

LITTLE ROCK SCHOOL DISTRICT READY FOR LEARNING PLAN

*IN RESPONSE TO COVID-19
FOR THE
2020-2021 SCHOOL YEAR*



LITTLE ROCK
SCHOOL DISTRICT



Updated 12/4/2020

NOTE: This plan will be updated as new ADH guidance is received.

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INTRODUCTION

The Little Rock School District's Ready for Learning Plan was developed with input from parents, students, teachers, administrators and district level staff. Those who expressed interest in the initial parent/teacher survey and provided an email address were invited to participate in follow-up focus groups as the plan was developed. This plan is intended to aid in guiding the reopening of our school buildings. The guidelines referenced in this plan are based on guidance from the Arkansas Department of Elementary and Secondary Education (DESE) and Arkansas Department of Health (ADH). Regular updates to this plan will be based on information provided by the ADH, DESE, and applicable federal, state and local agencies. **Arkansas Center for Health Improvement has recently provided school district-level COVID-19 data.** The data on this website are provided to help inform local decision makers, including policymakers, school personnel and parents, about the impact of COVID-19 in their communities.

The school site plans, in adherence with the District's Ready for Learning plan, have been developed and are located below in this plan, on the schools' websites, and the District's website; these plans will be updated as additional guidance is received.

[Elementary School Plans](#)

[Middle School Plans](#)

[High School Plans](#)

COMPONENTS OF THE LRSD READY FOR LEARNING PLAN

In order to ensure the continued well-being of our LRSD community, the following guiding principles have been put in place:

1. Ensure a safe learning environment based upon the most current guidance from the Arkansas Department of Health (ADH);
2. Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that addresses unfinished learning from the prior year, introduces new learning while utilizing technology to enhance regular classroom instruction;
3. Support teachers in providing virtual instruction by providing training in technology, blended learning (delivery of instruction), addressing social and emotional needs of students and self, and culturally responsive practices;
4. Provide guidance and support for educators, parents and students in the areas of health, safety, and social emotional learning;
5. Engage educators, parents, students, and the community.

SECTION I: SAFETY OF STUDENTS, STAFF, AND VISITORS

TIMELINES and ACTIONS

The following steps have or will be taken in developing and communicating this plan:

Timing	Actions
June 2020	<ul style="list-style-type: none">• Distributed Stakeholder Survey about delivery in Spring 2020 and concerns for Fall 2020; (3,380 Parent Responses and 1,191 Teacher Responses)• Conducted Focus Groups (based upon survey feedback) with parents, teachers and administrators• Draft Ready for Learning Plan

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	<ul style="list-style-type: none"> ● Allocated CARES funding ● Ordered devices and PPE ● Prepare buildings and transportation for reopen with thorough cleaning and disinfecting ● Teacher teams established Essential Standards in ELA and Math ● Published parent and teacher Ready for Learning FAQs ● Plan social emotional training for parents and educators
July 2020	<ul style="list-style-type: none"> ● Teacher teams revise curriculum documents ● Returned to limited onsite activities such as on-site training with restrictions based on ADH Directives and Guidance that include physical distancing, face coverings, limited capacity, etc. ● Survey teachers and administrators (1,184 teacher responses and all principals provided time to give input during level meetings) ● Parent Survey regarding method of delivery (10,500 results - 45% virtual and 55% on-site) ● Engage stakeholders in providing feedback on Draft Ready for Learning Plan ● Finalize Ready for Learning Plan ● Provide training to lead teachers in District's LMS, Schoology ● HR COVID-19 FAQs disseminated to employees
August 2020	<ul style="list-style-type: none"> ● Determine what restrictions/guidelines stay in place ● Implement Ready for Learning Plan by expanding onsite operations based on recommendations and data from DESE, ADH, Arkansas Governor, and applicable state and local agencies ● Provide ongoing Professional Development for educators ● Provide ongoing support for parents and students ● Open school (In-person & Virtual options)

SUPPORT NEEDED FROM PARENTS/GUARDIANS

- Select your student's learning environment option by August 7, 2020.
<https://securek12.lrsd.org/MyChoiceFall2020/>
- Ensure that your student(s)' [immunizations/ wellness checks](#) are up-to-date
- Stress the importance of [proactive measures](#) for the utilization of masks/face coverings, adhering to physical distancing, and regularly washing their hands, both at school and away from school. Please take time to demonstrate these actions with our younger students.
- Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, **they should not go to school**. Make sure your child does not have a sore throat or other signs of illness, like a cough, diarrhea, severe headache, vomiting, or body aches.
- If your child has had close contact with a [COVID-19 case](#), they should not go to school. Follow guidance on what to do when someone has known exposure (listed in the *Guidance If Exposed* section of this document and on the [District's website](#)).
- Be familiar with how your school will make water available during the day. Consider packing water bottles.

