Lexington City Schools

RETURN TO LEARN PLAN
2020-2021
Return To Learn Task Force Members

**Staff Vetting Committee Members**
- Rebecca Walters - Division Superintendent
- Jason White - Director of Operations & Student Services
- Melanie Camden - Principal, HWES
- Abbott Keesee - Principal, LDMS
- Amanda Conway - LDMS Teacher
- Anna Swenty - LDMS Teacher
- Rebecca Poulsen - LDMS School Nurse
- Theresa Bridge - LDMS Teacher
- Holly Snyder - HWES Teacher
- Janice Burguieres - HWES Teacher
- Mindy Laubscher - HWES Teacher
- Kristin Bailey - HWES School Counselor
- Nadine Craney - HWES Paraprofessional
- Julie Hamilton - HWES/LDMS Teacher
- Becky Smith - HWES/LDMS Teacher

**Operations Task Force Members**
- Rebecca Walters - Division Superintendent
- Jason White - Director of Operations & Student Services
- Melanie Camden - Principal, HWES
- Abbott Keesee - Principal, LDMS
- Owen Collins - LCS School Board member
- Quin Merchant - HWES Custodian
- Brittney Campbell - HWES School Nurse
- Sherry Miller - HWES Teacher
- Carol Koch - LDMS Secretary
- Jen Hall - LDMS Teacher
- Alyssa Astphan - HWES Parent
- Miranda Edwards - LDMS Parent
Return To Learn Task Force Members

### Instructional Task Force Members

- **Rebecca Walters** - Division Superintendent
- **Jason White** - Director of Operations & Student Services
- **Melanie Camden** - Principal, HWES
- **Abbott Keesee** - Principal, LDMS
- **Glenn Sullivan** - LCS School Board Member
- **Krista Martino** - LDMS Teacher
- **Dave McGee** - Division ITRT
- **Melissa Rowsey** - HWES Teacher
- **Trenya Mason** - HWES Parent
- **Barbara Hess** - LDMS Parent

### Student and Staff Support Task Force Members

- **Rebecca Walters** - Division Superintendent
- **Jason White** - Director of Operations & Student Services
- **Melanie Camden** - Principal, HWES
- **Abbott Keesee** - Principal, LDMS
- **Mollie Fox** - LCS School Board member
- **Kristin Bailey** - HWES School Counselor
- **Scott Lemmer** - Division Technology Specialist
- **Sabrina Coffey** - HWES Teacher
- **Joann Blouin** - LDMS Teacher
- **Hayden Carter** - HWES Parent
Return To Learn Task Force Members

Parent and Family Support Task Force Members

Rebecca Walters - Division Superintendent
Jason White - Director of Operations & Student Services
Melanie Camden - Principal, HWES
Abbott Keesee - Principal, LDMS
Tammy Dunn - LCS School Board Member
Tim Diette - LCS School Board Member
Julie Hamilton - HWES/LDMS Teacher
Becky Smith - HWES/LDMS Teacher
Karen Doyle - LDMS Teacher
Tina Suter - HWES Teacher
Tequila Cooper - HWES Parent

Health and Safety Plan Team Members

Rebecca Walters - Division Superintendent
Jason White - Director of Operations & Student Services
Melanie Camden - Principal, HWES
Abbott Keesee - Principal, HWES
Brittney Campbell - HWES School Nurse
Rebecca Poulsen - LDMS School Nurse
Laura Kornegay - Virginia Department of Health
Amanda McComas - Central Shenandoah Health District
Introduction

Ever since our schools closed in March 2020, Lexington City School leaders have been working through the planning phases for the hopeful reopening of our schools in the fall. We are eager to welcome our students, staff, and families back to school! Our planning has included coordination with local and state agencies, professional development for administrators and teachers, and gathering input from a variety of stakeholders. In May, we surveyed school staff about our continuity of learning plan and how we can improve our processes in the future. In June, we surveyed student families about our initial “big picture” ideas for reopening schools, and met with 40 staff members, parents, and School Board members as part of five task force groups to discuss our preliminary plans, provide us with input, and to ensure that a variety of opinions and perspectives have been included.

