

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200043

Grants.gov Tracking#: GRANT13155143

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200043

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1234-Human Subjects Exempt Research Narrative.docx, 1246-GEPA427Attachments-GEPA Sec 427 Attachment.docx

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text" value="Kentucky Dept. of Education"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text" value="04/30/2020"/>	7. State Application Identifier: <input type="text" value="Kentucky-REM"/>
--	--

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Kentucky Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>

d. Address:

* Street1:	<input type="text" value="300 Sower Blvd."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Frankfort"/>
County/Parish:	<input type="text" value="Franklin"/>
* State:	<input type="text" value="KY: Kentucky"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="40601-6571"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Education Technology"/>	Division Name: <input type="text"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Marty"/>
Middle Name: <input type="text" value="J."/>	
* Last Name: <input type="text" value="Park"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Chief Digital Officer"/>

Organizational Affiliation: <input type="text" value="Kentucky Dept. of Education"/>

* Telephone Number: <input type="text" value="[REDACTED]"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="[REDACTED]"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

REM Grant: KYONLINE - Expanding course access through Kentucky's online and virtual public schools network.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Kentucky Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	25,000.00	25,000.00	25,000.00			75,000.00
4. Equipment	75,000.00	75,000.00	75,000.00			225,000.00
5. Supplies	5,000.00	5,000.00	5,000.00			15,000.00
6. Contractual	4,750,000.00	4,750,000.00	4,750,000.00			14,250,000.00
7. Construction						
8. Other	25,000.00	25,000.00	25,000.00			75,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200043

Name of Institution/Organization Kentucky Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	1,000,000.00	1,000,000.00				2,000,000.00
7. Construction						
8. Other	1,100,000.00	1,100,000.00				2,200,000.00
9. Total Direct Costs (lines 1-8)	2,100,000.00	2,100,000.00				4,200,000.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	2,100,000.00	2,100,000.00				4,200,000.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Kentucky Department of Education

* Street 1: 300 Sower Blvd. Street 2: _____

* City: Frankfort State: KY: Kentucky Zip: 40601-6571

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Education Stabilization Fund
	CFDA Number, if applicable: 84.425

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip NA

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 NA

* City NA State _____ Zip NA

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: _____

* Name: Prefix Dr. * First Name Marty Middle Name J.
* Last Name Park Suffix _____

Title: Chief Digital Officer Telephone No.: _____ Date: 06/29/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1246-GEPA427Attachments-GEPA Sec 427 Attac

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427 Assurance

Barrier: The perception that English as a Second Language (ESL) and English Language Learners (ELL) students may have difficulty enrolling or participating with all online or virtual courses.

Solution: There are over thirty thousand ESL/ELL students in Kentucky. In kind funding for the grant project from local school districts will be committed to additional resources for ESL and ELL students. Additionally, all course content and platforms used in the grant project network will be assured meet localized and language translation practices.

Barrier: The perception that students with differentiated accessibility, exceptional needs, and/or disabilities may have difficulty enrolling or participating in all online or virtual courses.

Solution: School and district program participation will require, through agreements (interlocal or reciprocal), the provision of special needs and accessibility resources. Additionally, all content and platforms will adhere to 508 standards. The Kentucky Department of Education is committed to making its electronic and information technologies accessible to individuals with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities unless an undue burden would be imposed on the agency.

Kentucky instructional resource adoption regulations require that administrative regulations be promulgated to: define instructional resources; identify instructional resources eligible for purchase with state instructional resource funds; identify instructional resources which are subject to review before being recommended for use; establish a procedure for the review of instructional resources and a process for adding an instructional resource to the recommended list; establish a method for calculating and distributing a school district's instructional resource allocation; and design a planning instrument for each school to use in documenting its instructional resource needs during each adoption period. This administrative regulation establishes the standards and procedures which are necessary to carry out the statutory requirements dealing with instructional resources.

Barrier: Economically disadvantaged students may need additional resources provided, including, but not limited to, digital devices and connectivity to the Internet.

Solution: In kind funding for the grant project from local school districts will be committed and assured prior to participation in the program.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Kentucky Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Marty Middle Name: John
* Last Name: Park	Suffix:
* Title: Chief Digital Officer	
* SIGNATURE: [REDACTED]	* DATE: 06/29/2020

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Marty	Middle Name: John	Last Name: Park	Suffix:
----------------	----------------------	----------------------	--------------------	---------

Address:

Street1:	300 Sower Blvd.
Street2:	
City:	Frankfort
County:	Franklin
State:	KY: Kentucky
Zip Code:	40601-6571
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	

Email Address:

[REDACTED]

2. N

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1234-Human Subjects Exempt Research Narrative.doc	Add Attachment	Delete Attachment	View Attachment
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Human Subjects Exempt Research Narrative
(Kentucky ESF-REM)

The Kentucky Department of Education's (KDE) ESR-REM proposal for an expanded Statewide Virtual Learning and Course Access Program (including designing and assembling high-quality educational content and launching the platform of statewide virtual learning or course access) shall be exempt under category #1 as the research will be conducted in a commonly accepted educational setting involving normal educational practices. The commonly accepted educational setting and normal educational practices shall include research on the effectiveness of online and virtual enrollment models for students participating in expanded virtual school enrollment and similarly matched students participating in traditional in-person enrollment models. The project will also be studying the efficacy of a state-wide quality assurance layer to online and virtual school enrollment (program evaluation) as well as a network affect for expanded student public school options. However, through the growth of the project (and/or future extensions) the use of focus groups and surveys may make the project non-exempt, in which case, if required, KDE and all subcontractors will comply with all Human Subject Regulations and obtain IRB approval for this project including providing documentation that Assurance of Compliance is on file with the Office for Human Research Protections. KDE and partners would obtain IRB approval prior to enrolling participants in the project, these potential activities would most likely be outside of the ESF-REM grant funding cycle but worth noting for internal sustainability planning.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract Narrative

Project Title: KYONLINE - Kentucky's K-12 Expanded Online Course Access Program

Absolute Priority: Statewide Virtual Learning and Course Access Programs

The primary goal for this project is to provide more access to high-quality online and virtual courses for Kentucky's K-12 public school students by establishing a sustainable Networked Improvement Community (NIC) (Bryk et al., 2015).

Key project objectives and activities for establishing the Kentucky Online and Virtual Schools NIC include; 1) Development of a Research Practitioner Partnership (RPP) to define a common aim of quality assurance and support needs of Kentucky teachers (pre-service and in-service) (Coburn & Penuel, 2016), 2) Bringing together relevant and necessary partners from academia, public education, state education stakeholders, education co-operatives, and community support organizations, 3) Provide training for network participants, 4) Develop goals and objectives to prepare additional funding and policy recommendations as well as revise promising practices for integration of online and virtual teaching.

Key uses of grant funds to support the project include; 1) Online program, course and teaching quality assurance development (including the establishment of A5 programs/ schools, 2) Teacher onboarding and professional learning and distance learning credentialing, 3) Content/course development, and vetting as outlined by the KY Digital Learning Guidelines, 4) Expansion of school offerings through program development, 5) Partner engagement.

Partners in the grant project are further being developed to expand the offerings and effectiveness of the NIC. Kentucky's education cooperatives, institutions of higher education, Kentucky Education Television, Barren Academy of Virtual and Expanded Learning (BAVEL), AdvanceKY, and the Kentucky Science Center are in discussions currently to offer assistance in their area of expertise to further the project goals (including content development).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

PROJECT NARRATIVE

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Appendix	18

Project Description

The primary goal for this project is to provide more access to high-quality online and virtual courses for Kentucky's K-12 public school students. The current pandemic has accelerated the need to provide more access to courses and teachers trained to engage with students and online content in ways that produce quality learning outcomes. In fact, on June 8, 2020, The Kentucky Department of Education (KDE) released additional guidance and considerations for Reopening Schools focused on [Alternative Learning Design Strategies](#) [Appendix 7]. This additional guidance calls for rapid development and design for full-time enrollment options for online and virtual learning programs. The call for increased opportunities in virtual course access is well established through the hard work of Kentucky's public school districts over the past decade. Kentucky public school districts reported during the annual Digital Readiness Survey for school year 2018-2019 that 142 out of 172 (83%) Kentucky public school districts make online and virtual courses available for their students. Only 21 of the 142 districts reported they allow students from outside their attendance borders to enroll in their fully online courses based upon availability. However, there could be fees and tuition to be paid by families depending on the district enrollment policy for these courses. This has presented a barrier to adoption for families throughout the Commonwealth. While there are some opportunities in place, this still leaves a significant access gap for many students and families and very few fully online options when facing decisions about attending face-to-face classes for the upcoming school year. And these statistics do not address the amount and quality of the available options. The Kentucky Department of Education (KDE) is seeking this grant to accelerate the development of access to high quality fully online courses to all 172 school districts as well as create sustainable structures, recommend policies and create a network

improvement community (NIC - henceforward referred to as “network”) of partners to carry this work beyond the grant funding period.

Providing high-quality and equitable access to more online courses will require collaboration among many stakeholders. To accomplish this feat and make it sustainable beyond the grant funding scope, KDE is proposing the creation of a layered strategy titled KYONLINE. This approach consists of three layers made up of collaborating organizations utilizing their unique strengths to accomplish the goal of providing high-quality and equitable access to online courses for Kentucky students, families and districts.

A consortium of educational cooperatives or local school districts hosts will serve as regional hubs that provide districts with access to online course content at a lower cost per student than the district could obtain on their own. Districts have the choice of using the online content in two ways: 1) fully-online option for students utilizing their own teachers or Kentucky teachers provided through the consortium and 2) supplemental digital content for their teachers to integrate with current content and strategies. Leveraging the collective buying power of many, or all, of Kentucky’s public school districts will provide lower costs for schools and districts. This also provides the flexibility for schools to utilize their own teachers or supplement staffing through the use of a network of certified Kentucky teachers. Districts would also retain the freedom to develop their own local grading, completion, passage and other related online learning policies.

The KYONLINE Partner Network would represent a consortium of local and state education stakeholders to provide regional hubs and districts 1) access to additional online course content that is vetted and customized to align with Kentucky’s Academic Standards (KAS) in conjunction with KY teachers, 2) additional course content creation to expand learning pathways for students (e.g., AP, dual credit, CTE) 3) online program support such as staffing

model guidance, local online learning policy recommendations and student/family onboarding, 4) online teacher onboarding and professional development to network teachers and/or district identified online teachers, 5) increased graduate certificate opportunities in online teaching through university partners for in-service teachers, 6) data collection and research to drive quality and improvement.

The final layer is guided by the Kentucky Department of Education (KDE). KDE will co-develop a Research Practitioner Partnership (RPP) which will develop and coordinate a quality assurance layer. The RPP will consist of university partners for program evaluation/coaching and course content vetting/customization as well as network partner coordination, policy recommendations to the Kentucky Board of Education (KBE), as well as engage in annual reporting and marketing of KYONLINE.

In summary, The long-range goal for this ESF-REM grant is to establish a sustainable Networked Improvement Community (NIC) to support the expansion of high-quality online and virtual course (and enrollment) opportunities into elementary, middle and high school core content curriculum over the next ten (10) years.

Four Essential distinguishing characteristics of NICs are: (1) they are focused on a well-specified common aim; (2) they are guided by a deep understanding of the problem, the system that produces it, and a shared working theory of how to improve it; (3) their work is disciplined by the rigor of improvement science, and (4) they are coordinated to accelerate the development, testing, and refinement of interventions, their rapid diffusion out into the field, and their effective integration into varied educational contexts (Bryk et al., 2015).

The initial focus for establishing the Kentucky Online and Virtual Schools NIC will be on (1) and (2) above through the development of a Research Practitioner Partnership (RPP) to define a common aim of quality assurance and efficacy and gain a 'deep understanding' of barriers to implementation and training and support needs of Kentucky teachers (pre-service and in-service). RPPs are a strategy based in implementation and improvement science

research (Coburn & Penuel, 2016) to develop sustainable pathways for robust student learning outcomes. Thus, this proposed ESF-REM grant application will also establish a robust development of an RPP.

Selection Criteria A. Highest Coronavirus Burden

Based upon the burden criteria identified in the grant package, Kentucky ranks in the 61st to 80th percentile due to the percentage of population without broadband access, percentage of students between 5-17 in poverty, percentage of confirmed COVID-19 cases per capita, and percentage of students in rural local education agencies.

In addition to those criteria, Kentucky public school districts closed buildings to in-person classes beginning March 15th. Nearly 650,000 students spent the 40-45 instructional days learning from home through a variety of remote learning strategies. To help alleviate burden on districts and families, a sweeping package of supports were offered which ranged from waivers of accountability requirements to additional feeding options made available to families. More guidance and support offered by the Kentucky Department of Education can be found on their [KDE COVID-19 site](#).

As districts have phased out last school year and turn their attention to how to reopen for the 2020-2021 school year, many district leaders and families are concerned about student safety. In conjunction with many stakeholder groups, the Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12) [*Appendix 4*] was released June 24th, 2020. This document describes the steps taken to this point to help minimize the impact of COVID-19 in our schools and communities as well as the best practices to consider for district leaders as they work with their local reopening teams. To provide more high-quality options and flexibility for the local reopening plans, the current burden [*Appendix 5*] of COVID-19 on our communities coupled with complexity of adhering to best practices for student safety is necessitating a rapid

expansion of online course access for districts K-12. Many of the proposed activities in the grant application were under consideration and/or current development but the grant project funding would allow for the expansion to accelerate at a rate to meet the anticipated demand for the 2020-2021 school year. While there can be no formal baseline data set to reflect the anticipated demand as of today, communication with district leaders throughout June has provided preliminary numbers from district-level surveys. Consistently, these leaders report a 20-25% response rate of no for a question related to whether the family feels comfortable sending their student to school this fall. This grant project can assist districts in expanding their own efforts to offer fully online options for students through a network of partners committed to the learning and safety of students.

Selection Criteria B. Quality of Project Services and Project Plan

Current gaps existing in access to high quality fully online courses include; 1) Kentucky's largest program accepting out of district students has been at capacity for three years. 2) lack of teacher training and evidence of online program quality for districts to implement high-quality courses producing robust student outcomes. 3) strategies for students without broadband access districts can implement as well funding to provide each student with an assigned device by the school that may be taken home for learning.

The Barren Academy for Virtual and Expanded Learning (BAVEL) is Kentucky's largest online and virtual school program and just completed its fifteenth year. It is an alternative model operated by Barren County Public Schools, originally created to serve their district population, but over time has grown to include reciprocal agreements with 60 other public school districts. BAVEL served 331 students during the 2019-2020 school year. Of which, 300 students were enrolled as full-time virtual students. Due to staffing and budget constraints, BAVEL is at

capacity and not able to expand their enrollment to more full-time students throughout the Commonwealth.

Kentucky's public school districts already have the ability to adopt high-quality online course content and curriculum locally per Kentucky Revised Statute and provide full-time and part-time online courses for their students. Per the annual district-by-district Kentucky Digital Readiness Survey, 142 of 172 public school districts report offering online courses for students (latest results are from the school year 2018-2019). The degree to which those courses are offered and implemented varies from district to district. Oftentimes virtual courses are targeting specific pathways such as credit acceleration (early graduation), credit recovery or online dual enrollment in conjunction with an institution of higher education. In addition, of the 142 districts, only 21 report accepting students from outside their attendance borders, two of which the only option is through tuition paid by the family. Through all measures, there is an opportunity gap for full time enrollment in a full-time online and virtual public school.

To accelerate district access to high-quality online courses, part of the KYONLINE collaboration would be to partner with a consortium of Kentucky's educational cooperatives as network hubs. Collectively, the cooperatives can initially negotiate lower pricing from online content providers to save districts money as well as provide a learning management system for course access if needed by a district. A longer range goal includes collaborating with districts and KDE to begin a process by which Kentucky teachers vet and customize online content to the rigor of Kentucky's Core Academic Standards (KCAS) as well as create online content for use by districts. This partnership would create lower costs for districts by reducing online content and curriculum pricing, integrate with or provide a learning management system as part of the package, and align quality of content through a process by which Kentucky teachers participate in the evaluation and customization to KCAS.

In addition to vetting, customizing and developing online content, the network structure will allow for connections to existing high-yield strategies and programs to extend the impact to new student groups. One such example is Kentucky's secondary Career and Technical Education (CTE) systems participation in the J.P. Morgan Chase and Company "New Skills for Youth" (NSFY) national grant. Kentucky was one (1) of only ten (10) states selected to receive funding for the transformation of its CTE system. Since 2016, the KDE has utilized the NSFY funding to leverage strategies for scaling all-day regional career academies across the Commonwealth. This model is aimed at expanding greater access (particularly in the state's rural areas) to high-quality CTE programming at the secondary level. The career academy model integrates general education and in-demand CTE pathways through a full-time technical high school approach, which is layered with intensive acceleration opportunities, such as dual credit, advanced placement coursework, stackable industry-related credentialing, a continuum of work-based learning opportunities, and strong college and career advising approaches. In order to scale the all-day model, many rural school districts must rely on high-quality online learning strategies. By utilizing the KYONLINE network, the vision of scaling online CTE coursework in the state's most in-demand workforce sectors, Kentucky is able to continue its commitment to greater CTE access.

