<table>
<thead>
<tr>
<th>Topic</th>
<th>Speaker</th>
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<td>Opening</td>
<td>Superintendent Caulk</td>
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<td>Healthy at School Guidance</td>
<td>Dr. White</td>
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<td>Reopening of Schools Survey Results from Families and Staff Members</td>
<td>Ms. Lisa Deffendall</td>
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<td>Instruction Models and Recommendation for Reopening</td>
<td>Superintendent Caulk</td>
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<td>Academic ADDAPT</td>
<td>Dr. Soraya Matthews</td>
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<td>Assessment</td>
<td>Ms. Sherri Heise</td>
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<td>Curriculum</td>
<td>Ms. BJ Martin</td>
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<td>Acceleration</td>
<td>Ms. Lori Bowen</td>
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<td>Professional Learning</td>
<td>Ms. BJ Martin</td>
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<td>NTI vs Virtual</td>
<td>Dr. Soraya Matthews</td>
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<td>FCPS One to One Initiative</td>
<td>Mr. Bob Moore</td>
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<td>Social Emotional Learning</td>
<td>Ms. DeeDeh Massey</td>
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<td>Family Support</td>
<td>Ms. Veda Stewart</td>
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<td>Extracurricular</td>
<td>Mr. Chris Young</td>
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<td>School Nutrition</td>
<td>Ms. Michelle Coker</td>
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<td>Operations and Safety</td>
<td>Mr. Killian Timoney</td>
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<td>Transportation</td>
<td>Mr. Brad Daniel</td>
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<tr>
<td>School Calendar</td>
<td>Mr. Steve Hill</td>
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</tbody>
</table>
“The most important quality of any plan is the flexibility to change.”

-Judson Moore
Fayette County Public Schools believes that students learn best when they are in class with their teachers and peers. When we can safely return to face-to-face instruction with appropriate prevention and mitigation measures, we are committed to doing so. Knowing that our district will need to respond nimbly to the fluid nature of this pandemic, our “Flexible Model” gives school and district leaders discretion to implement one of three instructional configurations that are most appropriate based on current levels of community spread of COVID-19. Under this plan, students may attend school in person, participate in non-traditional instruction, or be divided into smaller groups that rotate between in person and distance learning in order to maximize social distancing. Public health will determine the safest learning model, based on science, evidence and conditions on the ground.

OPTION 1: Flexible Model

Model 1: Traditional Instruction

Model 2: Hybrid Instruction

Model 3: Non-Traditional Instruction
When conditions warrant, Fayette County Public Schools will offer traditional, on-campus instruction for all students. When this model is employed, students will return to campus and classrooms on a regular schedule and receive instruction from their teachers in person. Significant health and safety procedures will be implemented in order to meet guidelines set by federal, state and local health officials to minimize the risk of spread.
When enhanced social distancing measures are needed, students will rotate between learning on campus and learning at home. Under this model, students would be divided into two or more groups in order to create smaller class sizes and reduce the number of students in the building at the same time. This could be done by grade level, or last name, home address or other configuration. Students would switch between in-person and at-home learning, with groups attending school on a rotating basis. When students are not physically in school, they will be learning at home, participating in project-based learning opportunities or other related assignments. Every effort will be made to ensure that students from the same household follow the same rotation schedule. Consideration will be given to students with individual learning needs that require more frequent on-campus instruction.

Model 2: Hybrid Instruction
Intermittent, short-term school closures may be necessary per public health recommendations should cases of COVID-19 surge in our community. Under such conditions, teaching and learning would occur through Non-Traditional Instruction or NTI. Fayette County Public Schools implemented or NTI for the first time in April 2020, with very little time to plan or prepare. Should it be necessary to switch to NTI in the future, the distance learning experience for students will be dramatically different. The academic subcommittee of the 3R task force has done extensive work to ensure that “NTI 2DL: Differentiated Distance Learning” will be more engaging, more robust and consistently implemented across schools at all grade levels. Steps taken include purchasing of a shared online curriculum, selecting a consistent virtual learning platform, and investing in 1 to 1 technology districtwide. Teachers across the district will receive extensive professional development before the first day of school.
INSTRUCTIONAL MODELS

How do we choose?

Level of Community Spread
(as determined by state and local health officials)

Response
(as determined by FCPS in consultation with Lexington Fayette County Health Department)

Instructional Model
(as determined by FCPS)

Model 1: Traditional School
In-person instruction with preventative practices, processes and protocols.

Model 2: Hybrid Instruction
Implement alternating schedules for students between in-person and distance learning.

