

Litchfield Elementary School District Plan for Reopening 2020-2021



OUR MISSION

Connect, Educate, Empower our LESD Family and Community

What We Believe:

Academic Excellence ♦ Student Well Being ♦ Teacher Quality
♦ People First ♦ Preparedness for Life ♦ Communication

Mitigation Plan per Governor Ducey's EO 2020-51 begins on page 13

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MESSAGE FROM SUPERINTENDENT GUNNING



The Litchfield Elementary School District (LESD) is preparing for the 2020-2021 school year following the Spring 2020 closure of all Arizona schools in response to the COVID-19 global pandemic. The combination of the prior experience and growing concerns about the rising cases of COVID-19 in our community and state have appropriately concerned all stakeholders regarding the opening of schools and the steps the district and community are taking to ensure the health and safety of students and staff.

Our School Reopening Task Force has been instrumental in the diligent efforts to reopen schools. The team of more than one hundred people is composed of Governing Board members, teachers and staff, administrators, parents, and community members. They are generously sharing their expertise and experience to help us consider countless variables from diverse perspectives.

The health and safety of our staff and students is of utmost importance and is the consistent theme that shapes every conversation about reopening schools. Additionally, we are grounded in our rich history of academic rigor in a caring environment. With a firm grasp of our top priorities, we will need to address all stakeholders about health protocols, academic options, and methods of decision making moving forward. This plan outlines recommended steps to inform the community and resources to move safely forward with direction from Executive Orders from Governor Ducey, Arizona Department of Education's Roadmap to Reopening School, Centers for Disease Control (CDC), local public health service, legal counsel, and the input of staff, students, families, and stakeholders. Our collective goal is to have a thoughtful reopening plan that strikes a balance between the health concerns posed by COVID-19 and the needs of students and our community.

Litchfield Elementary School District has developed plans for four instructional and operational models which prioritize quality learning experiences for all students and safety: In-Person Learning, Hybrid Learning, Distance Learning, and our new LESD Digital Learning Academy. Conditions related to COVID-19 likely will continue to be fluid throughout the 2020-2021 school year. This plan has been developed to be flexible enough to respond to changing health conditions and to meet the diverse needs of our families.

This will be a living document that will continue to be updated based on current information.

We look forward to welcoming students and staff back to school on August 5, 2020 in an enhanced Distance Learning format. Thank you for choosing Litchfield Elementary School District!

Your partner in education,

Jodi Gunning, M.Ed.
Superintendent

REOPENING AND CLOSURE DECISIONS

The Centers for Disease Control and Prevention (CDC) and the Arizona Department of Education (ADE) recommend that reopening and closure decisions be driven by the current prevalence of COVID-19 in the community. Litchfield Elementary School District (LESD) will operate In-Person Learning when it is safe to do so or will transition solely to Distance Learning, when the need arises due to COVID-19, at the classroom, school, or district levels. Decisions will be made in collaboration with the Governing Board, Superintendent, and in coordination with the Arizona Department of Health Services and Maricopa County Health and Human Services.

COMMITMENTS AND GUIDANCE

The Plan for Reopening 2020-2021 is based on the following commitments:

- Provide continuity of learning that is engaging to students
- Prepare safe learning environments for students and staff, which mitigates their risk of exposure to COVID-19 in our schools and worksites
- Communicate with students, families, and staff
- Address challenges to social-emotional health of students and staff caused by isolation and disruption due to COVID-19
- Offer students and families flexibility and choice
- Support staff with resources, training, and guidance

Team LESD has reviewed feedback received from staff, students, and families through the distance learning surveys sent out in April. Based on this feedback, LESD was able to take away some key pieces of information. They include:

- Enhance access to digital learning offerings for all students
- Utilize a video conferencing application to allow for group/class interaction of students and educators
- Create a clear system for teacher to parent communication that is universal between all schools
- Increase expectations for student attendance, engagement, consistent grading, and address learning loss from this spring
- Provide additional training for staff on digital instructional strategies
- Support students' social-emotional needs

LESD values the input of its team members and obtains information regarding employee working conditions in a variety of ways including: meetings and discussions, committees, surveys, and directly from individual staff. COVID-19 presents challenges and requires procedural changes to ways schools have operated in the past. Continued collaboration and problem solving among the caring and committed Team LESD will be critical as this situation remains fluid throughout the 2020-2021 school year.

Since the beginning of school closures, LESD has held regular team meetings composed of leaders from across the District to prioritize and coordinate next steps and review guidance from the following sources:

- Centers for Disease Control and Prevention (CDC)
- State and Local Health agencies
- Arizona Department of Education [Roadmap to Reopening Schools](#)
- Arizona School Risk Retention Trust, Inc. (the Trust)
- Gust, Rosenfeld Attorneys, PLC

GOVERNOR DUCEY EXECUTIVE ORDER-PRIORITIZING KIDS AND SCHOOLS DURING COVID-19

Governor Ducey issued Executive Order 2020-41 (2020-2021 School Year Prioritizing Kids and Schools During COVID-19) on June 24, 2020 which provides schools across Arizona budget stability, enables distance learning for any that seeks it, and gets additional resources to students and schools navigating increased challenges related to COVID-19. The Enrollment Stability Grant Program, drawing from the State's CARES Act allocation, ensures that LESD will receive a grant award that minimizes the funding impact of any enrollment declines by guaranteeing the greater of 98% of the 2019-2020 enrollment or their 40th-day ADM as enhanced by funding online learners up to the same level of in-person peer. This program mitigates any major swings in enrollment that might occur due to COVID-19. To be eligible for this grant, the key accountability measures schools must meet are as follows:

1. **Student Attendance Data:** All schools will need to report their day one attendance figures in AzEDS, and continue to provide information on a monthly basis.
2. **Financial Compliance:** Eligibility for any funding and flexibility options will be contingent on the school district complying with all state and federal financial transparency requirements by October 1.
3. **Student Achievement Monitoring:** Each school district shall conduct benchmark testing within the first six weeks of the school year for all students in kindergarten programs and grades one through twelve. This data must be submitted to the State upon request.
4. **Must provide education in-person the same number of days per week that they did last school year.** For school districts that wish to offer a hybrid model with kids learning in the classroom some days, and from home on other days, they can still meet the eligibility criteria as long as they offer free onsite learning for students who need a place to go during the day. This option will need to be available for the same number of days per week and open during the same hours offered during the prior school year before the COVID-19 closure took effect.