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- [Develop daily routines](#) before and after school—for example, things to pack for school in the morning (like hand sanitizer and an additional (back up) face covering) and things to do when you return home (like washing hands immediately and washing worn cloth face coverings).
- Be familiar with your [school's plan](#) for how they will communicate with families when a positive case or exposure to someone with COVID-19 is identified and ensure student privacy is upheld.
- Plan for transportation: If your child rides a bus, plan for your child to wear a face covering on the bus and talk to your child about the importance of following bus rules and any spaced seating rules.
- Secure [school supplies](#) for the selected learning environment; supply lists will be shared on the District's website and social media platforms.
- Review the [District's Mental Health and Counseling Resources](#).
- Support the [effective communication](#) among students, parents, and staff members, which is even more critical now. Please take the time to update your contact information in [ParentLink](#) and join Schoology once access codes have been provided by your child's teacher. In the ParentLink portal, you may select your preferred method of contact by the District: phone, email, text, LRSD APP or a combination. LRSD will only override your settings in cases of emergency.

EMPLOYEE AND STUDENT SAFETY

Per Arkansas Department of Health, PPE (face coverings and shields) is an effective way to minimize exposure to COVID-19; therefore, **LRSD will require the use of face coverings in all District and school buildings**. Parents are encouraged to ensure that students have masks when they arrive at school; however, masks will be provided if someone forgets to bring it to the school/office. **If a student refuses to wear a mask/face covering, his or her parents/guardians will be notified. If the behavior continues, the student will be assigned to the virtual learning environment.** ([Guide for proper use of masks/face coverings](#))

VISITORS

LRSD has significantly limited normal visitation to our campuses and facilities. Campus and facility visitation is limited to essential business only. All visitors will be screened prior to entering the building and **will be required to wear a face covering**. Each school office will schedule appointments for parents and guardians for any necessary meetings with school staff. Arkansas Department of Health (ADH) guidelines will be strictly followed for the health and safety of all in attendance. Additional protocols are being developed for other instructional support staff such as City Year, tutors, mental health providers, etc.

TRAVEL RESTRICTIONS

LRSD has discontinued employees' out-of-state travel to conferences and workshops until further notice, unless pre-approved by the office of the Superintendent. Out-of-state travel for student-related activities has also been discontinued until further notice.

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CLARIFICATION AND PROBLEMS IDENTIFIED IN COVID-19 CASE MANAGEMENT BY THE DISTRICT POINT OF CONTACT (POC)TEAM

1. The POC Team will notify Principals, if there is a positive COVID-19 case on their campus and if a parent or ADH notifies us. Employees are to notify principals who will submit the report to the POC for further investigation.
2. Principals will be needed to help identify teachers and students who are Probable Close Contacts to a positive case.
3. Principals need to have home phone numbers of all staff with them at all times (weekends, evenings).
4. Encourage your staff to answer calls from 539-0203, 539-0203, 539-8296; the covid POC team members.
5. Attendance records must be accessible for every class, every day.
6. Teachers need to have their seating charts with them every weekend and evening.
7. Teachers are not to come to work sick.
8. Staff are relying on PPE rather than 6 feet rule—physical distance is what protects us from getting sick. Masks protect others from our germs.
9. Make sure campus surveillance cameras are working. Surveillance video can help identify close contacts.
10. If Principal is out of town or unavailable, you will need to leave someone else in charge to report cases. Staff need to be notified regarding who to contact if an employee is exposed or tests positive for COVID-19.

EMPLOYEE HEALTH SCREENING AND PROTOCOLS

To support the health of all employees and students, each employee will complete the COVID-19 Screening Questionnaire daily before entering the work site. If an employee has any of the COVID-19 symptoms or has been exposed to COVID-19, they are to stay home and follow the procedure for notifying their supervisor. Although employees typically come to work even when they feel sick, in this environment, it is imperative that employees stay home, if they exhibit any of the COVID-19 symptoms. Employees are to contact their Primary Care Physician (PCP) to determine if testing is needed.