Model 3: Non-Traditional Instruction
Implement targeted distance learning or adopt school or districtwide distance learning as necessary. Options include targeted closure to isolate and disinfect affected areas, short-term closure to allow for deep cleaning of entire building, or extended closure for at least 14 days.
Current Conditions: Substantial Spread

New COVID-19 cases in Fayette County as of 7.22.20
Fayette County Public Schools will offer a completely virtual learning option for interested families. Students enrolled in the virtual learning academy will receive daily instruction and interact with teachers on a set schedule. Daily attendance in online classes will be required, as will participation in daily assignments. The level of expectation and accountability will resemble that of the traditional classroom, but it will take place online.

This option should not be confused with the Non-Traditional Instruction (NTI) provided during the emergency school closures of Spring 2020. NTI will be used for short-term closures such as inclement weather or restrictions related to public health guidelines. Paper packets will not be used in the FCPS Virtual Learning Academy.
Family Survey

• Open July 1 through 12
• Available in Arabic, Chinese, English French, Japanese, Nepalese, Spanish, and Swahili
• 33,958 survey responses
  • Elementary School: 15,996
  • Middle School: 7,644
  • High School: 10,299
Returning to Campus?

- **Elementary School (N=15,996)**:
  - Likely: 51%
  - Somewhat Likely: 21%
  - Somewhat Unlikely: 12%
  - Unlikely: 15%

- **Middle School (N=7,644)**:
  - Likely: 45%
  - Somewhat Likely: 24%
  - Somewhat Unlikely: 14%
  - Unlikely: 17%

- **High School (N=10,299)**:
  - Likely: 49%
  - Somewhat Likely: 23%
  - Somewhat Unlikely: 13%
  - Unlikely: 14%
Virtual Only?

Overall, 8,828 participants responded yes.

<table>
<thead>
<tr>
<th>School Level</th>
<th>Percentage Yes (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>93%</td>
</tr>
<tr>
<td>(N=4,032)</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>93%</td>
</tr>
<tr>
<td>(N=2,364)</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>92%</td>
</tr>
<tr>
<td>(N=2,285)</td>
<td></td>
</tr>
</tbody>
</table>

93% responded yes.
## Preferred Model?

<table>
<thead>
<tr>
<th>School Model</th>
<th>Weighted Score</th>
<th>Relative Weighted Score</th>
<th>Overall Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 3:</strong> Each group would attend two days a week and learn virtually three days a week.</td>
<td>69,549</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td><strong>Option 1:</strong> All students physically attend school and are required to wear a mask. Families may opt out for a virtual/remote learning experience.</td>
<td>68,546</td>
<td>99</td>
<td>2</td>
</tr>
<tr>
<td><strong>Option 2:</strong> Group A attends in person for one week and learns virtually the following week, while Group B learns virtually the first week and attends school in person the next.</td>
<td>63,001</td>
<td>91</td>
<td>3</td>
</tr>
</tbody>
</table>
Reopening Models of Choice:
- Families are divided on whether their children should attend school in person or virtually for the 2020-2021 school year.
- For families interested in a hybrid model, a schedule that has students rotating in person or virtually on a daily rotation was preferred more than a weekly rotation.
- Families suggested a hybrid model where Group A meets in person on Monday and Tuesday while Group B learns virtually, all students learn virtually on Wednesday for a deep cleaning, and Group B meets in person on Thursday and Friday while Group A learns virtually.
- Parents/guardians want the opportunity to opt out for a full virtual learning experience regardless of the reopening model selected.

Masks: Regardless of the school model selected, more families are in support of mask wearing that those who are not. Participants expressed concern over enforcement of masks throughout the day and expressed concern over students adhering to the guidelines.

Childcare: Families with parents/guardians who must work outside the home said childcare options are limited or not feasible with a hybrid school schedule. Families stated concerns over childcare if the learning is fully virtual and their ability to monitor their child(ren)’s nontraditional instruction (NTI) when working outside the home. Parents/guardians who are able to work from home also said monitoring their child(ren) during NTI will be difficult when working themselves.

Scheduling by Household: If the district adopts a hybrid learning model, parents/guardians who have multiple children in the district said they want their children on the same schedule/rotation. They cited transportation and difficulties with managing opposing schedules as reasons for having their children on the same schedule.
Please share with us any additional feedback you may have about opening school in the fall. (N=14,055)

**Nontraditional Instruction (NTI):** Families provided feedback on NTI and said it needs improvement. They said they want more synchronous learning with set class schedules similar to what students would experience if they are in person. They want increased academic rigor and accountability for students. Parents/guardians also said a universal learning management system would be easier to navigate and understand. They also said more consistency between teachers is important, particularly with how they post assignments, determine deadlines, and grading.

