

2020-2021

SCHOOL OPERATIONS PLAN

FOR REOPENING CHRIST THE KING SCHOOL (rev. 9-10-2020)



Together again

The last time we were in the school building together was Thursday, March 12, 2020. We look forward to being together again. We have worked diligently to put together a plan for a safe reopening of our school, one that will provide our students an opportunity to learn together, for our faculty and staff to fulfill our mission, and for all of us to grow in our Catholic faith.

Dear Christ the King Families,

We are pleased to present a plan for reopening our school. I know you have lots of questions about what school will look like in the fall, and our committees have worked diligently to prepare a plan that will give you as many answers as we can and instill confidence that we will be providing a safe environment for our children to learn and for our faculty and staff to work.

We formed three committees and asked faculty, staff, and parents to participate in the planning process for reopening. Our participants were called by God to provide valuable input and knowledge in order to make an enormous task more manageable and focused on a core set of criteria. Below is a list of the criteria used in our decision making:

- Protect the health and safety of our students, faculty, and staff.
- Make decisions that are consistent with our mission.
- Through flexibility and adaptiveness, maintain the quality and accessibility of our academic program, and provide student support as needed.
- Abide by guidelines and directives from the Roman Catholic Diocese of Lexington, and from state and federal governments.
- Implement what is most practical and financially feasible for the school and parish.

Our three committees are School Operations, Teaching and Learning, and Faith Formation and Community. **School Operations** focuses on the numerous operational policies and procedures covering the areas of screening, social distancing, and sanitation. **Teaching and Learning** focuses on instruction provided to students, and on meeting the needs of all students, whether they are physically present in the school building or at home during a hybrid or distance learning environment. **Faith Formation and Community** focuses on the important work of continuing to provide a faith-filled environment while facing the challenges of living through a pandemic.

We would like to thank all who have participated in our committees for their time and knowledge. They have been a vital part of this process, and we could not do it without them. Their contributions have provided us with a more effective and efficient process, and we greatly appreciate their dedication to Christ the King School.

As we present this plan, please know that we still have a great deal of work to do to put all the necessary policies and procedures in place. We will have to depend on our faculty, staff, students, and parents to help us make it all happen, and we appreciate any support you can provide during this time. The current plan is based upon our best understanding of the available information at this point in time, but this body of knowledge is fluid and evolving. Adjustments in the plan will likely be made throughout the year in light of changing information and guidance from health authorities.

We also need your continued feedback. We will continue to survey families on your thoughts about returning to the building. We realize that individual families will be at different comfort levels than others as we enter into this new school year. We understand that some of you may need more time to be ready to send your child(ren) back to school in the building. Also, returning to school for many will be looked at as a sign of a return to normal; however, it will be a challenge for some to understand the necessary changes that we will have in place. Even though we would all like things to go back to normal, we recognize that we must do what is necessary to provide a safe space for everyone.

We look forward to providing your child(ren) the education they need whether they are at home or at school. We want to help you through this, and wish to support your family wherever you are. Either way, please know you are part of our school family, and we are here for you.

Sincerely,

Paula Smith, Ed.S.

Principal

"I can do all things through Christ who strengthens me."

-Philippians 4:13

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Input and Feedback

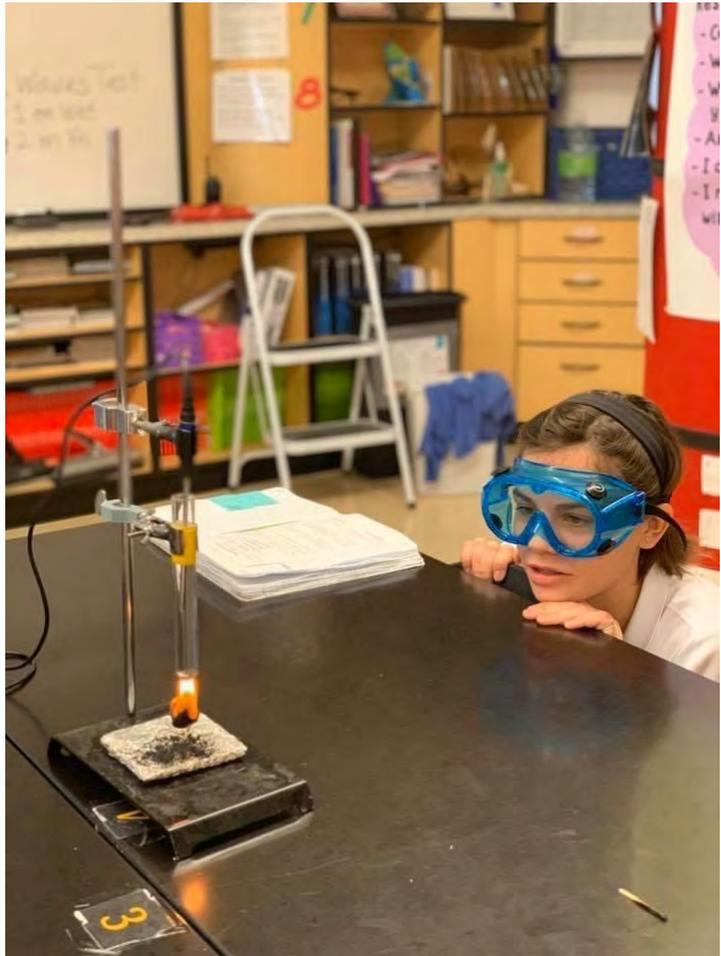
In May 2020, we asked for faculty, staff, and parent involvement in making plans for reopening our school. Volunteer requests were included in our school newsletter, News Notes, and in the church bulletin. A variety of individuals with different backgrounds and philosophies on school reopening joined in the work of the committees.

During the time since, we have received guidelines and regulations from our Superintendent of Schools, Mr. Tom Brown; the Kentucky Department of Education; the Division of Child Care; the Centers for Disease Control (CDC); and many other organizations.

As well, we have been working collaboratively with the other Diocesan school principals. As we finalize our Final Operations Plan, we are seeking additional feedback from our Rector, Fr. Paul Prabell; our School Council; faculty and staff members; and our local health department.

Through surveys, discussions, and other communications, we are reaching out to our parents for feedback. Our School Operations Committee's subcommittee on Parent Education and Communications has a communications plan that begins after the July 4th holiday and continues to the start of the new school year, using videos, social media and website posts, and emails, in hopes of fully preparing the school and church communities for our reopening.

Thank you for *all* your help and support!





Christ the King School Reopening Committee Members

School Operations

Kathy Dwyer
Andy Dombrowski
Mikie McKelway
Ashley Winton
Tracy Cupolo, co-chair
Jennifer Simms
Vince Mongiardo
Kevin Donohue
Ellen Lockett
Brian Bruggeman
Emily Brittingham
Amy Brin
Paula Smith, co-chair
Joe Sandfort
Emily Denehy
JJ Housley

Teaching & Learning

Lee Coomer
Lori Saunier
Kathryn Bedingfield
Amy Smith, co-chair
Kelley Taylor, co-chair
Katie Vieth
Leslie Vincent
Megan Stephens
Tania Zivkovic
Ann Roberts
Bethany Rogers

Faith Formation & Community

Patty Schuette
Erica Varo
Christine Gibson, co-chair
Jody Wedding
Megan Mottet
Brendan Petit
Casey Phillips, co-chair
Marlene Sauer

Steps to a Final Operations Plan

- I. Identifying the Challenges we face entering into a new school year
 - A. Utilizing the list of questions for each committee, where are our major concerns/challenges?
 - B. Are there other questions that are not listed?
- II. Categorize Potential Concerns/Challenges
 - A. How do we categorize these concerns or challenges?
 - B. Examine each category and determine if there are underlying problems.
 - C. What are the categories we can solve or have an effect upon?
 - D. What categories are we unable to solve or have an effect upon?
- III. Produce Solutions
 - A. For this step, is it necessary to break into sub-groups to examine solutions for each category or underlying problem?
 - B. Brainstorm possible solutions for each category.
 - C. Include who will carry out the possible solutions, what will be done, how it will be carried out, and why it is being done.
- IV. Criteria for determining the best solutions
 - A. Using guiding principles, rank the solutions that will have the greatest impact on the challenges or categories we face.
 1. Protect the health and safety of our students, faculty and staff.
 2. Make decisions that are consistent with our mission.
 3. Through flexibility and adaptiveness, maintain the quality and accessibility of our academic program, and provide student support as needed.
 4. Abide by guidelines and directives from the diocese and from state and federal governments.
 5. Implement what is most practical and financially feasible for the school and parish.
 - B. Determine which solutions have the greatest impact on the categories or challenges we face.
- V. Formulating a plan
 - A. List all your categories and challenges and the best solutions for each.
 - B. Determine who will implement the plan, how the plan will work, what it will accomplish, who will benefit, and why it solves the challenges/underlying problems.
 - C. The three committees will share their plans with Fr. Paul Prabell, School Administration, and School Council representatives. Administration will finalize the Final Operations Plan and share it with the CKS school community.

VI. Timeline

- A. First meeting should happen during the week of June 1, 2020.
- B. By June 12, steps 1-4 should be completed by each committee.
- C. By June 17, step 5 should be ironed out. If the committee breaks into sub-committees, they should bring all plans back to the full committee to review.
- D. By June 22, all plans from each committee should be sent to Paula Smith, who will share with Fr. Paul, School Council, and all of the administration.
- E. By June 26, plans from the three committees should be put together as a Final Operations Plan and shared back with all committee members.
- F. By July 1, the Final Operations Plan will be shared with the school community.

Guidelines and Regulations

As a parish school in the Roman Catholic Diocese of Lexington, we follow the directives and guidelines of our diocesan governance, which is led by Bishop John Stowe. Bishop John has the ultimate authority and responsibility for Catholic education in the diocese. In parish schools, the Bishop delegates the responsibility for Catholic education to the pastoral leadership of the parish. The Bishop delegates responsibility for the administration of the schools to the Superintendent of Diocesan Schools, Mr. Tom Brown.

