

LAUREL REGIONAL PROGRAM

HOME OF THE EXPLORERS



Return to Learn/Reopen Schools Plan –

Fall 2020

LAUREL Explorer's Motto

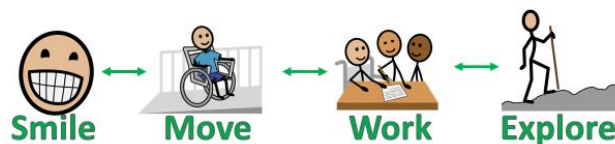


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Overview

The LAUREL Regional Program is required to submit a separate plan to the VDOE for the instructional plan as well as the health and mitigation plan for reopening of schools. Selected members of LAUREL staff participated in various subcommittees on the LCS Return to Learn Team. Although LAUREL is a separate public school and has its own LAUREL board, it is the recommendation that LAUREL will follow the procedures and guidance of their fiscal agent as part of the LAUREL plan unless otherwise noted in this plan. Surveys were also sent to the parents and guardians of LAUREL students as well as the LAUREL staff to gather their information about the reopening of schools and their needs. It is our goal to work with all five divisions that are a part of the regional program to determine the best plan to promote continued learning as well as ensure the safety and well-being of our students and staff.

The following documents were used to provide information and guidance:

- Center for Disease Control
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- American Academy of Pediatrics
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinicalguidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
 - Virginia Department of Health
<https://www.vdh.virginia.gov/coronavirus/>
- Virginia Department of Education
http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart.shtml
- *Virginia Department of Health
<https://www.vdh.virginia.gov/coronavirus/>

LAUREL Return to Learn Instructional Plan

	Phase 1	Phase 2	Phase 3
Social-Emotional Well-Being & Mental Supports	<p><u>LRP- (K-12th+)</u> Teacher, therapist, nurse, and BCBA check-ins, online resources (i.e.-TTAC, VDOE, ULS), support from division social workers assigned to LRP</p>	<p><u>LRP- (K-12th+)</u> Teacher, therapist, nurse, and BCBA check-ins, online resources (i.e.-TTAC, VDOE, ULS),support from division social workers assigned to LRP</p>	<p><u>LRP- (K-12th+)</u> Teacher, therapist, nurse, and BCBA check-ins, online resources (i.e.-TTAC, VDOE, ULS),support from division social workers assigned to LRP</p>
New Instruction	<p><u>LRP- (K-12th+)</u> Based on IEPs, ASOLs, and ULS Curriculum, CBI (community-based instruction) will have to be revamped</p> <p><i>*can be in person</i></p>	<p><u>LRP- (K-12th+)</u> Based on IEPs, ASOLs, and ULS Curriculum, CBI (community-based instruction) will have to be revamped</p> <p><i>*can be in person</i></p>	<p><u>LRP- (K-12th+)</u> Based on IEPs, ASOLs, and ULS Curriculum, CBI (community-based instruction) will have to be revamped</p> <p><i>*can be in person</i></p>
Lost Instruction	<p><u>LRP- (K-12th+)</u> IEP team will determine loss of Instruction through IEP Process using ESY document, ULS assessments, and other related service assessments as appropriate</p>	<p><u>LRP- (K-12th+)</u> IEP team will determine loss of Instruction through IEP Process using ESY document, ULS assessments, and other related service assessments as appropriate</p>	<p><u>LRP- (K-12th+)</u> IEP team will determine loss of Instruction through IEP Process using ESY document, ULS assessments, and other related service assessments as appropriate</p>