**Special Education:** For families with children receiving special education services, in-person learning was the most preferred school model, however a virtual option was also requested. These families stated concerns about their child(ren)’s accommodations and individual needs being met with reduced school sessions and virtual learning. Parents/guardians said their experience with NTI last spring was challenging.

**Worry/Anxiety:** Families expressed unease about returning to school and having their children exposed to COVID-19, especially if their child or someone in their family is in the high-risk category. There is general concern over the enforcement of safety measures and protocols when students are together. There is also concern about staff members being out sick because of the virus and a possible lack of substitute teachers.

**Safety Protocols and Logistics:** Families had questions over the logistics of each learning model and what the expectations would be for students. Parents/guardians said they want to know what protocols will go into effect when a staff member or student at a school contracts COVID-19.
Employee Survey

• Open July 8 through 19
• 4,569 survey responses
## Preferred Model?

<table>
<thead>
<tr>
<th>Return-to-school Model</th>
<th>Weighted Score</th>
<th>Relative Weighted Score</th>
<th>Overall Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 3</strong>: Each group would attend two days a week and learn virtually three days a week.</td>
<td>9,926</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td><strong>Option 2</strong>: Group A attends in person for one week and learns virtually the following week, while Group B learns virtually the first week and attends school in person the next.</td>
<td>8,987</td>
<td>91</td>
<td>2</td>
</tr>
<tr>
<td><strong>Option 1</strong>: All students physically attend school. Families may opt out for a virtual/remote learning experience.</td>
<td>8,249</td>
<td>83</td>
<td>3</td>
</tr>
</tbody>
</table>
Interested in Testing?

- Yes: 85%
- No: 15%
Professional Learning: Instructional

Strategies to engage students through distance learning: 63%
Dedicated planning time with my grade level or subject: 37%
Support with instructional technology tools (such as): 34%
Strategies to engage families: 17%
Implementing social-emotional learning: 9%
Subject-specific professional learning: 8%
Diagnostic tools to understand where students are in: 8%
Culturally responsive teaching and learning: 6%
Creating a trauma-informed classroom: 4%
Implicit bias training: 3%
Other (Please specify): 3%
Professional Learning: Non-Instructional

- Building and safety protocols: 43%
- Training directly related to my job: 39%
- Support with technology tools (such as using online...): 38%
- Personal wellness and stress management: 22%
- Strategies to engage families: 21%
- Implicit bias training: 8%
- Providing trauma-informed services: 8%
- Other (Please specify): 3%
Concerns: Staff members expressed concern on a variety of aspects of the reopening models.

Childcare: Staff members said childcare could be an issue if they are expected to teach in person on days their children are learning virtually. If FCPS adopts a hybrid model, they want to be on the same schedule as their children.

Workload: Staff members said they are concerned about the potential increased workload of teaching both in person and online.

Enforcement of guidelines: Staff members said the enforcement of social distancing, mask wearing, and other safety protocols will be challenging.

Personal/Family health and safety: Staff members said they are concerned about their health and safety and that of their families if they are exposed to COVID-19.

Questions with Logistics: Staff members commented with questions about the logistical changes of in-person learning and hybrid models.

Sick Leave and substitutes: They want to know how their leave will be affected if they need to quarantine or become ill. Staff members asked if substitutes would be available if teachers are out due to COVID-19.

Expectations: Staff members want to know the expectations for teaching online and in person. For example, will teachers be assigned to teach solely in person or solely online?

Enforcement of guidelines: Staff members asked how they will enforce the extra guidelines with in-person instruction (e.g., mask wearing, social distancing, proper hygiene, etc.).

Additional questions: Staff members asked about scheduling for itinerant teachers, whether electives/specials will be offered with virtual learning, and what the plan would be if a staff member/student is exposed to COVID-19.