Due to the COVID-19 pandemic, school closures took place throughout our nation. Christ the King School followed the directives of our Bishop and Governor, activating our non-traditional instruction plan to complete the school year with as little disruption as possible to student learning. As we make plans to reopen for the 2020-2021 school year, we look to directives and guidelines from our diocese, as well as the Kentucky Department of Education, the Division of Child Care, the Centers for Disease Control, the Kentucky Department for Public Health, and many other organizations. Some of the documents that provide our most important guidance are linked below:

Kentucky Department of Education

[KY Digital Learning Guidelines](#)

[COVID-19 Considerations for Reopening Schools - Alternative Learning Design Strategies](#)

[COVID-19 Considerations for Assigning and Reporting Grades](#)

[COVID-19 Considerations for Instruction](#)

[COVID-19 Considerations for Professional Learning](#)

[COVID-19 Online Professional Learning and Instructional Resources](#)

[Practices for Kentucky Schools \(K-12\)](#)

[Requirements for Childcare Program](#)

[Guidance on Safety Expectations and Best Practices](#)

Division of Child Care

[Licensed Programs Things to Consider](#)

[Licensed Child Care Regulations](#)

Centers for Disease Control (CDC)

[Considerations for Schools](#)

Kentucky Department for Public Health

[Kentucky Department for Public Health provides five reopening aspects for districts to consider](#)

Communications

Communication with our parents throughout our closure was important to keep them abreast of decisions being made and how those decisions would affect their children and families. As we prepare for many changes necessary for reopening, we will continue to keep parents fully informed throughout this process. We will provide the communications listed below via email, social media, and the school website. A link to this Plan will also appear on our website.

Communications Timeline

Schedule	Planned Communication
Week of July 6th	Re-opening CKS 2020 School Year Video Message, Understanding COVID-19: For the CKS Community Video Message
Week of July 13th	CKS Policy/ Procedure for "What To Do When Your Child Is Sick" Video, Information about Screening and Tracing
Week of July 27th	Drop-Off and Pick Up Information, Masking Guidance
Week of August 3rd	Video Welcome Message, Preparing to Return to CKS Graphic
Week of August 10th	Video Message reviewing important procedures

CKS COVID Contact

As questions arise about the policies and procedures that we have put in place due to COVID-19, we wish for our parents to have a point of contact for their questions. For the upcoming year, our nurse, Shayna Elmore will be available full time during the school day. She will be our school's COVID Contact. Please direct your COVID-related questions via email to clinic@ckslex.org or call (859) 266-5641.

Human Resources and Health of Personnel

It is very important for us to keep our faculty and staff healthy. Christ the King School has trained all faculty and staff in our “Healthy at Work” protocols established in May; these protocols were adapted from the diocesan “Healthy at Work” plan. Upon entering the school building, staff are required to wear a mask and to stop at our “Healthy at Work” check-in kiosk. There, they take their temperature and answer screening questions via an online form. The kiosk is also equipped with hand sanitizer, Clorox wipes, gloves, and additional masks if anyone needs one.

For the new school year, faculty and staff will be provided with KN95 masks. Further, they will have access to a range of personal protective equipment (PPE), including face shields and medical-grade masks, dependent upon activity and risk of exposure. This variety of PPE available will allow staff to perform their functions in a safe and comfortable manner.

Cohorting will be utilized so that a limited number of students will come in contact with any particular faculty member. You will find additional information on cohorts beginning on page 20 below. Each classroom will have a list posted where staff will document when they have come in contact with that cohort; this will allow for easier contact tracing should that become necessary. Also, each homeroom teacher will keep an updated seating chart on file.

As much as possible, substitute teachers will be assigned consistently to the same cohorts, to minimize the number of student groups with which they come into contact. Subs will most often be the assistant or “floater” assigned to that homeroom.

Each Extended Day Program (EDP) staff member will be assigned to the same group of children each day he/she works. Students will be in cohorts corresponding to their grade level (K/1st, 2nd/3rd, 4th/5th, & middle school). EDP staff will meet each cohort in its assigned classroom, where a snack will be provided and structured activities, such as study hall, outdoor play, and gym time, will be scheduled until parents pick up. When picking up students from EDP, parents will call the designated EDP number, and an EDP staff member



will escort students to their car. All of these measures are meant to protect faculty, staff, and students as much as possible by limiting exposure.

A full-time nurse will be employed at CKS to assist in implementing the new policies and procedures, and to care for faculty, staff, and students in the building; however, the school nurse is not intended to replace a family's own healthcare providers. We have designated a quarantine area in the office for students, faculty, or staff who exhibit symptoms of COVID-19 or other illness.

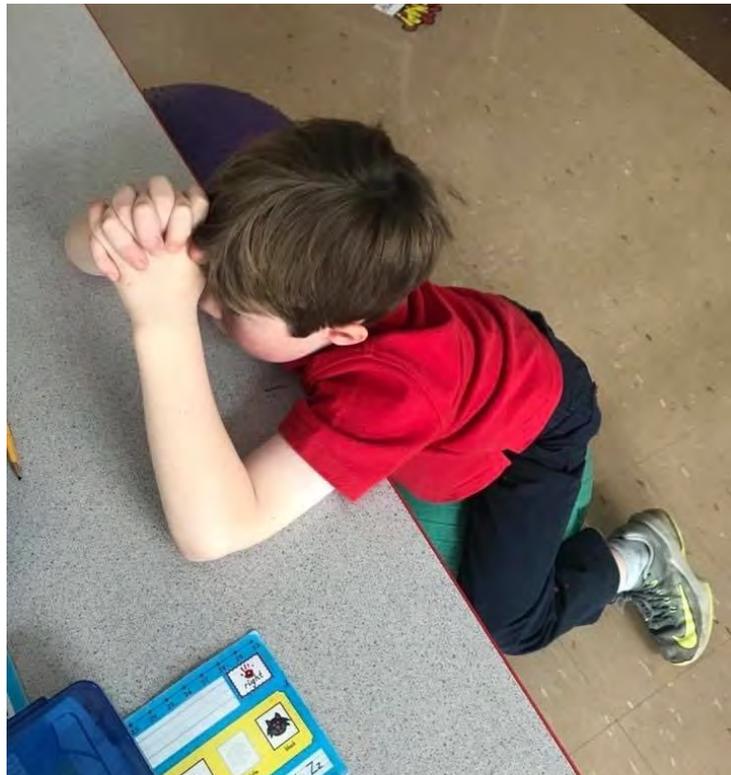
Parents and visitors in the building will be limited as much as possible. They must wear masks when approaching students, faculty or staff outside, when approaching the school building, and anytime they are inside the building.

Social and Emotional Health for All

Because of the school closure brought on by the pandemic, we all face uncertainty about our “new normal.” The unprecedented and swift shift to an online learning environment, and the effect of shelter-in-place orders, have impacted our students academically, socially, and emotionally. Social and Emotional Learning (SEL) will be an essential focus in supporting students, parents, and staff as they rebuild relationships and re-enter the school building. Christ the King School is committed to a supportive learning environment where the entire community can heal from this trying experience, and develop social-emotional competencies that will help our students thrive in the future.

According to the U.S. Department of Health and Human Services, “Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.”

A Social-Emotional Learning curriculum supports students’ mental health. It provides students with strategies to cope with stress in healthy ways; to manage emotions; to set and achieve goals; to make good decisions; to



establish and maintain positive relationships; and to feel and show empathy. At Christ the King, we approach mental health and social-emotional learning through the lens of faith formation and a strong relationship with Christ. All conversations regarding mental and social-emotional health are framed within the teachings of the Church.

Preschool - 8th

- Once a week, guidance lessons will focus on the five domains of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and decision-making.
- All staff members will be assigned 8-10 families to contact via phone once a month to check-in, and to communicate results of those calls to administration through a Google Form so that data can be tracked, identifying students/families who are

struggling and used to put policies in place to help. This might include concerns about academics, social-emotional struggles, common technical problems, etc. This data will be kept confidential.

- In the event of a return to online learning, a bi-monthly comprehensive survey will be utilized. One such survey will be taken prior to the start of school.
- The Guidance Office will use newsletters, social media, and meetings with staff, families, and students to share how social and emotional skills and supportive environments can help children and adults adapt to the new ways of learning that may occur in school.
- In social studies and religion classes for 2nd grade through 8th grade, the curriculum will be planned to engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the world at large.
- Each homeroom teacher will facilitate classroom community meetings weekly, to check in on students' social and emotional well-being, academic concerns, and classroom community goals.
- The art teacher will utilize the CKS Art Facebook closed group page for students to express feelings artistically.
- The guidance counselor will share lesson themes with religion/homeroom teachers each week to help teachers reinforce curricular content, and provide them with basic information on the topics (examples include empathy, identifying emotions, gratitude, conflict resolution, etc.).
- Movement is an important factor in positive self-management, a key SEL competency. Homeroom teachers will provide at least hourly motion breaks for students. All students will have the opportunity to participate weekly in physical education class with activities that incorporate social distancing.

Preschool

- Preschool teachers will provide students with simple strategies for exploring, discussing, and regulating their emotions. Read-alouds can offer an easy way to prompt conversations about how big changes make these students feel. Weekly show-and-tell will allow each student to share something special with the class.

Grades K - 5

- A simple, daily survey from the homeroom teacher will allow each teacher to check in with each student.
- If fully online or in a hybrid learning situation, a weekly, one-on-one session between each student and his/her homeroom teacher will allow discernment of personal challenges each student is facing academically and socially, and to provide needed support.
- Teachers and administrators will support students in developing relationship-building and conflict-resolution skills by helping them co-create shared agreements for their new class.

-
- Religion teachers or the guidance counselor will offer students an opportunity to reconnect and to create a sense of closure from the previous school year by writing letters to their former classmates or teachers, or discussing with peers how the last few months will impact their perspectives as they enter a new grade.