The signs and symptoms of COVID-19 include:

- Feeling feverish or a measured temperature greater than or equal to 100.4 degrees Fahrenheit
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell



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- Diarrhea

Employee medical information must remain confidential. LRSD will not share the name of any employee with a confirmed or suspected COVID-19 diagnosis. However, those who have been identified as probable close contacts of a person who has tested positive will be notified in accordance with the Arkansas Department of Health (ADH) guidance.

HEALTH PROTOCOL

All supervisors will utilize the LRSD's [COVID-19 Incident Communication Guide](#) to determine appropriate course of action in the event of a suspected COVID-19 case. Employees with a potentially infectious disease are to stay home, i.e. symptoms of fever, chills, severe body aches, a new and worrisome cough. Employees with chronic health conditions are expected to work as long as their symptoms are controlled and do not interrupt their ability to work.

CONFIRMED COVID-19 CASE AND ISOLATION PROTOCOL

If an employee is diagnosed with COVID-19, they are to notify their supervisor. The supervisor will then contact the Director of Health Services, Director of Safety and Security, and Director of Employee Relations & Benefits Administration. The Director of Health Services will notify the School Hotline for COVID-19. A list of Probable Close Contacts will be identified and provided to the Arkansas Department of Health. *Probable Close Contact is defined as an individual who was likely to have been within 6 feet, with or without a mask, for 15 cumulative minutes or longer within a 24 hour period to a person who has tested positive for COVID-19.* Probable Close Contacts will be notified as directed by the Arkansas Department of Health. LRSD will follow the most current guidance from ADH when an employee is identified as a "probable close contact", including any requirements for quarantine and cooperating for contact tracing.

The District Human Resources Department will send documents for Employee Leave: the Families First Coronavirus Response Act (FFCRA). HR COVID-19 FAQs Document is located [HERE](#).

LRSD will adhere to the most current guidance regarding the release from isolation when an individual has tested positive for COVID-19.

Employees returning to work from an approved medical leave should contact Human Resources and will be required to submit a healthcare provider's note before returning to work.

If a student is diagnosed with COVID-19, he/she (or the parent/guardian) should contact the school attendance secretary immediately. The attendance secretary will inform the principal and school nurse. The school nurse will then contact the Director of Health Services, Director of Safety and Security, and Director of Employee Relations & Benefits Administration. The Director of Health Services will notify the School Hotline for COVID-19. A list of Probable Close Contacts will be identified and provided to the Arkansas Department of Health. Probable Close Contact is defined as an individual who was likely to have been within 6 feet for 15 cumulative minutes, with or without a mask, or longer within a 24 hour period to a person who has tested positive for COVID-19. Probable Close Contacts will be notified as directed by the Arkansas Department of Health. LRSD will follow the most current guidance from ADH when a student is identified as a

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“probable close contact”, including any requirements for quarantine and cooperating for contact tracing. Parents can call COVID Hotline (800)803-784 in case of a Close Contact case.

SUSPECTED COVID-19 CASE AND ISOLATION PROTOCOL

If an employee or student becomes ill on campus/district, he/she will immediately report to the campus/district **nurse’s isolation room**. The following steps will be followed:

- The nurse, and others attending the suspected infected person, will wear protective equipment including: N95 mask, goggles, gloves and gown while working with the suspected infected person.
- The nurse will direct the ill employee to leave work or call the parent of the student to be picked up and go home.
- While in the isolation room waiting for transportation home, the employee or student will be provided supportive comfort care: rest area and water.
- Employees and student’s parents/guardians will be advised to contact their primary care provider for health guidance.
- The nurse and campus/district supervisor must interview coworkers and/or review seating charts to identify persons who may have come in contact with the suspected infected person and await the confirmation of the test results.
- The isolation area and suspected employee’s or student’s work area/classroom must be thoroughly cleaned and disinfected, in addition to all other common surfaces recently touched by the employee or student.
- The nurse must follow the [District’s COVID-19 Incident Communication Guide](#) and call the local health authority to seek advice only when there is a school-related positive case.
- A notification process is being developed so that those who have potentially been exposed to a positive case will be contacted. The ADH protocol will be followed in the notification process.

GUIDANCE, IF EXPOSED

If an employee has been notified as a Probable Close Contact of a confirmed COVID-19 case please do the following:

1. Quarantine in a specific room away from others in home for 10 days, if no test is taken and no symptoms are reported; or 7 days, if the close contact has a negative test(must be collected no sooner than 5 days after exposure) and if no symptoms have been reported.
2. Contact the following (in order of priority), notify them of the exposure to COVID-19, then follow their instructions.
 - a. Healthcare provider. Follow testing recommendations School nurse or Margo Bushmiaer, Health Service Department, 501-539-0304
 - b. Building Supervisor
3. Supervisor will contact Jordan Eason, with HR, 501-539-0257 to determine appropriate next steps.
4. If an employee learns of his or her exposure during the school day, immediately notify the school nurse who will contact other administrators per district protocol.