Kentucky is one of only a few key states engaged in the national "Credentials of Value Institute" (COVI) workgroup facilitated by the Education Strategy Group (ESG). The purpose of this cross-state, cross-agency workgroup is to examine policy frameworks that ensure the industry credentials (particularly those at the sub-associate degree level) that state's build into accountability systems, count toward attainment goals, embed in career pathways and guided pathways, and make available through education trainer provider lists (ETPL) ultimately signal to learners what has value to their lives and future career paths. The Rethink K12 grant

opportunity provides a chance for Kentucky to continue prioritizing this work through further expansion of in-demand virtual CTE coursework at the secondary level, while also allowing the state to pilot new and innovative approaches to micro-credentialing and performance-based assessments.

For future expansion of Kentucky's online and virtual schools network, it is paramount to focus on high-quality, standards-aligned, grade-level and ability-level content, including course instructional resources. Through KYStandards.org, Kentucky has promoted strong use of Kentucky teacher developed Kentucky Academic Standards (KAS) as well as developed instructional resource alignment rubrics. Additionally, Kentucky has engaged in the adoption of the CASE (Competencies and Academic Standards Exchange) framework. Through this additional work, machine readable academic standards are able to be connected and exchanged through data interoperability to certified platforms. A hope and incentive in network participation is to further leverage the connections between KAS, Kentucky's established (and required) course code database, Kentucky's Student Information System (KSIS) and all virtual school platforms. Further, digital platforms that deliver content based instruction, such as instructional resources, are required to be aligned with KAS and are required to be aligned by Kentucky certified teachers [Appendix 8 and Appendix 9]. In terms of online and virtual course content, the network will further establish content (and professional learning) partnerships with Kentucky's premier content providers, such as the Kentucky Education Television (KET), The Kentucky Science Center, and Advanced KY, all of which have offered letters of support [Appendix 10].

Robust student outcomes, including growth measures in learning, are not likely without professional learning opportunities for teachers of online course content and program

evaluation. According to a 2019 report from the National Education Policy Center, virtual schools have mixed results with school performance ratings. Figure 1 displays the virtual school models included in the report and the percentage with acceptable ratings and those with unacceptable. Two observations are evident; 1) district-based virtual school models are near the top in performance when compared to others, 2) nearly every model included has twice as many programs ‘not rated’ compared to those receiving a rating.

Table 7. Percentage of Virtual Schools with Acceptable School Performance Ratings, 2017-18

	Acceptable		Unacceptable		Not Rated (or No Rating Reported)
	N	Percent of Schools with Ratings	N	Percent of Schools with Ratings	N
Full-Time Virtual	67	48.5%	71	51.5%	182
Independent	48	59.3%	33	40.7%	132
Nonprofit	5	50.0%	5	50.0%	11
For-Profit	14	29.8%	33	70.2%	39
Charter	29	40.8%	42	59.2%	60
District	38	56.7%	29	43.3%	122

Figure 1. Molnar, A., Miron, G., Elgeberi, N., Barbour, M. K., Huerta, L., Shafer, S. R., Rice, J. K. (2019). Virtual schools in the U.S. 2019. National Education Policy Center.

To increase the likelihood of positive student outcomes by online programs, KYONLINE hubs will strategically leverage the quality assurance layer, utilize feedback and input from districts, students and families, provide certified Kentucky teachers as online teachers of record, facilitators, or coaches who are experienced with Kentucky Academic Standards (KAS), take advantage of existing quality assurance frameworks such as Quality Matters National Standards and Kentucky’s Digital Learning Guidelines [Appendix 8] as well as publicly report data through the Kentucky School Report Card to provide evidence of program quality.

A strategy from within Kentucky is providing evidence that regular professional learning experiences for online teachers can increase student passage rates. BAVEL consistently delivers learning opportunities for the online teaching staff. Since the implementation of regular learning opportunities following the 2015-2016 school year, BAVEL reports a 6% increase in the passage rate of students. The learning opportunities consist of primarily two pieces; 1) quality online teaching strategies modeled from the Quality Matters national standards for online teaching and 2) onboarding strategies for students and families. Combined, these two strategies are attributing to higher student engagement, participation, less course drops (enrolling by the student and requesting a course change in the first 20 days), and higher passage rates. Building from this in-state example, a second part of the KYONLINE collaboration network will be to partner with BAVEL, institutions of higher education within Kentucky, in-state professional learning and content development partners such as the Kentucky's premier PBS affiliate the Kentucky Education Television (KET), AdvancedKY, and The Kentucky Science Center. The network will also leverage expertise from organizations such as Quality Matters and the Virtual Learning and Leadership Alliance (VLLA) to offer regular professional learning opportunities for teachers within the state charged with teaching in an online environment.

Simply offering more online courses does not guarantee a student will be able to access the content and engage with the teacher from home. In addition, engaging in learning activities in a fully online course will likely require increased bandwidth versus blended learning strategies during remote learning scenarios. While Kentucky districts reported an average of 84% of students have access to the Internet at home on the most recent Digital Readiness Survey, this does not identify the connection method which can have an impact on the bandwidth capacity a student uses to engage. While home internet access barriers can be attributed to several issues for families such as no availability to lack of financial resources, districts are stepping in to fill the

gap utilizing best fit strategies referenced in the It Takes Two! infographic made available to districts May 15, 2020 [Appendix 6]. While improving access at home is not a primary objective for this grant project addressing absolute priority 2, it is worth recognizing this barrier for some families and students. Indirect support strategies such as additional resources from the federal level have been made available through the Governor's Education and Economic Recovery fund. Governor Beshear has recommended addressing remote learning strategies and increasing access to technology [Appendix 1], which will be additional support for this grant project. Additional funding will be made available to districts through KDE's Office of Education Technology to encourage districts to increase the number of Digital Learning Coaches in support of teachers for remote and online learning strategies.

Access at home for students not only requires last mile Internet access but also a device capable of using online tools for learning activities. Kentucky has been a national leader in student to computer ratio for many years through intentional strategies and work with districts. The collective ratio reported by districts on the most recent Digital Readiness Survey was a .90:1, meaning there are 10 devices for every 9 students. This ratio does not account for the type of access students have however. While significant progress has been made, schools still tend to have many devices in carts for check-out or in lab settings. Data from the same survey finds 66% of districts have a 1:1 program initiative in the form of grade specific, program specific or school specific. It is unknown how many of these initiatives allow the device to be assigned to a specific student and taken home for learning purposes.

School closures due to the COVID-19 pandemic has raised the awareness of district leaders on the importance of students having anywhere, anytime access. While it is too early to have data for this shift, anecdotal evidence from collaboration with district leaders suggests many districts revised their device access policy to accommodate for more blended learning

through the assigning of school devices to be used at home. These same leaders intend on using this strategy as part of their reopening plan for the 2020-2021 school year. In addition, districts are planning to utilize other federal relief funds to complete 1:1 initiatives within the district referenced in the GEER Guidance for LEA’s document released May 11, 2020 [Appendix 1].

Selection Criteria C. Management Plan and Adequacy of Resources

Responsibilities, Timelines and Resources

The following table represents responsibilities, timelines, resources and program metrics associated with the grant project.

	Network Hubs	KYONLINE Partner Network	Kentucky Department of Education
Program Development to include expansion of course access	Acquire high-quality online content to be used by network hubs	Establish network agreements and develop network hub sites.	
<i>-Timeline & milestones</i>	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> Content acquired annually (with internal funds) and made available for districts by July 1 of every school year. 	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> Establish network agreements (both reciprocal and interlocal cooperative agreements) Annually evaluate and report on details of network agreements Annually seed and onboard new schools into the network Develop and report on sustainability and scalability models 	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> Annually evaluate agreements (program evaluation)
<i>- Anticipated grant funds</i>	\$	\$ 2,750,000.00	\$
Online Programming, course, content and teaching quality assurance development (including program	Participate in the development and the process of program and teaching quality assurance (efficacy of	Partner with KDE to develop or customize existing frameworks to determine online program strengths and areas for	Collaborate with partners to develop or customize, including implementation of existing framework to

evaluation)	engagement, learning experiences, and impact)	growth with annual implementation and reporting.	determine online program strengths and areas for growth
<i>-Timeline & milestones</i>	<i>Year 1 through 3</i>	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> ● <i>Online program framework developed</i> ● <i>Annual reporting</i> 	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> ● <i>Online program framework developed</i>
<i>- Anticipated grant funds</i>	\$	\$500,000.00	\$
Teacher professional learning, onboarding, In-service teacher credentialing development	Coordinate with partner network to provide professional learning experiences and onboarding for network teachers	Annually provide teacher professional learning experiences and onboarding for network teachers and teachers of in-district programs developed from relevant experience and recommendations of national partners (e.g., QM, VLLA). University partners create, market and facilitate online teaching credentials with network and in-district teachers.	
<i>-Timeline & milestones</i>	<i>Year 1 through 3</i>	<i>Year 1 through 3</i>	
<i>- Anticipated grant funds</i>	\$	\$500,000.00	\$
Content/course vetting and customization framework development		Collaborate with KDE and hub sites to develop content creation and customization process	Coordinate with partners the creation or customization of existing content vetting process
<i>-Timeline & milestones</i>	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> ● <i>Initial creation</i> ● <i>Annual revisions</i> 	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> ● <i>Initial creation</i> ● <i>Annual revisions</i> 	<i>Year 1 through 3 Milestones:</i> <ul style="list-style-type: none"> ● <i>Initial creation</i> ● <i>Annual revisions</i>
<i>- Anticipated grant funds</i>	\$	\$1,000,000.00	\$
Partner engagement	NA	NA	Utilize funding to coordinate partner engagements, onboarding and resources for collaborative work that achieves project goals

-Timeline & milestones			Year 1 through 3
- Anticipated grant funds			\$ 50,000
Administrative functions (e.g., meeting resources, content development expenses)	NA	NA	Utilize funding to acquire meeting resources/content, expenses associated with content/course vetting and customization, program quality assurance expenses
-Timeline & milestones			Year 1 through 3
- Anticipated grant funds			\$ 200,000
<i>Grant Funds Totals</i>		\$4,750,000.00	\$250,000.00
Program Metrics	<p>All growth metrics will be shared by the network partnership.</p> <ul style="list-style-type: none"> • growth in network participants/entities • expansion of course offerings from current partners • full-time student enrollments • part-time student enrollments • student participation and interaction points • teacher development and growth (<i>including credentialing and certifications for distance learning</i>) • yearly program evaluation growth 		

Response to Absolute Priority & Requirements

Absolute Priority 2 - A Statewide Online Course Access Program

The Kentucky Department of Education’s plan is to align with the goals of absolute priority 2 by expanding current statewide online course access to all 172 districts through a collaboration of educational cooperatives, school districts, local, state and national stakeholders and KDE. Additionally, this collaboration will develop a process by which Kentucky teachers are involved in the vetting, customization and eventual development of new content to be used by hub sites and districts. The collaboration titled, KYONLINE, will produce a program inclusive of

all 172 school districts, provide expanded course access for students K through 12 to meet unique needs of families and districts, a process by which online content is vetted, customized and developed to meet the rigor of Kentucky's Core Academic Standards, include a quality assurance layer for programs to ensure utilization of best practices outlined in Kentucky's Digital Guidelines [Appendix 8] and students are achieving at rates comparable to peers in traditional classroom settings.

In order to develop and maintain access to a variety of online courses that meet student needs and learning pathways, KYONLINE will develop and publicize a feedback process through many established and appropriate channels. The collaborative effort will also need to develop a public presence on the Internet and social media channels to help eliminate barriers to information and meet stakeholders where they are. The process will address multiple areas of the access program such as; feedback from students and families aligned to the standards for quality online courses and teaching and feedback from districts on ease of access, alignment to standards and other essential items based on quality online program standards. Feedback mechanisms will also be made available to students, families and districts to request additional courses not currently available. These requests will be considered through the vetting, customization and development process established which will include members of the KYONLINE Partner Network, district representatives, and other stakeholder groups to include parent representation.

Appendix

Appendix 1 - Support from the Governor's Office (Attachment: GEER Guidance for LEAs)

Appendix 2 - Resumes of Key Personnel

Appendix 3 - Evaluation Participation Statement

Appendix 4 - Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)

Appendix 5 - COVID19 Daily Report 62820

Appendix 6 - Access @ Home Strategies

Appendix 7 - COVID-19 Considerations for Reopening Schools [Alternative Learning Design Strategies \(June 8, 2020\)](#)

Appendix 8 - KY Digital Guidelines v4.0

Appendix 9 - Digital Instructional Resources Guidance

Appendix 10 - Letters of Support from Project Partners

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.



COVID-19 Governors Emergency Education Relief Fund

Guidance for LEAs

May 11, 2020

The Governor’s Emergency Education Relief Fund (GEER) was authorized by Section 18002 of the Coronavirus Aid, Relief and Economic Security Act (CARES) to provide emergency aid to states to combat the COVID-19 pandemic. Gov. Andy Beshear has allotted \$30 million to be administered by the Kentucky Department of Education (KDE) and distributed to local education agencies (LEAs) for the purpose of expanding access to high-quality remote learning experiences through increased digital learning infrastructure and expanded remote food services to students.

This guidance document provides an overview of the allocable and intended uses of the GEER Fund to support leaders in their decision-making processes.

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Funding Information

GEER funds will be awarded using the Title I, Part A formula to concentrate the funds in areas of the most need. These are areas where the educational and social impacts of the COVID-19 pandemic will be most extreme and difficult to overcome with limited local funds.

Prior to receiving funds, LEAs must complete an assurance document through the Grants Management Application and Planning (GMAP) system. Following the submission of the GEER Fund Assurance by the superintendent, LEAs may request the GEER funds through the Federal Cash Request process. A funding matrix detailing allowable GEER expenditures is available on KDE’s webpage. The Federal Cash Request process and the funding matrix can be found on the [KDE’s Federal Grants webpage](#).



COVID-19 Governors Emergency Education Relief Fund

Guidance for LEAs

May 11, 2020

Expenditures beginning March 13, 2020, may be applied to GEER Funds if they are directly related to the COVID-19 pandemic and have been expended for the purpose of expanding access to high-quality remote learning experiences through increased digital learning infrastructure and expanded remote food services to students,.

It is permissible for LEAs to partner with external education agencies to provide services that are allowable using GEER Funds. Any partnerships will need to be included in the spending plan and annual report submitted in GMAP.

Equitable Services/Consultation with Non-Public Schools

The CARES Act requires LEAs to provide equitable services to non-public schools in the same manner as other federal programs. This includes a thorough, timely and meaningful consultation with representatives of non-public schools.

The KDE maintains a robust system of checks and balances to ensure equitable services are provided to Kentucky's non-public schools and those existing structures apply to the GEER Fund. Information about existing equitable services policies and procedures can be found on [KDE's Non-public School Ombudsman webpage](#).

As with existing equitable services requirements in other federal programs, funds issued under Section 18002 (GEER) of the CARES Act must remain under the control of the LEA and the LEA must maintain ownership of materials, equipment and property purchased with the funds.

In May 2020, The U.S. Department of Education released non-regulatory guidance for providing equitable services under the CARES Act. "[Providing Equitable Services to Students and Teachers in Non-Public Schools Under the CARES Act Program](#)" provides clarification on the following topics:

- The private schools, students and staff to which equitable services provisions apply (questions 1-3, 8);
- LEA responsibilities for providing equitable services (questions 4, 5, 7, 9, 13);
- Consultation requirements (question 6);
- Calculation of the equitable amount designated for services (questions 10, 11); and
- The types of services that may be provided (questions 12, 14).

Determining Need

The KDE encourages LEAs to complete a needs assessment before determining how their portion of the GEER Fund will be used. LEAs should follow existing needs assessment protocols to determine the most valuable and targeted use of the GEER Fund.



COVID-19 Governors Emergency Education Relief Fund

Guidance for LEAs

May 11, 2020

A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state and an analysis of the potential sources of the identified barriers. It also is best practice to include a wide range of stakeholder voices in the planning process. Resources to support LEAs in the completion of a needs assessment can be found on [KDE's Comprehensive Improvement Planning for Schools and Districts](#) webpage.

In addition to their usual processes, LEAs should remain mindful that the GEER Fund is an emergency fund meant to overcome barriers created by the COVID-19 pandemic. GEER Funds do not expire until Sept. 30, 2022, and it is unclear if additional emergency funds will be awarded in the future. LEAs should prioritize existing emergency needs and consider unforeseen future needs during their planning process.

Reporting Requirements

LEAs will be required to submit quarterly Comprehensive District Improvement Plan (CDIP) reports using MUNIS Project number 633F for district expenses and 633FP for the equitable services set-aside portion. Deadlines for each quarter is Oct. 25, Jan. 25, April 25 and July 25.

In an effort to provide adequate monitoring while attempting to minimize reporting requirements for LEAs, KDE will identify all reporting requirements in the GMAP system. LEAs will be required to complete a Spending Plan template in GMAP by June 30, 2020. This template will be a short document outlining the intended uses of the GEER funding. Also, LEAs will need to complete an Annual Report template in GMAP by Aug. 1, 2021. This narrative will summarize how GEER funds were used since the award was made.

Additional reporting may be required as more guidance is received from U.S. Department of Education.