Grades 6 - 8

- A simple, daily survey from the homeroom teacher will allow each teacher to check in with each student.
- If fully online or in a hybrid learning situation, a weekly, one-on-one session between each student and his/her homeroom teacher will allow discernment of personal challenges each student is facing academically and socially, and to provide needed support.
- The guidance counselor will offer students an opportunity to reconnect and to create a sense of closure from the previous school year by writing letters to their former classmates or teachers, or discussing with peers how the last few months will impact their perspectives as they enter a new grade.

Middle School House System

- For the 2020-21 school year, the Houses will be divided according to the small group cohorts. Each cohort will be given a House Saint name, and take part in small, faith-sharing service projects and related activities to build a sense of fun and community within each cohort.
- Traditionally, sixth graders have been sorted into Houses with seventh and eighth graders, allowing all three grade levels to get to know each other and to form a middle school identity/community. With our current need to refrain from large group gatherings and to minimize large group interactions at school, we are hoping to maintain the camaraderie and spirit of the House system within the smaller cohorts.

Faculty and Staff

In addition to the closure being demanding for students, it was also very challenging for our faculty and staff. As we transition back to on-campus instruction, teachers will be faced with new challenges. The Teaching and Learning Committee has created a professional development plan that you will find below. In that plan, the personal needs of the faculty and staff are addressed. It is our goal to help teachers manage their feelings and stressors while teaching, leading, and supporting students during the pandemic and beyond. This will be done in a variety of ways, including, but not limited to: daily planning time; weekly devotional meetings organized by the Spiritual Life Committee; personal and informal check-ins with administration; the continuation of social time and celebrations; and articles and tips for self-care.

Fiscal Responsibilities

Due to the current healthcare crisis, CKS must implement many changes to comply with the guidelines established for school reopening. The most important priority is to protect the health and safety of our students, faculty, and staff, while maintaining an environment that is conducive to learning and working. And to be good stewards, our approach is to implement necessary precautions that are most practical and financially feasible for the school and parish.

In order to social distance students in our building, additional staffing will be required. Adding a third homeroom for several grade levels requires the school to hire more faculty and staff. At this time, we are advertising for elementary teachers and a middle school math teacher. We will need two, possibly three, additional elementary teachers. Also, we will be adding additional expense for more preschool teachers at longer hours. Most of our preschool assistants are able to step into those roles. Our nurse, Shayna Elmore, will be full-time from 7:30 a.m. to 3:00 p.m. each school day.

In order to cover the expense for extra staff, other open positions will not be filled at the beginning of the school year. We will hold off on hiring a new Library/Media Specialist (Library/Tech); an additional Interventionist; and an Advancement/Admissions Director. These duties will be covered by the administrative staff until we are once again able to fill those positions.

Additional expenses to enhance sanitization will include the salary and benefits of an additional full-time custodian; more cleaning products and supplies; new faucets; more hand sanitizer; personal protective equipment (PPE); and temporary walls to divide several classrooms and the library space. Also, the school will need to incorporate more technology for the classrooms in order to serve students who may be learning from home, due to choice, not feeling well, or quarantined for possible exposure to COVID-19.

The school is eligible for CARES Act funding. The Governor's Emergency Education Fund (GEER) and Elementary & Secondary School Emergency Relief (ESSER) will be issued through Fayette County Public Schools. Funds from those sources can be used for distance learning, sanitization, technology, mental health curriculum, and professional development. Details will be forthcoming regarding these funds. For our preschool, we have received approximately \$32,000 through the CARES ACT Capacity Stipend to assist with compliance with all preschool regulations, including the temporary walls to divide classrooms.

The Roman Catholic Diocese of Lexington applied for and received the Small Business Administration Paycheck Protection Program (PPP) Loans to assist the parishes and schools with payroll and benefits costs during our closure.

Committee Work

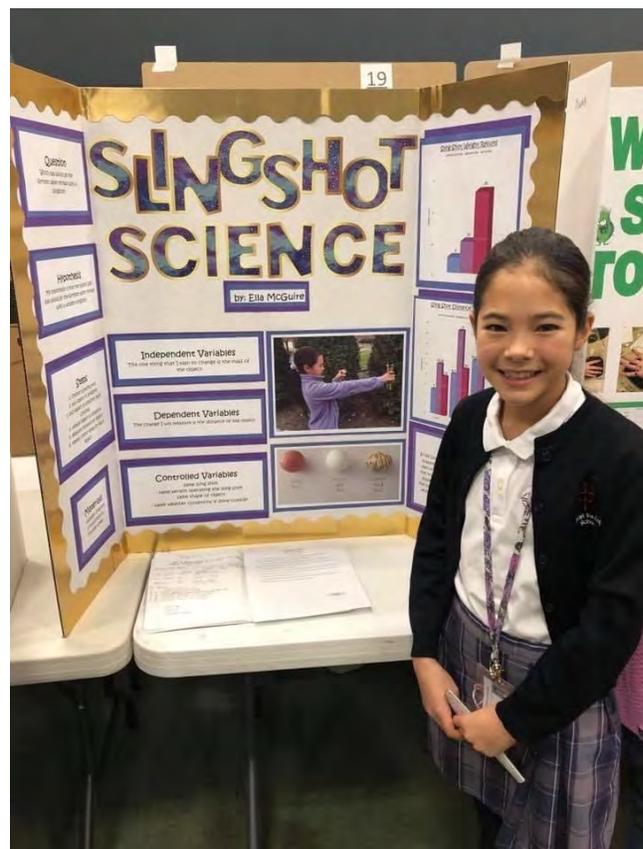
Creating a plan for reopening our school is no small task and one that needs to be facilitated using our best resources, and those resources are our school community members. Three committees were created to assist with the many tasks that are before us. We felt a committee structure was best to accomplish these tasks.

Our School Operations Committee worked on screening procedures at drop-off and dismissal; schedules for cohorting students to limit exposure; plans for social distancing throughout the building; parent education and communication plans; and enhancement of sanitization measures.

Our Teaching and Learning Committee was focused on instruction and assessment, platforms and technology, student support, and professional development. After identifying areas of strength and growth, more specific plans were developed with a focus on synchronous and asynchronous learning. Google Classroom and social-emotional learning have also been part of its focus.

And the Faith Formation and Community Committee has reviewed ideas, strategies, and plans for making the 2020-21 school year faith-filled, spirit-filled, and service-filled, no matter where or how schooling is taking place.

Each committee started their collaboration by examining a set of guiding questions, then they did an analysis of potential concerns/challenges that emerged in answering these questions. The committees produced evidence-based solutions from their analyses, focusing on the health and safety of students and staff; alignment with the mission of the school; fiscal responsibility; and guidelines from the diocese, Kentucky Department of Education, and the CDC.



School Operations Committee

The goal of the School Operations Committee has been to establish the best practices for reopening CKS based on the recommendations from the CDC (Centers for Disease Control), KDE (Kentucky Department of Education), and DPH (Department for Public Health). The committee was asked to look at screening procedures, cohorting, parent education and communication, social distancing, facilities, and sanitation, as well as the fine details that lie within each of those areas. The committee was composed of administrators, staff, teachers, parents, and healthcare professionals.

School Operation Questions

Each committee was presented with a set of questions related to their topics of review. The list of questions was used as a starting point for discussion. Committees turned their questions into subtopics and were free to add more questions or subtopics for review that fell within their area of work. [Click here](#) to view the questions that the School Operations Committee started with.

School Operations Subcommittees

- Screening
- Parent Education/Communication
- Cohorting
- Social Distancing
- Facilities and Sanitization

Screening - Students

Pre-screening

An online form will be made available for parents to submit a symptom-check pre-screening form to self-report their child(ren)'s status with respect to COVID-19 symptoms as specified in CDC guidelines. This online form may be submitted the evening before, or prior to arrival on the morning of, each school day. If the student is reported as having had COVID-19 symptoms within the timeframe specified in the CDC guidelines, the online form will advise the parent that the student should not attend school.

Ingress Screening Points for Morning Drop-off

In determining points of ingress, we sought to balance a number of factors, including traffic flow and volume, staffing requirements, the need for parental escort (specifically with preschool), and students' classroom destination. Based on these factors, we identified five locations, each for screening the specific student group assigned to that location before those students enter the school building.

-
- **PreK2:** the entrance to the Parish Life Center (PLC) between the adoration chapel and the main Cathedral doors; social distancing markers on the sidewalk. Parking is available at designated areas indicated on parking lot diagrams (see below). **Two special cases to be aware of:**
 - PreK2 families whose only other children are in PreK3 or PreK4 may drop off these older siblings with staff at the PreK2 ingress point, and staff will escort those children to the appropriate classroom.
 - PreK2 families whose older children are non-PreK should first drop off the older children at the multi-child or “singles” ingress point, as appropriate (see subsequent bullet points), then circle back to park and drop off the PreK2 child.
 - **“Singles”:** (meaning families who, irrespective of also having a PreK student, have only one non-PreK student - including a walker - attending CKS): the sidewalk at the bottom of the ramp at Hehman Hall, adjacent to the school gym.
 - **PreK3A:** the covered ramp leading to the entrance to Hehman Hall; social distancing and directional markers on the sidewalk (or stanchion divider to mark two-way traffic on ramp). Parking is available at designated areas indicated on parking lot diagrams (see below).
 - **PreK3B / PreK4:** cafeteria doors facing back (Hehman Hall) lot, opposite gym entrance; social distancing and directional markers on the sidewalk. Parking is available at designated areas indicated on parking lot diagrams (see below). Siblings may enter here as well. Parents should accompany the student to the screening station. A sibling may then walk the PreK3B/ PreK4 child to the preschool classroom on the way to his/classroom.
 - **Multi-child families** (families and car-poolers with multiple, non-PreK children at CKS, and walkers from families with multiple non-PreK students): the school’s main entrance facing Cochran Road. An older sibling may walk a younger sibling to his/her classroom.

Please refer to the following diagrams for updated drop-off traffic flows, which may differ from those of prior years.

- [Front lot morning drop-off](#)
- [Back lot morning drop-off](#)

Staffing for screening will begin at all ingress points at 7:30 a.m. With the understanding that each family’s circumstances may not allow adherence to this schedule, to distribute the influx of students we request that students arrive for drop-off within the following, alphabetically based windows:

- A - G: 7:30 - 7:40 a.m.
- H - N: 7:40 - 7:50 a.m.
- O - Z: 7:50 - 8:00 a.m.