This Return to Learn Plan and the accompanying three-page overview document provide a detailed summary of the key components in our plan for safely reopening schools for the 2020-2021 school year. There is still a great deal of work to be done at both the district and school levels in order to be fully prepared to welcome students and staff back to school. During the next six weeks, our team will be actively preparing for opening schools, making plans for teaching and learning, offering training and professional development, and communicating details to student families and our community.

The LCS Return to Learn Plan includes detailed information about Operations, Instruction, Virtual Learning, Health and Hygiene, Cleaning and Disinfecting, School Nutrition, Transportation, Social Distancing and Capacity, and other essential details. Each section of the plan addresses essential guiding questions to consider, strategies for implementation, and further considerations. Our goal is that we provide the best plan for our school community based on the information and guidance available to us from the VDOE, VDH, CDC, local and state agencies. We pledge to partner with you and our community to provide a safe, exceptional learning environment that is responsive to the needs of all students and staff.

Thank you for your continued support and engagement with our school community. We appreciate you!
Guiding Principles in Developing Our Plan

❖ Keep the health and safety of our students, staff, and school community as a top priority in the development of our plan
❖ Make every effort to maximize the amount of in-person instructional time for all students
❖ Provide support for our special student populations
❖ Provide new instruction for all students
❖ Use our resources and staff effectively to meet our goals and needs
❖ Work with our community partners to meet the needs of our school community
❖ Ensure that our plan is flexible and adaptable to changing scenarios and information
❖ Ensure that our plan is reflective of the feedback received through surveys, task force groups, and community conversations
INSTRUCTIONAL PLAN
1. **How will we account for lost learning time in the Spring and Summer of 2020?**
   Pacing guides for instruction will be revised to reflect untaught critical learning standards from the fourth quarter of the 2019-2020 school year. Beginning of the year assessments will provide baseline data on student levels. Data meetings will be held each quarter during the 2020-21 school year to monitor student learning and modify supports for intervention and enrichment.

2. **How will we ensure students can collaborate in both virtual and in-person learning environments?**
   All teachers K-8 will utilize Google Classroom to provide a common learning management platform for families and students. Teachers will utilize a common template for weekly assignments in both virtual and in-person environments. Teachers will utilize a combination of virtual tools and in-person tools to encourage student collaboration.

3. **How will we provide the necessary supports and training for staff?**
   All teachers will participate in professional development during teacher work days throughout the school year. Offerings will include: components of Google Suite, other high quality and effective blended/virtual teaching strategies, mental health awareness training, health and safety training, and social/emotional learning.
4. **How will we provide technology support for families?**

   *Lexington City Schools Instructional Technology Department will provide informational videos and online resources to help families learn Google Suite and will provide troubleshooting tips to support families while students learn virtually.*

5. **How will we support students without reliable internet access at home?**

   *Lexington City Schools Instructional Technology Department will continue to work with local internet providers to strengthen area internet access and wifi hotspots within the community. Schools will work to offer resources to families without reliable internet access.*

6. **How will attendance and student engagement be monitored?**

   *Attendance will be monitored by teachers, administrators, and division staff. Staff will work with families to address any attendance concerns.*

7. **Will student work be “graded”?**

   *All students will be instructed on new content and all work may be graded to determine student understanding and mastery of skills/content.*
8. What will a typical in-person instructional day at LDMS look like?
Students will have five 45-minute class periods with a 30-minute lunch and short “brain breaks” between classes. To avoid the mixing of students, the majority of students will stay in the same group all day and the teachers will switch classes. All students will take the core classes of Math, English, Science, and History. Additionally, students will either take a foreign language or will have a rotation of music, art, and PE. Other elective courses may be added to the schedule once the regular school schedule resumes. Outside learning and movement opportunities will be encouraged.