Professional Learning for Remote Instruction

The GEER Fund is partially directed toward increasing the quality of remote instruction. One of the most effective and efficient uses of the GEER Fund is the development of a professional learning plan to increase instructional expertise within the context of remote learning. As LEAs have rapidly worked to implement new remote learning protocols, a multitude of gaps in teacher preparation for remote learning, technology capacity and considerations for remote leadership have been exposed. When building a professional learning plan for remote learning, the KDE suggests that LEAs consider some of the following topics:

- Strategies for remote learning
 - Remote learning theories
 - Navigating your learning management system
 - Planning considerations for lessons delivered remotely
 - Relationship-building during periods of remote learning



COVID-19 Governors Emergency Education Relief Fund Guidance for LEAs

May 11, 2020

- Addressing the individual needs of all students
 - Career and technical education
 - Early-childhood education
 - English learners
 - Gifted and talented education
 - Homeless, transient and foster care
 - Low socioeconomic status
 - Special education
- Expanding and optimizing digital learning
 - Developing a digital learning coaching model to target distance and remote learning
 - Creating digital tools for integration of digital workflows and digital collaboration (including hardware/software)
 - Focusing on digital connectivity
 - Creating learning experiences and instructional capacity
 - Understanding the adoption and impact of digital content being leveraged during remote learning
- Leadership skills that facilitate remote learning
 - Creating a remote learning culture
 - Building a strong family engagement for remote learning
 - Creating distance management techniques

Expanding Access to Instructional Technology

New technological barriers have been uncovered as the COVID-19 pandemic forced LEAs to rapidly transition to remote learning formats. LEAs should consult their Education Technology Plan and Digital Readiness Survey results during their needs assessment to identify these barriers and possible solutions. LEAs also may benefit from reviewing the Kentucky Educational Technology System (KETS) Master Plan, which highlights persistent areas of emphasis for digital learning and instructional technology within the state.

As LEAs work to build the technological capacity to support remote learning, KDE encourages them to focus on four areas: connectivity, learning management systems consistency, support personnel and digital learning experiences. Detailed information about each of these four focus areas can be found on [KDE's Four Digital Strategies](#) webpage. LEAs also are encouraged to reference KETS contracts and statewide education technology shared services.

LEAs also should consider the instructional technology access needs of students in career and technical education (CTE) programs when planning for the use of GEER Funds. To support LEAs in this process, the Office of Career and Technical Education and Student Transition has created a [list of possible expenses](#) that may support such needs of students enrolled in CTE programs.



COVID-19 Governors Emergency Education Relief Fund

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Considerations for Special Education

LEAs must ensure students with disabilities continue to receive a free, appropriate public education (FAPE) during remote learning. One way of ensuring Individual Education Programs (IEPs) are implemented during school closures, such as during the COVID-19 pandemic, is through the development of contingency plans.

Admission and Release Committees (ARCs) must develop each child's contingency plan as part of the IEP. The GEER Fund may be used to support the implementation of IEPs, including contingency plans, in the following ways:

- Providing specially designed instruction;
- Providing supplemental aids and services;
- Reimbursing travel costs incurred by employees when providing services to students with IEPs;
- Distributing necessary materials to facilitate remote learning;
- Providing interpreting services;
- Expanding access to mental health services as determined by the ARC;
- Facilitating summer learning programs as specified in the IEP or contingency plan;
- Establishing or expanding access to lending libraries of materials or assistive technology;
- Providing access to technology that enables students with IEPs to access the general curriculum; and
- Providing any services or supports included in the IEP.

GEER funds also may be used for the additional costs of providing compensatory education services to students who failed to receive a FAPE during remote learning that occurred as a result of the COVID-19 pandemic. The amount and type of compensatory education required for each student must be determined by the student's ARC.

Additionally, LEAs may use GEER Funds to purchase assistive technology to ensure students with disabilities are able to access the curriculum during periods of remote learning. Assistive technology is defined by [707 KAR 1:002, Section 1 \(3\)](#) as: "any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not mean a medical device that is surgically implanted, or the replacement of such a device."

Assistive technology can include both high-tech and low-tech tools. Some examples of assistive technology include, but are not limited to:



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- Computer software and hardware, such as voice recognition programs, screen readers and screen enlargement applications to help people with mobility and sensory impairments use computers and mobile devices;
- Adaptive switches and utensils to allow those with limited motor skills to eat, play games and accomplish other activities;
- Tools such as automatic page turners, book holders and adapted pencil grips to help students with disabilities participate in educational activities; and
- Communication devices and programs to help students with limited language skills communicate.

For more information about how to access and appropriately use assistive technology, LEAs may wish to review this [National Institute of Health's article on assistive devices](#) or [this resource page](#) provided by the national nonprofit Understood.

Considerations for Early Childhood Education

Developmentally appropriate distance learning options can be provided to preschool students. The cost associated with these services can be offset by the GEER Fund.

LEAs may consider using funds to ensure equitable access to the state-funded preschool program. This may include purchasing Chromebooks or securing hotspots for preschool students and providing preschool teachers with professional development related to distance learning curriculum and instruction, as well as developing interactive, online parent training for preschool parents with a focus on child development, use of technology and social-emotional well-being.

Considerations for Gifted and Talented Education

As with other identified groups of learners, LEAs must continue to provide services to students identified for Gifted and Talented (GT) programs during periods of remote learning. LEAs may use GEER Funds to support this continued instruction.

GT students are considered exceptional children and, as such, should be receiving ongoing, services to ensure their educational needs are addressed. Implementation of Gifted Student Service Plans (GSSPs) must continue during non-traditional instruction (NTI) days.

If the LEA's GSSP form has a comments section, it is recommended that the LEAs and school's NTI day procedures be recorded there. NTI day procedures would vary depending on a student's individual needs but could include, for example, the GT teacher creating enrichment lessons and activities or the creation of a long-term project related to the goals in the GSSP. GT teachers must be available to students on NTI days.

LEAs may use GEER Funds to support network access and devices for families of GT students to ensure they can participate in virtual enrichment and acceleration activities.



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Additionally, funds could be used to assist with professional development to support the virtual identification of students for the GT program, virtual instructional options for students to ensure continuous program delivery, research-based programs to support enrichment and acceleration opportunities for students, or materials for project-based learning such as books and consumables. Assessments for GT are costly and additional funding may be necessary for students who were unable to be assessed for GT identification during the pandemic school closures.

The GEER Fund also could be allocated to support parents of GT students. This includes developing resources or online training for parents on appropriate instructional strategies to assist their children, as well as supporting GT students with social and emotional learning.

Considerations for Extended School Services (ESS)

When schools begin to re-open, LEAs may determine that new resources are needed to provide meaningful extended school services (ESS) to students through remote learning. GEER Funds may be used support the development of robust ESS opportunities for students.

ESS funds are provided through state grants to LEAs so schools can provide ESS services for students. Kentucky regulation, [704 KAR 3:390, Section 2](#) describes the provision of ESS services:

Priority for ESS services shall be placed on designing and delivering services to students at academic risk with the specific objective that students are able to:

- (a) Progress from grade to grade with their cohort;*
- (b) Exit elementary school ready to meet academic expectations at the middle school level;*
- (c) Exit middle school ready to meet academic expectations at the high school level; and*
- (d) Exit high school ready to meet academic expectations at the postsecondary education level and in the workplace, with particular emphasis on literacy and mathematics.*

LEAs could allocate funding to assist ESS coordinators and ESS staff with professional development on highly effective intervention activities and virtual supports for students, as well as programs, curriculum or materials for interventions. Technology supports for ESS students to aid in access for virtual interventions also could be provided (e.g., headphones, flash drives, hotspots).

GEER Funds could be used to support summer programming to address skill recoupment and transition needs. This includes instructional supplies, transportation and food services for summer programs.

Additionally, supports could be provided to parents of ESS students. This could include developing online training and resources on instructional strategies, use of technology to support



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access of interventions and social-emotional learning to support ESS students transitioning back to school following non-traditional instruction.

Maintaining the Continuity of Food Services

During extended periods of remote learning, it is vital that LEAs continue to provide food services to ensure all students are fed. The GEER Fund may be used for eligible expenses consistent with requirements for Fund 51 (Food Service Fund) which are characterized by any expense that is necessary for School Nutrition Program (SNP) operations. This includes, but is not limited to, food, equipment, supplies and program personnel.

All expenditures must be reasonable, allowable and allocable. Expenditures from the GEER Fund must be tracked in order to provide the required reporting. LEA food service staff should work closely with finance staff to clearly outline this process.

Examples of allowable costs include:

- Equipment, Expendable Equipment and Other Supplies
 - Materials or supplies used specifically in the SNP operation
- Equipment, Nonexpendable Items
 - Items or equipment used directly in preparing, storing or serving meals
- Food Operation, Food Service
 - Food purchases and costs directly related to the storage, handling, processing and transportation of food
- Staff – Labor
 - Payments for labor and other services directly related to SNP operation
- Staff – Fringe Benefits
 - Benefits for employees such as the following: leave, insurance, pension and unemployment plans, provided the following criteria are met:
 - Established in written policies
 - Equitable allocation for related activities for all programs
 - Appropriate accounting procedures are in place
- Transportation, Meal Production Related Activities
 - Reasonable costs associated with purchasing, transporting and disposing of food items, meals or stored items used to support the SNP

Points of Contact

- Equitable Services: [David Millanti](#)
- Non-Traditional Instruction: [David Cook](#)
- Professional Learning: [Amanda Ellis](#)
- Educational Technology: [Marty Park](#)



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- Career and Technical Education: [Leslie Slaughter](#)
- Food Services: [Lauren Moore](#)
- Special Education and Early Learning: [Gretta Hylton](#)
- Budget and Fiscal Contact: [Thelma Hawkins](#)

(mc)



#HealthyAtSchool

Guidance on Safety Expectations and Best
Practices for Kentucky Schools
(K-12)

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How Was This Guidance Developed?

Kentucky Governor Andy Beshear has taken swift action to keep Kentuckians safe from COVID-19.

- March 6: declared a state of emergency.
- March 12: recommended that all school superintendents cease in-person instruction.
- April 20: recommended superintendents keep schools closed for the remainder of the school year.
- April 21: launched "Healthy at Work," an initiative to help Kentucky's economy re-open in a phased approach.

In order to establish guidelines for resuming in-person instruction this fall, the Kentucky Department of Education, in conjunction with the Governor's Office, announced the creation of the Education Continuation Task Force on March 16. The task force is chaired by Lieutenant Governor Jacqueline Coleman, who also serves as Secretary of the Education and Workforce Development Cabinet. The group consists of representatives from Kentucky's educational cooperatives, educational partner organizations such as the Kentucky Association of School Superintendents, Kentucky School Board Association, Kentucky Parent Teacher Association, Kentucky Education Association and Kentucky High School Athletic Association, as well as Kentucky Educational Television, the Southern Regional Education Board and a group of four bipartisan legislators. The task force focuses on providing timely information, research and instructional resources to Kentucky school districts as they deal with an unprecedented school closure and how to safely re-open amid COVID-19.

These safety expectations were written with input from the Education Continuation Task Force as well as the Governor's Office, Department for Public Health, Kentucky Department of Education, the Cabinet of Education and Workforce Development and the Cabinet for Health and Family Services. Throughout this process, stakeholders from all areas of education have been engaged to provide input and expertise.



Kentucky Public Health
Prevent. Promote. Protect.



Why Are Additional Health Safety Expectations Needed Now?

The COVID-19 pandemic is a public health emergency that has spread across Kentucky affecting all age groups. Scientific knowledge about this novel virus continues to evolve. The following guidelines are based upon what is known about mitigating risks of transmission across the Commonwealth to protect all populations. Protecting students and staff at educational facilities is necessary to reduce the spread in this environment and limit the community spread of COVID-19.

COVID-19 is transmitted mostly through direct contact with respiratory droplets from an infected individual. The infected individual may have no symptoms or have symptoms of a fever (greater than 100.4), a cough, gastrointestinal symptoms (diarrhea or vomiting), a new rash or new loss of sense of taste/smell. These symptoms are not unlike other infectious viruses, yet it is difficult without testing to develop a plan that is able to meet all circumstances. The goal of the Kentucky Department for Public Health is to establish **safety expectations** based upon the core measures to mitigate transmission. These include:

- Social Distancing
- Screening, School Exclusion & Contact Tracing
- Personal Protective Equipment, including Cloth Face Masks
- Sanitation, Environmental, and Industrial Factors

Flexible plans should be in place to address school attendance, closure of schools, and transition to distance learning models. The safety of all students and staff, while promoting the best possible learning environment, is necessary.

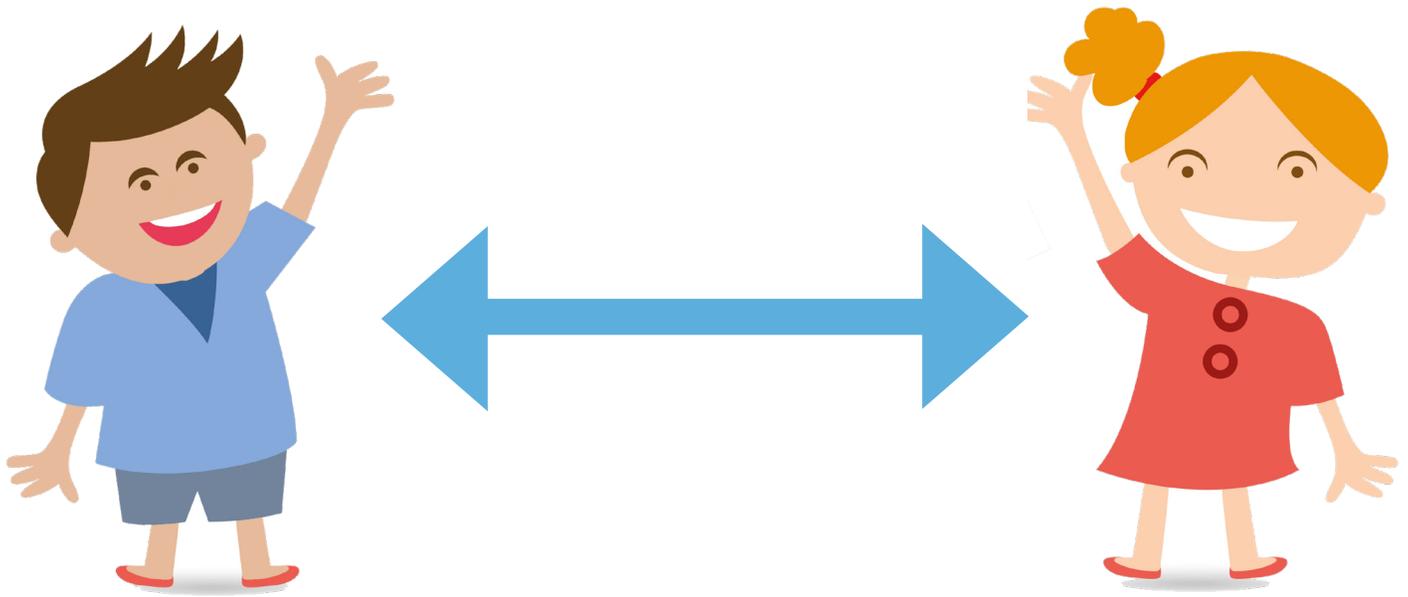
How to Use These Safety Expectations and Best Practices Guidelines

Practices listed in this document are divided into **safety expectations** that must be implemented by schools, as determined by the Kentucky Department for Public Health. **Best practices** are additional strategies that schools may choose to follow in order to optimize the safety of students and staff.

The following **safety expectations** are fully explained in this guide:

- Social Distancing
- Cloth Face Coverings, School Health Policies, and Personal Protective Equipment
- Screening and School Exclusion
- Sanitation and Environmental Factors
- Contact Tracing

Each of these sections include a detailed list of **safety expectations** and **best practices** followed by an at-a-glance overview for younger users.



Social Distancing

Social distancing will require local school districts to develop unique plans that address the space, workforce, and resources available at each school. These **safety expectations** align with the policies published by the Centers for Disease Control & Prevention and the World Health Organization. Plans tailored to elementary, middle and high schools should be considered.



Safety Expectations

Must be implemented by schools as determined by the Kentucky Department for Public Health.

- Stagger arrival and dismissal times.
- Increase space between students by rearranging seating to maximize space between students to be 6 feet or greater.
- If the physical space in the school does not allow for spacing students' desks 6 feet apart, space desks as far away as possible and require masks at all times in that classroom for students and staff. All desks should be arranged so students seats face the same direction.
- Model creating space between students/staff and avoid unnecessary contact or movement within the personal space of 6 feet.
 - Place markings on floor as a reminder of areas that are 6 feet apart for instruction.
 - Maintain a social distance of 6 feet in hallways during arrival and dismissal.
 - Maintain a social distance of 6 feet in common areas such as bathrooms or create barriers between sinks/stalls.

- Reduce class sizes to allow for smaller cohorts of students to decrease potential need for contact tracing.
- Modify classes/activities that normally require multiple students to engage in an activity that could cause close social contact, congestion or movement in the school hallways such as choir, gym class, art, music, etc. These do not have to be canceled if distance and sanitation needs are met.
- Reduce congestion in common areas (school office, nurse's office, guidance office, bus loading areas, etc.).
- Cancel field trips, assemblies, and other large group activities to avoid mixing students in large common areas. Adhere to the Governor's current guidance regarding group gatherings.
- Limit non-essential visitors on school property.
- Ensure students go straight from vehicles to their classrooms to avoid congregating.
- Limit cross transfer between special programs and school staff. Develop a plan for limiting substitutes, student teachers, and evaluators; if possible, nurses should work at one school.
- Develop a bus transportation plan that includes sanitation, screening, and social distance plans including:
 - Leave first seat empty behind the driver.
 - Wearing a mask while riding the bus is a **safety expectation** unless medically waived.
 - Load from back to front of the bus.
 - Offload should occur from front to back of the bus.
 - Stagger seating if bus is not at full capacity.
 - Seat passengers from the same household together.
 - Assign seating for all passengers (if feasible).
 - Students with medical concerns, allergies, asthma should be assigned seating at front of bus with windows up.
 - Education/training for bus riders on rules of loading, keeping hands to self unless need to touch seat backs for balance, no congregating, etc.
 - Students should remain seated until their time to exit to maintain social distance.
 - No congregating in aisles.
 - Bus monitors or staff should wear personal protective equipment (mask) when assisting students while on/off loading or with buckling seatbelts.