	<p>Lost instruction will also be embedded in regular instruction as needed <i>*can be in person</i></p>	<p>Lost instruction will also be embedded in regular instruction as needed <i>*can be in person</i></p>	<p>Lost instruction will also be embedded in regular instruction as needed <i>*can be in person</i></p>
Assessments	<p><u>LRP- (K-12th+)</u> ULS assessments, required assessments for eligibility/triennials, VAAP for 3rd-8th and 11th, related service provider screenings and assessments as needed</p>	<p><u>LRP- (K-12th+)</u> ULS assessments, required assessments for eligibility/triennials, VAAP for 3rd-8th and 11th, related service provider screenings and assessments as needed</p>	<p><u>LRP- (K-12th+)</u> ULS assessments, required assessments for eligibility/triennials, VAAP for 3rd-8th and 11th, related service provider screenings and assessments as needed</p>
In person Instruction	<p><u>LRP- (K-12th+)</u> Based on IEP goals, ASOLs, and ULS school-wide curriculum <i>*with strict social distancing and CDC guidelines being utilized</i></p>	<p><u>LRP- (K-12th+)</u> Based on IEP goals, ASOLs, and ULS school-wide curriculum <i>*with strict social distancing and CDC guidelines being utilized</i></p>	<p><u>LRP- (K-12th+)</u> Based on IEP goals, ASOLs, and ULS school-wide curriculum <i>*with strict social distancing and CDC guidelines being utilized</i></p>
Blended/Remote Instruction & Digital Learning Program	<p><u>LRP- (K-12th+)</u> <i>*for students who are unable to do in person</i> Combination of learning packets, ULS on-line lessons and resources, Virtual instruction from teacher, tele therapy for related services</p>	<p><u>LRP- (K-12th+)</u> <i>*for students who are unable to do in person</i> Combination of learning packets, ULS on-line lessons and resources, Virtual instruction from teacher, tele therapy for related services</p>	<p><u>LRP- (K-12th+)</u> <i>*for students who are unable to do in person</i> Combination of learning packets, ULS on-line lessons and resources, Virtual instruction from teacher, tele therapy for related services</p>

School Discipline	Based on Code of Conduct and LAUREL Policy	Based on Code of Conduct and LAUREL Policy	Based on Code of Conduct and LAUREL Policy
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To the extent possible, student attendance will be taken daily for both in-person and virtual learning and maintained in our student information system.

Prior to resuming face-to-face engagement, students, staff, and families will receive training on COVID-19 mitigation strategies and additional precautions needed while riding school buses. LAUREL will make available to staff and students the appropriate PPE to ensure safety. In addition to training for mitigation strategies, students, staff, and families will receive guidance and information to address the social, emotional and mental wellbeing of our students. Any changes in practices and/or protocols as they relate to COVID-19 will be included in our communication updates provide to keep students, staff, and families informed. Communications will be available through phone/text messages, emails, and letters sent home.

The COVID-19 response contact person for the LAUREL Regional Program is Dr. Donna D. Lewis, the director for the program.

Schedule and Transportation



*LAUREL Regional Program will continue to follow the calendar schedule of our fiscal agent, Lynchburg City Schools, as voted on by the LAUREL Board in May 2020.

* School will begin for students on **August 24, 2020**. LAUREL will follow the LCS calendar schedule. Schools will be closed on **Mondays** to allow for deep cleaning. This is in addition to the daily cleaning and sanitization. However, students will still be required to work remotely from home and complete assigned tasks. Teachers will be available to parents and students as needed.

*All students (K-12th+) if able, can receive face to face instruction in the building facility **Tuesdays- Fridays**. On Mondays students will receive remote instruction as stated above. Due to small class sizes social distancing requirements can be met in all classrooms. Students that are not medically able will receive virtual/remote instruction. Parents who do not choose to send their students due to safety concerns about COVID-19 can also request virtual/remote instruction. This option can be changed at the end of the 9 week grading period.

* If parents cannot transport, transportation will continue to be provided by the student’s home division.

* Traditionally our hours have been **8:00 a.m. to 2:30 p.m.** for students. This may change depending on the restrictions and guidance we receive from the transportation departments from each division. However, divisions will do their best to adhere to this timeframe.

Division	Bus Drop-Off	Bus Pick-Up	Other
Amherst	8:00 a.m.	2:30 p.m.	Masks are not required as social distancing of 6 ft. will be in place.
Appomattox	8:00 a.m.	2:30 p.m.	Masks are required.
Bedford	8:00 a.m.	2:30 p.m.	Masks are not required as long as social distancing is in place.
Campbell	8:00 a.m.	2:30 p.m.	Masks are required.
Lynchburg	8:00 a.m.	2:30 p.m.	Masks are required, staggered arrivals due to 1/3 capacity

LAUREL Health and Mitigation Plan

LAUREL Regional Program is committed to following the CDC guidance for schools. This guidance can be found at:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>.

Personal Hygiene & Safety for Staff and Students

- Participate in personal hygiene & safety training which will outline practices, protocols, procedures, actions and responses for all coronavirus-related incidents. Training will also be offered to families and caregivers.
- Maintain at least 6 feet (indoors) and 10 feet (outside) distance from other people.
- Cover your cough/sneeze with a tissue, throw the tissue in the trash and wash your hands.
- Wear an appropriate face covering over your nose and mouth such as disposable masks, cloth masks, face shields, etc.)
- Wash your hands often with soap and water for 20 seconds. If soap and water are not available, use hand sanitizer that contains at least 60% alcohol.
- Do not touch your eyes, nose, and mouth.
- Clean and disinfect frequently touched objects and surfaces.
- Stay home when you are sick.