Ingress Point Screening Protocols for Morning Drop-off

With these ingress points staffed by screeners using handheld, non-contact, infrared thermometers, the approach is not to let a student enter the school building if s/he has a fever (**100.4°F or above**). Students in first through eighth grade should don a mask before exiting their car and continue to do so until they have arrived in their cohort classroom. The protocol for each ingress/screening location is as follows:

➤ **PreK2**

Parents (masked) will accompany their PreK2 students into the PLC entrance between the Adoration chapel and the main entrance to the Cathedral, then to a station outside the classroom to be screened. Once parent and child are cleared (child's temperature will be recorded as per regulations), the parent will drop off their PreK2 student and exit a second marked door in the PLC; social distancing markers will be on the floor outside the classroom. Allow PreK2 parents with their only other child in PreK3/4 to leave the older sibling in the care of staff to be escorted to his/her classroom.

➤ **"Singles" (including a single walker)**

Screeners will meet students at their car or, for a walker, as he/she approaches, to take a temperature. Cleared students will exit their car, proceed up the steps and into the Hehman Hall vestibule, then down the hallway adjacent to the gym, then out and across the breezeway to the middle-back entrance to the school, and to their locker/classroom. A febrile drop-off student will remain in the car and leave with his/her parent. A febrile walker will be escorted to a designated quarantine area, and parent notified; if a parent is at home, the student, at parent's discretion, will be released to walk home or wait in the quarantine area for an authorized pickup.

➤ **PreK3A**

Parents (masked) will use marked parking spaces between the playground and the gym, then accompany their child(ren) up the right side of the ramp leading to the entrance to Hehman Hall in the back lot (adjacent to Providence Road); enter and proceed to station outside of classroom where a screener will take and record the temperature. Cleared students only may enter their classroom. Febrile students will exit with their parent down the opposite side of the ramp and back to their car.

➤ **PreK3B / PreK4**

Parents (masked) will use marked parking spaces between the playground and the gym, then accompany their child(ren) to the cafeteria entrance, where screeners will take and record the temperature. Cleared students only may proceed into the building and to their classroom via escort (teacher or assistant). Febrile students will return to their car with their parent and leave.

NOTE: Families who also have non-PreK students may bring the older sibling(s) to this

screening station, rather than dropping off at the multi-child or singles entrance, and an older sibling may escort the preschooler from there to his/her classroom.

➤ **Multi-child families (including multiple walkers from the same family)**

Screeners will meet students at their car or, for walkers, as they approach, to take a temperature. Cleared students will exit their car and proceed into the building and to their locker/classroom. Febrile riders will remain in their car and leave with their parents. A febrile walker will be escorted to a designated quarantine area, and parent notified; if a parent is at home, the student, at parent's discretion, will be released to walk home or wait in the quarantine area for an authorized pickup.

NOTE: For families with older siblings of a PreK3/4 student, the older siblings should accompany their parent to the screening station at the cafeteria entrance, and then escort their preschool sibling to his/her classroom before heading to their own classroom.

***At this time, there will be no early morning drop off (7:00 am-7:30 am)**

Ingress Point Screening Protocol for Late Arrival or Post-appointment (e.g., doctor, dentist, etc.) Drop-off

In the case of a student arriving after morning screening has ceased, the following procedure should be followed:

- **For walkers**, buzz the front office from the front entrance and wait for a screener to arrive. Once cleared, the student may proceed into the building. A febrile student will be escorted to a designated quarantine area, and the parent will be notified. If a parent is at home, the student, at parent's discretion, will be released to walk home or wait in the quarantine area for an authorized pickup.
- **For riders**, the student will wait in the car and the parent will text a designated number with the student's name. An on-call staff member will meet the student at the car for screening. If the student is cleared, s/he will be escorted into the building. A febrile student will leave with the parent.

Intra-day Temperature Checks

At one or more designated times throughout the day, cohort-room teachers will conduct a temperature check of each student in their cohort. A febrile student will be sent to the designated quarantine area and parent notified. The student will wait in the quarantine area for an authorized pickup.

Early Pick-ups

For instances where a student is leaving early for an appointment, or because of high temperature or illness, the authorized pick up person should call the office or buzz the front office from the front entrance and wait, without entering the building, for the student to be released. The parent should be masked at the front door, and a staff member will bring the student to the parent.

Screening - Faculty/Staff

Faculty and staff will follow the existing Healthy at Work protocols, which may be updated as new guidelines are established by the CDC and the diocese. For more information, please see the Human Resources and Health of Personnel section on page 11.

Dismissal

Please refer to the following diagrams for updated pick-up traffic flows, which may differ from those of prior years.

- [PreK/K-only afternoon pick-up](#)
- [K - 8 afternoon pick-up](#)

PreK/K - only

The PreK-K only pattern is for families that do not have children in grades higher than Kindergarten. This group of students will be escorted to the gym and be released from there by groups; a traffic director will release groups and direct following traffic into the pick-up zone. These parents should enter the Providence Road (Hehman Hall) lot entrance no later than 2:40 p.m., and follow the traffic flow pattern indicated on the pick-up diagram to the pick-up zone along the sidewalk adjacent to the gym. Parents may use the parking spots denoted on the diagram as "late line" if they need extra time to buckle-in their child. The lot entrance at Providence Road will be blocked beginning at 2:40 p.m.; therefore, PreK/K-only parents arriving after that time must enter the regular carline traffic flow via the lot entrance on Colony Blvd.

Grades K - 8

Students will be released from their classrooms by carline groups. Carline Group 1 as announced at dismissal will proceed directly to the pick-up zone. Carline Group 2 and subsequent groups, when called, will proceed first to the designated "on-deck" area at the bottom of the cafeteria steps. Carline groups will be displayed in classrooms, and a carline group coordinator will call for the next group to be released to the on-deck area in the cafeteria.

The routes from classrooms to either the pick-up zone (Carline Group 1), or the on-deck area in the cafeteria, are:

- Elementary students would take the middle-back stairwell (across from 1st grade) to the gym level/breezeway and to the pick-up zone, or (for the on-deck area) to the bottom floor, and proceed to the cafeteria.
- Students on the top floor (MS Science/Library/Spanish) would proceed either down the cafeteria steps to the gym level and pick-up zone, or down the main, front stairway to the bottom floor and then to the cafeteria.
- Middle school students already on the bottom floor would proceed either up the middle-back stairwell (across from 1st grade) to the gym level/breezeway and to the pick-up zone, or (for the on-deck area) down the middle school hallway to the cafeteria.

K - 8 vehicular carline traffic flow will proceed as before (enter from Colony and proceed through the front lot and around to the backlot).

After the carline is complete, walkers will be released by family groups at least six feet apart.

Parent Education/Communication

Parents will be provided with instructional videos, diagrams, and information about understanding all aspects of the reopening plan. This will include, but is not limited to: understanding the mechanics of the reopening plan; attending school during COVID-19; teaching and learning; drop off and pick up; screening; mask use; the response to COVID-19 exposure. These will be communicated via email and through school social media. See more about communications on page 10 above.

Cohorting

Christ the King School plans to group all students in PreK2 through 8th grade into homeroom "cohorts." The principle of cohorting is that each homeroom will have limited interactions with other homerooms, thus allowing for a more controlled environment and reduction in the number of potential exposures. Cohorts will also aid in protecting faculty and staff, so that any particular member of our faculty will be in contact with fewer students overall. Using a consistent schedule of specific staff members traveling to certain grade-level cohorts will also limit exposure to both students and employees and protect the larger population.

When we return to school, students will remain in their cohort, which will function as their homeroom with an assigned teacher. The students will participate in their learning in that classroom, with movement breaks for P.E. and recess.

Grades 3-5 are departmentalized. This means that the teachers assigned to a grade level will be able to move amongst the grade level cohorts to teach his/her subjects. When moving between cohorts, the teacher will be masked and will always maintain a safe distance.

Initially, middle school will follow a block schedule. Middle schoolers will have Language Arts and Math every day. They will have Specials and Spanish twice a week. Social Studies and Science classes will alternate week-to-week, meeting three days one week and two days the next, or *vice versa*. Religion will be every day of the week, with one day of the week being Mass. Middle school students will have P.E. regularly.

Each grade level in middle school will have a group of three faculty members assigned. In addition, each of those three grade levels will have a "floater" teacher who relieves the cohort teacher for a planning period, or when a cohort teacher goes to another room to conduct a

live-stream lesson. Those four faculty members will travel amongst the three cohorts/homerooms in that grade. They will maintain a safe distance of 6 feet as they teach as much as possible. In a lecture format, if further than 6 feet from students, the teacher may be unmasked; if the teacher is closer, the teacher must wear a mask. Subjects that the cohort teachers don't teach will be taught via live-stream or with pre-recorded videos at first. For example, Mr. Dombrowski (middle school Social Studies teacher, who is assigned to one of the 8th grade cohorts) will rotate between the three 8th grade cohorts to teach Social Studies live to one cohort, while his lecture will be streamed to the other two cohort rooms. So, if he is teaching Cohort 8A live on Monday, his lecture would be live-streamed to Cohorts 8B and 8C; then on Tuesday, he would be "live" with Cohort 8B, and live-streamed to Cohorts 8A and 8C, etc. When he is teaching 6th and 7th grade, he will go to an office to live-stream his class while the floater teacher monitors his cohort.

It is the hope that, eventually, Specials teachers will be able to go to teach in a predetermined set of K-5 rooms while a floater teacher supervises that Specials teacher's cohort. In the beginning, though, they will provide pre-recorded lessons. As time passes, and we see success with the measures taken, the hope is that we can gradually increase the number of classes that each teacher visits. State directives and data on the spread/containment of the virus will help to determine the next steps.

Preschool Locations

Preschool numbers are currently being reviewed by the Division of Regulated Child Care and could change based on a hearing being held on July 16th. Documentation of any changes to state regulations will be available on July 17th. Therefore, the following information is subject to change.