Best Practices - Additional strategies that schools may choose to follow

- Place physical barriers such as Plexiglas at reception desks and similar areas for protection.
- If social distancing is not possible in the cafeteria, have meals served to the classroom or have students bring food from the cafeteria back to their classrooms to eat. Be mindful of those students with food allergies.
- Minimize face-to-face interactions by designating one-way hallway traffic and designating certain doors for entry and for exit.

At-A-Glance | Social Distancing

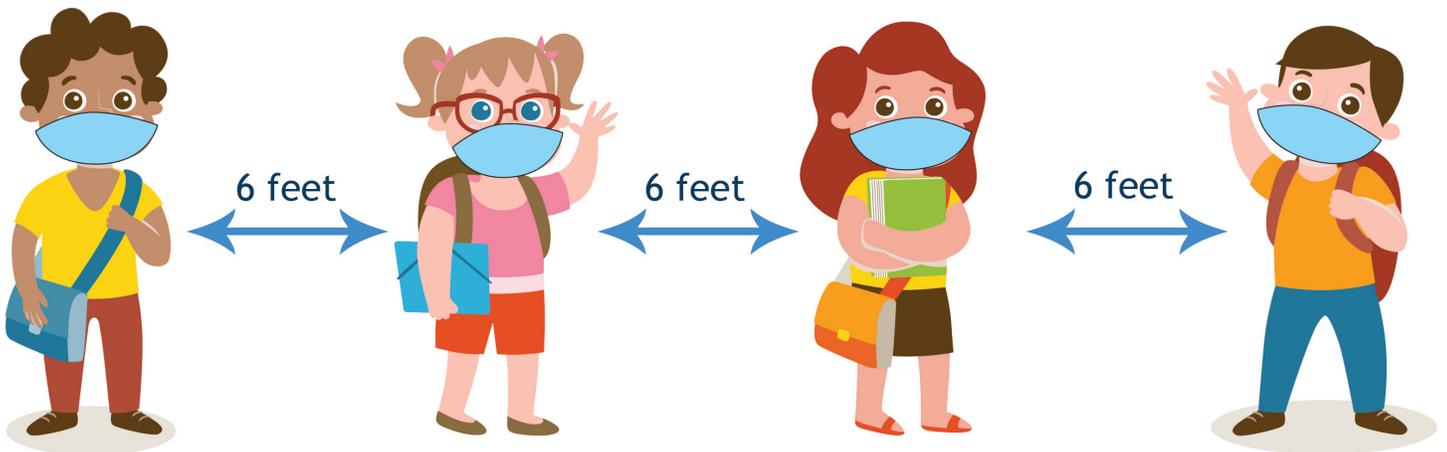
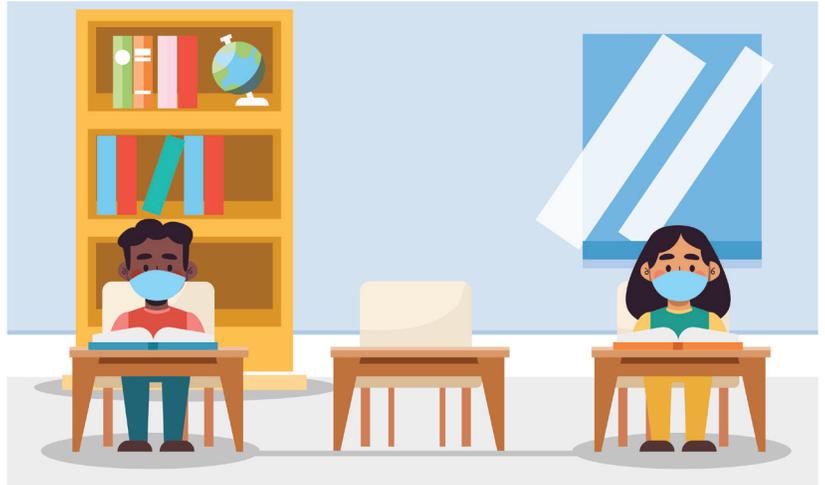


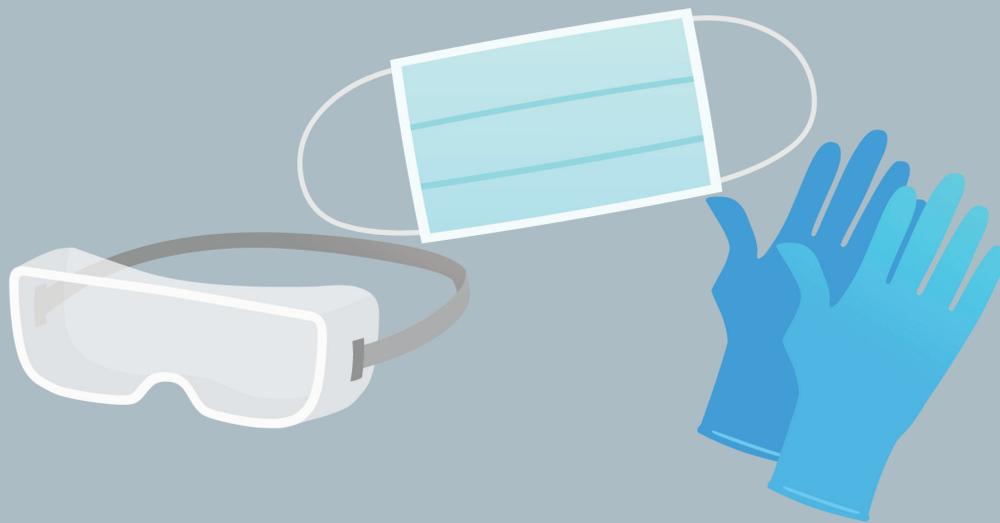
On the Bus:

- Load from back to front
- Sit with siblings
- Wear your mask
- Don't sit behind the driver

At School:

- Smaller class sizes
- Everyone faces same direction
- Space between desks
- Wear your mask





Cloth Face Coverings, Personal Protective Equipment and School Health Policies

Personal protective equipment includes face coverings, gloves and shields.



Safety expectations

Must be implemented by schools as determined by the Kentucky Department for Public Health.

Develop school plans with language to address respiratory etiquette and protection.

- Face mask prohibit spread of the virus even when the infected person is without symptoms:
 - Students who are enrolled in first grade and above and staff should be required to wear a cloth face covering, unless medically waived.
 - Masks can be lowered during classroom time if all students and staff are seated 6 feet apart and no persons are walking around inside the classroom.
 - Use CDC guidance to inform students, staff and families of proper wearing of a face covering. <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>
 - Face masks/shields must be worn by bus drivers if they do not interfere with the health and safety of the driver.
 - Cloth masks for all staff and students on bus (exceptions for special needs students) if 6 feet social distancing is impractical on the school bus.
 - When students are outside and 6 feet from others, masks are not required.

- Masks should:
 - Fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to shape
 - Cover both nose and mouth
- Schools should develop a standard for masks to assure messaging or images on masks align with school dress code.
- Schools should develop a plan for purchase/donation of cloth masks for provision to students who arrive without a mask or do not have resources to obtain a mask.



Due to limited availability of data, [it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious](#). During this COVID-19 pandemic, nebulizer treatments at school should be reserved for students who cannot use or do not have access to an inhaler (with or without spacer or face mask).

Use of peak flow meters, including in the school setting, includes forceful exhalation. Based on limited available data, forceful exhalation is not considered an aerosol-generating procedure associated with increased risk of transmitting the virus that causes COVID-19. However, for some people with asthma, using a peak flow meter can trigger cough.

Schools should obtain the appropriate personal protective equipment (PPE) for staff who administer nebulizer treatments and peak flow meters to students with asthma. PPE for use when administering nebulizer treatments or peak flow meters to students with asthma consists of gloves, medical or surgical [face mask](#) and eye protection.

Personal Protective Equipment Policy for delivery of health care services requires different equipment for protection of all parties. Treatments for students with asthma require special precautions. The CDC has provided the guidance below:

During this COVID-19 pandemic, [asthma treatments using inhalers with spacers](#) (with or without face mask, according to each student's individualized treatment plan) are preferred over nebulizer treatments whenever possible. Based on limited data, use of asthma inhalers (with or without spacers or face masks) is not considered an aerosol-generating procedure.

School staff should be trained on

- When to use PPE
- What PPE is necessary
- Where this PPE is stored
- How to properly don (put on), use, and doff (take off) PPE
- How to properly dispose of used PPE. CDC has [information](#) on using PPE.
- Staff should also be trained on how to administer nebulizer treatments and peak flow meters.

During this COVID-19 pandemic, if a nebulizer treatment or use of peak flow meter is necessary at school for a student, the number of people present in the room should be limited to the student and the staff member administering the treatment or peak flow meter. If appropriate, based on the student's age and level of maturity, the staff member could leave the room and return when the nebulizer treatment is finished. After the nebulizer treatment or use of peak flow meter, this room should undergo routine cleaning and disinfection. CDC has [information on how to clean and disinfect](#) and [how to prevent asthma attacks triggered by cleaning and disinfecting activities](#).



School Health plans should include infection control policies for:

- Gloves worn for:
 - Cleaning and sanitation
 - Food service
 - School health procedures (catheterization, tube feeding, etc.)
- Reasonable accommodations for IEPs or 504s that include administration of daily medications, emergency

medications (meter dose inhalers, Epinephrine injections, Glucagon injections), intranasal medications, insulin injections, student position changes, hygiene needs (diapering, dressing changes, etc.) that include use of:

- Surgical masks
- Face shields
- Gloves
- Maintaining 6 feet distance for care when reasonable.
- Continue to encourage students and staff to cover their coughs and sneezes by coughing into their elbow or covering with a tissue. Deposit the used tissue into a waste basket.
- Consideration of health services that can be moved to virtual intervention such as speech therapy.
- Medication storage (double locked) in classroom OR stored securely in the front office-determined by the school setting:
 - Administration by trained non-licensed school personnel OR school nursing staff
 - Virtual training and oversight of trained non-licensed school personnel (distance evaluation for required skills check-off)
 - Review of medication records electronically
- Telephone triage for school nurse evaluation for illness/injury or treatments.



At-A-Glance | Cloth Face Coverings, Personal Protective Equipment and School Health Policies



Wearing Your Mask:

- Must cover your mouth and nose
- Is not a toy
- Should be worn any time you are moving around
- Should be worn by everyone first grade and above



Screening and School Exclusion

School level plans include screening for COVID-19 symptoms prior to school entry. Some parts of this plan should include use of community level partnerships to address safety measures outside the control of the school staff. School entry begins at the point in which a student enters school property. This includes transportation by school buses.

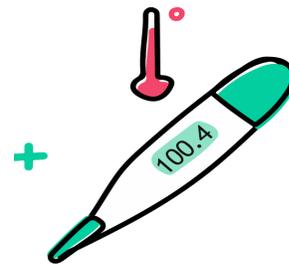


Safety expectations

Must be implemented by schools as determined by the Kentucky Department for Public Health.

- Community education on:
 - Should a student arrive sick to school
 - Social distancing at bus stop
 - Transportation requirements
 - Personal protective equipment (mask wear) policies.
- Temperature check (touchless thermometer) for all students and staff at point of school property entry. To ride the school bus, parents must attest each morning that the student's temperature is not greater than 100.4 when boarding. The student's temperature will be rechecked when on school property. Understand that
 - if a student is found on re-check to have a temperature of greater than 100.4, the students and driver on that bus will be involved in contact tracing if the febrile student is determined to have COVID-19.
 - Staff member taking temperatures should use a touchless thermometer if available. No oral temperature readings to prevent viral spread.
 - Staff member should clean hands before touching thermometer.
 - Thermometer must be cleaned per the manufacturer's recommendations.

- School health policies should include instructions for parents to keep students at home if they meet any of the exclusion criteria for COVID-19 below until clearance documentation. These criteria must also be in place for staff.



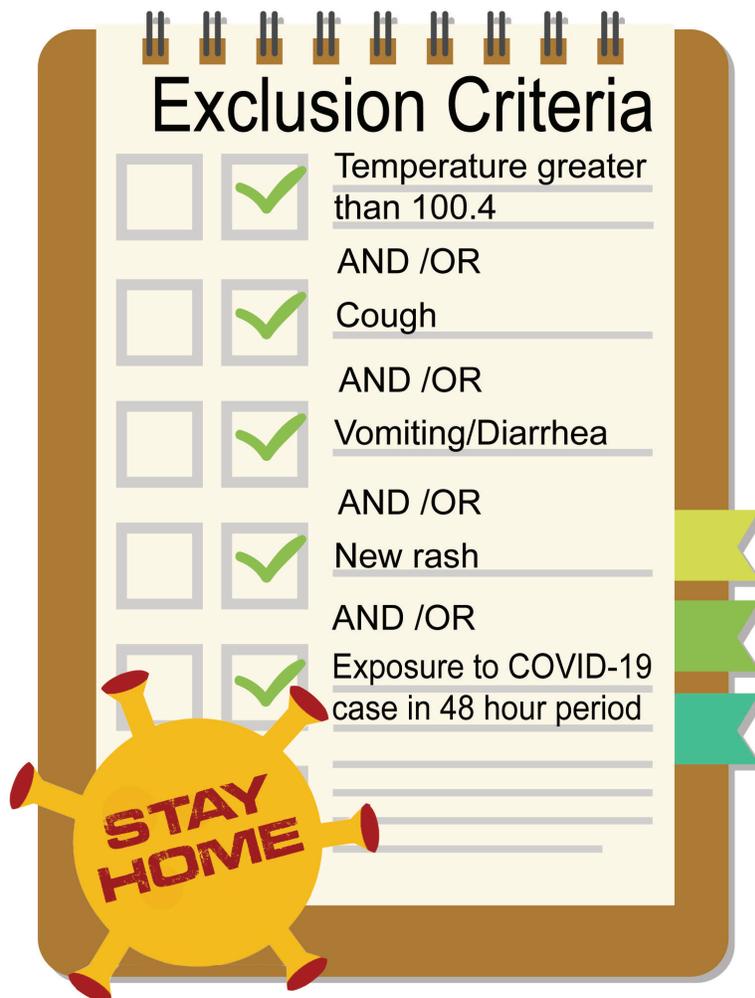
Exclusion Criteria:

Students or staff should stay home OR be sent home if any of the following occur

- Temperature greater than 100.4
- Cough
- GI (vomiting/diarrhea)
- New rash
- Exposure to a COVID-19 case during a 48 hour period before onset of symptoms until

meeting criteria for discontinuing home isolation. Contact the local health department for more detailed guidance.

- Consult your school nurse if exclusion is unclear.
- Post signage instructing anyone entering the school property to NOT ENTER if they meet any of the Exclusion Criteria



Isolation Criteria:

We recommend schools have a designated area for isolation of sick students with an ability to maintain adult supervision until student is picked up by a parent, guardian or designee. Students with symptoms of infectious disease should not be cohorted. Assure student is wearing a face covering while waiting for transport if there is no medical reason to prevent this.

- Transport Criteria of the potentially infectious student to include:
 - How student gets home if parent has no transportation.
 - If parent is not responding to calls for pick-up, follow protocols in place for such situations.
 - Students cannot be sent home sick on the school bus.
- Return to School Policy:
 - Return to school when the local health department or the student's provider provides clearance documentation for school record.
- Flexible attendance policy to address distance learning when students are in isolation/quarantine and able to participate in distance learning instruction.
- Immunizations and Annual Health Screening Exams – Continued requirement
 - Kindergarten and 6th grade exams should be high priority for exams with
 - Linkage to a medical home.
 - Inclusion of vision and dental screenings.

- Mass screenings per KRS 156.160 and 702 KAR 1:160 should be delayed until planning can be completed on how to reduce exposure during screening for all parties.
- Monitor School Attendance for trends/patterns of absences for infectious illness:
 - Develop a monitoring system for identification of absences for COVID-19/Influenza with an ability to compare to usual rates/patterns at individual school site levels.
 - Develop a plan for school closure and move to distance learning when absence rates or rates of infectious disease rise to allow for containment and sanitation of the school site. These plans should have specific guidelines for closure and reopening.



- Include health education for inclusion of:
 - Promotion and modeling of hand-washing technique
 - Hand-washing should occur:
 - Before and after eating
 - Before and after using restroom
 - When hands are soiled
 - Use hand sanitizer per discretion of supervisory staff person
 - Use of hand sanitizer at school entry, and safe storage
 - Healthy nutrition
 - Physical activity - health education should be age specific to address and contextualize the information for best understanding for different ages, or specific needs such as language, cognitive ability, culture, etc.

Best Practice - *Additional strategies that schools may choose to follow*

- Provide communication for the families (instruction sheets, newsletters, social media) about practices at school including face covering to prevent viral spread of disease, proper hand-washing and hand sanitizing techniques, and practicing social distancing outside the home. <https://covid19.ncdhhs.gov/materials-resources/social-media-toolkit-covid-19>
- Provide instructional sheet with exclusion criteria for families to inform them when not to send their child to school AND so they will better understand why a child might be sent home if they meet the exclusion criteria.
- Assure that sick leave policy is generous for staff to enforce staying home if sick.
- Encourage students to stay home if sick by discontinuing attendance-dependent awards and ratings.
- Designate a “Healthy at School” officer, other than the school nurse, who agrees to be a person staff can identify and communicate potential improvements and/or concerns for school.
- Rather than parental attestation of the student being afebrile when boarding the bus, have student’s temperature checked at point of entry to the bus.
- Training for bus drivers:
 - If a parent/guardian is at bus-stop, send child home if he/she meets exclusion criteria to assure child safety.
 - If parent/guardian is not available, child will have to be transported for pick-up at school site.
 - Identify an area for isolation on bus at greatest distance from other students.
 - Assure student has mask on covering mouth and nose unless medical waiver known for student.