These accountability measures may be temporarily waived if due to a COVID-19 outbreak and pursuant to A.R.S. 36-787, the Arizona Department of Health Services, in coordination with local health agencies.

GOVERNOR DUCEY EXECUTIVE ORDER-PROTECTING PUBLIC HEALTH FOR STUDENTS AND TEACHERS

Governor Ducey issued Executive Order 2020-44 (Protecting Public Health for Students and Teachers) on June 29, 2020 which delays the start of in-person instruction at school facilities, but allows for schools to offer remote and distance learning per their regular schedule. Throughout July and August, the Governor and the Arizona Department of Health Services will re-evaluate the status of COVID-19 in our state and make updated recommendations around school facilities accordingly. If LESD chooses to begin the school year on August 5, 2020 through distance learning, it shall submit a distance learning plan as required by the Arizona Department of Education (ADE) no later than the start date of distance learning or August 14, 2020, whichever is earlier. The Executive Order also directs ADE to conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such waiver.

SCHOOLS DECISION TREE

Centers for Disease Control and Prevention and Arizona Department of Education “Roadmap for Reopening Schools” Guidance

These guidelines are intended to assist in making reopening decisions regarding schools during the COVID-19 pandemic. It is important to check with state and local health officials, and other partners, to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community. It is also important to note that schools may still provide in-person instruction as determined by executive order of the Governor and the local governing board.

Should you consider opening?		
Yes	No	Considerations
		Will reopening be consistent with applicable state and local orders? Orders may come from the Governor’s Office, Tribal Nations, Arizona Department of Health Services, Local Health Department
		Is the school ready to protect children and employees at higher risk for severe illness?
		Are you able to screen students and employees, upon arrival, for symptoms and history of exposure? Per CDC guidance, daily health checks/screenings are recommended when feasible and can include: <ul style="list-style-type: none"> • visual symptom checks, which may include temperature checks if temperature checks can be done safely. • verbal/written confirmation from parent that student is symptom-free • please note that temperature checks are not required, and that fever is just one of many symptoms that may be screened for.
Any No Responses-Consider Not Opening Physical Buildings		
Are recommended health and safety actions in place?		
Yes	No	Considerations
		Promote healthy hygiene practices such as hand washing and wearing a cloth face covering, as feasible
		Intensify cleaning, disinfection, and ventilation
		Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible
		Train all employees on health and safety protocols
Any No Responses- Consider Meeting Safeguards First		
Is ongoing monitoring in place?		
Yes	No	Considerations
		Develop and implement procedures to check daily for signs and symptoms of students and employees upon arrival, as feasible
		Encourage anyone who is sick to stay home
		Plan for if students or employees get sick
		Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
		Monitor student and employee absences and have flexible leave policies and practices
		Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area
Any No Responses - Consider Meeting Safeguards All Yes Responses - Open and Monitor		

INSTRUCTIONAL MODELS AT A GLANCE

LESD is prepared to welcome students back, in-person, to all its elementary and middle schools in the 2020-2021 school year when community health conditions allow. Every site will follow preventive measures to prioritize student and staff safety. LESD has developed plans for four instructional models which prioritize quality learning experiences for all students and safety: In-Person Learning, Hybrid Learning, Distance Learning, and LESD Digital Learning Academy.

In-Person Learning Model (Scenario 1 From ADE Roadmap)

This instructional and operational model is most similar to past operations of schools with additional safety and operational accommodations. Local or state conditions may require intermittent closures of schools throughout the 2020-2021 school year, which will require students and staff to transition to Distance Learning if the need arises.

- Kindergarten - Grade 8
- Students will be with the same cohort throughout the day in an effort to decrease exposure
- Enhanced cleaning and safety protocols
- Face coverings may be required, per city and county mandates
- Physical distancing (minimum of 3 feet)
- Materials will not be shared
- Modified breakfast and lunch
- Class sizes may not be reduced
- Students may choose to transition to Hybrid or Online Learning at intervals if space is available
- Special area teachers and middle school content teachers will rotate to classrooms
- Social and emotional support to promote student, staff, and family wellness
- May register for Extended Day options, fees will apply
- Accommodations and services provided (e.g., special education services as determined by the IEP team, gifted, English Language Learners)

Hybrid Learning Model (Scenario 2 From ADE Roadmap)

- Kindergarten - Grade 8
- A blended model that includes in-person and remote learning (2 days in person and 3 days online per week)
- While on-campus students will adhere to all In-Person Learning experience protocols
- Allows for enhanced physical distancing by reducing the number of students in the classroom
- Students may choose to transition to In-Person Learning or Online Learning at intervals if space is available
- Social and emotional support to promote student, staff, and family wellness
- May register for Extended Day options for days when on campus, fees will apply
- District laptops will be provided to students in need

Distance Learning (DL) (Scenario 3 & 4 From ADE Roadmap)

Distance Learning will be accessible to all LESD students prior to In-Person Learning beginning on September 8 and in the event of COVID emergency school closures. Teachers will manage learning in core content areas through learning management systems (Google Classroom and Nearpod) or alternative materials as needed. Students will be able to interact with classmates and staff through interactive videoconferencing. Students will transition from Distance Learning to In-Person, Hybrid Learning, or LESD Digital Learning Academy when schools reopen for In-Person Learning.

Participation and attendance of students is expected and student progress will be supported with feedback and grades. Social emotional supports and accommodations and services will be provided (e.g., special education, gifted, English Language Learners). Special education services will be determined by the IEP team.

- Kindergarten - Grade 8
- Enrolled in a LESD school but learning takes place at home due to student health or parent/family preference
- All classes led by LESD teachers
- High quality online learning through the LESD Digital Learning Academy using district curriculum
- Access to “virtual” specials
- District laptops will be provided to students in need
- Social and emotional support to promote student, staff, and family wellness
- Access instruction in LESD core content with digital or alternative resources
- Participation and attendance of students is expected and student progress will be supported with feedback and grades.
- Accommodations and services provided (e.g., special education services as determined by the IEP team, gifted, English Language Learners). Special education services will be determined by the IEP team).
- [Sample of Distance Learning Schedule](#)

LESD Digital Learning Academy (DLA)

Instruction is provided entirely online at home and includes interaction and support from teachers. Therefore, internet access is required. Technology devices from LESD will be available as needed. Social emotional support will be provided. Special education services will be determined by the IEP team.