Face Coverings

- **Students** are encouraged to use appropriate face coverings when age and developmentally appropriate, especially in circumstances when 6 feet of physical distancing cannot be maintained. Due to the special population that is served here at Laurel, some students may not be able to keep a face covering on at all times, but will still be encouraged if possible. At a minimum, face coverings should be worn:
 - While waiting to enter the building
 - While on school grounds (except when eating and drinking).
 - While leaving school.
 - While riding on the school bus. (see transportation chart on page 7)
- **Staff** are required to use appropriate face coverings. Due to having to provide students with one on one supports, it will be difficult to maintaining social distancing at a minimum, face coverings should be worn:
 - While waiting to enter the school building.
 - While on school grounds (except when eating or drinking).
 - While leaving school.

Physical Distancing

- Maintain 6 feet for physical distancing in classrooms, hallways, bathrooms, offices, and other common areas
- Minimize movement of students and staff as much as possible
- Minimize interactions between groups of students
- Face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.
- Post signage and/or set barriers to direct traffic throughout school buildings. Doorways will be designated for entering and exiting the school building.
- Post signage explaining safety protocols and expected behaviors.

School Building Protocols

- Staff will examine and modify the layouts of classrooms, communal areas, and outdoor facilities to ensure social distancing is maintained.
- The existing classroom capacities can remain the same as it still will promote physical distancing of at least 6 feet among individuals within the classroom to the greatest extent possible.
- Water fountain use will not be allowed in the building.

Cleaning

LAUREL will adhere to CDC and VHD cleaning guidelines, to maintain a safe and healthy facility. This includes:

- Routine disinfecting of high touch surfaces, in the common areas, such as door handles, crash bars, handrails, etc.
- Restrooms are to be checked and disinfected frequently throughout the day.
- If used, playground and athletic equipment is to be checked and disinfected, by a staff member, between groups of students.
- After students have left the building all classrooms, restrooms and other areas occupied by students and staff are to be thoroughly cleaned and disinfected, by a staff member.
- Deep cleaning will occur once a week. (Mondays)

Protecting Vulnerable Individuals

- LAUREL will implement protections for students at higher risk for severe illness from COVID-19, including:
 - Flexible attendance practices that enable students to stay home or self-isolate when they are sick or have documentation that they have been exposed.
 - Opportunities for students to participate in a 100% remote/virtual program.
- LAUREL will implement protections for staff at higher risk for severe illness from COVID-19 including:
 - Flexible sick-leave practices that enable staff to stay home or self-isolate when they are sick or have documentation that they have been exposed.
 - Opportunities for staff to telework when approved by their immediate supervisor.

Health Screening

Students/Staff—Entering LAUREL

- **Passive Screening** - Parents will screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. Staff will screen themselves following the same protocols above.
- **Active Screening** – LAUREL will engage in symptom screening as students/staff enter campus consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students/staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
- Students/staff who are symptomatic while entering campus, will be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one individual is in an isolation area, LAUREL will ensure physical distancing.
- Students exhibiting symptoms are required to immediately wear a face covering (If medically able to do so) and wait in isolation area until they can be transported home.
- Students should remain in isolation with continued supervision and care until picked up by an authorized adult. Parents/guardians will be advised not to return the student to school until they have met CDC criteria to discontinue home isolation.
- Staff members exhibiting symptoms will be sent home. Staff will have emergency substitute plans in place. Staff will be advised not to return to work until they have met CDC criteria to discontinue home isolation.
- Additional screening information for visitors/volunteers is found later in this document.

Reporting/Notification and Response

- Parents/guardians should notify their school administrator or school nurse in the event that their child shows symptoms of COVID-19 or tests positive for COVID-19. Children should remain at home in accordance with the CDC guidelines for isolation found here: <https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>
- LAUREL employees will notify their immediate supervisor of any suspected or positive case of COVID-19. The immediate supervisor will notify the Regional Superintendent or designee and the local health departments **while maintaining confidentiality in accordance with the Americans with Disabilities Act and HIPAA rules.**
- LAUREL will work with the local health departments to institute contact tracing and notify any staff and parents/guardians of any student who may have been exposed based on the following criteria. Individuals who answer **YES to all three questions** may be at risk.
 1. Were you less than 6-feet apart from a person who tested positive for COVID-19 or has shown symptoms of COVID-19?
 2. During the time that you were less than 6-feet apart, were you also in presence of this person for a period of 15 consecutive minutes or more?