Models of Choice: Staff members are divided on whether they want to have students attend school in person or virtually for the 2020-2021 school year.
The Work

April 2020
Fayette County Public Schools
Superintendent Manny Caulk establishes Reopening Think Tank

May 2020
Leadership Team Sets Vision for “3Rs”: Reenvisioning, Reimagining and Renewing
Committees established and begin work

May 2020
Academics:
Acceleration, Assessment, Instructional Design and Delivery

Student Support:
Social Emotional Learning
Family Support
Extra Curricular

Safety and Operations
Child Nutrition
School Calendar and Schedules
School Operation and Safety
Transportation
The mission of the Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

3R Think Tank Guiding Principles:
1. We will put the safety and well-being of our students, staff and families first.
2. We will ensure access and equity for all students.
3. We will craft a plan that will not only provide multiple scenarios for continued support but also reimagine education in our district.
4. We will deliver high quality instruction and intentional supports to students and families regardless of instructional model.
5. We will work collaboratively, steadfastly and of one accord.
Assess and analyze grade level content to determine areas for acceleration and enrichment within a balanced assessment system.

Implement a system with defined structures and processes to support the FCPS Instructional Process and the implementation of a guaranteed and viable curriculum.

Develop structures and guidance for an effective, efficient, and engaging distance learning framework to implement a Differentiated Distance Learning (2DL) experience.

Create process to ensure all students have equitable access to grade level standards to experience growth.

Planned professional learning designed to grow knowledge and skills of school leaders, teachers, staff, students, and families.

Timelines that allow us to track our progress.

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Reenvisioning Education

“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails” ....In response to a pandemic, We ADDAPT!
The Learning Continuum

Option 1

- **Traditional Instruction**: Return to campus and classrooms on a regular schedule with in-person instruction with significant health and safety procedures.

- **Hybrid Instruction**: Students divided into groups that rotate between instruction on campus and at home when enhanced social distancing measures are needed.

- **“NTI – 2DL”**: 1:1 Technology, shared curriculum, consistent virtual learning platform during intermittent, short-term closures per public health recommendations.

Option 2

- **FCPS Virtual Learning Academy**: Daily instruction and interactions from teachers on a set schedule virtually resembling traditional classroom instruction.
<table>
<thead>
<tr>
<th><strong>FCPS Virtual Learning Academy</strong></th>
<th><strong>Non-Traditional Instruction (NTI)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An online learning program that students participate in rather than in-person on campus instruction. Follows the same calendar as the district and has set hours for students to attend online meetings and participate in virtual classes. The daily time commitment is comparable to in-school instructional time.</td>
<td>Definition</td>
</tr>
<tr>
<td>Only students enrolled in the FCPS Virtual Learning Academy attend the program. Enrollment commitment is for at least a semester.</td>
<td>At any point during the school year, some or all FCPS students may participate in Non-Traditional Instruction (NTI) as circumstances warrant.</td>
</tr>
<tr>
<td>Students have designated FCPS Virtual Learning Academy teachers who provide instruction, assignments, and grades.</td>
<td>Teachers</td>
</tr>
<tr>
<td>The curriculum is internet based and students work at their own pace through lessons and modules of each course. The curriculum will meet the Kentucky Academic Standards.</td>
<td>Should NTI days be necessary, all FCPS teachers will provide instruction to their students. A student’s in-person classroom teacher is also his or her teacher during NTI.</td>
</tr>
<tr>
<td>FCPS will provide laptops or Chromebooks to all students in the FCPS Virtual Learning Academy who do not already have access to one. Internet hotspots will also be provided as needed.</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Students enrolled in the FCPS Virtual Learning Academy can participate in athletics and extra-curricular activities at their attendance zone school.</td>
<td>The curriculum is the same as in-school instruction. Teachers will deliver lessons in a variety of ways including videos, video calls, and live streaming. Students may be working on projects or independent learning.</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>FCPS has purchased enough laptops and Chromebooks to ensure every student in the district has 1:1 access to a device. Internet hotspots are available for families without adequate online access.</td>
</tr>
<tr>
<td></td>
<td>Athletics and Extra-curricular activities</td>
</tr>
<tr>
<td></td>
<td>Students participate in athletics and extra-curricular activities at the school in which they are enrolled.</td>
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</tbody>
</table>
FCPS 1:1 Initiative

- Chromebooks will be available for all students
- Hot spots will be available for families that need internet access
- All internet access will be filtered on district issued Chromebooks

Families can request a Chromebook from their school

Families can request a hot spot through the Family Resource Center at their school
Technology

Student and Family Technical Support
859-381-4410
• Technology help desk open Monday - Friday
• Help desk currently operating 8 a.m. to 6 p.m.
• Help desk hours during school: 8 a.m. to 8 p.m.

Student and Family Expectations
• Take care of FCPS issued devices
• Practice good digital citizenship
• Charge the device each night
• Bring the device for any in-person instruction
• Report problems or issues to the help desk
feedback@fayette.kyschools.us