- Kindergarten - Grade 8
- Enrolled in LESD Digital Learning Academy
- Instruction is provided online and, therefore, internet access is required
- Accommodations and services provided
- Students may choose to transition to In-Person Learning or Hybrid Learning at intervals if space is available
- Social and emotional support to promote student, staff, and family wellness

OVERVIEW OF CURRICULUM AND INSTRUCTION EXPECTATIONS

New learning aligned to Arizona adopted standards will be delivered each day and all learning activities will be specific to the instructor of the course. The utilization of a learning management system will be in place to support in-person and flexible remote learning and new learning will be assessed and reported to students and families with appropriate supports for struggling learners.

Attendance for the 180-day calendar year will be documented and reported to ADE for both the in-person and distance learning.

Guiding Principles

- Maintain high expectations for continuity of quality instruction
- Provide social-emotional support systems
- Ensure access and equity for all students
- Continuous communication with students, families, and staff
- Support flexibility of learning environments to meet the needs of the learner
- Provide accurate evaluation of student learning

Curriculum

Curriculum standards for all four options are in alignment with the Arizona Department of Education state adopted standards.

Instruction

Within all of the instructional delivery models, best practice is supported through professional learning, professional learning communities, and teacher evaluations. LESD has supported effective learning models such as Gradual Release of Delivery model, formative assessment, constructive feedback, project-based learning, inquiry-based instruction, cooperative learning, multi-tiered systems of support, and data-driven decision making.

It is the expectation of all instructional leaders to provide quality and appropriate instruction to all learners including special populations: special needs, English Language Learners (ELL), culturally diverse learners, disadvantaged, and homeless learners.

Delivery of instruction will follow the adopted school calendar, be consistent between In-Person, Hybrid and Distance Learning, LESD Digital Learning Academy. Instructional delivery will be the responsibility of each teacher for the content for which they are assigned.

Tools for Curriculum and Instruction

Project/Vendor	Grade Level
Wonders	K-5
Moby Max	K-8
Near Pod	K-8
Mystery Science	K-5
NoRedInk	6-8
Newsela	5-8

Consistent utilization of instructional tools is a high priority and a commitment to our LESD families. Distribution of technology in the case of a school closure will be coordinated with impacted families.

Videoconferencing, where team members are able to connect with an entire class, small group, or individual students, will be available for the 2020-2021 school year with a completed Student Technology User Agreement.

LESD supports a consistent learning management system – Nearpod. This is a new platform that will be implemented during the 2020-2021 school year. The use of Google Classroom or other learning management systems approved by site administrators will also be utilized. Professional development provided by the Educational Technology Department will be provided to teachers.

LESD team members will continue to utilize email, phone calls, or video conferencing to support families and their child's educational experience.

Student Accountability

The expectations for learning will look much different than the fourth quarter of the 2019-2020 school year. Attendance will be marked every day of the adopted school calendar whether attendance is In-Person, Hybrid Learning, Distance Learning or LESD Digital Academy. Navigating the possibility of working within two learning environments will require discipline and commitment. This responsibility will need

to be supported by families, teachers, and support staff. Progress monitoring of academic achievement will be available through communication accessible on the ParentVue platform.

Assessment of Learning

Participation in daily assignments, projects/exhibitions, and class participation will all be part of students' evidence of learning and documented in Gradebook for ParentVue and StudentVue (middle school).

In accordance with the Governor's Executive Order, assessment of students (K-8) to measure learning levels will be in place. These benchmark assessments for English/Language Arts and Mathematics must be administered within the first six weeks of students physically returning to school.

Intervention

For the 2020-2021 school year, LESD will continue to offer school day intervention and remediation for grades K-8. Through the multi-tiered system of support (MTSS), students identified through benchmark assessments will receive additional support at each school site.

SPECIAL EDUCATION

LESD Special Education Department has developed strategies and plans to best meet our students' needs.

Self-Contained/Developmental Preschool

In-Person Learning Model

- Will include all minutes as typically delivered during the school day.
- Consider the need for compensatory services due to the closures.
- Continue with peer tutoring (reverse mainstreaming).
- Developmental Preschool students who are placed in typical preschool per the IEP will continue this placement.
- Paraprofessionals will perform usual duties, but may need to shift to other classroom/duties depending upon ratios in classrooms.
- Parents will receive a letter to sign-off on if they would like inclusion opportunities to continue or to be temporarily suspended when students return to decrease exposure to more groups of students.

Hybrid Learning Model

- Will focus time in school on intensive engagement on IEP goals and meeting IEP minutes.
- Create documents to monitor minutes provided/parents supports and interactions, etc.
- Coaches support teachers in creating schedules to meet IEP minutes with intensity and urgency.
- Suspend peer tutoring (reverse mainstreaming) to limit the number of students (and staff) in the classroom.
- Paraprofessionals may shift to other classrooms/duties and may perform online instruction guided by the teacher depending upon needs. They may also prepare materials for students to use at home (e.g., file folders, hands on, tasking boxes).
- Parents will receive a letter to sign-off on if they would like inclusion opportunities to continue or to be temporarily suspended to decrease exposure to more groups of students and will be included twitch classes on hybrid models if they choose to opt in.
- Times will be limited to what is outlined on the IEP and necessary for FAPE in order to provide students with as much intensive IEP goal related support as possible during in-person school days.
- Parent/teacher input and discussion will take place to determine what is appropriate for student needs.
- Consideration will be made to monitor the total number of students including inclusion special education students and general education students in a classroom.

Distance Learning

- If required due to a state or district-wide closure, teachers will work with families to meet as many IEP minutes as possible through virtual platforms.
- Parent/teacher conferences may be held to gain parent insight into student/family needs and to further individualize support.
- Teachers/therapists may consider delivering manipulatives/tasking type hands-on activities to support home learning.
- In addition to the district tools for curriculum and instruction, self-contained teachers will have access to the STARS Online (SOLS) curriculum.
- This scenario also applies if students require a virtual model due to health concerns (medical certification) and/or if the parent has chosen a virtual option, but the LESD Digital Learning Academy is not appropriate to provide FAPE per the IEP team. It additionally applies to all developmental/preschool students opting in to a virtual model since the Digital Learning Academy services only students in grades K-8.
- Consider small groups or 1:1 in-person services as safety/scheduling permits.
- Paraprofessionals may shift to other classrooms/duties and may perform online instruction guided by the teacher depending upon needs. They may also prepare materials for students to use at home (e.g., file folders, hands on, tasking boxes).
- Distance learning will be provided for self-contained students for the duration of the closure and parent digital option by a self-contained case manager separate from the Digital Learning Academy.
- Self-contained teachers will devise a schedule to include general education services as appropriate to each student, aligned with the model chosen, to provide consistency when in person services begin.