3. During the time that you were less than 6-feet apart and in the presence of this person for a period of 15 consecutive minutes or more, did this interaction occur 1-2-days prior to, during, or 7-10 days after the person first showed symptoms?

- Upon notification, LAUREL will institute appropriate cleaning protocols and isolation of affected areas as prescribed by the CDC guidelines.
- LAUREL staff will consult with the local health departments to determine if closure of the entire school building is warranted, and if so, the duration of that closure.
- Additional detailed information specific for staff members will be shared during their training sessions. This included but not limited to:
 1. Staff reporting responsibilities
 2. Staff attendance procedures for suspected or positive COVID-19 results and the use of sick time, FFFRA time, and other leave time
 3. Consultation procedures for staff who seek a medical exemption

Supports for the Instructional Plan

Technology Recommendations:

- Provide assistive technology devices (1:1) to students to support instructional models for virtual learning. Each division is responsible for supplying a device to their student that is placed at LAUREL if students are participating in remote/virtual instruction.
- Provide training and ongoing support for students, staff, and families.

Nutrition Recommendations:

- The school lunch program will continue to operate in order to provide meals to students at school and to students participating in online learning.
- Implement service models for LAUREL that meet the unique needs of the school and student population, while adhering to federal program requirements and safety guidelines (grab & go, classroom delivery, cafeteria pickup).
- Enlist school building staff to assist with meal distribution, classroom cleaning and trash collection.
- Students that need to bring food from home to meet their unique needs will be allowed.

Childcare for LAUREL Staff Recommendations:

- LAUREL school staff would be provided with childcare for their school-aged children provided in an unused area at LAUREL.
- This is intended for the days when these students are not attending in-building instruction at their home schools including schools in other counties.
- Rationale: Providing site-based childcare will enable LAUREL staff to concentrate on their teaching duties and other responsibilities and not worry about the quality or availability of childcare for their school-aged children, with emphasis on elementary and middle school students and identified high school students as needed.

Classroom Arrangement

- **Classroom Setup**
 - Spacing seating/desks at least 6 feet apart
 - Staff will create marks on the floor to line up (6 ft. apart) or space furniture at said increments, classroom developed flow direction and travel pathways
 - Each student will work and eat at their desk/seat only. There will be no sharing of desks.
 - Fresh air in rooms (crack windows when weather permits).
- **Classroom Supplies**
 - Student specific supplies need to be provided.
 - Discourage sharing of items. If any items are shared they would have to be cleaned and sanitized in between student use.
 - Students should have their own materials stored in individual boxes, crates, or boxes for their use only.
- **Classroom and Building Movement**
 - Use building procedures to minimize interactions (staggered bathroom schedules and dismissals, breakfast and lunch pickup times, one way traffic) between groups of individuals
 - Minimize groups of individuals entering and exiting through doorways to the extent that is possible.
 - Provide clear directions in hallways and classrooms for traffic flow
 - Minimize group of individuals from congregating in school-wide areas such as the hallways, multipurpose room or front office areas.
- **Hallway Movement/Lockers**
 - Directional arrows utilized
 - Divide halls
 - Scheduled locker and bathroom times
- **Restroom Setup**
 - Assigned bathroom usage based on area of school where feasible
 - Special tape markings for the floor, teach students to watch and look, proceed when safe
 - Blocked or special tape used to block off urinals and sinks to promote social distancing

- Frequent cleaning, time scheduled with custodians
- Need soap dispenser spaced appropriately
- Post signs
- **Surplus Supplies/Furniture**
 - Discover spaces in building to store extra furniture (stage, MPR, trailers)
 - Try to rearrange in room if possible
 - Consider keeping student classroom supplies to a minimum.
- **Use of Extra Staff**
 - Repurpose staff to support bathroom transitions, lunch and breakfast pick-ups, cleaning, transition of students, and childcare for staff
- **Arrival and Dismissal**
 - Consider locations-multiple with markings on floor-coordinate with health screening and breakfast
 - Designate entry and exit directions
 - Health Checks-location, staffing, supplies
 - Supervision-staffing
 - Markings on floor and walls as applicable
- **P.E. and Recess**
 - One classroom at a time in an established area (classroom, back playground, front playground, and MPR only if it is not being used for childcare and there is room to practice social distancing)
 - Cleaning/spraying(for outdoors) must occur between groups and equipment must be sanitized between use
- **Large Group Gatherings/Activities**
 - Outdoor activities (including recess) will follow phase guidance for maximum participants, with a priority on social distancing and restricted missing of classrooms.
 - Field trips are prohibited or minimized based on phase guidance.