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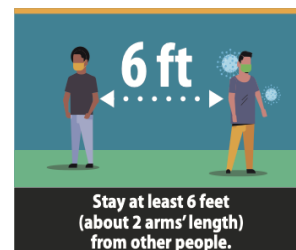
5. Employees will need to provide a letter releasing them to return to work. If the ADH doesn't provide a letter, the employee may request a letter at:
ADH.coronavirus@arkansas.gov.

If an student has been notified as a Probable Close Contact of a confirmed COVID-19 case please do the following:

1. Quarantine in a specific room away from others in home for 10 days, if no test is taken and no symptoms are reported; or 7 days, if the close contact has a negative test(must be collected no sooner than 5 days after exposure) and if no symptoms have been reported.
2. Contact the following (in order of priority), notify them of the exposure to COVID-19, then follow their instructions.
 - a. Healthcare provider. Follow testing recommendations
 - b. School attendance secretary.
3. School Nurse will work with building administration to determine appropriate next steps.
4. If a student learns of his or her exposure during the school day, immediately notify the school nurse who will contact other administrators per district protocol.
5. Students will need to provide a letter releasing them to return to school. If the ADH doesn't provide the family with a letter, the parent/ guardian may request a letter at:
ADH.coronavirus@arkansas.gov.

PHYSICAL DISTANCING

Physical distancing is an effective way to prevent potential infection. LRSD employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others whenever possible. Each building will establish a plan to ensure physical distancing to the extent possible. The plan may include: floor markings, signage, removal of unnecessary furniture, limited transitions, etc. Non-essential/informal congregating and visiting should be avoided at all times.



PERSONAL PROTECTIVE EQUIPMENT (PPE)

Per Arkansas Department of Health, PPE (face coverings) is an effective way to minimize exposure to COVID-19; therefore, **LRSD will require the use of face coverings on buses and in all buildings**. Parents are encouraged to ensure that students have masks when they arrive at school; however, masks will be provided if someone forgets to bring it to the school/office. Schools have the autonomy to purchase any additional PPE items, pending approval from the Executive Directors of Elementary and Secondary Education. ([Guide for proper use of masks/face coverings](#))

The following items have been purchased for use in the school buildings: face shields, face masks, disposable safety gowns (for nurses), hand sanitizer, disinfectant spray and wipes, N95 masks (for nurses), and goggles (for nurses).

Modifications to professional attire expectations will be considered. Personnel staff should inquire about the options with his or her immediate supervisor.

Please note that physical distancing should still be practiced even with the use of face coverings.

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In addition to physical distancing and wearing face coverings, additional safety precautions will be taken without limitation:

- Good hand hygiene; wash your hands often with soap and water for at least 20 seconds. ([Guide for proper handwashing techniques](#)) Use hand sanitizer with at least 60% alcohol, **if soap and water are not available**;
- Avoid touching your face;
- Cover mouth and nose when coughing or sneezing or use the inside of your elbow;
- Monitor for signs and symptoms of COVID-19.



The District has purchased an additional supply of soap, disinfectant, hand sanitizer, paper towels, tissues, and PPE for all sites. Additionally, each school site will be provided an [electrostatic disinfectant sprayer](#), to assist with disinfecting surfaces, including hard-to-reach areas.

PERSONAL WORKSPACE/SHARED WORKSPACE

LRSD is committed to providing a safe and clean environment. The building custodial staff will clean and disinfect workspaces at the designated cleaning time; however, employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc) throughout the day, giving special attention to commonly touched surfaces. LRSD has placed alcohol-based hand sanitizer throughout the workplace and in common areas. Cleaning sprays and wipes will be available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards. *Please note that the District will provide the proper equipment such as acceptable disinfectant and PPE.*

There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

Capacity - LRSD will be monitoring the number of employees in the offices while the risk of infection exists and begins to diminish.

Copy Room - There will be limited access to the copy room.

Lounge/Break Rooms - These spaces will remain open with limited capacity. Employees should not congregate in these areas for any reason.

