS will consider the various ways alternative schedules, intermittent closures for various safety reasons, and extended periods of virtual learning may impact the day-to-day operations of the schools and district.

56. How will schools and districts determine when it is appropriate to promote students to the next grade level? Using guidelines on grade-level promotion along with professional judgment, teachers and administrators will determine the promotion of

students.

57. How will schools and districts provide that appropriate federal funding mechanisms are deployed to meet the needs of all student groups? The district Title I and CARES/ARP/ESSERS Coordinators will work closely with the District Homeless Liaison, Family Resource/Youth Services Coordinators, and building principals in determining how to best meet the needs of our most disadvantaged students and families.

58. How will schools and districts determine that equitable services are provided for relevant federal programs? Regular consultation by the Title I Coordinator will occur with eligible private schools to provide information regarding services for students and teachers as they relate to various Title programs. Eligible homeschool families will receive required annual notice of participation letters; they may return to the district and/or they may participate in Title services. Equitable services guidelines directed by KDE will be utilized in consultation and provision of services. Self-audits in federal programs with KDE's checklist will occur quarterly.

59. How will schools and districts provide that appropriate stakeholder meetings occur as required by relevant federal programs? Federal Grant Coordinators will solicit information from stakeholders via electronic surveys and Google meetings.. All SBDM/Board meetings will follow the guidance provided by the AG to ensure open meeting access. The information solicited from these stakeholder surveys, meetings, etc. will inform the needs assessment and program planning for 2021-22.

60. How will schools and districts determine that continuity of services will be provided through federal programs for students most at-risk, including the following groups: low achievement, homeless students, English learners, neglected and delinquent students, 21st Century Community Learning Center participants, migrant students and students in foster care? We will utilize local media, social media, InTouch call, text, phone calls, emails, and personal phone calls from teachers to ensure all families know that our services will continue.

61. How will schools and districts maintain adequate levels of personal protective equipment (PPE) to be made available to students and staff? The Safety Coordinator began purchasing PPE in the summer to prepare for any anticipated need for the 2021-22 school year. PPE was purchased and distributed to the schools prior to staff and students returning to the buildings. The Safety Coordinator conducts frequent checks to see if supplies are becoming low, and when this fact is evident, he secures

the ordering for PPE items. The district continues to apply for masks from ky.gov when those offerings are available.

62. How will schools and districts provide appropriate COVID-19 testing and/or monitoring procedures are in place and aligned with the guidance provided by the Kentucky Department for Public Health (KDPH)? With help from the Safety Coordinator, building administrators (or their designees) may be responsible for taking the temperatures of staff and students if automated temperature checkers are unavailable. Furthermore, school nurses/medical assistants will be expected to help monitor the overall health of the staff and students and provide guidance when needed. If an employee has been exposed to COVID-19, the district is allowed to require COVID testing. **No test-to-stay model is in effect as of now.**

63. How will schools and districts collaborate with local public health officials to monitor infection rates within the community to make decisions around reopening or intermittent closures? The Safety Coordinator will be in constant communication with local health officials through weekly meetings to monitor the spread of COVID-19 within the community.

64. How will schools and districts provide that appropriate measures are taken should a student or staff member test positive for COVID-19 after the school year begins? Administrators will contact the necessary agencies (i.e. district Safety Coordinator/ local health department) to ensure proper protocols are followed. Infected individuals will be reported per guidelines and restricted from returning to school until the required quarantine period has elapsed. The district may require the employee to take a COVID test.

65. How will schools and districts provide that schedule and calendar changes support the needs of students served by off-campus programs such as dual credit, area technology centers, or career and technical colleges? Building principals (or their designees) will communicate with cooperating universities and technology centers to establish a plan of support for those students served by off-campus programs.

66. How will schools and districts provide that appropriate transportation is provided to students served by off-campus programs such as dual credit, area technology centers, or career and technical colleges? Transportation will continue as regularly conducted with the exception of requiring masks to be worn before entering and while riding a bus.

67. How will schools and districts determine staff schedules and meet contractual obligations during periods of alternative schedules or intermittent closures? Classified and certified staff evaluations plans dictate evaluating/monitoring of staff.

68. How will schools and districts remain prepared for sudden closures or necessary changes to schedules? As previously mentioned, for the middle school and high school students, transition to intermittent closure will require minimal preparation due to their consistent use of digital platforms. Ntl practices will be in place for those allowable days, unless remote learning is selected by the Superintendent for a temporary amount of time for a particular school, grade, or student groups.

69. How will schools and districts determine that classified staff members are fully utilized in a meaningful way during periods of intermittent closure or alternative schedules (if needed)? Classified staff may be utilized in a number of ways during intermittent closure or alternative schedules. Their duties may include but are not limited to: assisting in food preparation and distribution, assisting custodians with cleaning of school buildings, fielding questions from students and parents, assisting classroom teachers in preparing and/or collecting paper/pencil packets, etc.