9. What will a typical in-person instructional day at HWES look like?
K-5 students will have 90 minutes of language arts. K-4 students will have a 60-minute math block, and students in Grade 5 will have a 45-minute math block. Content subjects (Science and History) will be 45 minutes for all students. Students will have PE, Art, and Music weekly. The librarian will offer book checkout weekly as part of the language arts block. Students will have two 30-minute scheduled recesses on the days in which specials are not offered. K-2 students will have a 25-minute lunch in the cafeteria, and 3-5 students will have a 25-minute lunch in their classrooms or outside, weather permitting. “Brain breaks” and outside learning will be encouraged.
100% VIRTUAL LEARNING PLAN
Virtual Learning

1. **What are the technology considerations we need to take into account for full virtual learning?**
   
   Equity of access is a key point of consideration. Chromebooks will be issued to all middle school students for 1:1 and will be available, as needed, for elementary students in need of a device to support distance learning. According to surveys conducted in Spring of 2020, internet access is not a barrier for the majority of LCS students.

2. **What are considerations for specials and electives in a full virtual environment?**
   
   Elementary specials may be offered as enrichment opportunities in a full virtual environment. Middle school students will be required to submit a physical activity log for P.E. and may have opportunities for enrichment in music and art.

3. **How do we ensure that families have the information that they need in order to make informed choices on virtual learning or in-person learning for their child?**
   
   After surveying families, and meeting with task groups, the Return-to-Learn Plan was developed to include details about both in-person instruction and 100% virtual instruction. Additional school-specific details will be provided prior to the start of the school year.
Virtual Learning

4. **What Learning Management System will we use for different grade levels?**
   Google Classroom will be used as our learning management system for all grades, K-8. Families will have the opportunity to access training materials and resources to help them become familiar with Google Classroom.

5. **How will we offer support to families who choose to enroll their students 100% virtually?**
   We will provide a central location on our website for parents to access technology information including tutorials, program descriptions, updates, and FAQ. Parents will have access to Google Classroom and are encouraged to maintain open lines of communication with teachers.

6. **How will we maintain close communication with students if they are 100% virtual?**
   Teachers will have afternoon hours dedicated to support students engaged in virtual learning. A school staff member will be in daily contact with each child who opts for 100% virtual instruction. This contact may be in the form of virtual instructional meetings with a teacher, email, Google Classroom communication, or phone calls.
What is the parent’s role in supporting their K-2 child in virtual learning?

Parents should be committed to providing learning support for their child in the at-home virtual learning environment.

Instructional considerations for students in K-2:
- From an educational perspective, 100% virtual learning will be the most challenging for younger students who are not as independent and will require significant adult support.
- Parents should consider designating a “learning coach” (family member, caretaker, etc…) that can commit to helping with at-home learning at least 3 hours per day. The parents and/or “learning coach” will need to access Google Classroom each day to help their child with daily assignments and responsibilities.

Each day, students should expect:
- Synchronous instructional time with a teacher scheduled between the hours of 1:30-3:15PM.
- Asynchronous time to complete earning activities, instructional videos, independent practice, and reading.

Each week, students should expect:
- Small group sessions with peers and a teacher
- Required activities, assessments, and optional activities to be completed independently

Specials:
- Learning opportunities in P.E., music, and art may be provided by teachers via e-mail or through the website.
Virtual Learning HWES

8. What is the parent’s role in supporting their 3-5 child in virtual learning?
Parents should be committed to providing learning support for their child in the at-home virtual learning environment. **Instructional considerations for students in 3-5:**
- From an educational perspective, 100% virtual learning will be challenging and will require adult support.
- Parents should consider designating a “learning coach” (family member, caretaker, etc…) that can commit to helping with at-home learning at least 4 hours per day. The parents and/or “learning coach” will need to access Google Classroom each day to help their child with daily assignments and responsibilities.

**Each day, students should expect:**
- Synchronous instructional time with a teacher scheduled between the hours of 1:15-3:15PM.
- Asynchronous time to complete learning activities, instructional videos, independent practice, and reading.

**Each week, students should expect:**
- Small group sessions with peers and a teacher
- Required activities, assessments, and optional activities to be completed independently

**Specials:**
- Learning opportunities in P.E., music, and art may be provided by teachers via e-mail or through the website.
9. What is the parent’s role in supporting their middle school child in virtual learning?