Sanitation and Environmental Standards

Because of concern that infectious viral particles can land on surfaces with coughing, sneezing, talking and laughing, **safety expectations** for schools during this public health emergency should include:



Safety expectations

Must be implemented by schools as determined by the Kentucky Department for Public Health.

- Post signs throughout the school facility encouraging proper hand and respiratory hygiene practices (covering coughs and sneezes).
- Daily cleaning and disinfection of all school facilities.
- Collaborate with local health department for guidance on closures and re-openings.
- Consult with your local health department's environmental health program to determine ventilation capacity in classrooms. When reasonable and feasible, utilize outdoor instructional time.



Hand Hygiene

- Make hand cleaning supplies readily available. All restrooms should be monitored often for adequate hand soap and towels or functioning hand drying devices.
- Hand sanitizer containing at least 60% alcohol may be used when soap and water are not readily available.
- Follow normal preventative actions while at home and school, including cleaning hands and avoiding touching eyes, nose, or mouth with unwashed hands. Encourage these activities at home.



How to Clean and Disinfect

Daily cleaning and disinfection of classrooms, gymnasiums, restrooms, locker rooms, cafeteria seating and other facilities is critical to preventing the spread of all illness, including COVID-19 pandemic and seasonal influenza. Special attention should be given to high touch areas, such as water fountains, doorknobs, light switches, desks, computers, phones, toilets, faucets, sinks, handrails, etc. It is recommended that high touch surfaces be cleaned and disinfected frequently.

Surfaces



- All staff should be trained on cleaning protocols that include cleaning first then disinfecting and adhering to time on contact requirements in accordance with the EPA approved disinfectants list. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

- For disinfection, diluted household bleach solutions, alcohol solutions with at least 70% alcohol, and most common EPA-registered household disinfectants should be effective.
 - Diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted.

Prepare a bleach solution by mixing:

- 5 tablespoons (1/3rd cup) bleach per gallon of water

OR

- 4 teaspoons bleach per quart of water

- Products that are EPA approved SARS-CoV-2 disinfectant products are expected to be effective against COVID-19 based on data for harder to kill viruses. (<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>). Follow the manufacturer's instructions for all cleaning and disinfectant products (e.g., concentration, application method and contact time).

- For soft (porous) surfaces such as carpeted floors and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
 - Additional PPE might be required based on the cleaning/disinfectant products used and whether there is a risk of splash.
- All areas where cleaning supplies and toxic items are stored must be kept locked, including janitor closets.
- All bottles containing toxics/liquids must be clearly labeled.
- Disinfectants and cleaning materials kept in classrooms and areas accessible to students are required to be kept out of the reach of students and locked, depending on the chemical label and the age group of the students in the classroom.

Teachers and Administrative Staff



- Encourage good hand hygiene by providing signs in classrooms and offices.
- Assist janitorial staff by routinely disinfecting frequently touched items in the classroom/office such as desks, doorknobs, crafting equipment, pencil sharpeners, staplers, markers, white boards, and items that students frequently share, etc.
- Classroom area rugs must be removed during this time to ensure all flooring is easy to clean and disinfect.

Water Fountains



- Water fountains should be cleaned and sanitized frequently throughout the school day. If possible, students should provide their own reusable water bottles to be refilled with water throughout the day. This will reduce the number of students drinking directly from the water fountains.

Custodial Staff



- **Cleaning staff must wear disposable gloves for all tasks in the cleaning process, including handling trash.**
 - Gloves should be compatible with the disinfectant products being used. Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves.

School Buses



- The surfaces of buses that are high contact, such as handrails, seats and windows must be disinfected after each bus route and as often as possible.
- All buses should provide at least 60% alcohol-based hand sanitizer, located at the front of the bus, for students to use as they board the bus. The use and storage of these chemicals should always be under the supervision of the bus driver and/or bus monitor. Hand sanitizer must not be left in the bus due to temperature risk.

- Opening windows and doors, weather permitting, to ventilate buses after the bus route has been completed.
- Allow for additional time between routes for disinfection/sanitation practices.

Playgrounds



- Students must practice good hand hygiene by washing their hands before going out to play and immediately upon returning inside the school building.
- Assign a recess schedule that limits how many classes are on the playground at one time. If multiple playgrounds are available, utilize them to minimize how many students are mixing.

Food Service



- Stagger lunch times and promote social distancing at tables (include accommodation for students with food allergies). If students eat in the cafeteria, surfaces must be cleaned and sanitized between cohorts of diners. Seat assignment and a manifest will be needed to support contact tracing if the school experiences a positive case of COVID-19.
- Use disposable food service items (utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves, washed with dish soap and hot water, and rinsed and sanitized or placed in a dishwasher.
- If food is offered at any event outside of school hours, serve unitized meals to reduce contact amongst students and staff.

- Avoid sharing food and utensils and ensure the safety of students with food allergies.



Cafeteria Staff

- Ensure staff are trained on standard operating procedures relevant to their assigned duties with an emphasis on the procedures for hand-washing, proper glove use, personal hygiene, serving safe food to students with food allergies, and cleaning and sanitizing food contact surfaces.
- Clean, sanitize and disinfect frequently touched surfaces such as kitchen countertops, cafeteria and service tables, door handles, carts and trays, throughout the day.
- Practice proper hand hygiene. Wash hands regularly with soap and water for at least 20 seconds.
- Key times to wash your hands include:
 - Before and after work shifts
 - Before and after work breaks
 - After using the restroom
 - Before eating or preparing food
 - Before putting on and after taking off disposable gloves when preparing food
 - After touching objects with bare hands which have been handled by other staff, students, or visitors, such as tables, trays, carts, racks, dishes, cups, utensils, bags, coolers, totes and trash
 - After blowing your nose, coughing or sneezing
 - After putting on, touching or removing cloth face coverings

Gymnasiums, Physical Education Classrooms, and Weightlifting Rooms

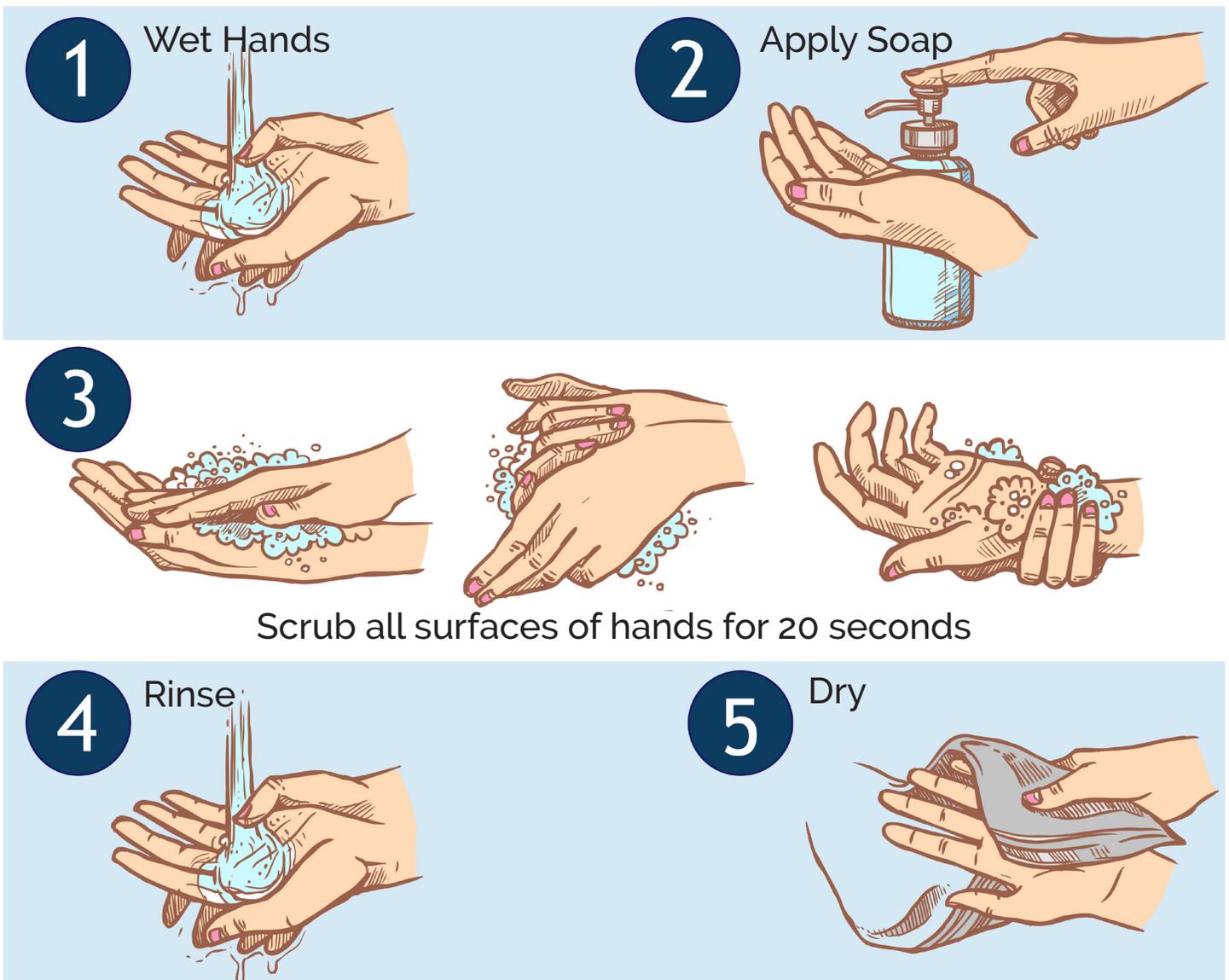
- Clean and sanitize frequently used equipment between classes or sports teams.
- Provide hand hygiene rules in the gymnasium locker rooms and advise students not to share personal items or sporting uniforms.
- Provide disinfectant wipe stations throughout the room for use on equipment after each use.
- Encourage students and athletes to practice good hand hygiene before and after using workout and/or sporting equipment.



Best Practice - Additional strategies that schools may choose to follow

- Provide temporary or permanent Plexiglas shields in areas with high levels of interactions and transactions such as the front office desk and cafeteria serving area.

At-A-Glance | Sanitation and Environmental Standards



How to wash your hands:

1. Wet hands with running water
2. Apply enough soap to cover wet hands
3. Scrub all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds
4. Rinse thoroughly with running water
5. Dry hands with a clean, dry cloth, single-use towel or hand drier as available



Contact Tracing



Safety expectations

Must be implemented by schools as determined by the Kentucky Department for Public Health.

- Notify local health department of any positive cases of COVID-19 and be prepared to cooperate with the contact tracing investigation with manifests of bus transportation, classroom cohorts, cafeteria setting charts, etc., that will allow quick identification of those at high risk of infection from the positive COVID-19 student/staff. Quickly initiating a 14 day quarantine of these at risk individuals is our best defense against further spread of the viral illness.
- Public health has used contact tracing for decades to identify a person with a communicable illness, isolate that person, and quarantine others with high-risk exposure to the infected person to prevent disease spread.
- This technique has worked with measles, chicken pox, mumps, and multiple other illnesses seen in schools.
- Having a plan to prevent exposure of COVID-19 to your students and staff should include preparing to assist contact tracers with their investigations.

COVID-19 References

- <https://govstatus.egov.com/kycovid19>
- Centers for Disease Control and Prevention Considerations for School: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- FAQs for K-12 Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>
- World Health Organization Key Messages and Actions for COVID-19 Prevention and Control in Schools, March 2020: https://www.who.int/docs/default-source/coronaviruse/key-messages-and-actions-for-covid-19-prevention-and-control-in-schools-march-2020.pdf?sfvrsn=baf81d52_4&gclid=EAlaIqobChMI-sPMsf7O6QIVD7bICh1b2wyUEAAYASAAEgJgGvD_BwE
- National Association for Pupil Transportation, Going Back to School Before the Kids 3.1, A Return to School Roadmap: http://www.transfinder.com/img/papers_and_colateral/NAPT_back_before_kids_part1-290181.pdf
- Centers for Disease Control, Recommendation Regarding the Use of Cloth Face Coverings, Especially in Areas of Significant Community-Based Transmission <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html>



Limited Reporting on Sundays - Full report will be posted on Monday

Total Cases*	15,232
Lab Confirmed	14,732
Probable	500
Total Deaths*	558
Lab Confirmed	555
Probable	3
Duplicate(s) Removed**	2

Total New Cases Today 67
Total New Deaths Today 4

*Total cases and deaths include both confirmed and probable.

**This number reflects duplicate cases and patients that did not meet case definition for confirmed cases.

The data collected by the Kentucky Department for Public Health (KDPH) on case patients comes from a number of sources, including electronic laboratory reports, provider case disease and COVID-19 investigation reports, local health department investigation results, hospital infection prevention clinical patient data, and KDPH investigation results. Data is often found incomplete and/or incorrect and during KDPH investigation individual patient-level data is added to, corrected, and de-duplicated so that overall case counts and aggregate data values change daily.

KY COVID-19 Demographics 6/28/2020

Age Distribution		
Does NOT include 'Unknowns'		
Cases*	Age Range	Deaths
390	0-9	1
806	10-19	0
2547	20-29	0
2513	30-39	4
2461	40-49	13
2310	50-59	35
1773	60-69	86
1175	70-79	136
1238	80+	283

*Age given where age known 99.88%

Race of Cases Where Race Known	
(69.33% of Total Known)	
White	74.27
Black	14.41
Multiracial	6.34
Asian	4.17
American Indian or Alaska Native	0.49
Native Hawaiian or Other Pacific	0.31

Ethnicity of Cases Where Ethnicity Known	
(68.86% of Total Known)	
Non-Hisp	82.76
Hispanic	17.24

Race of Deaths Where Race Known	
(93.55% of Total Known)	
White	80.65
Black	16.09
Multiracial	1.72
Asian	1.53

Ethnicity of Deaths Where Ethnicity Known	
(89.78% of Total Known)	
Non-Hisp	95.81
Hispanic	4.19

COVID-19 Total Cases by County 6/28/2020

County	Total Cases	Percent
Jefferson	3829	25.14
Warren	1491	9.79
Fayette	1378	9.05
Kenton	787	5.17
Boone	594	3.90
Muhlenberg	496	3.26
Daviess	428	2.81
Shelby	406	2.67
Butler	253	1.66
Hopkins	250	1.64
Campbell	248	1.63
Logan	213	1.40
Graves	199	1.31
Christian	190	1.25
Ohio	183	1.20
Allen	165	1.08
McCracken	159	1.04
Henderson	156	1.02
Bullitt	148	0.97
Hardin	145	0.95
Grayson	137	0.90
Oldham	129	0.85
Franklin	128	0.84
Madison	114	0.75
Adair	111	0.73
Jackson	104	0.68
Jessamine	104	0.68
Clark	98	0.64
Pulaski	89	0.58
Laurel	85	0.56
Barren	84	0.55
Scott	82	0.54
Calloway	79	0.52
Pike	76	0.50
Simpson	75	0.49
Edmonson	74	0.49
Nelson	69	0.45
Harrison	68	0.45
Woodford	66	0.43
Knox	63	0.41
Boyd	61	0.40
Gallatin	61	0.40
Grant	57	0.37

County	Total Cases	Percent
Greenup	28	0.18
Floyd	27	0.18
Anderson	26	0.17
Lincoln	25	0.16
Meade	25	0.16
Todd	25	0.16
Whitley	25	0.16
Breckinridge	24	0.16
McLean	24	0.16
Trigg	24	0.16
Mercer	23	0.15
Carter	22	0.14
Harlan	22	0.14
Rowan	22	0.14
Washington	22	0.14
Fulton	21	0.14
Lewis	21	0.14
Garrard	20	0.13
Lyon	20	0.13
Rockcastle	19	0.12
Fleming	18	0.12
Bracken	17	0.11
Hancock	17	0.11
McCreary	17	0.11
Pendleton	16	0.11
Casey	15	0.10
LaRue	15	0.10
Letcher	15	0.10
Ballard	14	0.09
Bath	13	0.09
Caldwell	13	0.09
Wayne	13	0.09
Menifee	12	0.08
Johnson	10	0.07
Livingston	10	0.07
Metcalfe	9	0.06
Bell	8	0.05
Breathitt	8	0.05
Crittenden	8	0.05
Leslie	8	0.05
Morgan	8	0.05
Knott	7	0.05
Lawrence	7	0.05

Perry	57	0.37	Cumberland	6	0.04
Marshall	55	0.36	Owen	6	0.04
Clay	53	0.35	Powell	6	0.04
Marion	49	0.32	Trimble	6	0.04
Montgomery	47	0.31	Carlisle	5	0.03
Russell	40	0.26	Clinton	5	0.03
Webster	40	0.26	Hickman	5	0.03
Hart	39	0.26	Magoffin	5	0.03
Boyle	38	0.25	Martin	5	0.03
Taylor	38	0.25	Nicholas	5	0.03
Carroll	37	0.24	Estill	4	0.03
Spencer	36	0.24	Green	4	0.03
Monroe	35	0.23	Elliott	3	0.02
Henry	33	0.22	Owsley	2	0.01
Bourbon	30	0.20	Wolfe	2	0.01
Mason	29	0.19	Lee	1	0.01
Union	29	0.19	Unconfirmed	2	0.01
Total: 15,232					

