

All Principals - Virtual Meeting Agenda – November 19, 2020

1. Prayer
2. The Executive Order
 - a. The details of the order
 - b. What does this mean for our schools?
3. General School Operations
 - a. K-12 impacts
 - b. Preschool/Childcare
 - c. CCD
4. Athletics
 - a. KHSAA winter sports update from Thursday
5. NTI
 - a. Must improve our NTI response
 - b. All school should offer some virtual instruction
 - c. Understanding of home circumstances
 - i. Parents still working outside the home
 - ii. Limited internet accessibility, paper options
 - iii. Stressful situations for all – flexibility, patience, understanding
6. Targeted Instruction
 - a. What is it?
 - b. How can our schools use this?
 - c. Share ideas on how this model could help students
7. Staffing
 - a. Teachers
 - b. Hourly employees
8. Cafeteria
 - a. Summer Feeding program
9. Other questions?



ANDY BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2020-969
November 18, 2020

STATE OF EMERGENCY

The novel coronavirus (COVID-19) is a respiratory disease causing illness that can range from very mild to severe, including illness resulting in death, and many cases of COVID-19 have been confirmed in the Commonwealth.

The Kentucky Constitution and Kentucky Revised Statutes, including KRS Chapter 39A, empower me to exercise all powers necessary to promote and secure the safety and protection of the civilian population, including the power to command individuals to disperse from the scene of an emergency and to perform and exercise other functions, powers, and duties necessary to promote and secure the safety and protection of the civilian population. Under those powers, I declared by Executive Order 2020-215 on March 6, 2020, that a State of Emergency exists in the Commonwealth. The Centers for Disease Control and Prevention (CDC) has concluded that COVID-19 most commonly spreads during close contact between people, and can sometimes be spread through airborne transmission, particularly among individuals in enclosed spaces. As a result, scenes of emergency exist where people gather together, potentially spreading COVID-19.

Kentucky is now experiencing a potentially catastrophic surge in COVID-19 cases, which threatens to overwhelm our healthcare system and cause thousands of preventable deaths. Despite Red Zone Reduction Recommendations, Kentucky is faced with exponential growth of COVID-19 cases. Accordingly, Executive Order 2020-968, issued today, imposed new public health measures to slow the spread of COVID-19.

Additional public health measures concerning elementary, middle, and high schools are necessary to further slow the spread of COVID-19 now. These measures are intended to ensure that as many schools as possible may safely return to in-person instruction in the near future.



ANDY BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2020-969
November 18, 2020

Order

I, Andy Beshear, by virtue of authority vested in me pursuant to the Constitution of Kentucky and by KRS Chapter 39A, do hereby Order and Direct as follows:

1. All public and private elementary, middle, and high schools (kindergarten through grade 12) shall cease in-person instruction and transition to remote or virtual instruction beginning November 23, 2020.
2. All middle and high schools (grades 6 through 12) shall remain in remote or virtual instruction and not resume in-person instruction prior to January 4, 2021.
3. For the period from December 7, 2020 to January 4, 2021, all elementary schools (kindergarten through grade 5) may reopen for in-person instruction, provided:
 - a. The school is not located in a Red Zone County, as provided by the Kentucky Department for Public Health on the COVID-19 website (available at <https://govstatus.egov.com/kycovid19>); *and*
 - b. The school follows all expectations in the KDE Healthy at School Guidance on Safety Expectations and Best Practices for Kentucky Schools (available at <https://govstatus.egov.com/ky-healthy-at-school>).
4. Nothing in this Order shall prohibit schools from providing small group in-person targeted services, as provided in KDE guidance.
5. This Order shall apply to all institutions of public and private elementary and secondary education, but does not apply to private schools conducted in a home solely for members of that household.

A handwritten signature of Andy Beshear in black ink.

ANDY BESHEAR, Governor
Commonwealth of Kentucky

MICHAEL G. ADAMS
Secretary of State



COVID-19 Considerations for Reopening Schools

Updated: Sept. 2, 2020

nurse or cafeteria manager. Virtual orientations also can include videos explaining how to activate and log on to school-owned devices or virtual building tours so students will be more prepared to enter the building later during the school year.

Considerations for Targeted Services

Schools may, at their own discretion, bring small groups of students into the building to receive targeted services that supplement learning. These 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 remediation or tutoring.

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.

Below are some vignettes to demonstrate the role of targeted services during periods of virtual learning:

- A welding teacher has developed a curriculum to be deployed in the virtual environment. This curriculum includes topics such as safety, welding processes and theoretical information about the types of joining processes used in various situations. To supplement the virtual experience, the teacher offers a one-hour, hands-on welding experience to students. All students have access to this experience and if a student chooses not to participate, they will have an opportunity to learn the hands-on skill later when schools reopen. Students must pre-register to participate in the hands-on experience



COVID-19 Considerations for Reopening Schools

Updated: Sept. 2, 2020

and the group is capped at eight students. All students leave the building immediately once the experience is complete and the welding teacher, with support from custodial staff, sanitizes the lab to prepare for future experiences.

- Kentucky Elementary School has 40 students who have demonstrated dramatic learning loss in the first few days of virtual learning. The school offers an intensive remediation program to these students. Students have access to small group remedial instruction for 90 minutes every other day. Students are assigned to groups and may not transfer from one group to another. No more than five students participate in each remedial instruction group. The school designates a single teacher to manage the remediation rotations so that students who do not participate in the program still have ready access to a teacher during the day. In between sessions, the teacher and custodial team work together to sanitize all surfaces following guidelines from the U.S. Centers for Disease Control and Prevention (CDC). Parents have the opportunity to enroll their children in the remediation program, but only after the 40 prioritized students have been given the opportunity to enroll.
- Two students enrolled in an AP Physics course express frustration with their ability to master the calculations for position, velocity and acceleration. The teacher decides to offer in-person assistance to students on Wednesdays. This assistance is provided by appointment only in a one-on-one setting. The teacher schedules 30-minute time slots, allowing sufficient time between appointments for students to exit the building and for classroom surfaces to be sanitized. The teacher prioritizes students who already have experienced an individual virtual tutoring session. While the teacher is working with a student in person, an instructional assistant is monitoring the online platform for questions that may need the teacher's immediate attention after the tutoring session.

Considerations for Special Populations

Depending on your situation, it may be necessary to meet with families of students with special learning needs including English learners and students identified for Gifted and Talented or Special Education services. During your orientation, you should follow the guidance outlined in the [COVID-19 Considerations for Reopening Schools – Exceptional Learners and Preschool Students](#) document.

Throughout orientation events, schools should consider ways to demark social distancing requirements including visual reminders, gestures to prompt when social distancing is necessary, and verbal or auditory cues for students with visual impairments. Schools also may consider the use of clear face masks, or face shields in lieu of cloth face coverings, when communicating with students who are Deaf or Hard of Hearing.