Parents should be committed to providing learning support for their child in the at-home virtual learning environment.

Instructional considerations for students in 6-8:

- From an educational perspective, 100% virtual learning may be challenging for middle school students and they may need additional support.

- Parents should consider designating a “learning coach” (family member, caretaker, etc…) that can commit to helping with at-home learning at least 4 hours per day. The parents and/or “learning coach” will need to access Google Classroom each day to help their child with daily assignments and responsibilities.

Each day, students should expect:

- Synchronous instructional time with a teacher primarily during the hours of 1:15-3:30 PM. Students will meet synchronously with each of their five core teachers at least twice a week.

- Asynchronous time to complete learning activities, practice, view instructional videos, and complete assignments and assessments.

P.E./Related Arts:

- There will be limited opportunities for P.E. and related arts classes. Learning activities may be offered via Google Classroom. 100% virtual students will be required to complete an activity log for P.E. class.
Attendance and Virtual Learning

10. How will we measure attendance and engagement in the virtual environment?

Students will be held accountable using two different measures for attendance and engagement:

- Task-based attendance: Student completion of their assignments in Google Classroom.
- Meeting attendance: Students will attend scheduled synchronous meetings with their teachers.

Students may be considered truant for repeated non-attendance of scheduled synchronous class meetings.
SPECIAL POPULATIONS
**Special Populations**

1. **How will we meet the learning and social emotional needs of our special populations of students?**
   School staff will collaborate with teachers and families to modify instructional and service plans to effectively meet students' individual needs. Schools will make decisions with family input to provide extended day learning opportunities for students with disabilities and English Learners. School staff will meet regularly to monitor student progress and learning needs and make adjustments to plans. Teachers will communicate with families on a regular basis.

2. **What does the extended day learning program look like for students?**
   Students with disabilities will be able to take part in extended learning for an hour each day after the shortened school day. This time will be spent working with instructional staff on targeted learning goals individually or in small groups. English Learners in grades K-5 will have extended day services four afternoons each week and English Learners in grades 6-8 will have extended day services one afternoon each week.

3. **How will we provide related services to fully-virtual students?**
   Case managers will work with teachers, service providers, and families, meeting as necessary, to ensure the needs of students are met through individualized educational plans.
Special Populations

4. How will we best meet the needs of our medically at-risk students?
   Our school nurses will work with families and school staff to mitigate the risks for our medically at-risk students. Student health plans will be updated to reflect any changes as a result of the division health and safety mitigation plans reflective of COVID-19.
Operational Plans

1. **How will reopening plans be consistent with applicable state and local orders?**
   
   Lexington City Schools will follow recommendations and Phase Guidance from the Governor’s office, VDOE, CDC, VDH, and the local health department. LCS has received confirmation from the Central Shenandoah Health District that the plan meets all recommended guidelines concerning student and staff safety. The LCS Health Mitigation Plan will be reviewed by legal counsel and approved by the School Board prior to being submitted to the Virginia Department of Education.

2. **How will students arrive and depart from school each day?**
   
   Parents will be required to pre-screen their child(ren) each morning before school. Students’ temperatures will be taken as they arrive at school. Once they have passed the health screening, students will be sent directly to class through multiple entry points. Support staff will monitor physical distancing in the hallways. Dismissal times will be staggered to minimize the number of students in the hall and exit points at once. Multiple school exits will be assigned for student dismissal. Face coverings will be required at arrival and dismissal times.
3. **What recommended health and safety actions have been put into place?**

   All school spaces have been repurposed and set up to ensure physical distancing is met. All staff and students will be trained on proper health and safety protocols. Proper hand washing and wearing of face covers, when appropriate, will be required. Student groups will not be mixed at the elementary level, and minimal mixing of students will occur at the middle school level.

4. **How will we monitor COVID-19 updates and respond accordingly?**

   We have established a division-level Covid-19 Response Team. Members of this team will be responsible for monitoring, evaluating, and addressing concerns centered around mitigation efforts. This team will be in communication with members of the Central Shenandoah Health District, as necessary.