- PreK2 will remain in the PLC. There will be ten students in each room, with a shared restroom and two teachers. Mrs. Kim Sciretta (PreK2 Lead Teacher) and Mrs. Laura Jones will continue to take our youngest students. Miss Caroline Quigley will be their assistant during the morning hours.
- There will be at least two PreK3 classrooms. The Hehman Hall nursery will be utilized. Ms. Christina Michels (PreK3 Lead Teacher) will lead the PreK3 team. Mrs. Amy Ueber will assist in the PreK3 rooms throughout the day.
- PreK4 will have four classrooms:
 - Mrs. Tracy Cupolo's (PreK4 Lead Teacher) room will be divided in half to create two classrooms.
 - With direction from the Preschool Director and Lead teacher, Mrs. Cupolo, Mrs. Holly Reynolds, Mrs. Joy Brin and Mrs. Wendy Mason will lead the other PreK4 rooms.
 - Mrs. Kylee Greer and Mrs. Whitney Moloney will be assisting the three PreK4 rooms.

K - 5 Homerooms

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- An additional homeroom will be added to kindergarten and grades one and two, making three homerooms for each of those grade levels. Miss Caroline Heston will teach the third kindergarten class. A third first-grade room and a second-grade room will be added on the third floor in the library, which will be divided to make two classrooms. We will be hiring additional teachers to staff these classrooms. Kindergarten through 2nd will have approximately twelve to sixteen students in each homeroom.
 - Teacher assistants will still be utilized in kindergarten, first, and second grades.
 - Grades three, four, and five will remain with two homerooms, as they have smaller enrollment numbers than all the other grade levels. Third grade has thirty-one total students and will have two homerooms of fifteen and sixteen students. Fourth grade has thirty enrolled students and will have fifteen in each of two homerooms. And fifth grade has thirty-seven total and will have eighteen and nineteen students in each respective class. Currently, fifth grade is on a waitlist status.

Middle School Homerooms

- Middle school homerooms will be divided by math groups. We will be going from six homerooms to nine in middle school. We will be utilizing our Specials teachers to spread out our middle school students into the additional homerooms.
- Sixth-grade homeroom teachers will be Ms. Lori Saunier, Mr. Brendan Petit, and Ms. Tania Zivkovic.
- Seventh-grade homeroom teachers will be Mrs. Sarah Clements, Mr. Jeremy Howard, and another faculty member.
- Eighth-grade homeroom teachers will be Mr. Andy Dombrowski, Mrs. Erica Varo, and Mr. Casey Phillips.
- Middle school homerooms will have between thirteen to eighteen students in each cohort.

Social Distancing

“Social Distancing” refers to measures being taken to restrict where and when people can gather, as a means of stopping or slowing the spread of infectious disease. Currently, the CDC recommends 6 feet as the distance that should be kept between students within high traffic areas and areas where large groups of children are located. Small groups, or cohorts, that are made up of a consistent set of students and staff offer the opportunity to closely control the environment through monitoring of symptoms and adherence to policies for staff and students who are ill. As described above, CKS will create cohorts at each grade level. Cohorts will allow staff and students to build routines for best hygiene practices upon entering and leaving the classroom. Classroom teachers will utilize the best model for creating social distancing within their classrooms based on their furniture and square footage. Emphasis on consistent staffing with cohorts will be a key component in the social

distancing environment. Visual aids and signage to illustrate traffic patterns in the hallways, in common areas, entrances into the building, restroom patterns, etc. will be used to help support appropriate spacing for social distancing. Infographics will be utilized to reinforce social distancing awareness throughout the building.

Restroom Schedule

Students on the main floor of the building will utilize the restrooms on the main floor, across from the school office. Students located on the upper-level floor will utilize the restrooms across from the library. Students located on the lower level of the building will utilize the restrooms outside of the cafeteria. Students in grades 1-5 will have scheduled restroom breaks and will be able to utilize the restroom as needed throughout the day (see chart below). Middle school students will be allowed to utilize the restroom as necessary. Per social distancing requirements, only two students at a time will be allowed in a restroom. Signage for the floor will be placed outside the restroom, as well as inside the restrooms to indicate appropriate social distancing. Teachers will go over procedures and guidelines for social distancing expectations for hallways and restrooms. When students move, they mask.

1A * 9:00am * Main Floor	1B * 9:15am * Main Floor	1C * 9:00am * Upper Level
2A * 9:30am * Main Floor	2B * 9:45am * Main Floor	2C * 9:15am * Upper Level
3A * 10:00am * Main Floor	3B * 10:15am * Main Floor	4A * 10:30am * Main Floor
4B * 10:45am * Main Floor	5A/5B As Needed	Middle School As Needed

Handwashing

In addition to masking and social distancing, handwashing is an important part of preventing the spread of COVID-19. Students will be encouraged to wash their hands frequently. They will be instructed on proper handwashing procedures, and will be reminded after restroom use, after sneezing or coughing, before meals/snacks, and when coming into the building.

Face-coverings

Students in grades first and up will be required to wear face-coverings upon arrival, dismissal, and in any high-traffic areas throughout the building. When students in grades first and up move throughout the building, they should wear their masks: *We move, we mask*. Once students are in their assigned cohort homeroom, and as long as the 6 feet social distancing can be established, they may take off their mask. Face-coverings will be stored in paper bags when not being worn. Procedures will be provided to parents on proper

cleaning, storing, and wearing of face-coverings. Staff will also be provided with procedures for students' mask-wearing and storage throughout the day. Each student's face-coverings should be permanently marked with his/her name.

Students should wear their face-coverings coming into the building. Their face-coverings should fit well and not hinder a child's vision. The pattern of the masks should not be distracting (i.e. no profane or explicit language and nothing graphic or that could be considered scary to our younger students). If masks are dropped, lost, or soiled, the school will have extras on hand.

UPDATE, 9-2-2020: After reviewing updated guidelines from the Kentucky Department of Education, the Department of Public Health, the Fayette County Health Department, as well as updated medical literature, and with input from our staff regarding the masking policy at CKS, the following minor changes are being implemented in recognition that masking is critical to protecting one another from COVID-19.

- Our standard is that everyone wears a mask to protect each other and one's self.
- All students in K-8 and preschool are to wear masks when coming into the building and leaving the building.
- Students may take mask breaks when socially distanced; however, the standard is to keep them on as much as possible, even when socially distanced.
- Kindergarten students should be wearing masks when in transition, when in small groups, and when they are working closely with other students or staff.
- We discourage students from wearing the gaiter-style masks, as they do not work as well as regular masks, and they are difficult for students to keep up on their faces.

Facilities and Sanitization

Christ the King facilities are made up of the church and school. The facilities are shared. The school uses the Cathedral, Hehman Hall, the Adoration Chapel, and the Parish Life Center (PLC). Classrooms are also located in the church facilities. The PLC houses two rooms used for our two-year-old preschool, and the church nursery in Hehman Hall is used for a three-year-old classroom during the week.

Due to new regulations for preschool, we are required to make some changes in preschool locations at CKS. Currently, the Commonwealth of Kentucky requires preschool rooms to have no more than ten students per class with a 10:1 ratio (ten students and one teacher, for ages two, three, and four). Because we have almost one hundred preschool students, we will go from five preschool rooms to ten classrooms. This is subject to change as regulations and new guidelines are released.



School Sanitization

In addition to our full-time maintenance staff of three people, Christ the King School contracts with Kenway cleaning services to clean the school building. The Kenway crew of three is in our school building from 6:00 p.m. to 11:00 p.m., five days a week, to clean our classrooms, bathrooms, office, and hallways. This school year, two of our three Kenway staff will be new. Our maintenance staff clean the cafeteria each day and also assist with cleaning emergencies during school hours.

For the upcoming school year, the school will be hiring an additional full-time custodian. Our new custodian will be present during the school day to provide extra cleaning. The custodian's primary duties will include cleaning bathrooms,

railings, doorknobs, and surfaces.

During the closure, our maintenance crew discovered plumbing issues in the school restrooms. Multiple broken pipes were replaced and ceiling repairs were made. Also, this summer, the bathrooms are being repainted. Bathroom faucets are being replaced with automatic faucets for easy, no-touch use. Additional hand sanitizer dispensers are being placed throughout the building. All newly installed dispensers are no-touch/automatic.

One of the most important steps in reducing the spread of infectious diseases in child care settings is cleaning, sanitizing, or disinfecting surfaces that could possibly pose a risk to children. Routine cleaning with detergent and water is the most common method for removing germs from surfaces in the child care setting.

Sanitizer is a product that reduces - but does not eliminate - germs on inanimate surfaces to levels considered safe by public health codes or regulations. A sanitizer may be appropriate to use on food contact surfaces (dishes, utensils, cutting boards, etc.) and toys that children may place in their mouths.

Disinfectant is a product that destroys or inactivates germs (but not spores) on an inanimate object. A disinfectant may be appropriate to use on hard, non-porous surfaces such as diaper changing tables, countertops, door & cabinet handles, and toilets, and other bathroom surfaces. The U.S. Environmental Protection Agency (EPA) recommends that only EPA-registered products be used.

Preschool teachers and assistants will continue to use the three-step process for disinfecting and sanitizing non-porous surfaces they have always used, which is based on the state guidelines from the Kentucky Division of Regulated Child Care. The disinfecting and sanitizing solutions will be a mixture of water, bleach, and concentrated bleach. The bleach solutions must be made fresh daily, kept away from children, and discarded at the end of the day. A cafeteria cleaning and sanitizing plan shall be posted indicating the schedule for cleaning and sanitizing, as well as extra precautions required by the CDC regarding pandemic-related cleaning and sanitation. This includes the elimination of lost-and-found bins; the prohibition of the use of water fountains; and the removal of toys that children have placed in their mouths, or that have been contaminated until they are cleaned and sanitized.