COVID-19 New Cases by County 6/28/2020

County	New Cases	Percent
Warren	10	14.93
Jefferson	9	13.43
Fayette	7	10.45
Pike	5	7.46
McCracken	4	5.97
Graves	3	4.48
Campbell	2	2.99
Christian	2	2.99
Kenton	2	2.99
Logan	2	2.99
Madison	2	2.99
Simpson	2	2.99
Boyd	1	1.49
Butler	1	1.49
Fleming	1	1.49
Garrard	1	1.49
Harlan	1	1.49
Jessamine	1	1.49
Laurel	1	1.49
Lawrence	1	1.49
Livingston	1	1.49
Lyon	1	1.49
Marshall	1	1.49
Monroe	1	1.49
Muhlenberg	1	1.49
Pendleton	1	1.49
Shelby	1	1.49
Taylor	1	1.49
Woodford	1	1.49
Total	67	100.00

COVID-19 Deaths by County 6/28/2020

County	Deaths	Percent
Jefferson	190	34.05
Kenton	36	6.45
Hopkins	32	5.73
Fayette	24	4.30
Boone	23	4.12
Graves	21	3.76
Adair	19	3.41
Butler	14	2.51
Jackson	13	2.33
Warren	13	2.33
Campbell	12	2.15
Edmonson	11	1.97
Logan	11	1.97
Shelby	11	1.97
Grayson	10	1.79
Daviess	8	1.43
Muhlenberg	8	1.43
Gallatin	7	1.25
Oldham	6	1.08
Allen	5	0.90
Clark	5	0.90
Hardin	5	0.90
Bullitt	4	0.72
Christian	4	0.72
Franklin	4	0.72
Grant	4	0.72
Russell	4	0.72
Boyd	3	0.54
Clay	3	0.54
Henderson	3	0.54
Laurel	3	0.54
Lyon	3	0.54
McCracken	3	0.54
Simpson	3	0.54
Barren	2	0.36
Breckinridge	2	0.36
Harlan	2	0.36
Henry	2	0.36
Marshall	2	0.36
Meade	2	0.36
Metcalfe	2	0.36
Pike	2	0.36
Pulaski	2	0.36

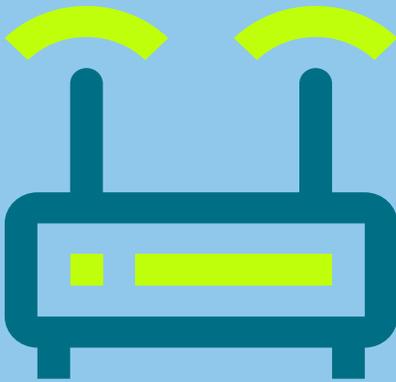
Anderson	1	0.18
Bath	1	0.18
Bourbon	1	0.18
Calloway	1	0.18
Carlisle	1	0.18
Crittenden	1	0.18
Green	1	0.18
LaRue	1	0.18
Lincoln	1	0.18
Madison	1	0.18
McLean	1	0.18
Monroe	1	0.18
Nelson	1	0.18
Perry	1	0.18
Taylor	1	0.18
Total	558	100.00

IT TAKES

Access @Home = A De

CONNECTIVITY

How do different levels of access affect s



ZERO
ACCESS

USE HOME SERVICES

The majority of students already have home internet access via a hard line to house or via cellular coverage.

Partner with community to explore digital equity options for last mile connectivity to homes.





COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

June 8, 2020

The Kentucky Department of Education (KDE) recommends that districts consider a variety of alternative models, strategies and schedules for the reopening of public schools for fall 2020. Designing and planning early will be key to a successful reopening.

Each school district may have a customized plan for reopening that best fits its students, teachers and community. Customized district-by-district digital, distance and remote learning plans should help determine how best to invest the variety of local, state and federal funds available to support learning (e.g. education technology infrastructures and supports, staffing allocations, professional learning).

Each district’s reopening team should have the freedom to design the customized approaches and strategies that will work best. It is KDE’s position, in partnership, to help remove identified barriers while continuing to implement safe and healthy practices. Additionally, design considerations should be sustainable solutions that will continue to serve beyond the current public health crisis as best practices in designing learning elements. The goal during this unparalleled time is to keep community safety and well-being in mind while providing the best education possible.

Worth highlighting are the additional supports needed, such as rapid development of teacher professional learning, and logistics that will come into play when considering alternative learning strategies, such as transportation constraints, food service strategies and procedures, staffing, teacher assignments, community relations, and parent or household dependencies.

Districts are encouraged to keep the continuity of learning and learning progressions as key components of their reopening planning efforts, and throughout the 2020-2021 school year. This is critical for student engagement as remote learning efforts transition from time spent reviewing content to teaching new material. For more guidance on constraints posed by the COVID-19 pandemic, please continue to refer to [KDE’s COVID-19 Reopening Resources](#).

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COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

June 8, 2020



Considerations for Alternative Learning Experiences

KDE encourages districts to prepare alternative schedule models that may be deployed if the Kentucky Department for Public Health recommends that schools reduce the number of students in the building. Districts may build alternative schedules that meet the needs of their population. KDE has prepared four possible alternative strategies as a starting point for consideration:

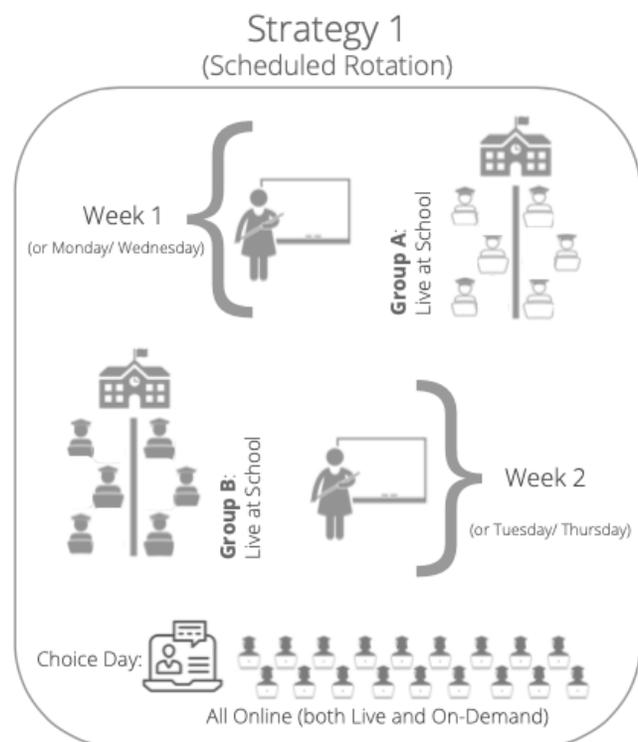
Strategy 1: Scheduled Rotation

Under a scheduled rotation strategy or model, the school would assign students to groups that would attend school on alternating patterns, such as A-B days, AM/PM patterns or alternating weeks. This method relies on several flexible variables, such as student grouping, staff grouping, days of the week or the time of day.

In this strategy, fewer students would be in the building during the day, allowing for greater social distancing. The reduction in students also could be used to reduce class sizes, allowing for furniture to be removed from classrooms to promote necessary space and reduce unnecessary surfaces. Breakfast and lunch should be served in the classroom and plans should be made for deep, intensive cleaning of all surfaces between rotations.

When students are not physically in school, they may be participating in project-based learning opportunities, asynchronous instruction and/or other related assignments set up during the days they are physically in school. You may also connect this strategy to the “flipped model” of blended learning where students are not just finishing assignments from days physically in school but also receiving new material through teacher videos, for example, to maintain learning momentum. This option may be helpful to schools with limited mobile technology. This strategy also could encourage teachers to utilize creative demonstrations of learning for students through collaborative co-teaching designs.

Scheduled rotation considerations include:



COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

June 8, 2020



- Flex variables:
 - Groupings of students
 - Groupings of teachers
 - Days of week, weeks in the month, etc.
 - Times of day (morning, evening, start times, etc.)
- Fewer students physically in the building or classroom at a time can continue to promote social distancing.
- Groups could physically attend the school building a week at a time, providing for more intense or **deep cleaning** through the weekend to prepare for the next group (Group B) the following week.
- Time of day also may vary in this “school” model.
- This strategy recognizes and values the difference between “school” and “learning.”
- Promotes project-based and competency-based models while also providing access to school-based resources.
- Desks spaced the recommended feet apart as recommended by the U.S. Centers for Disease Control and Prevention (CDC) with breakfast and lunch served in classrooms.
- A designated day per week (Monday, Wednesday or Friday) could serve as a “choice day” for specific activities such as:
 - Specialized student remediation
 - Deep cleaning of buildings
 - Professional learning supports or digital/technology support
 - Student follow-up, assessment (formative and summative) and feedback
- Strategy provides for some flexibilities for co-teaching or team teaching to help with students who are remote on “remote days.”
- Learning design for students will likely need to incorporate creative demonstrations of learning as well as digital methods of collecting evidence of learning.
- Intentional “planned digital interactions” to support student learning as well as social and emotional connections to school.
- In this strategy, school buildings also can be leveraged as hubs for students to attend and engage in online and virtual learning if they lack internet access at home (further leverage digital learning design and learning management system-based structured learning).

Strategy 2: Synchronous Opt-In Hybrid

Under a synchronous opt-in hybrid strategy, parents may choose whether their children attend school in person or remotely. Instruction would be delivered synchronously to students who are at school and at home through virtual live streaming.

This option requires heavy use of instructional technology, including digital tools that already are available in most classrooms (mobile devices, web cameras, digital meeting platforms and learning management systems). Careful consideration will need to be made for intentional

COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

June 8, 2020

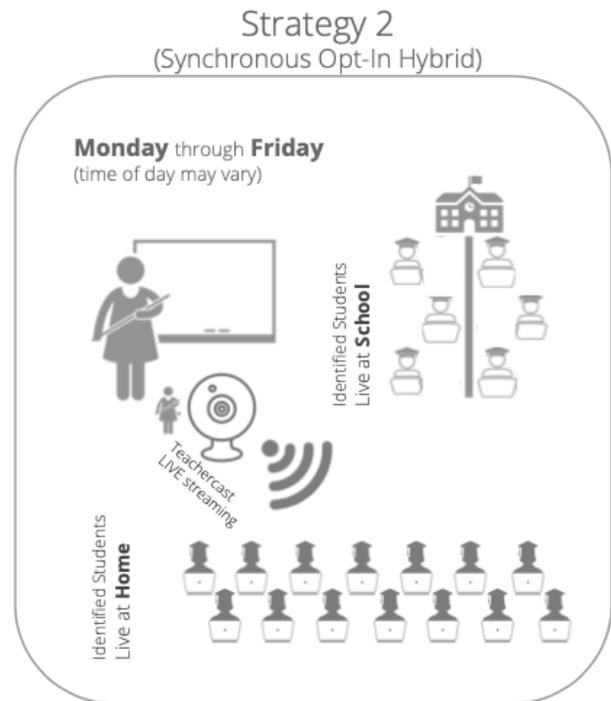


activities to engage and support students participating from home as the in-person students may more easily draw the teacher's attention.

This strategy leverages the strengths of teachers and staff and may require greater flexibility for co-teaching, co-facilitating and coaching opportunities to drive learning successes.

Synchronous Opt-in considerations include:

- Heavy emphasis on determining which students are candidates for in-person at school learning and those who are candidates for remote learning at home.
 - Criteria for identifying students coming to school for in-person learning should be well established at the school and district leadership level (e.g. exceptional learners, students with a lack of home resources, programmatic needs for specialized equipment, lack of internet access at home).
 - Criteria for opting in to remote learning at home should be communicated clearly with parents (e.g. additional parent supports, communication commitments, home internet access, student self-regulation/self-management skills, family learning contract) .
- Students having internet access at home are identified up front.
- Procedures developed for parents to opt in to remote learning from home.
- Time of day may vary.
- Flex variables:
 - Groupings of students
 - Groupings of teachers
 - Days of week
 - Times of day (morning, afternoon)
- Heavily relies on a 1:1 planned initiative where every student has an assigned and dedicated device (especially students engaged in remote, digital and distance-based learning designs).
- Intentional “planned digital interactions” to support student learning as well as social and emotional connections to school.
- Can take advantage of remote attendance, participation and performance-based models.



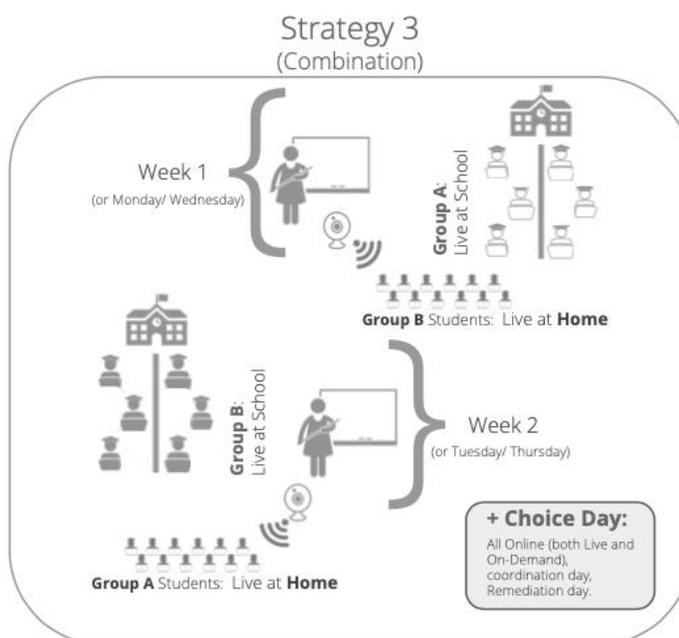
COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

June 8, 2020

- Video (live streaming) is “a” tool, not “the” (only) tool. Live video should be used at the appropriate time during the instructional/learning design. Heavy emphasis should be placed on “intentional interactions” and screen time commitments.
- This strategy can leverage different strengths of teachers and other staff, while providing additional co-teaching, co-facilitating and coaching opportunities. The flexibility of this strategy ideally could let teachers play to their strengths with so much of this structure and instructional/learning design being re-engineered from the traditional classroom model.
- Learning design for students likely will need to incorporate creative demonstrations of learning as well as methods of collecting evidence of learning digitally.
- Could provide for smaller support “labs” for sections of courses.

Strategy 3: Combination

A combination strategy (or model) leverages components of the rotational strategy and synchronous opt-in hybrid strategy. With this design, students would be sorted into two groups and would alternate periods of time engaged in synchronous learning in the school building and periods of time receiving synchronous instruction at home. Additionally, on-demand learning (asynchronous) designs also will be targeted. This plan requires heavy use of educational technology, including 1:1 portable devices and digital tools already available in the classroom.



Combination strategy considerations include:

- Time of day may vary.
- Flex variables:
 - Groupings of students
 - Groupings of teachers
 - Days of week
 - Times of day (morning, evening)
- This strategy could be leveraged as a combination of the “best fit” elements from the previous two strategies.

COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

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Strategy 4: Online and Virtual School

Online, virtual and expanded learning programs provide students with alternative and expanded online learning opportunities while at home. These programs can be designed for full-time and/or part-time experiences. Instruction is facilitated online by a content-certified teacher using a combination of synchronous and asynchronous strategies, ideally through a learning management system. This strategy might be more appropriate for students in higher grade levels who can be more self-directed.

Existing remote learning models through Kentucky's virtual learning providers, as well as many successful Non-Traditional Instruction (NTI) Program designs, can be leveraged as part of the strategy.

Districts choosing to provide a fully online experience for students should seek an official school classification for an alternative program of [A5](#). This classification is for a district-operated facility with no definable attendance

boundaries that is designed to remediate academic performance, improve behavior or provide an enhanced learning experience. These programs are responsible for providing all of the education services and requirements as a physical school, such as special education services, administering and reporting state assessments, providing counseling, and reporting state and federal data.

Programs also grant Kentucky high school diplomas in accordance with [state minimum graduation requirements](#).

[The Kentucky Digital Learning Guidelines](#) are available for schools and districts to ensure quality, rigor and impact on student achievement. These guidelines also serve as a guide for digital content developers and vendors to ensure alignment to the [Kentucky Academic Standards](#) criteria for each appropriate course. More information is available on the [Online/Virtual Course Providers](#) page.

Strategy 4
(Online, Virtual, & Expanded)



COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

June 8, 2020



Possible Online/Virtual Program Implementations

1. **Single District Online/Virtual Program (In-District Enrollment Only)**: This program design applies to a district choosing to create full-time and/or part-time online/virtual opportunities for students within their district only.
2. **Single District Online/Virtual Program (Expanded Enrollment Options)**: This program design also applies to a district choosing to create full-time and/or part-time online/virtual opportunities for students within their district. The district is eligible to adopt policies locally enabling expanded enrollment from outside their district attendance borders through reciprocal agreements and/or a fee-based system. [BAVEL](#) is one example of a fully online/virtual program created by a single district with expanded enrollment outside their attendance borders.
3. **Multi-District Online/Virtual Programs**: A consortium-like approach where multiple districts coordinate regionally (*network*) to create and maintain fully online/virtual learning opportunities for students in their respective districts. The regional program would require a separate school designation, such as A5, from one of the participating districts. This district also would be responsible for the student information system (*Infinite Campus*) records.