70. How will schools and districts provide that technology and/or instructional materials are distributed to students while operating under alternative schedules (if needed)? Building principals and Network Administrator will create a plan for distributing and collecting technology and/or instructional materials as needed.

71. How will schools and districts provide that materials are appropriately inventoried, distributed, and re-collected? Staff will be responsible for cataloging their class materials (textbooks, Chromebooks, etc). Administrators will create a plan for distributing digital devices and appoint a designee to be responsible for distributing the devices. Students will be required to return their device upon returning to school.

72. How will schools and districts determine that all programming is maintained should they experience a staffing shortage? HCS will employ temporary staff as needed. Existing classified staff may provide instruction to students without certified supervision for the 2021-22 school year. Probationary and/or emergency certifications

will be utilized when necessary, plus retired teachers who are willing to come back after their required time of separation.

73. How will schools and districts manage hiring processes when hiring new candidates seeking initial, renewal, or emergency certification in the case of an early school start? HCS will follow the same processes as normal when hiring new candidates with pending certification which would be to promptly and diligently work with the candidate and if applicable, the University/Educator Preparation Program to facilitate and monitor the prompt submission of the certificate application and supporting documentation to Ky. Division of Licensure for processing. Employment contracts for new hires are not issued until certification processes are completed, so utilization of approved qualified substitutes may be necessary pending receipt of valid certification.

74. How will schools and districts provide that appropriate background checks and child abuse and neglect checks are conducted in the case of an early school start? Child Abuse and Neglect Checks would be conducted in accordance with KRS 160.380. The new online submission system has greatly reduced the wait time for results to be received by the district.

The criminal history background checks are currently problematic since fingerprinting by our local authorities is not being conducted at this time due to the pandemic. We are keeping in touch with our local police department and sheriff's office for updates on when in-person fingerprinting will become available again and are also receiving information from Idemia regarding the future implementation of the Universal Enrollment Platform for the Commonwealth of Kentucky.

In the meantime, probationary employment periods would be implemented in accordance with KRS 160.380(7).

75. How will schools and districts determine that Certified Evaluation Plans (CEPs) are modified and implemented appropriately during alternative school schedules? Modifications will be made in accordance with statute and any subsequent rulings depending on the schedule (i.e. deadlines for completing evaluations extended, etc.). However, deadlines governed by statute will remain in place.

76. How will schools and districts provide alternative options are provided to families who do not wish to send their child to in-person school? Virtual learning applications were made available and due to the schools by June 16, 2021. Each student will have the option of changing status (in-person/virtual) one time during the

2021-22 school year. For those students who lack Internet access or digital devices, equitable paper/pencil work will be provided and graded. A Mi-Fi may also be used to give the student Internet access.

77. How will schools and districts monitor teacher performance during alternative schedules and extended periods of virtual/NTI learning (if needed)? Our Certified Evaluation Plan dictates monitoring/evaluating school certified personnel.

78. How will schools and districts monitor attendance for the purpose of truancy reporting and deploy necessary interventions for truant students? Teachers will be required to contact students, at least bi-weekly, and will report any truant students to their building administrators. Building administrators and/or the DPP will attempt to make contact to determine the cause of student truancy. Truancy laws and practices will continue to be followed during the pandemic.

79. How will schools and districts provide that necessary PPE is on hand for student and staff safety when feeding, diapering, or toileting students with disabilities? As previously mentioned, the Safety Coordinator officer will be responsible for ordering PPE and distributing them to the schools. It will be the responsibility of the building principal to notify the Safety Coordinator if additional PPE needs to be ordered for the school.

80. How will schools and districts maintain proper spacing when possible in the school nurse office? A waiting list will be utilized for those students wishing/needing to see the nurse. If there is limited space in the office, they will report back to a supervised holding area until they are called down to the nurse's office.

81. How will schools and districts ensure vendor deliveries are made in a safe way? Signs will be posted on the front doors of the schools indicating that all visitors and vendors must follow the health and safety guidelines as posted.

82. How will schools and districts isolate students who fall ill during the school day? Students who become ill will report to the nurse's office where they will be monitored and quarantined in an isolation room until contact can be made with the family. Students who show signs of sickness will be quarantined until they can be picked up by a family member.

83. How will schools and districts manage point-of-sale systems in school cafeterias and other venues to ensure student and staff safety? Lines will be limited

and students will have to maintain at least 3-feet spacing when possible.

Start Date: August 11, 2021

Tier One:

School Buildings are open for students in Hart County Schools.