5. **How will we balance the need for teacher movement between classes and student movement?**

   Classroom teachers will move from classroom to classroom in grades 5-8. Specialists, with the exception of PE teachers, will teach students in their homeroom classes. Teachers will provide multiple “brain breaks” for students to encourage movement and will plan outside learning times as weather permits.
HEALTH AND HYGIENE
Health and Hygiene

1. **Which PPE will be required vs. recommended?**
   Full PPE will be required for school nurses. School staff will wear cloth face coverings and/or face shields when unable to maintain physical distancing (at least 6 feet). Students in K-8 will be expected to wear cloth face coverings (unless a documented medical condition is present) only when unable to maintain physical distancing (at least 6 feet), specifically during transitions in the school building, at arrival and dismissal times, and when working in close proximity to teachers and other students. Students and staff will be asked to provide their own face coverings, if possible. Schools will provide a face covering for any staff or students needing one. Visitors to the school office will be required to wear a face covering upon entry.

2. **How will schools screen students and employees upon arrival for symptoms and history of exposure?**
   Schools will rely on families to pre-screen students at home each morning and school staff will take temperature readings, using a no-touch thermometer, as students arrive at school. School staff will self-monitor and complete a health screening form each morning before work.

3. **How will we provide students with the medical support that they may need?**
   Each school has a full-time school nurse who is available to conduct screenings, answer health related questions, and provide medical care. The schools will partner with the local health department to support health and safety plans to ensure student and staff health and wellness.
Health and Hygiene

4. **What considerations have been accounted for in the development of health procedures and hygiene routines?**
   
   Students and staff will have access to hand sanitizer and hand washing supplies. Hand sanitizer stations have been installed throughout the buildings. Hand sanitizer is available in all classrooms. Students and staff will receive training on hygiene and health/safety practices. Classrooms have been set up to meet physical distancing guidelines. Signage and visual reminders will be placed around the school to promote physical distancing. Clinic procedures have been modified to provide isolation settings for students/staff exhibiting symptoms.

5. **How will schools ensure students follow the appropriate mitigation strategies?**

   The division will send home family resources to help support and promote the mitigation strategies. Students will be explicitly taught to properly wash their hands, use hand sanitizer, cover their cough/sneeze, and socially distance. Teachers and posted signage will provide constant reminders of the importance of these strategies.

6. **What are the expectations for teachers cleaning throughout the day in their classrooms?**

   Teachers will be expected to work with students to keep desk areas tidy and will be expected to clean and disinfect student desks and chairs at the end of each day. Any additional cleaning of high-touch areas will be helpful.
7. How often will shared bathrooms be cleaned?
   Shared bathrooms will be cleaned and disinfected using a electrostatic fogging machine every hour.

8. What should occur when a student or staff member fails the health screening or exhibits symptoms after screening?
   A mask will immediately be placed on the student or staff member and he/she will be sent to the clinic to be assessed by the school nurse. The nurse will make the final determination if a student or staff member needs to leave school to go home or to seek medical attention. If necessary, the student/staff member will remain in isolation until leaving school. The individual will be asked to obtain a medical opinion regarding COVID.

9. What happens if a confirmed case of COVID occurs in our schools?
   LCS has developed a Health Mitigation Plan in collaboration with the VDH. This plan, as well as a Health Summary Document, will be provided to all staff and families in the near future. This document will provide specific details concerning this question.
10. How will school plans protect children and employees at higher risk for severe illnesses?
The division’s health and safety mitigation plan addresses specifics of physical distancing, the use of face coverings, hygiene practices, cleaning and disinfecting procedures, and specific plans if exposure to COVID occurs at school as recommended by the VDH and CDC for reopening schools safely. School and division staff will work with individual students and staff members who may be considered “high risk” to support the best instructional and work plans and to offer options for modifying work assignments, teleworking, or virtual teaching opportunities.
CLEANING AND DISINFECTING
Cleaning and Disinfecting

1. What will daily cleaning and disinfecting procedures look like?
   In addition to normal cleaning procedures, our custodial staff will incorporate disinfection protocol. Restrooms, communal areas, clinics, and other high traffic areas will have greater detail given to them. Other staff members will assist the custodial staff to disinfect surfaces within the classroom on a predetermined schedule, based on the specific surface. All high touch areas will be disinfected using an electrostatic fogging machine at a predetermined interval based on the surface, but at least daily.