Online/Virtual strategy considerations include:

- The Online and Virtual School strategy should largely be targeted for grades 6-12.
- Students in this strategy generally are not assigned to a traditional classroom teacher, they are registered for an all online and virtual course schedule (e.g. students enrolled at BAVEL - the Barren County Academy of Virtual and Expanded Learning).

The following resources provide additional information for consideration:

- KDE's [statewide online and virtual course programming webpage](#) (Current)
- KDE's [Guidance for Alternative Education Programs](#)
- [Virtual and Performance-based Course Set-up and Attendance Verification](#)
- [State Course Code Database](#)

Alternative Learning Plan Strategy Suggestions (Digital, Distance and Remote Learning)

Feedback and Surveys: Survey your stakeholders and communicate the results to guide your reopening plan for digital, distance and remote learning. Sample district surveys: Digital Readiness, Impact Survey (several questions that teachers already have responded to can provide

COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies

June 8, 2020



valuable insight), SpeakUp Survey, Technology and Learning, Infinite Campus Parent Survey or a custom survey created by the district.

Ownership of Digital, Distance and Remote Learning: As your reopening team works to develop the district plan, it is important to identify who will be organizing and leading the specific components of an alternative learning strategy and the professional learning needed for digital, distance and remote learning.

Professional Learning Plans: Align your Professional Learning Plans to the needs of the teachers and administrators in the area of digital, distance and remote learning. The level of support may vary from district to district, however ensuring every teacher and administrator has an opportunity to be more prepared to teach in a digital, distance and remote learning environment is essential. Providing opportunities for learning prior to school reopening will be part of the success of digital, distance and remote learning for students. Examples of topics or opportunities for learning prior to reopening: Structured Learning through Learning Management Systems; Creating a Culture of Digitally Empowered and Connected Learning Design; Digital Feedback and Formative Assessments; Building Digital Relationships and Collaboration; as well as fundamental digital skills to support remote learning and alternative learning design strategies for teachers and students. A fluid, working set of summer opportunities in partnership with KDE can be found in this [Fall 2020 School Reopening Professional Learning Design Toolkit](#). Strong consideration should be placed on district-by-district customization of the professional learning topics and structures that are timely and leveled appropriately.

Communications and Parent On-boarding: Especially in terms of your customized alternative learning strategies, consistent and intentional communication with parents and guardians is critical. Districts should consider standardizing on communications platforms, as well as offering opportunities for parents and guardians to learn more about the district's specific digital platforms and programs that support their child's learning. Examples to help on-board parents into a digital learning environment: district-provided tutorials for parents on the use of a Learning Management System, Infinite Campus and district/school-specific programs; providing digital training opportunities for parents throughout the summer and fall semester with teachers; and communicating set times for technology help-desk assistance for a district-provided device.

Substantial Education Technology Integration: Most combinations of alternative learning strategies heavily rely on the integration and empowerment of digital tools and resources for both teachers and students. Whether it is students at home, students physically at school, teachers digitally connected or teachers engaged in digital instructional design, all aspects of technology planning, support and leadership, and belief systems will pay off for students. Kentucky's proven models of digital transformation, both for school efficiency and learning, have proven that successes do not "just happen" when we buy devices or apps. It happens when intentional and strategic education technology planning occurs, is measured and is sustained. District-level

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education technology leaders (CIO/DTC/District Digital Learning Coach/Leader, etc.) must have a seat at the table during all phases of digitally enhanced alternative learning strategy design and implementation, including instruction.

Glossary and Definitions

Some excerpts from the [KDE Personalized Learning Glossary](#):

Blended Learning: Blended learning is the strategic integration of in-person learning with technology to enable real-time data use, personalized instruction and mastery-based progression. It is a mechanism for giving educators, students and parents the resources they need to deliver on the vision of a highly effective, engaging and equitable education experience for every child, every day.

Demonstrations of Learning: Refers to a wide variety of potential educational projects, presentations or products through which students provide evidence of what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning typically is both a learning experience and a means of evaluating academic progress and achievement.

Digital Asynchronous/On-Demand Digital Learning: Communication exchanges which occur in elapsed time between two or more people. Examples are structured learning through Learning Management Systems (LMS), email, online discussion forums, message boards, blogs, podcasts, etc. Levels of internet access generally are less demanding for on-demand, digital asynchronous learning designs.

Digital Learning: Any instructional practice in or out of school that uses digital technology to strengthen a student's learning experience and improve educational outcomes. It includes a wide range of digital tools and practices, including instructional content, interactions, data and assessment systems, learning platforms, online courses, adaptive software, personal learning enabling technologies, and student data management systems to provide timely and rich data to guide personalized learning.

Digital Synchronous/Live Digital Learning: Online learning in which participants interact at the same time and in the same digital space. Examples are live remote learning sessions using platforms such as Microsoft Teams (through Office 365) or Google Meet (through

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G Suite for Education). Digital synchronous designs generally are more internet bandwidth intense.

Distance Learning: Students engage in learning experiences from a location other than school, relying on digital tools and resources as the sole method of communication, content delivery, assessment and student feedback.

Evidence of Learning: Materials, assignments, projects and other artifacts that students may use to demonstrate they have made progress or mastered certain knowledge or skills. Evidence of learning may be compiled in a portfolio that can be in hard copy or a digital file.

Full-time Online and Virtual Enrollment: A student experience when the student is enrolled in an all-online and virtual school program and the entire course load is facilitated online.

Learning Management System (LMS): Software for the administration, documentation, tracking, reporting and delivery of digital educational materials key for structured learning experiences. A single Learning Management System (LMS) should be adopted and utilized school-wide, providing a consistent platform for student digital learning experiences. The LMS also gives teachers, students, parents and administrators a shared space for communications and instructional support.

Learning Progressions: Refer to the scaffolding of learning in a vertical way over an extended period of time.

Part-time Online and Virtual Enrollment: A student experience when the student is enrolled in a traditional “brick and mortar” school, and also participates in a course load that has a percentage of classes facilitated in-person (traditional) and the remaining percentage facilitated online. Oftentimes this is due to specific courses not being offered at the traditional school or there might be a scheduling conflict.

Project-Based Learning: Students investigate and respond to an essential authentic, engaging, and complex question or problem through hands-on learning experiences and inquiry.

Remote Learning: Students engage in learning experiences from a location other than school, likely from home, through digital and/or non-digital methods.

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Traditional Classroom Model: This model historically has the teacher at the center of the learning process using direct instruction and lectures.

(MP, COMM: tm_jg)

Kentucky Digital Learning Guidelines



Kentucky Department of Education

Introduction

The Kentucky Department of Education Digital Learning Team designed the **Kentucky Digital Learning Guidelines** as guidance for schools, districts, and digital providers when selecting or creating developmentally appropriate digital learning resources for instruction, as well as online and blended learning courses in Kentucky schools. These guidelines are timely due to schools providing 21st century learning opportunities for Kentucky students that are rigorous, differentiated, standard-based, and responsive to our increasing information rich, and rapidly expanding networked technological culture. Digital learning resources as well as online and digital learning courses used in Kentucky must align explicitly to the Kentucky approved academic standards appropriate for each course and be endorsed by a highly qualified content teacher. Best practices embedded within the delivery of digital learning resources as well as online and blended learning courses by a highly qualified content teacher should increase student engagement and achievement to close achievement gaps, and lead Kentucky's students to college and/or career readiness by graduation.

Digital Learning Guiding Principles

To ensure that digital learning resources, online courses and blended learning courses meet or exceed the criteria for high quality traditional instruction, these five Guiding Principles have been established:

-  A highly qualified teacher in the school (and/or district) reviews and endorses digital content.
-  A highly qualified teacher or content mentor stewards student learning performance and demonstrated mastery.
-  Learners have access to highly qualified teachers, content coaches, or professionally recognized masters in the course field, as mentors in their digital learning experience.
-  Student learning experiences are personalized based on the following: student's diagnostic data, learning style, and learning needs which allow for student choice, voice, and pace.
-  Effective teaching practices prescribed by [Professional Growth and Effectiveness System](#) apply equally to digital learning experiences.

The Kentucky Digital Guidelines are an overview of best practices for digital and blended learning resources. For more detailed guidance, clarification and specific criteria of high quality digital resources visit:

[International Association for K-12 Online Learning](#)
[Quality Matters](#) [Digital Learning Now](#)
[NCAA](#)

Last modified: 04/25/2014

Kentucky Digital Learning Guidelines

By using these guidelines, districts and schools will confidently be able to offer high quality, standards-based digital course content coupled with effective digital pedagogy, including ongoing analysis of quality, effectiveness, and student-centered success. Providers of digital learning resources for instruction, as well as online and blended learning courses, will be able to conduct ongoing analysis of quality, effectiveness, and alignment to the **Kentucky Digital Learning Guidelines** to share with recipient districts and schools.

Content

- **Course content is aligned in scope and sequence to the Kentucky approved academic standards for each digital learning resource, online and blended learning course. When appropriate, these resources and courses align with Kentucky course descriptions and bear course code assignments established by 704 KAR 3:540.**
 - *Content may be obtained from a vendor, built by a highly qualified content teacher, or a combination of both.*
 - *Online or blended courses, not from an accredited or approved source, are reviewed by a local review committee (content specific highly qualified teacher, administrative designee, district technology coordinator designee and a curriculum/instructional coach if available) before enrolling students in the courses.*
 - *Basal textbooks (print or digital) follow state guidelines of review and notification as established in KRS 156.395-476 and 704 KAR 3:445. (Does not apply to supplemental.)*
- **A content appropriate, highly qualified teacher reviews and endorses all digital learning resources, online and blended course content.**

Digital Pedagogy

- **If an online course has been assigned to a highly qualified teacher, then a building level course steward may oversee the implementation of the course if provided within the school building.**
- **Teacher course stewards are trained in the delivery of online/blended learning embedding the principles of Characteristics of Highly Effective Teaching and Learning (CHETL) and the Professional Growth and Effectiveness System (PGES).**
- **Online courses have components that provide access to the course content anytime, anyplace and at the student's own pace.**
- **Students taking an online course or blended learning course have access to a highly qualified teacher or content mentor for two-way communication, collaboration, questions and/or tutoring.**

Technology Readiness

- **Schools implementing online/blended learning provide adequate facilities and tools to students and teacher in order to facilitate successful learning experiences (e.g., labs, stations, 1:1, BYOD, adequate wireless access, Learning Management System (LMS), etc).**
- **The development of digital citizenship skills for students and teachers prior to and during online or blended learning experience is an integral part of technology readiness.**

The Kentucky Digital Guidelines are an overview of best practices for digital and blended learning resources. For more detailed guidance, clarification and specific criteria of high quality digital resources visit:

[International Association for K-12 Online Learning](#)

[Quality Matters](#) [Digital Learning Now](#)

[NCAA](#)

Last modified: 04/25/2014

Kentucky Digital Learning Guidelines

Leadership and Governance

- **The local board of education and/or the school-based decision making (SBDM) council establishes appropriate school and district policies governing online course enrollment, parameters, course credits, etc.**
- **Course providers are accredited institutions approved by Kentucky-recognized accreditation organizations.**
- **Vendors of comprehensive online programs, course providers and digital learning resource vendors provide evidence that their products are congruent to Kentucky’s course review criteria.**
- **School and district leadership coordinate academic programs, advising, and counseling to align with best practices.**
 - *When a personalized learning path is appropriate for student(s), schools and districts cooperate with other schools and districts to offer digital course experiences for programs available at one school, but not at another*
- **School and district leaders use data-driven processes to evaluate instructional delivery of programs using best practices**
 - *This includes data derived from assessments, observation data, student and teacher evaluations, and clinical performance data*
- **Principals and superintendents monitor faculty and staff performance to ensure quality digital learning instruction.**
 - *Teachers are certified in appropriate areas of instruction in Kentucky*
 - *Principals and superintendents provide opportunities for professional development and training for online and blended learning instruction as technology and digital pedagogy evolve*

Assessment System

- **Schools and districts regularly evaluate their assessment system to reflect college and career readiness goals for online and blended learning student proficiencies and gap reduction (e.g. assessment data points include comparison data of digital and non-digital student data, performance data, and gap data)**
- **Assessment systems for digital learning programs provide useful data and feedback loops that measure teacher effectiveness, student proficiencies, and program quality and include but are not limited to the following elements:**
 - *Observational evaluations (teacher, student, teacher supervisor, principal)*
 - *Test scores, performance-based assessments, project-based assessments, problem-based performance, etc.*
 - *Community-based needs assessments*
 - *Faculty meeting minutes, Professional Learning Community (PLC) minutes, student council data, public feedback*
 - *Feedback loop to address personalization of learning path, remediation, acceleration, school improvement planning, Response to Intervention (RtI), and planning*

The Kentucky Digital Guidelines are an overview of best practices for digital and blended learning resources. For more detailed guidance, clarification and specific criteria of high quality digital resources visit:

[International Association for K-12 Online Learning](#)
[Quality Matters](#) [Digital Learning Now](#)
[NCAA](#)

Last modified: 04/25/2014

Kentucky Digital Learning Guidelines

- Systematic review of performance data is used to develop school and district improvement plans.

Continuous Improvement Planning

- Schools and districts regularly assess alignment of goals for digital learning benchmarks.
 - *Improve retention and success in online and developmental education.*
 - *Set reasonable benchmarks for success that lead to college and/or career readiness requirements.*
 - *Review processes, systems, and instructional strategies to ensure efficient, effective operations and strategic thinking.*
 - *Make data-driven decisions across the district.*
 - *Provide students with feedback and support in a manner that is understandable and actionable by the student(s).*
- Schools and districts emphasize differentiated professional learning for continuous improvement of professional skills. This professional learning is specific to online and blended learning courses by discipline.
- Schools and districts maintain evidence of parent and community engagement (e.g., log of contacts, signed agreements, parent conference logs, policies, the handbook, parent involvement on the SBDM council, and website).
- Schools and districts maintain evidence of a process to monitor the progress of gap students as identified by the Kentucky Department of Education (students with disabilities, English language learners, minority students and students on free or reduced lunch) and have systems in place to address the needs of diverse learners.

The Kentucky Digital Guidelines are an overview of best practices for digital and blended learning resources.
For more detailed guidance, clarification and specific criteria of high quality digital resources visit:

[International Association for K-12 Online Learning](#)

[Quality Matters](#) [Digital Learning Now](#)

[NCAA](#)

Last modified: 04/25/2014

Evaluation Participation Statement

June 29th, 2020

In accordance with Application Requirement 5, key personnel involved in the oversight and management of grant objectives agree to submit information to the Department as requested for the duration of the grant period for evaluation purposes the Secretary may carry out.

Key Personnel

Dr. Marty Park - *Chief Digital Officer, Kentucky Department of Education*

Ben Maynard - *Digital Learning Coach, Kentucky Department of Education*

Ben Maynard

EXPERIENCE

Kentucky Department of Education, Frankfort, KY — *Digital Learning Coach*

August 2017 - Present

- School Digital Readiness coordinator
- Online/Virtual programs state Lead
- Provide professional learning for administrators in digital efficiency

Summit Elementary, Ashland, KY — *Principal*

July 2014 - August 2017

- Responsible for instructional leadership of 475 students and 52 staff members
- Communication and involvement of stakeholders
- Strategic planning for \$350,000+ annual budget

Boyd County Middle School, Ashland, KY — *Assistant Principal/AD*

July 2012 - June 2014

- Instructional Leadership of 720 students and 70 staff members
- Oversight of 11 athletic program including evaluation of personnel, financial requirements and fundraising, coordination of facilities and resources across school district and region

Verity Middle School, Ashland, KY — *Assistant Principal/AD*

July 2011 - June 2012

- Instructional Leadership of 500 students and 60 staff members
- Oversight of 9 athletic programs including evaluation of personnel, financial requirements and fundraising, coordination of facilities and resources across school district and region

EDUCATION

Morehead State University, Morehead, KY — *B.A. Business Administration*

August 1995 - May 2001 Business & Marketing Education teaching certificate grades 5-12

Morehead State University, Morehead, KY - *M.A. Educational Leadership*

August 2005 - July 2008 Instructional Leadership certificate grades P-12

AWARDS/ACCOMPLISHMENTS

2017-Present

National Presenter at Blue Ribbon Schools of Excellence as well as state-wide conferences including KySTE, Persistence to Graduation and Innovations for Learning

October 2016

Selected as a Top 30 Under 40 in the community by the Ashland Daily Independent newspaper

May 2015

Member of Boyd County Parks Board

August 2014 to August 2016

Federal Correctional Institute of Ashland Community Relations Board Member
July 2015 to February 2016
Participant in Kentucky Principal Leadership Institute

Marty J. Park

Vitae

Education

- 2017 Doctor of Education, Instruction and Administration
- 2004 Master of Arts, Education Technology, Georgetown College
- 1999 Bachelor of Science, Education, Georgetown College

Professional Experience

- 2018-Present Adjunct Professor, College of Education, Curriculum and Instruction, University of Kentucky, Lexington, Kentucky
- 2013-Present Chief Digital Officer, Kentucky Department of Education, Frankfort, Kentucky
- 2003-Present Adjunct Professor, Graduate Education Department, Georgetown College, Georgetown, Kentucky
- 2000-Present Assistant Football Coach, Athletics Department, Georgetown College, Georgetown, Kentucky
- 2007-2013 Kentucky Education Technology System (KETS) Regional Engineer, Kentucky Department of Education, Frankfort, Kentucky
- 2002-2007 Chief Information Officer and District Technology Coordinator, Clark County Schools, Winchester, Kentucky
- 2000-2002 Classroom Teacher, Garth Elementary School, Georgetown, Kentucky

Honors

- 2016 Making IT Happen Award (for visionary educators and leaders who cultivate connected, empowered learners), International Society for Technology in Education (ISTE), Kentucky Society for Technology in Education
- 2007 Apple Distinguished Educator
- 2006 NSBA 20 To Watch, 20 Technology Leaders to Watch in the Nation, National School Boards Association

Publications

- 2019 The Digital Citizenship Handbook for School Leaders: Fostering Positive Interactions Online [Book]
- 2017 Park, M. J. (2017). The Effect of Haptic Interaction and Learner Control on Student Performance in an Online Distance Education Course.
- 2015 Creating a Digital Citizenship Program with Foundational Lessons and Performance from the Digital Driver's License, Digital Citizenship in Schools – Third Edition [Book]

2015 Get Your Students on the Road To Digital Citizenship with a Digital Driver's License, ISTE.org

2012 Swan, G., & Park, M. (2012). LEARNING CONNECTIONS-Digital Citizenship-Students Need a Digital Driver's License before They Start Their Engines. *Learning and Leading with Technology*, 40(4), 26.