Training Resources for Staff and Families

Online Training Resources: Professional Development Webinars by: Sarah Bazemore

Military Families: Social Emotional Wellness Considerations for Military-Connected Learners

Early Learners: Social Emotional Wellness Considerations for Early Learners

Attendance: Attendance Works Resources and Webinars

Culturally Sensitive Trauma Informed-Care: Culturally Sensitive Trauma Informed Care

Trauma-Informed Practices for Educators: Trauma Informed Practices for Educators

Strategies for Trauma Informed Distance Learning: <https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/#sel-signup>

Kimochis Feeling Charts Kimochis Feeling Charts Translations

Professional Development for School Nurses: https://padlet.com/tracy_white/hs81i91te6c72a23

Calls for Action to End Racism: <https://www.nasponline.org/about-school-psychology/media-room/pressreleases/nasp-calls-for-action-to-end-racism-and-violence-against-people-of-color>

Family Online Resources: https://formedfamiliesforward.org/family_resource/pandemic-parenting-brainscience-help-and-hope/

Parents & Caregivers: <http://www.doe.virginia.gov/support/prevention/quick-guide-se-wellness-parents.pdf>

VDOE SEL Resources <http://www.doe.virginia.gov/support/prevention/quick-guide-se-wellness-parents.pdf>

Covid-19 Tips and Resources <https://preventchildabuse.org/coronavirus-resources/>

Reduce at home teaching stress: https://greatergood.berkeley.edu/article/item/how_to_reduce_the_stress_of_homeschooling_on_everyone

Helping children deal with Covid-19 Changes: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-childrencope-with-changes-resulting-from-covid-19>

Activity and Learning from Home Resources <http://www.doe.virginia.gov/support/prevention/activitieslearning-home-resources.pdf>

Talking to Children about Covid-19 <http://www.doe.virginia.gov/support/prevention/talking-to-children-aboutcovid-19.pdf>

Children Coping Resources <http://www.doe.virginia.gov/support/prevention/children-coping-resources.pdf>

How You and Your Child Can De-Stress <https://www.pbs.org/parents/thrive/how-you-and-your-kids-can-destress-during-coronavirus>

Taking Care of Yourself

https://www.nctsn.org/sites/default/files/resources/factsheet/taking_care_of_yourself.pdf

Resources for Families in Crisis <https://education.wm.edu/centers/hope/info/parents/resources-forfamilies/index.php>

Visitors/Volunteers and Community Use of Facility

Recommendations:

Rentals (this is for any LCS building)- Laurel is a LCS building and would be subject to their rental policies.

- Phase 1- No outside group or indoor space rentals.
- Phase 2- Limited indoor and outdoor rentals (with required contract for LCS cleaning) with existing partners. No new rentals.
- Phase 3- Limited indoor and outdoor rentals (with required contract for LCS cleaning) with existing partners. No new rentals.
- Phase 4 – Return to normal indoor and outdoor rental procedures.

College Practicum/Student Teaching Placements

• Student Teachers-- Permitted in school during **Phase 3 only** with agreed upon daily health screening required of staff, will support teachers in the same format as the teachers (ex. online or in-person)

*Nursing Students- Will not be permitted during Phases 1-3. This group of students would pose a high risk to the Laurel students.

. • Individual Internships/Placements/Practicums- Due to the high risk population served at Laurel these will not be permitted during phases 1-3.

Visitors/Guest Speakers/Volunteers

• In order to minimize exposure during Phase 2 and 3, visitors and volunteers (excluding parents or guardians of students and employees) are not allowed in school buildings without permission from the regional superintendent or school director.

• Essential guests (social services, police, fire, ems, etc.) will be permitted to access buildings during all Phase 2 and 3.

• Approved visitors (ex. Parents coming to the school to pick up children) must be checked in through the Raptor Visitor Management System as before. Special screening protocols will be implemented with all visitors before entering the building.

• All other visitors will be welcome during Phase 4.