2. How will we train staff on disinfecting and cleaning?
   Staff will be properly trained concerning cleaning responsibilities and procedures within their classrooms. Custodial staff will be trained on newly purchased equipment and new cleaning schedules.

3. How will we limit visitors in the building?
   During Phase III, visitors (including parents, guest speakers, etc.) will not be allowed in the schools. Student teachers and practicum students from our local universities will be allowed in our buildings. These students will complete the same daily health screenings as staff. Visitors to the main office area will be expected to wear a face covering when entering the building.
Cleaning and Disinfecting

4. **How will our bus be cleaned between bus routes?**
   *Our bus will be cleaned between each run. A custodial staff member from each school will be assigned the task of disinfection using an electrostatic sprayer.*

5. **How will we monitor bathrooms and ensure they are routinely sanitized?**
   *Students will be released to the bathroom 1 or 2 students at a time. Our kindergarten and first grade classrooms have individual bathrooms. Custodial staff will sanitize each bathroom using an electrostatic sprayer each hour.*
SOCIAL DISTANCING AND CAPACITY

6 feet
Social Distancing and Capacity Essential Questions:

1. **How will we determine the capacity of a classroom given social distancing requirements?**
   *We have measured each classroom and determined student capacity using the VDOE referenced “diamond technique” to place student work stations 6-feet apart. This set-up allows for adequate spacing between student work sessions and the teacher’s instructional space.*

2. **How will student arrival and dismissal work to ensure social distancing?**
   *Multiple entrance and exit points will be used to reduce high levels of traffic at any one entrance area. Staff will be positioned in hallways to monitor social distancing. Dismissal times will be staggered by grade levels in each building.*

3. **How can we use signage, markings, and barriers to ensure social distancing protocols?**
   *At the main entrance, social distancing protocols will be posted. Throughout the building, social distancing signage will be displayed. Floor markers will be used in the hallways and on HWES cafeteria seating to ensure social distancing.*

4. **How will we ensure proper social distancing on school buses?**
   *Our shuttle bus availability will be based on family need. To ensure social distancing, the maximum capacity allowed on the bus will be 20 students with one student per seat. We hope to have a bus aide to offer verbal reminders on social distancing.*
TRANSPORTATION

LYLBURN DOWNING MIDDLE SCHOOL

LEXINGTON CITY SCHOOLS
Transportation

1. **How many students can we fit on the shuttle bus when following social distancing rules?**
   Using guidance from the VDOE, VDH, and CDC, LCS will utilize a staggered seating chart to be able to fit at least 20 students on the bus.

2. **How will LCS determine who will be able to utilize the shuttle bus?**
   Families who have no other means of transportation other than the shuttle bus, should contact Jason White (jwhite@lexedu.org) or 540-463-7146 to arrange for transportation. Decisions will be made on a case-by-case basis. Students will receive a bus pass that will allow them access to the LCS shuttle bus.

3. **What other precautions are being implemented in regard to the shuttle bus?**
   In order to provide bus service for more families, students will be required to wear a mask on the bus. Student temperatures will be taken in the morning before students are allowed to board the bus. Parents will be asked to pre-screen students before they arrive at the school to board the bus. Students will board the bus from back to front to minimize contact with other riders. LCS will have additional staff on the bus to help ensure safety precautions are followed by all riders. Custodial and transportation staff will sanitize the bus prior to each trip and at the conclusion of the day.
NUTRITION
Nutrition

1. Do we have equipment to transport food to classrooms? Can we use additional staff members to assist delivering meals to classrooms?
   We have food carts to deliver closed food containers to the classrooms. Other staff will be trained to deliver meals in the event cafeteria staff are not able to.

2. Will nutrition choices be limited for students?
   No, we plan to move forward with a menu that reflects the most recent feedback data from our spring parent survey to provide our students with popular and nutritional choices at breakfast and lunch.