All geothermal HVAC systems have undergone updates during the school closure and summer break. This work was part of the parish capital campaign. The geothermal system is now more efficient and provides better circulation and airflow. The goal for fresh-air intake in a school is twenty percent. The new system has helped increase fresh-air intake throughout the building. Better air circulation contributes to better air quality. Air quality is annually checked in our facilities.

New sanitizing technology is being utilized in the school. The defogger kills germs on surfaces by sanitizing and disinfecting them using a non-toxic, non-poisonous solution. This process is not only effective on the coronavirus but also kills other infectious viruses like the flu and streptococcal bacteria.

Currently, the school is exploring other beneficial sanitizing options, such as bi-polar ionization and UV light. Bi-polar ionization inactivates 99.4% of the COVID-19 virus and is successful at removing other contaminants in the air. Specialized UV lights are effective at killing organisms on surfaces.

Cafeteria

The cafeteria will not be utilized for dining at the beginning of the year. Students will eat in their homerooms. Students will still be able to order lunch from the cafeteria, or bring their lunch from home. Lunch from the cafeteria will be boxed and delivered to each room. We are also going to purchase some tables for students to eat outside when weather permits. We are also determining whether we can have special lunches at the beginning of the year. We will let you know as soon as that is determined.

Playground

Our playgrounds will be utilized. A schedule for use will be created. The playground will be cleaned regularly, and only one group/cohort will be permitted to be on the playground at a time. Each homeroom will also have its own set of playground equipment that may be used by their class and returned to the classroom after recess.

Extra-Curricular

Extracurricular activities like Faith First, Parochial Basketball League, Academic Team, Cross-Country, Robotics, Spirit Squad, etc. will be dependent on the regulations and guidelines from KHSAA, the Diocese of Lexington, and state agencies. The first priority will be the safety of the students and their leaders and coaches when determining the best way to begin the implementation of all extracurricular activities. As soon as more guidance and directives have been given, plans will be communicated.

Plan for Confirmed Cases of COVID-19

Upon learning of a COVID-19 case involving someone who has been in the school, we will immediately notify the Fayette County Department of Public Health. The Health Department will help administrators determine a course of action for the school.

The CDC recommends dismissing all students and most staff for 2-5 days. This initial short-term closure allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This also allows those officials to help the school determine appropriate next steps, including whether an extended closure is needed to stop or slow the further spread of COVID-19.

The use of cohorts and record-keeping of contacts within each cohort will reduce the number of high-risk exposures to the homeroom of the infected student or staff member. Per CDC guidelines, the cohort of the infected person will need to remain in quarantine for 14 days after the last exposure. This recommendation for the 14-day quarantine is based upon the presumed prolonged exposure of everyone within that cohort.

During school closures, we will also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., spirit nights, field trips, and sporting events).

We will communicate as efficiently as possible with our school community regarding the exposure while maintaining the confidentiality of the student or staff member, as required by the American with Disabilities Act and the Family Education Rights and Privacy Act. We will communicate in a manner to reduce the potential for any stigma or discrimination.

We will encourage faculty, staff, students, and their families not to gather or socialize without social distancing and the use of masks. This includes group child care arrangements, as well as gatherings at places like a friend's house, a favorite restaurant, or local shopping centers.

During the 2-5 day closure, while contact tracing and exposure risks are being estimated, the school will focus on cleaning and disinfecting all areas potentially encountered by the sick person. As the Health Department conducts contact tracing, students will be able to learn from home.

Anyone who has been exposed to a person who has tested positive for COVID-19 needs to follow CDC guidelines for quarantining for 14 days from their last exposure. This does not apply to secondary contacts, (e.g., if a student's mother has a COVID-19 exposure, her children can still attend school as long as the exposed parent is able to isolate at home).

This procedure would be the same with secondary contacts within the school (e.g. if a student has an exposure outside of school, even if they are required to quarantine, their cohorted classroom does not need to quarantine.)

Students, faculty or staff should stay home or be sent home if exhibiting any of the following symptoms:

- Temperature of 100.4° or above
- Cough
- GI issues (vomiting/diarrhea)
- New rash
- Exposure to a COVID-19 case during a 48-hour period before the onset of symptoms until meeting criteria for discontinuing home isolation.

Preventive measures

- Children and adults will be screened for fever and contagious symptoms upon entry into school.
- The school has a designated area for quarantining sick individuals, with an ability to maintain adult supervision until the student is picked up by a parent or guardian. Students with symptoms of infectious disease will not be cohorted. We will assure the student is wearing a face covering while waiting for transport if there is no medical reason to prevent this.

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- A staff member who demonstrates symptoms of COVID-19 must be tested for the illness. If he/she shows symptoms during the school day, it should be reported immediately. The staff member must not return to school until he/she is cleared for work from a healthcare provider.
 - Children or adults that test positive for COVID-19 must follow the recommendations of their local health department and primary care physician before they return to school.
 - The Fayette County Health Department will provide a letter to the infected individual when they have been cleared from isolation. Documentation of the ending of their isolation must be provided prior to returning to school.
 - When a child shows a fever of 100.4° or above, or other contagious symptoms, the child must be removed from the classroom immediately and placed in a safe, secluded area. The parent or guardian must remove the child from school within one hour. The student should consult with their pediatrician to see if he/she is recommended for testing. Before returning to school, the child should receive documentation from his/her pediatrician deeming it safe to return.
 - When an employee in the building shows a fever of 100.4° or above, or other contagious symptoms, the adult will be sent home. The employee should consult a doctor to see if he/she is recommended for testing. Before returning to school, the employee should receive documentation deeming it safe to return to the building.
 - The school will notify enrolled families and staff of a diagnosed case of COVID-19 in the program, while still protecting the privacy of the diagnosed individual.
 - Per recommendations of the local health department, the school will close for the recommended amount of time for decontamination.

Teaching and Learning Committee

The goal of this committee has been to prepare guidelines for faculty and staff regarding instruction and assessment, technology, and the use of common platforms, student support, and professional development. Considerations and planning have been made for in-person, distance, and hybrid learning environments. The committee made plans for teachers and students specifically those which outline guidelines for asynchronous and synchronous learning in hybrid and online-only environments. Synchronous learning is online or distance education that happens in real-time, whereas asynchronous learning occurs through online channels without real-time interaction. They also wrote directives for the consistent use of Google Classroom and Ren-Web across grade bands, such as primary, intermediate, and middle school. With regard to student support, guidelines have been provided focusing on academic accommodations, technology, mental health, and social-emotional curriculum. Lastly, in order to support staff in these endeavors, a plan for professional development has been put into place. All of these documents will be provided in the Faculty and Staff and Parent-Student Handbooks.



Teaching and Learning Questions

Each committee was presented with a set of questions related to their topics of review. The list of questions was used as a starting point for discussion. Committees turned their questions into subtopics and were free to add more questions or subtopics for review that fell within their area of work. [Click here](#) to view the questions that the Teaching and Learning Committee started with.

Subcommittees

- Instruction and Assessment
- Technology and Platforms
- Student Support
- Professional Development

Academics

Our goal is that all instruction will be face-to-face this school year. Students will utilize Google Classroom and Ren-Web regardless of the type of learning environment we are in, face-to-face, hybrid, or online. The following guidelines will apply in all settings. In the event that the school is directed to transition to a hybrid or online environment, we are prepared.

Hybrid Teaching and Learning

Because CKS has created a plan that focuses on cohorting, social distancing, and adding protection by requiring masks, a Hybrid Plan refers to how teaching and learning will continue in the event of a cohort quarantine, as directed by the Health Department.

Teaching and learning will continue during this time. If a cohort is quarantined, teachers and families should refer to the Full Online Plan found in the Teaching and Learning section of this document. Here, a detailed description of Non-Traditional Instruction is provided. If a child is quarantined with his/her family, the teacher and the Dean of Students will work with the family to make accommodations.

Instruction and Assessment:

Whether we are providing instruction face-to-face, distanced, or in a hybrid situation, it is our goal that students will be presented with high-quality instruction. The goal is centered on the continuation of student growth, regardless of the environment. Teachers will continue to identify learning targets, utilize their standards, and develop instruction and assessments aligned to those targets. During synchronous learning, students will directly interact with their teachers, either in whole or small groups, to receive instruction, seek clarifications, and to engage in activities and/or formative assessments. Asynchronous learning will also provide instruction; however, without direct interaction with a teacher. It is our goal that teachers provide as many authentic experiences, videos, etc., during asynchronous learning, so that students remain connected to their teachers and content. Students will be assessed through both formative and summative assessments. Formative assessments are ongoing and provide feedback to both students and teachers. Teachers use that feedback to make instructional decisions in an effort to lead students to mastery. Summative assessments are more formal and allow teachers to determine the level of mastery at the end of a unit, chapter, or concept. As the year allows, we will also administer the MAP assessment that is utilized for instructional decisions.

In the event that schools close for distance or hybrid learning, the following serves as our framework for Instruction and Assessment:

Teaching and Learning Formats	
Synchronous = Live Google Meet	Asynchronous = Learning that takes place outside of a live meeting (i.e., video lesson, reading assignment, online practice, online simulation, etc.)

Grading/Gradebook Categories	
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<p style="text-align: center;">Formative Assessments</p> <p>Examples include but not limited to practice work, IXL, homework, comprehension check, quiz, exit slip, demonstration like Flipgrid, Worldly Wise practice, etc.</p> <p style="text-align: center;">These assessments provide feedback for continued learning and help drive further instruction.</p>	<p style="text-align: center;">Summative Assessments</p> <p>Examples include but not limited to tests, projects, demonstrations, labs, presentations, etc.</p> <p style="text-align: center;">Usually an end of unit/chapter/concept. Should be preceded by multiple formative assessments.</p>
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Standardized Platforms	
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Google Classroom	RenWeb
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Google Classroom

In an effort for consistency across grade-bands, K-8 will use Google Classroom as a learning management system. The purpose of Google Classroom is to streamline lessons, assessments, and communication from teacher to student.