Resource

In-Person Learning Model

- Will include all minutes as typically delivered during the school day.
- Paraprofessionals will perform usual duties, but may need to shift to other classrooms/duties depending upon ratios in classrooms.

Hybrid Learning Model

- Determine if the student can be successful with a combination of resource groups provided virtually and in-person.
- If virtual time will not be successful, consider if the student can be pulled for higher amounts of time to meet minutes during the days on campus without missing core instruction.
- Consider if the student could attend an additional day (or half-day) in a smaller environment to receive those services.
- Paraprofessionals may shift to other classrooms/duties and may perform online instruction guided by the teacher depending upon needs. They may also prepare materials for students to use at home.

Distance Learning

- If required due to a state or district-wide closure, teachers will work with families to meet as many IEP minutes as possible through virtual platforms.
- Parent/teacher conferences may be held to gain parent insight into student/family needs and to further individualize support.
- Teachers/therapists may consider delivering manipulatives/tasking type hands-on activities to support home learning.
- This scenario also applies if students require a virtual model due to health concerns (medical certification) and/or if the parent has chosen a virtual option, but the LESD Digital Learning Academy is not appropriate to provide FAPE per the IEP team.
- Consider small groups or 1:1 in-person services as safety/scheduling permits.
- Paraprofessionals may shift to other classrooms/duties and may perform online instruction guided by the teacher depending upon needs. They may also prepare materials for students to use at home.

LESD Digital Learning Academy

- Students will have the option to enroll in the LESD Digital Learning Academy.
- The student's IEP will be reviewed to determine if the needs of the student can be met with the LESD Digital Learning Academy.
- If additional considerations are needed, the IEP team will review necessary accommodations and services, and determine if the LESD Digital Learning Academy can provide FAPE (Free and Appropriate Public Education) for the student.
- If the IEP team determines that FAPE cannot be provided through the LESD Digital Learning Academy, the team will discuss an alternative virtual option. This will be staffed by a separate resource teacher(s) with a caseload of students enrolled in this model.
- Paraprofessionals may be assigned to the digital academy and support student instruction or run virtual small groups under the guidance of the teachers.

Related Services

In-Person Learning Model

- Will include all minutes as typically delivered during the school day.

Hybrid Learning Model

- Services will be provided in-person if possible depending on the number of IEP services and an assessment of the importance of in-person delivery of each service for efficacy.
- Consideration will be prioritized based on individualized student needs and related services may be provided virtually during non-attendance days if this is deemed to be appropriate or needed.
- Services may also be provided in small groups on opposite days if needed based on therapist scheduling, etc.
- Classified staff (PTA, SLPA, COTA) will support certified therapists as per typical in providing therapies virtually or in-person as designated by the supervisor based on needs.

Distance Learning

- If required due to a full state or district closure, therapists will work with families to meet as many IEP minutes as possible through virtual platforms.
- Students will be scheduled in small groups at specific times in order to provide as many service minutes as possible to all students.
- This scenario also applies if students require a virtual model due to health concerns (medical certification) and/or if the parent has chosen a virtual option, but the LESD Digital Learning Academy is not appropriate to provide FAPE per the IEP team.
- Consider small groups or 1:1 in-person services as safety/scheduling permits.
- Classified staff (PTA, SLPA, COTA) will support certified therapists as per typical in providing therapies virtually as designated by the supervisor based on needs. They may also prepare materials for students to use at home.

LESD Digital Learning Academy

- If the IEP team determines that the LESD Digital Learning Academy is appropriate for the student, related services will be provided in a virtual format by therapist or therapy assistant (PTA, SLPA, COTA).

Transportation

Continue to provide per the IEP and consider scheduling coordination and/or staggering per district guidelines.

Health and Safety (All Students-non-medical)

- Small groups of no more than 5 in an area of class or group at a time (across all settings).
- Related Services (push-in if possible to minimize students out on campus).

- No sharing of supplies or sanitize supplies between uses (e.g.: headphones for READ 180, file folders, Physical Therapist/Occupational Therapist equipment).
- Anything that can't be washed between uses (e.g.: cloth bean bags) will be off limits or available to one child until proper sanitation can take place.
- Clean and disinfect areas between groups (across all settings).
- Consider additional PPE for staff working with students that may have spitting, drooling or bodily fluids or unable to wear masks due to sensory needs, disability or during necessary physical interaction (face shields worn with face masks unless social distancing in place and/or gowns).
- Consider limiting the number of campuses in a day for related services, coaches, directors, etc. (Directors/Leads will work with coaches and related service providers with schedules for this).
- Consider additional PPE (masks and face shields) for those traveling to more than one campus and/or classroom in a day (psychologists, related service, coaches, coach paraprofessionals).

Health and Safety (Medically Fragile)

- Identify students previously identified as medically fragile and contact to determine return to school plan, consider medical release or update to care plan, and consider placement and/or additional accommodations/modifications if needed.
- Consider increased or different PPE that may be needed (medical grade masks, gloves).
- Consider limiting exposure to other staff or students outside of the classroom environment.
- Consider providing therapies via teletherapy with a therapist in the front office so that staff can still access them to ask questions or provide an in-person model if needed. Para/nurse/teacher interacts with student(s) while student and staff are guided by a therapist through the computer.
- IEP goals including self-help skills will continue to be addressed wearing appropriate PPE as necessary.

Resources

- Face shields (worn with masks) for related service, school psychologists, and classroom staff in classes where higher risk for staff may exist
- Additional masks, gloves, thermometer for Medically Fragile classroom.
- Specific workspace(s) that can be used for related services and coaches on campuses and provide virtual therapy sessions.
- Consider additional PPE.

CONSIDERATION FACTORS

As LESD prepares for In-Person, Hybrid, Distance Learning, and LESD Digital Learning Academy operational models to offer students and parents, Team LESD considered the following factors:

- Health and Safety
- Social-Emotional Support
- Technology
- Professional Learning and Staff Supports
- Communications

HEALTH AND SAFETY (Mitigation Plan)

In-Person Preventive Safety Measures

The following measures will be put in place as part of the schools' general operations when community monitoring reveals low levels of spread of COVID-19, which allows for In-Person Learning.