Presentations (...just a sample...)

2019 "Is It Making A Difference? - Modern <Digital> Learning Architecture," Persistence to Graduation Summit, Lexington, Kentucky

2019 "Leading in the Library," Kentucky Association of School Councils, Lexington, Kentucky

2019 "The Digital Citizenship Handbook for School Leaders," International Society for Technology in Education, Philadelphia,

2019 "Statewide Computer Science Launch," P3 Principals Partnership, Morehead, Kentucky

2019 "Your Future Ready Digital Leadership," Eastern Region Association of Technology Coordinators, Somerset, Kentucky

2019 "Digital Citizenship in Action: DigCit Academy Launch," Kentucky Association of School Administrators, Louisville, Kentucky

2019 "Microcredential Badgification," National Microcredential Summit, Louisville, Kentucky

2019 "Implementation Data Dashboards: Interacting and Visualizing to Tell a Story," State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center National Annual Summit, Lexington, Kentucky

2019 "EdTech Leadership Learning Academy," Kentucky Society for Technology in Education, Louisville, Kentucky

2018 "Digital Leadership - It's Yours for the Taking," Keynote, Innovations For Learning Conference, Lexington, Kentucky

2018 "Next Level Digital Citizenship Leadership," International Society for Technology in Education, Chicago, Illinois

2018 "Future Ready Technology Planning," Kentucky Society for Technology in Education, Lexington, Kentucky

2018 "Statewide Computer Science Initiatives: Level Up!," Kentucky Association of Career and Technical Education, Louisville, Kentucky

2018 "Student Data Sharing," Kentucky Society for Technology in Education, Louisville, Kentucky

2018 "Professional Learning: Think Different," Kentucky Society for Technology in Education, Louisville, Kentucky

2017 "Building Your A-Team: A Human Capital Call to Action," Digital Government Summit, Frankfort, Kentucky

2016 "Social Media, Schools, and the Law," Kentucky Association of School Administrators, Lexington, Kentucky

2016 "Student Data Privacy, Vendor Partners, and the Law," Kentucky Society for Technology in Education, Louisville, Kentucky

2016 "Pushing the Limits on the DDL," Kentucky Society for Technology in Education, Louisville, Kentucky

- 2015 "Screen Time: The Top 10 Strategies for Getting "Flipped" learning Right (based on Mayer's research on Multimedia Learning)," Kentucky Society for Technology in Education, Louisville, Kentucky
- 2013 "Blended Learning," College and Career Readiness Summit, Murray, Kentucky
- 2013 "Exploring the World of Digital Text & Media Fluency," Digital Text Symposium, Bowling Green, Ohio
- 2013 "Re-imagining the Student Experience," Western Kentucky Education Cooperative, Murray, Kentucky

Dr. Marty J. Park

Digital Instructional Resources Guidance

Question:

Are digital platforms that deliver content based instruction, such as Summit, Apex, etc., instructional resources that require alignment with Kentucky academic standards?

Answer:

Yes.

KDE is required, by virtue of KRS 156.160(1)(a), to promulgate regulations establishing standards that schools shall meet in student and program performance. KDE must ensure that, “the common curriculum content directly tie[s] to the goals, outcomes, and assessment strategies developed under KRS 158.645, 158.6451, and 158.6453 and distributed to local school districts and schools.” *Id.*

Determination of curriculum is a matter within the discretion of the school council (SBDM), per KRS 160.345 (i)(10). Determination of the Kentucky Academic Standards (KAS) for public schools is under the discretion and authority of the Kentucky Board of Education, via state regulations that carry the force of law. *See* 704 KAR 3:303 and 704 KAR Chapter 8.

704 KAR 3:303 and 704 KAR Chapter 8 set forth the required academic standards for various content areas. How the academic standards will be delivered (i.e. curriculum) is a matter within the discretion of the SBDM. School councils must determine how content will be developed and implemented in their school. This would include the use of digital platforms to deliver content.

Thus, digital platforms offering instruction must have that instruction aligned with Kentucky’s academic standards.

Question:

Does content provided by these digital platforms need to be aligned to Kentucky academic standards by a content certified teacher?

Answer:

Yes.

Content delivered through a digital learning platform must be properly reviewed and vetted by a content certified teacher. This must be done to assure that the content is aligned to the Kentucky Academic Standards as discussed in the previous question.

Please also reference Kentucky's Digital Learning Guiding Principles. <https://education.ky.gov/school/diglrn/Documents/KY%20Digital%20Guidelines%20v4.0.pdf>. The principles instruct that:

Content may be obtained from a vendor, built by a highly qualified content teacher, or a combination of both.

Online or blended courses, not from an accredited or approved source, are reviewed by a local review committee (content specific highly qualified teacher, administrative designee, district technology coordinator designee and a curriculum/instructional coach if available) before enrolling students in the courses.

Basal textbooks (print or digital) follow state guidelines of review and notification as established in KRS 156.395-476 and 704 KAR 3:445. (Does not apply to supplemental.)

A content appropriate, highly qualified teacher reviews and endorses all digital learning resources, online and blended course content.

As per KDE guidance enumerated in the Digital Learning Guiding Principles, all content, even if delivered through electronic means, must be endorsed by a content certified teacher prior to being used for instruction.

Question:

Who is the teacher of record when a student receives instruction through an online platform?

Answer:

The teacher of record is the one actually administering the digital course to the student. This could include the school media librarian.

The “online instruction” designation should be utilized to indicate that the content is being delivered in this manner.

Question:

Does the content delivered through the online platform need to be reviewed by a content certified teacher prior to it being delivered to a student?

Answer:

Yes.

Content must be reviewed by a certificated content teacher prior to it being delivered through an online platform. As stated in KRS 161.020(2), “[n]o person shall enter upon the duties of a position requiring certification qualifications until his or her certificate has been filed or credentials registered with the local district employer.” *See also*, 73 OAG 206, 76 OAG 555 and *Springer v. Bullitt Cty. Bd. of Educ.*, 196 S.W.3d 528 (Ky. App. 2006). Content must be reviewed by a content certified teacher prior to administering it to a student as the online platform cannot hold the statutorily required credentials.

If the material is reviewed and approved by a content certified teacher, then KDE would suggest that the school or district maintain documentation of such review.



WHERE LEARNING COMES TO LIFE

June 29, 2020

To whom it may concern:

Kentucky Educational Television's (KET) education division is pleased to support the Kentucky Department of Education (KDE) in its expansion of a statewide online and virtual school network.

As the statewide public television station, KET has a longstanding commitment to schools, educators and students across the commonwealth of Kentucky. KET continues to partner with KDE to provide access to high-quality professional development resources and instructional content. Through our network of education consultants, KET provides training in the utilization of digital online resources available through PBS LearningMedia, a national repository of resources created by public media networks and other institutions across the United States. KET is a major creator of instructional resources for this repository, which puts thousands of free videos, images, lesson plans, and other materials at the fingertips of teachers.

The desire to ensure high quality teaching and learning across Kentucky is a shared value of KET and KDE. These efforts to expand online resources will be supported by KET's commitment to Kentucky educators through training and content creation and curation.

Sincerely,



Tonya L. Crum
Senior Director, Education

June 29, 2020

AdvanceKentucky
200 West Vine Street, Suite 420
Lexington, KY 40507

To ESF-REM Federal Grant,

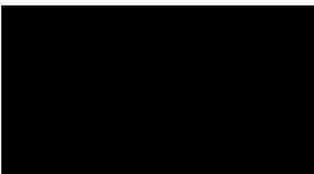
AdvanceKentucky, an initiative of Kentucky Science and Technology Corporation (KSTC), supports Kentucky Department of Education (KDE) in their current proposal to the ESF-REM Federal Grant to expand access to virtual courses.

Since 2008, AdvanceKentucky has worked with local, state, and national partners to expand student access to rigorous coursework in grades 6-12, particularly focusing on increasing access and success for traditionally underrepresented populations. In the 2019-2020 school year AdvanceKentucky supported approximately 13,000 students and 350 teachers either enrolled in or teaching AP math, science, and English (MSE) coursework, middle school math, and computer science courses. In partnership with KYSTATS, longitudinal research reveals that students participating in these programs enter high school with stronger foundations in math and ultimately enter college much better prepared to persist in math, science, and engineering fields. In 2018-19:

- schools completing the Access to Algebra program saw a **27%** increase in the number of students on track to meet math college readiness benchmark by the time they graduate high school.
- the most recent cohort of high schools participating in the AP College Readiness Program saw a one-year increase of **193%** in the number of AP math, science, and English qualifying scores. This was the highest one-year increase in the history of the program.
- statewide, Kentucky saw a **264%** increase in the number of AP Computer Science (CS) exams administered since the inception of AP CS Principles. Teachers trained by AdvanceKentucky accounted for **two-thirds** of that increase.

AdvanceKentucky is ready to work with KDE to support a statewide online and virtual school network by leveraging our existing network of proven teachers to create and curate rigorous content materials, deliver teacher professional learning, and mentor teachers either new to the profession or new to advanced coursework. Virtual learning provides a much-needed opportunity for schools to continue offering equitable access to rigorous coursework in communities that might not be able to offer it otherwise.

We thank you for your time and consideration and we continue to stand ready to help Kentucky's students reach new heights in rigorous academic achievement.



Executive Director



To Whom it May Concern,

The mission of Kentucky Science Center (KSC) is to encourage people of all ages to do science in engaging, educational and entertaining ways to inspire a lifetime of learning. KSC creates engaging and accessible STEM education resources to all, with a focus on bridging science and technology gaps for students and educators across our region. Last year, KSC programs reached people in all 120 Kentucky counties and 93% of Indiana counties. KSC staff always seek to evolve, grow, and increase impact.

Kentucky Science Center has facilitated Virtual Education Programs over the last 10 years to reach students across the region. KSC Virtual Programs enhance STEM education in and out of the classroom. One example is Pulse of Surgery, which facilitates student participation in live open-heart surgeries performed at UofL Hospital. Students receive pre and post anatomy/biology curriculum to support the virtual interaction with medical staff during surgery. This is one demonstration of KSC's ability to customize STEM curriculum in partnership with educators in non-standard formats.

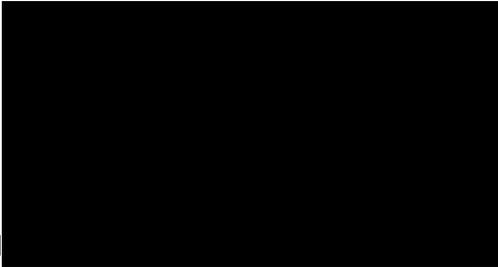
With the closure of schools due to COVID-19, educators pivoted to non-traditional instruction (NTI), despite the lack of quality virtual resources meeting state curriculum standards. KSC saw this gap and responded. In partnership with the Kentucky Department of Education, KSC is working to develop more curriculum based, virtual PreK-12 STEM lessons. Including live and recorded digital content, access to virtual STEM mentor experiences as well as Teacher Professional Development opportunities. KSC seeks to expand Virtual Education Programs eliminating geographic and economic access barriers for urban and rural communities across the state.

As a partner, we are committed to the goals of KDE. We are excited about being a part of this project and look forward to supporting teachers and students around the state in this virtual school network.

Sincerely,



Mellisa Blankenship
Director of Education
Kentucky Science Center
727 W. Main Street
Louisville KY 40202



June 29, 2020

To Whom It May Concern:

The Barren Academy of Virtual and Expanded Learning (BAVEL) is a proud innovation of the Barren County School District in southcentral Kentucky. Since 2004, BAVEL has been a leader in the development of and establishing the sustainability of digital learning models at the school district level. Last school year, BAVEL served over 330 students which accounted for nearly 2,400 individual online course enrollments. Our diverse population of students (grades 6 through 12) are primarily full-time, diploma seeking from over 60 school districts across Kentucky. However, BAVEL doesn't focus on the labels; it focuses on the students to provide a meaningful and challenging learning environment outside the walls of a traditional public school.

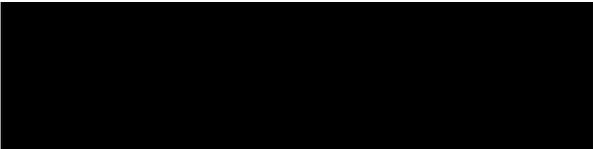
With over 15 years of experience, BAVEL has established an extensive knowledge base for delivering courses in a virtual environment. Our course delivery, student support and teacher preparation models have yielded continuously successful and sustainable results. As Kentucky seeks to expand virtual course access, BAVEL can not only provide direct enrollment options for students, but also allow other Kentucky school districts to tap into our expertise through fostered partnerships.

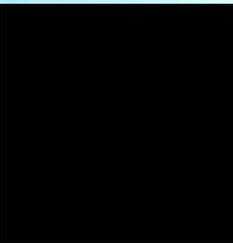
BAVEL is committed to the ongoing success of students and establishing high quality digital learning initiatives across our state. Working collaboratively with state and school district staff, we can continue to ensure Kentucky students are prepared to face tomorrow's challenges in life.

Sincerely,



Phillip Napier¹
BAVEL | Director of Communication and Assessment





Leon Mooneyhan, Ph.D.
Chief Executive Officer

Kelley Ransdell, Chair
Board of Directors

Buddy Berry, Vice Chair
Board of Directors

Anchorage • Bullitt • Carroll • Eminence • Frankfort • Franklin • Gallatin • Grant • Henry • Jefferson • Oldham • Owen • Shelby • Spencer • Trimble

June 29, 2020

Dr. Marty Park
Chief Digital Officer
Office of Education Technology
Kentucky Department of Education
300 Sower Boulevard
Frankfort, KY 40601

Dear Dr. Park:

The Ohio Valley Educational Cooperative (OVEC) resoundingly supports the Kentucky Department of Education’s application for a grant to support expansion of a statewide, online and virtual schools network. As we discussed last week, OVEC is exploring creation of a virtual school open to all Kentucky students in Kindergarten through grade 12 to open in time for the 2020-2021 school year.

OVEC is partnering on this initiative with K12 Education. We selected K12 as our platform and content provider after thorough analysis of the curriculum, supports for Special Education students, and exemplary training for teachers adapting to educating students in a digital environment.

We strongly believe our statewide virtual school can empower students of all races, ethnicities, socio-economic backgrounds, and academic abilities with highly personalized learning. We also are confident training and support will enable teachers to unleash unparalleled creativity with co-teaching and student support.

OVEC has proposed a unique funding model for a statewide virtual school allowing districts to maintain per pupil funding and primary enrollment of students at the local level and, in turn, districts will be vital partners in serving virtual students with social and emotional supports.

We look forward to partnering with KDE on your work as we all explore the new frontier of virtual education.

Sincerely,



LEON MOONEYHAN, Ph.D.
Chief Executive Officer

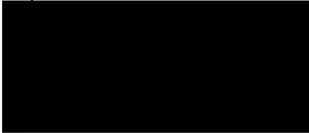
Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

Federal U.S. Department of Education Funds

Budget Category	Projected Cost for 3 Years	Narrative
Personnel		Projected cost of personnel to manage the project objectives and reporting. This projection includes salary, fringe benefits and associated in-state travel expenses.
Travel	\$75,000	Projected cost of travel reimbursement for associated teachers of the network to engage in program objectives related to content vetting and development
Equipment	\$225,000	Projected cost of mobile device and peripherals for personnel funded by the grant
Supplies	\$15,000	Projected cost for necessary supplies associated with training and meetings for network partners for program objectives
Contractual	\$14,250,000	Projected costs of agreements with associated network partners (Kentucky public school districts and education co-operatives) to include to expansion of course access, online program, course and teaching quality assurance development, teacher professional learning, onboarding, in-service teacher credentialing development, content/course vetting and customization framework development
Other	\$75,000	Projected costs for miscellaneous items unaccounted for in other budget categories (e.g., district reimbursement for substitute teachers, stipends for training)
TOTAL	\$15,000,000	

Non-Federal Funds

Budget Category	Projected Cost for 3 Years	Narrative
Contractual	\$2,000,000	Projected costs of additional agreements with associated network partners to include expansion of course access, online program, course and teaching quality assurance development, teacher professional learning, onboarding, in-service teacher credentialing development, content/course vetting and customization framework development
Other	\$2,200,000	Projected costs for associated network partners as they engage in the project objectives
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