Google Classroom Teacher Guidelines	
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Management	<ul style="list-style-type: none"> ➤ Use common language when naming classes ➤ Universal template for slide decks by grade level ➤ Utilize Calendar/ Due Dates feature of Google Classroom (train students to do so too)
Communication	<ul style="list-style-type: none"> ➤ Create a recorded "tour" of your Google Classroom video for parents and students at the beginning of the year. ➤ Invite parents to receive classroom information via the "Invite Guardian" Feature under people ➤ Utilization of the Calendar Feature ➤ Grade Band appropriate Google Classroom Orientation for students and parents, training video should be made ➤ Common Supportive Platforms (i.e. IXL, Flipgrid, Brainpop) across grade bands ➤ Utilize a google doc to compose an email for families, set time/frequency it's sent. Chose point person from that grade level that will send

Google Meet Student Standards Grades PK - 8

In the event that schools close for full distance or hybrid learning, the following are the expectations for students.

Student Norms	Rationale
Establish a location in your home to serve as your learning space.	In addition to being prepared each day, it allows you to “leave school” when the workday is over.
Set up your space to include the necessary supplies and schedules (e.g., paper, books, pens, pencils, charger, passwords, etc.).	Executive functioning is an important component of education, ability to focus, and success in creating a fluid workflow. This provides for helping to develop those skills.
Google Meets should be attended from a desk/table setting with students sitting upright and attentive.	During times of quarantine, students need interaction, engagement, and exercise to maintain strong mental, emotional, and physical health.
Students should be appropriately clothed and avoid things that are distracting to themselves or others (e.g., blankets around the head, toys, basketballs, video games, eating, etc.).	Teaching and learning require a level of self-control, concentration, and self-discipline. Therefore, all efforts should be made to minimize distractions to enhance learning and success.
Stay on mute, and raise your hand to participate. When called on by the teacher, turn mute off.	Normal household noises can be distracting to all students and teachers.
Leave your camera on and focused on you.	This allows teachers to know when you need a brain break, or when you have a question or comment. Engagement is enhanced when teachers and students can see one another.

Ren-Web

Ren-Web is our school-wide student information system. Ren-Web serves many purposes within the school. Three that impact our focus are grade reporting, lesson plan reporting, and communication.

Although grades are shown for assignment in Google Classroom, the official grade is reported in Ren-Web. A teacher may decide to curve a grade based on class performance on an assessment or might throw out a question. This is always in the students’ favor. Also, not all assignments in Google Classroom will be taken for a grade. In addition, in an in-person and blended model, there will be assignments that aren’t on Google Classroom.

Teachers record lesson plans and homework in Ren-Web. This allows them to communicate and document learning targets and procedures. Lesson plans and homework are available for parents to view, whereas Google Classroom provides the actual assignments for students.

Teachers can send out emails to parents and students via Ren-Web.

Ren-Web Guidelines	
Grading	<ul style="list-style-type: none"> ➤ Establish clear due dates that allow for timely feedback and drive future instruction ➤ Establish consistency in grading by age group (e.g. primary, intermediate, etc.) ➤ Communication of extremely low grades must be made as early as possible with the administration and the parents. ➤ All student grades below a C in a class must be communicated with administration and parents prior to making report cards available to parents. (As per the Faculty and Staff Handbook section 114). ➤ If there is a concern about lack of or poor participation, contact the parent and alert the Dean of Students (and Learning Strategies teacher, when applicable) as soon as possible.
Lesson Plans/ Homework	<ul style="list-style-type: none"> ➤ Posted 24 hours in advance, email sent if plans change ➤ Be clear in what is assigned for that day, provide instructions, and other details (completion dates, assessment criteria, etc.). Some assignments may take a few days to complete if they require students to create. (Instruction should continue to take place via videos, meets, etc.) ➤ Provide an idea of how long each activity should take noting that students WILL work slower at home without a professional keeping them on task (encourage parents to let you know if students are working much longer).
Email	<ul style="list-style-type: none"> ➤ Try to limit emails to important messages only. Parents should be able to reference Google Classroom and Ren-Web Lesson Plans and Homework. <ul style="list-style-type: none"> ○ Grades 3-5 who are departmentalized should collaborate on parent communications and email parents as a grade level. It is recommended that co-teachers rotate. ○ All Middle School work will be posted on Google Classroom and Ren-Web Lesson Plans and Homework.

Interaction and Engagement in Grades PK-8

Teachers have discovered that in our virtual classrooms they get far less direct feedback from their learners on how lessons are going. Even if students have their camera on, it can be really difficult to know why they aren't saying much. Maybe they are confused or think it's too easy, or maybe they've temporarily lost their Wi-Fi connection. Whatever the reason, as teachers talk more to fill the silence, classes become less and less learner-centered. As they have little control over the content or pace of the class, students switch off and can be easily distracted by anything else that's going on around them. Therefore, teachers will make extraordinary efforts to **enhance interaction and engagement**.

Instructional Model Grades PK-8

Daily plans will be posted for students by 9:00 a.m. each morning. Teachers will post work to Google Classroom using a daily Google Slide(s) that can also serve as a hyperdoc, providing links to pertinent resources (e.g., videos, articles, and even other platforms like EdPuzzle, BrainPOP, etc.) used as supplements, as-well-as, instructions for the day's assignments. Throughout the school day during NTI, it is expected that teachers will be available to and engaged with, students as much as possible. The workday for faculty is 9 a.m. - 3 p.m. (More detailed directives will be found in the Parent-Student and Faculty and Staff Handbooks).

Student Support

We are committed to providing student support especially to those who already receive intervention, who have student support plans, or otherwise need assistance. Student support plans will be implemented as effectively as possible and will be revisited, as needed, in order to allow each child to be successful. The Success team, with our Dean of Students, Guidance Counselor, and other staff, will be instrumental in determining the amount and type of support they are able to provide while maintaining a safe environment for both student and teacher. Teachers will be important in communicating the needs of students to all necessary support staff so that appropriate steps can be taken and interventions implemented.

Technology Support	
New Chrome extension where IT Administrator can remotely connect to troubleshoot	
Survey to families about devices at home/ internet. Communication in August about what to do if a family has limited/no internet. The school will act as a liaison with Spectrum to set up the internet.	
If a student has connectivity challenges, a parent should make the teacher aware, the teacher will then set up a timeline for makeup work.	
Common Troubleshooting Document for Students	

Academic Accommodations	
In-Person	Follow Student Support Plans and protocols in the Faculty and Staff Handbook
Hybrid/ Full Online	<ul style="list-style-type: none"> ➤ Check-in with families, conducting a survey before August, and then once each trimester to improve - Specifically, ask what is working /where people need support/ family situation/ technology available at home ➤ All teachers send Dean of Students an email on Wednesdays with information about students of concern and what steps have been made. The Dean of Students can connect the teacher/family with academic support when necessary. The Dean of Students will also monitor common areas of challenge to troubleshoot ➤ Compacting assignments when necessary, consult with Success and Dean of Students for guidance

	<ul style="list-style-type: none">➤ Extra time is given when necessary, consult with Success and Dean of Students for guidance➤ Continue to follow Student Support Plans, contact Success, and Dean of Students for necessary modifications necessary due to distance learning.
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Professional Development

Professional development will be centered around four main categories that will be beneficial for distance learning and beyond. Those four overarching categories are pedagogy, technology, social and emotional learning, and personal/self-care for faculty members. These are further broken down into smaller sub-categories.

The pedagogical emphasis will be placed on student engagement. Professional development opportunities that encompass platforms (Google classroom), extensions, and apps will make up just a few of the sub-categories for technology. Social and emotional learning (SEL) is of great importance, especially as we reopen in the fall, and additional resources and strategies will be made available to teachers. A more detailed plan that includes many choices, with supplemental resources, will be made available for the upcoming year. In fact, many are already engaging in webinars, virtual conferences, and other opportunities this summer.

An in-house session will be offered on Google Classroom, extensions, and other applications before the start of the school year. It is important to note that professional development opportunities beyond these four categories will also be available to teachers as they write individual plans for the 2020-2021 school year. It is our goal to address the overarching needs, as a result of distance learning, but also the individual professional needs of teachers.

Student Materials

All school issued materials (e.g., books, workbooks, etc.) are to be left at school. Middle school students with Chromebooks are permitted to bring their Chromebook back and forth but should sanitize them appropriately when they enter and exit school (see [this article](#) for a safe and effective procedure for accomplishing this). Homework is electronic or on a worksheet.

Faith Formation and Community Committee

The Catholic Education Resource Center states that each Catholic school has three goals:

- To provide an environment in which students are enabled to build and deepen their relationship with God
- To foster an academic culture aimed at the pursuit of truth
- To actively promote growth in virtue

The Faith Formation and Communities Committee has identified how Christ the King School can continue to pursue these goals no matter how or where schooling takes place in the 2020-21 school year.

Faith Formation and Community Questions

Each committee was presented with a set of questions related to their topics of review. The list of questions was used as a starting point for discussion. Committees turned their questions into subtopics and were free to add more questions or subtopics for review that fell within their area of work. [Click here](#) to view the questions that the Faith Formation and Community Committee started with.

Student Faith Formation	
In-Person	<ul style="list-style-type: none"> ➤ Follow normal religion curricula within the small cohort setting. ➤ Homeroom/cohort pray daily together; cohort prayer request sheet shared daily. Recommend that teachers have students lead prayer for the cohort as age-appropriate. ➤ Pair up eighth and second graders (sacramental years) to write each other notes of encouragement at least monthly (Other grade levels may choose to partner up in a similar manner). ➤ Clergy meet with assigned cohort monthly for virtual visits ➤ Pray rosary monthly as a school, led one decade per day during morning announcements through one week. ➤ Pray Divine Mercy chaplet as a cohort at the end of the day on the first Friday of the month.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ Continue daily prayer and cohort prayer request sheet in a virtual setting. ➤ Continue eighth/second-grade pairs virtually. Teachers continue to assign monthly communication (other grade levels may choose to partner up in a similar manner). ➤ Clergy meet with assigned cohort monthly for virtual visits ➤ Pray rosary monthly as a cohort, led one decade per day during morning prayer time through one week. ➤ Pray Divine Mercy chaplet as a cohort at the end of the day on the first Friday of the month.