Social/Physical Distancing

CDC Guidelines

- The CDC “encourages” but does not mandate social/physical distancing.

LESD Plan

- Have students remain static with the same groupings and the same staff throughout the day and limit mixing between groups as much as possible (Cohorting).
- Organize classroom layout to allow for social distancing as much as possible.
- Social distancing protocols will be used outside of the classroom along with limited use of common areas, when feasible.
- For employees, social distancing protocols will be used outside of the classroom along with limited use of common areas, when feasible.
- If an emergency situation arises that requires a staff member to touch a student or another staff member, resume social distancing as soon as safely possible, wash hands, and disinfect any surfaces touched.

Signs and Messages

CDC Guidelines

- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Make regular announcements on reducing the spread of COVID-19.
- Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).

LESD Plan

- Handwashing signs in all school bathrooms, to promote proper handwashing by students.
- Posters for every school, department, and District Office, to promote health and safety protocols.

Hand Washing

Procedures implemented upon arrival and throughout the day. Require all students and staff to wash their hands with soap and water for at least 20 seconds at the times listed below.

- Upon arrival at school (use hand sanitizer if there is no sink in the classroom)
- After being outside for physical activity
- After using the restroom
- Before and after lunch
- Prior to leaving school for home
- After sneezing, coughing, or blowing nose

Daily Health Screenings and Temperature Checks

CDC Guidelines

- If feasible, conduct daily health checks (e.g., temperature screening and/ or [symptom checking](#)) of staff and students. Staff will be trained on what symptoms to look for and when/if symptoms are identified, staff will send students to the school nurse for further evaluation.
- Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

LESD Plan

- A staff member will visually check each student upon arrival.
- Any student with visible symptoms of runny nose, cough, shortness of breath or vomiting will be taken to the health office immediately, where parents may be contacted for pick up, with the following exceptions:

- If the student has a runny nose and no other symptoms, the nurse/health aide will contact a parent to determine if other symptoms are present or if there is exposure to COVID-19 in the home. If not, the student may return to class.
- If the student has health information that confirms a diagnosis of asthma or other respiratory condition, the nurse/health aide will contact a parent to confirm that the student has no other symptoms or exposure to COVID-19 at home. If not, the student may return to class.
- School Health Centers will be set up to maintain physical distancing as much as possible.
- The school nurse will encourage staff to only send students who appear ill to the Health Office. Students who are healthy should stay in their cohorts. To encourage this practice each teacher will receive a basic First Aid bag to keep in their room for minor cuts, scrapes, etc.
- If a student is determined by the school nurse to be possibly contagious, parents/guardians are expected to pick up their student in a timely manner once contacted by the school nurse.
- Students who are determined to have certain symptoms listed below may be isolated to contain exposure.
- If a student is isolated, the school nurse or a trained employee will stay with the student until they are picked up by the parent/guardian.
- Parents/guardians are expected to follow guidelines given to them by the school nurse once the student is picked up.
- If a student tests positive for COVID-19 after being at school, and the school nurse receives a confirmed diagnosis from a doctor or health agency, the school nurse will send out a non-identifying letter to all those who were in close contact with the student.
- Parents/guardians with a COVID-19 positive student may receive a phone call from the school nurse to get permission to report the diagnosis to the Health Department.
- All staff and students who are diagnosed with COVID-19, have symptoms or think they have been exposed, will be cataloged to contain and keep track of trends. Only the school nurse and school principal will have access to this information.

At Home

This is the first point on the screening continuum. Students and staff must not come to school if exhibiting ANY of the following symptoms:

- fever of 100.4 degrees or higher
- chills
- shortness of breath or difficulty breathing
- muscle aches
- sore throat
- headache
- fatigue or lethargy
- congestion or runny nose
- cough
- vomiting
- diarrhea
- new loss of taste, smell or appetite

By choosing In-Person enrollment, families will agree to follow the student screening expectations for the above symptoms each morning, to self-report symptoms to the school, and keep students at home if any symptoms are present. Families are to be informed with registration documents, online registration pages, individual school and district websites, school-wide phone calls, and email reminders of the expectation to screen students at home. Students will have the opportunity to make-up work missed due to symptoms of COVID-19.

On the Bus

CDC Guidelines

- Clean and disinfect frequently
- Maintain 6 feet of physical distancing if possible

Maricopa County Board of Supervisors

- Maricopa County residents must now wear masks when in a public setting. The proclamation includes:
 - People older than six must wear masks in enclosed public spaces (where 6 feet of distance cannot be maintained).
 - Adults with children 2 to 5 years old must make reasonable effort to make them wear masks inside enclosed public spaces.

LESD Plan

Staff

- Student transporters and monitors will be required to wear face coverings (masks/face shield) when passengers are on the bus. This will include loading and unloading while at a school campus and bus stops.
- Student transporters and monitors will disinfect the vehicle after morning, mid-day, and afternoon routes (*see Vehicle Information below*). When feasible, and time permitting, vehicles will be disinfected between runs using a 75% alcohol cleaning wipe.
- Staff will ensure students are seated in assigned seats with siblings from the same household seated together.
- Staff will wear disposable gloves when needed to attend to students/passengers while on the school bus (monitors will change gloves between attending to students to mitigate cross-contamination).

Students/Passengers

- In order to provide transportation without social distancing, masks/face coverings will be required for all students/passengers riding a school bus.
- Student transporters and monitors will not refuse a ride to any student that does not have a mask/face covering. Staff will have a limited number of disposable masks for students that board the bus without mask/face cover.
- Students will not be punished or removed from the bus for not wearing a mask/face cover. Transportation office staff will communicate with parents on District Standards for riding the school bus, and work with parents if they cannot provide a mask/face cover for everyday use.
- Students/passengers with special needs are strongly encouraged to wear cloth face coverings/face shields with limited exceptions:
 - Students with sensory challenges
 - Students with medical concerns that make wearing face covering unsafe
- Siblings from the same household will sit together (students in older grades will sit with siblings in younger grades to continue the age appropriate seating set by LESD Transportation).
- Students that do not have a parent at the bus stop or at home, that display signs/symptoms will be given a face covering and sat away from other students. Staff will notify the Transportation Dispatch office to contact the school nurse.

Vehicle Information

- The front two (2) seats on each vehicle will be left open for students that are showing signs and symptoms at the bus stop. Student transporters will give the student a mask, and keep away from other students. They will also communicate with Transportation Dispatch to notify the school nurse of a student arriving with signs/symptoms.
- Cleaning/Disinfecting of Vehicles
 - Each morning upon arrival, student transporters will enter the vehicle and disinfect the school bus using the district product titled *700 Disinfectant Cleaner* (provided through *Waxie® Sanitary Supply*) before conducting a thorough Pre-Trip Inspection on the vehicle.