- Hand Sanitizer Stations Throughout Buildings, Classrooms, & Buses / Students & Staff Should Wash Their Hands And Use Sanitizer On A Regular Basis / Constant Reminders
- Constant Education About Healthy Hygiene Practices / Cleaning & Disinfection Efforts Are Intensified
- Possible Temperature Checks For Staff and Students
- Staff and students are required to wear a cloth mask (face covering) throughout the day until Hart County's incidence rate drops below 50. Spacing when possible of at least 3 feet is also encouraged for all individuals. Without masking, 6 feet spacing, and possible hybrid model of instruction, as a result will need to occur.
- Spacing when possible / Everyone remains 3 Feet apart when possible when masking is required / Markers In place at designated areas (at principal's discretion)
- Extracurricular events may continue, cloth masks, and 3-feet spacing when possible encouraged by spectators following CDC, KDE, KDPH guidelines / Non-critical large gatherings will be moved outdoors or possibly postponed during school hours when Hart County is in the red county zone (Field Trips, Assemblies, Special Performances, Parent Meetings, etc.). Thorough cleaning of the area will be

conducted before students should enter the building following such an “after-school” meeting.

- The district will monitor surrounding counties to determine how any positive cases may affect students and staff.
- In-person classes are best for student learning / Virtual classes do allow students enrolled in school to continue learning while navigating through this pandemic / during Tier One (as space and faculty numbers allow). Students will be allowed to attend virtually if medically approved during Summer 2021.
- Our volunteer program is suspended at this time for the safety of all when Hart County is in the red county zone.
- Students will visit restrooms individually and in small groups, No whole group visits.
- Nonessential visitors canceled during school hours when Hart County is in the red county zone.

Tier Two:

School Buildings are open for students in Hart County Schools with the potential for contact tracing and more limited in-person activities. (escalating numbers with Covid data)

- Hand Sanitizer Stations throughout buildings, classrooms, and buses / Students and staff will wash their hands and use sanitizer on a regular basis / Constant reminders.
- Constant education about healthy hygiene practices / Cleaning and disinfection efforts are intensified.
- Daily temperature checks (with scanners) for all staff and students.
- Staff and students are required to wear a cloth mask (face covering) throughout the day until Hart County’s incidence rate drops below 50 on the Friday prior to in-person school session. Spacing when possible of at least 3 feet is also encouraged for all individuals.
- Spacing when possible / Everyone remains 3-feet apart when possible / Markers In place at designated areas (at principal discretion)
- If a COVID case affects a staff member and/or a student in school, both the Safety Coordinator and HR Director will work with the staff member to determine best practices. Student learning may change modes during the required quarantine period of the student with the guidance of area medical professions and Barren

River Health Department. The district may require the affected staff member to take a COVID test 72 hours after exposure. Continue to thoroughly disinfect the building with support from a professional outside source.

- Possibly move non-critical gatherings/extracurricular events outdoors (Field Trips, Assemblies, Special Performances, Parent Meetings, etc.) or postpone such meetings as long as Hart County is a red zone county.
- Critical athletic/club events may continue with a limited number of fans (according to KDPH and KHSAA guidance); All spectators will be encouraged to wear a mask.
- Our volunteer program is suspended at this time for the safety of all as long as Hart County is a red zone county.
- Class changes will be limited (Teachers rotate at certain levels, Schedules modified to reduce interactions)
- Space between desks increased.
- Students will visit restrooms individually and/or in small groups, No whole group visits.
- Arrival and dismissal times staggered.
- Nonessential visitors canceled until Hart County is out of the “red zone” status.
- The District will monitor the community to determine how any positive cases may affect students and staff.
- In-Person classes are best for student learning / Virtual classes do allow students enrolled in school to continue learning while navigating through this pandemic / During Tier Two, students will be allowed to attend virtually through parent/guardian request and according to virtual application protocols of Summer 2021.
- Bus transportation will be modified as needed.

Tier Three:

School Buildings are closed to all in-person activities and events.

All learning will be virtual. (State/federal mandate of closure)

- In-Person classes will be dismissed for a specified period to slow transmission rates Of COVID-19--only if emergency measures dictate.
- Virtual Learning/Ntl will be implemented during this time (as long as Ntl days remain).
- All activities canceled.
- Food Pickup Program Will Be Implemented.

Alternate Considerations During all Phases

- Students Attending Virtually Must Have Adequate Internet Access.
- Students Attending Virtually May Transition To In-Person Classes upon consultation with building principal and/or district administrative staff (only one switch per year unless individual situation constitutes an emergency). Necessary switches need to occur at the end of one grading period before another grading period begins.
- In-Person Classes Are Best For Student Learning / Virtual Classes Do Provide An Avenue For Students During This Pandemic if approved according to virtual application due June 16, 2021.
- Once The Pandemic Concludes, Once All State Emergency Orders Are Lifted, All Classes Will Return To In-Person Learning without virtual options.
- Food Service Option (Pickup) Will Be Available For Students Attending Virtually.