Staff Faith Formation

In-Person	<ul style="list-style-type: none"> ➤ Continue Catechist Certification via Zoom. ➤ Prayer partners will be assigned by the spiritual life committee.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ Continuing Catechist Certification via Zoom. ➤ Prayer partners will be assigned by the spiritual life committee. ➤ Optional Zoom for faith sharing, Scripture discussion, reflections, prayer requests, meditation, working through devotional or another book together, etc.

Liturgies

In-Person	<ul style="list-style-type: none"> ➤ Weekly school Mass is attended by one cohort in-person. The rest of the school watches live. ➤ The teachers are encouraged to discuss readings/homily with their cohort before or after Mass.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ Weekly school Mass is viewed (mandatory assignment) virtually. ➤ Each religion teacher plans one simple assignment to make certain that students viewed the Mass.

Middle School House System

In-Person	<ul style="list-style-type: none"> ➤ For the 2020-21 school year, the Houses will be divided according to the small group cohorts. Each cohort will be given a House Saint name and take part in small faith sharing, service projects, and related activities to build a sense of fun and community within each cohort.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ The cohort House will continue to take part in small faith sharing, service projects, and related activities as allowed in a distance environment.

Service

In-Person	<ul style="list-style-type: none"> ➤ Religion teachers communicate established service opportunities and expectations for each grade level, communicate religion class grade implications, and adapt as necessary to accommodate fluid circumstances.. ➤ Emphasize and provide low-risk options, i.e. things students can do from home or virtually, or together during religion class. A list will be provided for teachers and families. ➤ 8th Grade Service Day - still in place but will most likely be small projects around school or church property done in cohorts.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ Maintain service requirements that have been in place. ➤ Emphasize and provide low-risk options that preclude physical interaction. ➤ 8th Grade Service Day - still in place but will most likely be small projects around each student's home and neighborhood.

Sacraments	
In-Person	<ul style="list-style-type: none"> ➤ 8th Grade Confirmation is scheduled for February 13. Mrs. Varo and Mr. Dombrowski will work with Father Paul and Rebecca Whitney to accommodate diocesan, local, and state guidelines for Masses at that time. Sacramental preparation will continue as normal - students have individual consumable books. ➤ 2nd Grade First Holy Communion for the 2019-20 class is scheduled for October 2020. Current guidelines for Mass will be followed. ➤ 2nd Grade First Reconciliation will continue as scheduled for this school year with modifications in place for distancing. ➤ 2nd Grade First Holy Communion for the 2020-21 class is scheduled for spring and will follow guidelines given at that time. ➤ Three reconciliation services will be held for grades 3-8 throughout the year. These will be done in person following all guidelines for social distancing and group gatherings.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ Sacraments can be rescheduled as needed. Sacramental preparation can move online/hybrid if needed. ➤ Eighth-grade cohort groups (student-led) will be used to complete projects in small groups.

Student Leadership	
In-Person	<ul style="list-style-type: none"> ➤ House Leaders (8th graders) facilitate house activities for grades 6-8. ➤ Student-led service projects ➤ Prayer Partners (MS with E grades) via Google Meets ➤ Student prayer leaders in each cohort lead daily prayer. The prayer leaders change so that each student acts as a leader.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ House Leaders communicate via Google Meets ➤ Prayer Partners (MS with E grades) via Google Meets ➤ Student prayer leaders continue to lead virtually.

Special Events (non-sacraments)	
In-Person	<ul style="list-style-type: none"> ➤ All Saints Day program prepared by 7th grade to be live-streamed to classrooms. ➤ May Crowning (5th grade) coordinates the Mass and crowns Mary live-streamed to the rest of the school. ➤ Mother's Day planned by 7th grade and live-streamed to classrooms.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ All Saints Day - Planned and presented by video by 7th grade. ➤ May Crowning video as done in May 2020 - Planned and presented by 5th grade. ➤ Mother's Day - Planned and presented by video by 7th grade.

Community Engagement	
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In-Person	<ul style="list-style-type: none"> ➤ Homeroom/religion teachers ask students, faculty, parents, family, alumni, parishioners, or clergy to provide witness, share stories of their faith formation. This would be done virtually with Zoom, by email or letter, etc.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ Homeroom/religion teachers ask students, faculty, parents, family, alumni, parishioners, or clergy to provide witness, share stories of their faith formation. This would be done virtually with Zoom, by email or letter, etc. ➤ Expand the number of homeroom parents and ask them to call to check on class families in the event of a closure. ➤ Book study for parents facilitated virtually by parents and faculty coordinated by the guidance counselor.

Retreats	
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In-Person	<ul style="list-style-type: none"> ➤ Religion teachers plan cohort-based retreats, and train cohort teacher leaders to facilitate retreat activities.
Hybrid/Full Online	<ul style="list-style-type: none"> ➤ Religion teachers develop virtual retreat experiences and may request cohort teacher assistance if needed. ➤ Retreats can easily move online with pre-recorded elements, small groups, and Google Meet for whole-group elements.

What's Next?

The Teaching and Learning Committee conducted an NTI survey to all families the week of June 22nd. In this survey, we sought feedback from parents regarding their own and their child(ren)'s experience during the extended distance learning period that finished out our 2019-20 academic year.



Parents were asked to answer the same or similar questions for each of their children. We recognize that this may have felt redundant, but different age groups, and even different grade levels, may have different instructional goals approaches, and feedback specific to groups or grade levels is more useful than data consolidated without respect to grade level.

There were 126 families who responded to the survey, answering questions about 186 students. Parents rated the flexibility of teachers at the highest. The biggest area of opportunity noted was optimizing instructional quality. Another resounding comment was that faculty and staff did the best they could given the circumstances. In addition, many parents suggested that the school use a common

platform for online learning. That feedback has been applied to the plan, and the school will use Google Classroom across grade levels, in an age-appropriate manner.

We will be conducting another survey to get your feedback on the plan laid out in this document. We wish to get your thoughts on how comfortable you will be in sending your children into the school building or if you wish for your child(ren) to learn in part or fully from home. We need your help in reviewing this plan and responding to our next survey.

We understand the great challenges our school families are experiencing. As a school faculty and staff, we wish to help and to create an atmosphere in which our students can effectively learn. We strive to do our very best, but we can't do it without your support and assistance. We can do this together and look forward to being together again.

"Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand."

-Isaiah 41:10

Resources

School Operations

- [Children’s Hospital of Philadelphia, Policy Lab](#)
- [COVID-19 Planning Considerations: Guidance for School Re-entry](#)
- [KDE Practices for Kentucky Schools \(K-12\)](#)
- [Requirements for Childcare Program](#)
- [Guidance on Safety Expectations and Best Practices](#)
- [Division of Child Care Licensed Programs Things to Consider](#)
- [Division of Child Care Licensed Childcare Regulations](#)
- [CDC Considerations for Schools](#)
- [Kentucky Department for Public Health provides five reopening aspects for districts to consider](#)
- [CDC Reopening Sports Guidelines](#)
- [WHO Considerations for school-related public health measures in the context of COVID-19](#)

Teaching and Learning

- [KDE COVID-19 Considerations for Instruction](#)
- [KDE KY Digital Learning Guidelines](#)
- [KDE COVID-19 Considerations for Reopening Schools - Alternative Learning Design Strategies](#)
- [Chrome Extensions](#)
- [CASEL Reopening Guidelines](#)
- [KDE COVID-19 Considerations for Professional Learning](#)
- [Committee for Children, Promoting Mental Health Through SEL](#)
- [How HyperDocs Can Transform Your Teaching](#)
- [Reopening School: What It Might Look Like](#)
- [Online Assignments: Best Practices for Teachers to Use With Student](#)
- [Distance Learning: 6 UDL Best Practices for Online Learning](#)
- [Improving Student Mental Health During the COVID-19 Crisis ..](#)
- [What Post-Katrina New Orleans Can Teach Schools About Addressing COVID Learning Losses](#)
- [KDE COVID-19 Online Professional Learning and Instructional Resources](#)

PLAN CHANGE LOG

8/11/2020

Page 4:

- Addition of Change Log to table of contents.

Page 19:

- Clarification of the definitions of “singles” and “multi-child” families.
- Updates to morning drop-off diagrams.

Page 20:

- Update to location of PreK2 screening station (outside classroom door instead of at PLC entrance).
- Clarification of where parents should park for PreK-3/4 drop-off.
- Update of PreK3A screening station (at classroom entrance, rather than at Hehman Hall entrance).

Pages 21-22:

- Update to PreK/K-only pick-up traffic flow.
- Updates to afternoon pick-up diagrams.

8/12/2020

Pages 20-21:

- Update to PreK-3/4 and multi-child drop-off procedures to allow multi-child families with a PreK-3/4 student to use the cafeteria ingress point for all their children, and for an older sibling to escort preschooler to his/her classroom from there.

-Update to Multi-child/Walker procedures to allow an older sibling to walk a younger sibling to the classroom.

8/13/2020

Multiple pages:

- Updated wording from “temperature over 100.3°” to “temperature of 100.4° or above,” in order to maintain consistency with other documents and guidelines.

8/17/2020

Page 17

- Update to PreK-3/4 to clarify that parents should escort students to their respective screening station.

8/20/2020

Pages 19-21

- Clarification that the front entrance is for families with multiple non-PreK students -- walkers or otherwise -- and that the Hehman Hall “singles” screening station is for families who, irrespective of also having a PreK student, have a single, non-PreK student -- walker or

otherwise. Also, added language regarding handling a single, febrile walker, to be consistent with that for multi-child walkers.

8/23/2020

Page 19

- Adjustment of “singles” drop-off zone/screening location, to be sidewalk next to the school gym, at the bottom of the Hehman Hall ramp.

9/1/2020

Page 27

- Minor updates to the masking policy, based on updated guidelines from Kentucky state officials.

9/10/20

Page 1 - Final Operations Plan changes to School Operations Plan

Page 26 - Masks changed to face-coverings

Changes to Table of Contents made