- Student transporters will then execute the morning routes for each bus (generally consisting of 2-3 schools per route), which takes an average of 2.4 hours each morning.
 - Upon return to the Transportation Department, student transporters will:
 - conduct a thorough Post-Trip of the school bus as directed by the Arizona Minimum Standards for School Buses.
 - place every other window down on each side of the bus for fresh air to circulate throughout the vehicle.
 - clean the vehicle.
 - disinfect using the *700 Disinfectant Cleaner* product to high touch areas (seats, handrails, dash, driver's compartment, and doors) before clocking out for the morning shift.
 - The process listed through above will be repeated for all mid-day routes.
 - Upon returning to clock in for the afternoon shift, student transporters will:
 - perform an afternoon Pre-Trip on the vehicle, as directed by LESD standards.
 - disinfect the vehicle before leaving the yard to travel to respective schools for afternoon routes.
 - Upon return to the Transportation Department, student transporters will
 - conduct a Post-Trip Inspection on the vehicle, as defined by the Arizona Minimum Standards for School Buses.
 - use the *700 Disinfectant Cleaner* product to disinfect the buses (including seats, handrails, dash, driver's compartment, and doors) before clocking out for the evening.
 - close windows after PM routes to secure the bus for the evening.
 - Student transporters will use cleaning wipes (75% alcohol formula) between each run after dropping off at school in the AM, or before arriving at schools in the PM on high touch surfaces (handrails, door, top of seats, etc.).
- Windows may be open to 1/2 for increased air circulation during seasonal times of the year. Windows will be open at 1/2 for safety reasons.
 - Roof hatches will be vented at all times for fresh air to circulate inside the vehicle while using the air conditioning system during warm months.
 - All buses will have clearly visible signage (provided from the CDC) above the driver communicating to parents that students should not enter the school bus with any of the identified symptoms (visible symptoms include runny nose, cough, shortness of breath, or vomiting).

Bus Stops

- Communication will be sent to families emphasizing expectations concerning 6 feet social distancing while gathering at the bus stop through the District website, department website, school websites, and District email.
- If possible, students should wait in the family vehicle until the bus arrives at the bus stop.
- Students are asked to have masks available and ready to wear prior to getting on the bus.

Food Service Operations

CDC Guidelines

- Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.

LESD Plan

- Students may continue to receive healthy nutritious meals that meet the USDA's National School Lunch and School Breakfast Programs through LESD Food Services or choose to bring their own.
- Meals will consist of individually plated variety of nutritious, healthy items both fresh made and pre-packaged while allowing students the ability to have a choice of their meals. Self-serve items will be

limited to pre-packaged items. Our salad bars will not be available until we are past the COVID-19 pandemic.

- Students may eat in their classrooms, cafeteria, gym, or outside, while physically distanced, depending on the weather and the school setup.
- We will be encouraging students to follow the CDC's "No Sharing" guidelines with all food, drinks, devices, personal belongings, etc.
- If the need arises again to close schools and switch to Distance Learning due to COVID-19, meal service will be distributed according to USDA National School Lunch Program guidelines.

Face Coverings

All students and staff will be required to wear face coverings per state and county mandates.

CDC Guidelines

- Use of simple cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.
- Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- Teach and reinforce use of cloth face coverings.
- Face coverings may be challenging for students (especially younger students) to wear.
- Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult.

LESD Plan

- Students will be required to wear face coverings, subject to the health condition exception stated below*, when physical space does not allow for maintenance of 6 feet of space between individuals.
- Exceptions for wearing face coverings may be made during physical activities when physical distancing is maintainable, though they may voluntarily wear face coverings at any time.
- Employees will be required to wear face coverings at all times except when in a classroom or office alone unless they are unable due to health reasons. Employees may voluntarily wear face coverings at any time.
- Plastic face shields that fully cover the face, including below the chin and around the sides of the face, are an acceptable alternative to face masks.

*Any student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear face coverings, and alternate methods of protection will be discussed by parents and staff. Examples may include the following:

- Those with a disability that prevents them from comfortably wearing or removing a face covering.
- Those with certain respiratory conditions or trouble breathing.
- Those who are deaf or hard of hearing and use facial and mouth movements as part of communication.
- Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.

Cleaning Protocols

CDC Guidelines

- Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.
- Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.
- Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants are an important part of reducing the risk of exposure to COVID-19.

LESD Plan

- As part of the daily cleaning regimen, EPA approved disinfectant cleaner will be used on all touchpoint surfaces.
- Classroom touchpoint areas will be disinfected throughout the day.
- Bathroom touchpoint areas will be disinfected daily.
- Each classroom will be provided with approved disinfecting cleaner and staff training of its proper use, while keeping the products away from children.

Air Quality

CDC Guidelines

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors.
- Do not open windows and doors if they pose a safety or health risk to children using the facility (e.g. allowing pollen in or exacerbating asthma symptoms).

LESD Plan

- Change air filters on a regular schedule.
- Exploring where improved filtration can be used without damaging HVAC equipment.
- Cleaning interval HVAC system components to reduce trapped dust which may harbor germs.
- Increasing outdoor air circulation using HVAC equipment for filtration in all spaces where and when practical.

Visitors/Volunteers

CDC Guidelines

- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).

LESD Plan

- Visitors will not be permitted on school campuses. Volunteers on campus will be postponed until further notice.

Shared Belongings/Student Materials

CDC Guidelines

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

LESD Plan

- For younger grades and where possible, student belongings to be kept in individual bins or cubbies labeled with each student's name.
- When feasible, sharing of school supplies among students will be restricted. If a school supply or piece of equipment must be shared by students (for instance, a pencil sharpener or blocks/toys), staff should wipe down the item with disinfectant after each use.

School Events/Field Trips

CDC Guidelines

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.

LESD Plan

- Field trips, events and large gatherings canceled until further notice.
- Teachers will use virtual learning opportunities (such as virtual tours of museums) to enhance students' educational experiences.
- School-wide assemblies will not be held with students assembled in the same physical location. As an alternative, LESD schools will hold school-wide assemblies virtually, with student groups remaining in their classrooms.
- Large-scale school events such as "Meet the Teacher Night" may be held virtually or reconfigured in order to maintain social distancing. Small-scale activities like parent-teacher conferences may take place over the phone or other electronic means. Other extracurricular activities will be cancelled unless the activity can be conducted in compliance with social distancing protocols.