3. Will breakfast be available to students?
   Yes, students will be offered a bagged breakfast when entering the building each morning. Breakfasts will be consumed in the classroom.
Nutrition

4. **How will students with food allergies be accommodated in social distancing scenarios?**
   Our school nurses provide staff with a current list of students with food allergies. In both the cafeteria and classrooms, students will sit six feet apart. The school will continue to monitor student seating to make sure students with allergies are seated away from the foods they are allergic to.

5. **Where will students eat lunch?**
   K-2 students will eat in the cafeteria with teachers and physically distanced seating. Students in grades 3-8 will eat in their classrooms or outside with teachers (weather permitting). Meals will be delivered to classes.
Additional Considerations

❖ **CHILDCARE:** The school division is currently working with several community partners who are interested in offering modified childcare programs to support our parents who may need childcare options for after school. As soon as this list is completed, we will make it available to families.

❖ **SOCIAL-EMOTIONAL LEARNING:** HWES teachers will have daily “morning meetings” to build classroom communities and address students’ social-emotional learning needs. LDMS students will participate in twice-weekly “Responsive Advisory” meetings with their home-based teacher. These meetings will support students’ social-emotional learning and will support Virginia’s 5C’s (communication, collaboration, critical thinking, creative thinking, and citizenship). School counselors will support students’ social-emotional health and well-being.

❖ **RECESS AND OUTDOOR TIME:** Elementary students will have a twice weekly scheduled recess time, in addition to outside learning and breaks each day (weather permitting). Teachers will model and promote physical distancing to the greatest extent possible. Students will use hand sanitizer or wash hands before and after recess times. Middle school teachers will be strongly encouraged to offer outside learning activities, take outside “brain breaks”, and take students out for lunch (weather permitting). Students will remain physically distanced to the greatest extent possible.

❖ **CONTACT INFORMATION:** It will be essential to have updated contact and emergency contact information for students at all times in order to ensure timely, two-way communication between school and home. Please be sure the school office has current contact information for your child.
Additional Considerations

❖ **TRANSPORTATION:** As our shuttle bus will be limited to the number of riders each day, if parents are able, we are requesting that they transport their child(ren) to and from school.

❖ **BACK-TO-SCHOOL INFORMATIONAL EVENTS:** We will be working to develop alternate plans for our traditional “Meet-the-Teacher”, Kindergarten Orientation, and Back-to-School events. Please look for more information coming soon.

❖ **FLEXIBLE PLANNING:** Plans are subject to change based on state guidelines and changing conditions in our community. It may be necessary to utilize 100% virtual learning for all students at some point during the 2020-2021 school year due school/community health data. Our school division will modify plans and communicate with families as needed.

❖ **PARTNERSHIPS:** Now, more than ever, we will need parents to work as partners with our schools. Patience, flexibility, and support will be necessary to make sure your children and our staff members have a safe, positive experience at school.

❖ **QUESTIONS:** If you have specific questions regarding this plan, please contact your child’s school office or our central office.
| **Families** | Review reopening plans; select option for in-person vs. virtual instruction; purchase school supplies; select cloth face coverings for your child; contact Jason White if you need transportation; arrange for child care (if needed) for the afternoon; make sure your child is up-to-date on immunizations (mainly kindergarten, 6th grade, and new students); help guide your child(ren) in regard to social distancing, use of face coverings, and appropriate hygiene practices; pay close attention to all communication from LCS. |
| **Schools** | Create schedules; assign classrooms and teachers; develop nutrition plans; develop school-specific procedures; develop cleaning plans; develop plans for special student populations; set-up classrooms to be physically distanced; prepare buildings for student and staff arrival; provide information concerning pre-screening protocol; be available to answer questions |
| **Division** | Create and conduct professional development for faculty and staff; establish guidelines for virtual learning; prepare Chromebooks for use and distribution; establish new policies and procedures for managing attendance; communicate regularly with staff and student families |
| **Teachers** | Complete professional development on virtual learning, social and emotional needs, cleaning procedures, and social distancing protocol; prepare instructional plans for in-person and virtual learning; prepare classrooms for student arrival; create communication materials |