SOCIAL-EMOTIONAL SUPPORT

LESD will continue to provide social emotional support for staff and students regardless of the academic setting. The basis of the plan will incorporate our District's adopted social emotional program of Conscious Discipline which includes the key elements of safety, connection, and problem solving. The adult's role in the classroom or through online learning is to assure the physical and emotional safety of our students. The structures and rituals to insure safety include a safe keeper ritual and family agreement, visual schedule and routines, teaching composure through breathing, and the Safe Place steps to deescalate. Next, is creating a connection with adults and students through the school family that will systematically create the positive school climate necessary for academic success. The school family includes greetings, a brain smart start, jobs, and wish wells. Lastly, we will use teachable moments in the physical or virtual classroom to teach social-emotional skills for students to manage themselves, resolve conflict, and develop prosocial behaviors. Strategies used to support these skills will include teaching of the brain states, the time machine, and class meetings. Focusing on these key social emotional skills of safety, connection, and problem-solving will best support our students and staff to navigate through these challenging times.

TECHNOLOGY

LESD is committed to bridging the connectivity gap, enhancing learning In-Person, Hybrid Learning, Distance Learning/Digital Learning Academy, and expanding communications to stakeholders. Team LESD is currently undertaking a number of projects to expand the reach of multiple systems.

PROFESSIONAL LEARNING AND STAFF SUPPORTS

LESD will provide continuous learning opportunities addressing professional learning for educators and the role of all stakeholders in supporting schools as they develop and implement continuous learning approaches. This work is to increase educator effectiveness and results for all students within learning communities and is committed to continuous improvement, collective responsibility, and goal alignment. Online training modules through SafeSchools are required for LESD staff returning to work to cover procedures and health/safety protocols such as hand washing, social/physical distancing, face covering, and sanitizing equipment. Staff will take the online modules during the mandatory training window at the start of the year.

Ongoing professional learning opportunities will be available to staff to address social emotional needs of students, technology resources, distance learning practices, and other needs that arise throughout the year.

Substitutes, Paraprofessionals, and Classified Staff Professional Learning

To meet the needs of classified professionals and substitutes, LESD will provide training for substitutes and paraprofessionals.

Staff Guidance

LESD has put in place the following practices and measures to protect staff members from the spread of COVID-19:

- Keeping those who are on premises at least 6 feet from one another to the extent reasonably possible.
- Increase standards of facility cleaning and disinfection to limit exposure to COVID-19, as well as adopting protocols to clean and disinfect in the event of a positive COVID-19 case in the workplace.
- Adopting protocols to prevent workers from entering the premises if they display respiratory symptoms or have had contact with a person with a confirmed diagnosis of COVID-19.
- Providing information regarding leave, ADA accommodation and/or telework options available for staff.
- Provide employee self-care support and resources.

Workplace Accommodations

Reasonable accommodations are adjustments or modifications that enable people with disabilities to perform the essential functions of a job efficiently and productively. If employees consider themselves to be [high-risk](#) for COVID-19 based on the CDC Guidelines or have a health condition that leads the employee to believe that, given the COVID-19 situation, it is unreasonably risky for the employee to return to work on-site or the employee is in need of additional or enhanced protective measures, the employee may request an accommodation through their supervisor or Human Resources. Supervisors, in consultation with HR, will work with employees to engage in the interactive process to determine whether, with or without reasonable accommodations, the employee can return to work. Employees will be asked to provide medical documentation to verify the health condition. Options for reassignment to a vacant position, temporary modified work schedules, moving to a different work space to provide social distancing to the greatest extent possible, or telework (if feasible) can be requested by employees. Accommodations are subject to periodic review. Employee information will be kept confidential.

If employees have household family members or persons they reside with that are at [high-risk](#) for COVID-19, special workplace arrangements may be requested for consideration. Employees should notify their supervisor or Human Resources.

If no resolution can be reached, the employee may:

- 1) Apply for Emergency Paid Family Leave, based on qualifying reason, if eligible, or
- 2) Apply for a year long unpaid leave of absence or resign.

LESD Staff Leave

All LESD Staff:

- Have access to the Families First Coronavirus Response Act leave to Require Emergency Paid Sick Leave and Family Leave to Covered Employees beginning April 1 - December 31, 2020. Staff will also have access to their accrued sick, vacation or personal leave if they exhaust the Families First Leave.

- Emergency paid sick leave provides all employees with two (2) weeks of emergency paid sick leave if the employee is unable to work (or telework) for any of the following COVID-19 related reasons:
The employee:
 1. Is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
 2. Has been advised by a health care provider to self-quarantine related to COVID-19;
 3. Is experiencing COVID-19 symptoms and is seeking medical diagnosis;
 4. Is caring for an individual who is subject to a quarantine or isolation order or advised to self-quarantine by a healthcare provider;
 5. Is caring for his or her child whose school or place of care is closed, or the child care provider is unavailable, due to COVID-19 related reasons;
 6. Is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.
- Emergency Family Leave provides paid leave to eligible employees, full and part time, who have been employed for at least thirty (30) calendar days and who are unable to work (or telework) for up to twelve (12) weeks because they must care for their child if the school or place of care has been closed (including physically closed to students) or a child care provider is unavailable due to public health emergency. The first ten (10) days in which an employee takes emergency family leave is unpaid, however, emergency paid sick leave may be used. After ten (10) days, eligible employees can receive emergency paid family leave, up to (12) weeks, at an amount not less than two-thirds (2/3) of an employee's regular rate of pay up to \$200 per day or \$10,000 total. The employee may elect to supplement the (2/3) pay with (1/3) personal accrued paid vacation leave, personal leave, or sick leave to receive 100% pay.
 - May request a year leave of absence, without pay, subject to Governing Board approval.
 - May choose to resign and/or retire from their position with the District.

Responsibility of LESD Staff

- Follow basic infection prevention measures and know procedures set out in the safety plan defined by the District. This includes procedures for COVID-19 symptoms, close contact or positive test procedures.
- Frequent and thorough hand washing for at least 20 seconds with soap and water.
- Participate in daily check-in procedures for all staff and [self-screen](#) before coming into work.
- Staff entering their workplace shall acknowledge their temperature is at or below 100.4 degrees Fahrenheit. Touchless thermometers are available at every site. Staff with temperatures exceeding 100.4 degrees Fahrenheit shall return home.
- Refrain from using other worker's phones, desks, offices, or other work tools when possible. Appropriate self-cleaning of equipment will be required if cross-use is required or necessary.
- Wear a face covering while in the facilities and unable to maintain social/physical distancing from others.
- Only enter the building through the designated and administrator approved entrance.
- Employees are not required to share their medical information, a diagnosis, or COVID-19 testing results with their employer or supervisor. If an employee shares information, all information about employee illness must be maintained as a confidential medical record and may not be shared with other employees.

Staffing Needs and Reassignment of Duties

The District will use all available resources to support the operational needs. During COVID-19, it may be necessary to temporarily reassign staff from their current position to a vacant position or for staff to assume responsibilities outside of their normal responsibilities.

Usually the reassignment would be within the same department, division or school site, but in the event that school operations are impacted, staff may be reassigned to another location. Staff reassignments will ensure minimum qualifications, certification and training required for the position are maintained.

PROCEDURES FOR COVID-19 SYMPTOMS, CLOSE CONTACT EXPOSURE, OR A POSITIVE TEST

The following COVID-19 reporting procedures should be followed for employees and students.

Employee/student reports having COVID-19 symptoms, close contact exposure or positive test results.

<p><i>If employee is at home:</i></p> <ul style="list-style-type: none">● Employee stays home and notifies their principal/supervisor. <p><i>If employee is at work:</i></p> <ul style="list-style-type: none">● Employee should separate themselves from all other students and staff.● Employee notifies (calls or emails) their principal/supervisor.● Employee is sent home safely, immediately.● Call 911 if the employee appears to be in medical distress. <p>➤ Principal notifies School Nurse, School Nurse notifies Human Resources</p> <p>➤ Supervisors notify Human Resources</p> <p>➤ Human Resources contacts employees to conduct Questionnaire and gives instructions to stay home until clearance is received from HR to return to work.</p>	<p><i>If student is at home:</i></p> <ul style="list-style-type: none">● Student stays home and the parent notifies the school nurse. <p><i>If student is at school:</i></p> <ul style="list-style-type: none">● The student is separated from all other students and staff, except for one staff member to supervise the student.● Staff assisting the student must wear a cloth face covering or PPE and maintain a distance of at least 6 feet from the student at all times, unless there is an emergency.● Staff escorts the student to the School Nurse's office.● Staff will communicate COVID-19 symptoms right away to the nurse before leaving the student in the health office to ensure safety precautions can be initiated.● The School Nurse or designee will immediately notify a parent or emergency contact to pick up the student. Parents are provided instructions for returning students safely to school.● Call 911 if the student appears to be in medical distress.
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EMPLOYEES AND STUDENTS

HAVE SYMPTOMS, TESTED POSITIVE, BEING TESTED FOR COVID-19	CLOSE CONTACT/EXPOSURE TO SOMEONE WITH COVID-19
<p>If you:</p> <ul style="list-style-type: none"> • Have symptoms: cough, fever, or shortness of breath, OR other symptoms of COVID-19, OR • Have tested positive for COVID-19, OR • Are waiting for test results <p>You should:</p> <ul style="list-style-type: none"> • Isolate at home for 10 days until it is safe to be around others. • Follow Isolation Guidelines for number of isolation days depending on positive or negative test results. • If you have symptoms and do not take a test, you should follow steps for having symptoms and testing positive. <p>When can I return to work/school?</p> <ul style="list-style-type: none"> • Employees must receive clearance from Jeri Burns/HR to return to work. • Students must receive clearance from school nurses to return to school. 	<p>If you:</p> <ul style="list-style-type: none"> • Live in the same home OR were in close contact (within 6 feet for longer than 10 minutes) with someone who has tested positive for COVID-19 or has COVID-like symptoms and is waiting on test results <p>You should:</p> <ul style="list-style-type: none"> • Stay home and away from others (quarantine) for 14 days after the last time you had close contact with the person. • Follow Quarantine Guidelines for number of isolation days depending on positive or negative test results. <p>You will be asked to quarantine for 14 days because that is the maximum time period from the day a person is exposed to an infected person to when symptoms appear for COVID-19.</p> <p>When can I return to work/school?</p> <ul style="list-style-type: none"> • Employees must receive clearance from Jeri Burns/HR to return to work. • Students must receive clearance from school nurses to return to school.

If staff member or student gets sick at work/school:

- Close off any areas that were exposed to the symptomatic employee or student for a prolonged period.
 1. Wait 24 hours before cleaning and disinfecting those areas.
 2. During that time, if feasible, open windows or outside doors to increase air circulation.
 3. After 24 hours, thoroughly clean and disinfect all surfaces in the area, per CDC guidelines.

Notice of Communicable Disease:

If an Employee or Student tests positive for COVID-19:

- A *Notice of Communicable Disease* will be sent to employees/students that were in close contact with the positive person.
- The Notice is sent to employees/students who are identified as a close contact.
- The Notice advises others who were in close contact to watch for symptoms.
- The Notice is confidential and does not identify the positive person by name or whether the person is an employee or student.
- *If an employee/student lives with or was in close contact with a COVID-19 positive person, will he/she have to Quarantine for 14 days?* If an employee/student lives with or was in close contact, within 6 feet for 10 minutes or longer, had a mask or no mask, they will have to quarantine for 14 days. Follow [Quarantine Guidelines for Close Contacts](#).

The District is bound by the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) and will honor the privacy of impacted individuals.

Communications and notifications pertaining to a positive case will follow the direction of the Maricopa County Health Department.

All procedures are subject to change based on CDC or Maricopa County Health Department guidelines.

COMMUNICATIONS

Litchfield Elementary School District continues to deliver information to stakeholders in a multi-platform effort to ensure maximum communication reach via mass communications systems and targeted outreach based on desired objectives and tactics. These efforts are outlined below:

Goals

- To address concerns brought about by the COVID-19 pandemic by providing effective and empathetic messages regarding steps the District is taking to reopen schools safely. This includes efforts to sanitize campuses, promote physical distancing, communicate health and safety measures on campus, and accommodate concerned families.
- To fully address questions about educational delivery options for the 2020-2021 school year and layout communication about how the District and schools may need to pivot again depending on guidance from the state and federal leadership.
- To help families and staff feel welcomed and comfortable when classes resume, regardless of the format.

Audience

- Staff
- Families
- Community