FACILITIES/ TRANSPORTATION CLEANING

Schools and buses have been completely cleaned and disinfected, and the District will continue to adhere to all necessary safety precautions. When onsite instruction resumes, the District's

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custodial staff will adhere to the general disinfection measures outlined in the table below. During the day all employees will be responsible for maintaining their space. At the end of each day, custodial staff will follow daily disinfecting and cleaning guidance. [Custodian Checklist](#)

GENERAL DISINFECTION EXPECTATIONS

Category	Area	Frequency
Workspaces	Classrooms, Offices	At the end of each use/daily
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Door handles, light switches, sinks, water fountains, restrooms, elevator buttons, stair handrails, etc.	At least 4 times a day and at the end of each day.
Buses	Bus seats, handles/railing, belts, window controls	Twice a day
Common Areas	Cafeteria, Library, Conference rooms, Gyms, Common Areas	At the end of each use/daily; between groups

GENERAL DISINFECTION PROTOCOL

General cleaning and disinfection protocols will be followed regularly by all custodial staff members. Added safety procedures for the disinfecting process during the COVID-19 pandemic include the following:

- Disposable gloves are to be worn to perform each of the following tasks and should be removed immediately after, handwashing is also required before and after wearing gloves:
 - **EACH** Classroom cleaning
 - **EACH** Restroom cleaning
 - Floor mopping
 - Office cleaning
- Properly labeled spray bottles (containing EPA, CDC, and the ADH approved disinfectants) are to be utilized to disinfect.
- Utilize a two-rag/ two-step protocol for disinfection.
- The following items have been purchased for use in the classrooms and restrooms: hand sanitizer, disinfectant wipes, paper towels, and soap.
- Cleaning Checklist will be provided for the custodial staff and school administration; the checklist will be kept in the individual classrooms.



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- All spaces will be cleaned on a daily basis.
- All water fountains will not be utilized. Staff and students are encouraged to bring water bottles filled with water. Water bottles will be provided by the District, if needed.
- Buckets used to disinfect mop should be changed after each restroom cleaning is performed.

DEEP CLEANING AND DISINFECTION PROTOCOLS

Deep cleaning and disinfecting protocols are initiated when an employee or student is identified as positive for COVID-19 based on testing. The District has contracted with an outside cleaning company to provide additional deep cleaning and disinfecting at all District sites.

General disinfection measures will be taken with additional measures to electrostatically fog affected spaces with disinfecting equipment/chemicals will be performed after students and staff have left the building.

SIGNAGE

Signage will be placed throughout the offices and school. Electronic version of signage is located [HERE](#) (English version) and [HERE](#) (Spanish version) .

BUS DRIVERS/BUS PROTOCOLS

LRSD will continue to provide bus transportation to students within the LRSD. **All students who elect to ride the bus will be required to wear a face covering**, unless it is determined to be a greater health risk, according to the student's individual health plan that is on file with the District. LRSD will provide face coverings, if needed. **Siblings or students who live together may be assigned to sit together.** Students are required to wear a face covering and physically distance when possible while at the bus stop. Special Services' bus drivers will also disinfect between elementary and secondary routes. **Hand sanitizer will be available on all buses.** Buses are prepared to run at full capacity, however, if at all possible parents are encouraged to drop-off/pick-up students, carpool or walk to reduce exposure on buses. Additional seating expectations will be shared with schools and parents.

PROCEDURES FOR COMMON AREAS

We know that common areas at school are dynamic in nature, so it is imperative that all procedures that ensure the safety of stakeholders must be followed. ***Physical distancing and wearing masks/face coverings is required at all times.***

RESTROOM USAGE DURING THE WORK DAY

Each LRSD building will establish maximum capacity for the facility that allows for physical distancing. Facilities will post the maximum capacity sign on the door. Disinfecting supplies will be provided for employees to maintain health and safety in staff only restrooms. Buildings will develop a plan for restroom schedules that will maximize physical distancing to the extent possible.

LOCKER ROOMS

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LRSD will adhere to all Arkansas Activities Association and ADH guidelines and directives pertaining to all extracurricular activities and physical education classes. While in locker rooms, students are to stay 3 to 6 feet from others as a normal practice. Eliminate contact with others, such as handshakes, avoid touching surfaces touched by others to the extent feasible, and avoid anyone who is coughing, sneezing or appears to be sick.

STUDENT LOCKERS

The use of student lockers will be limited. Each building will determine the extent to which lockers will be used. The District will provide online textbooks, if the subject-area online textbook is available. All teachers will utilize the District's Learning Management System, Schoology, to provide instructional learning and materials.

CAFETERIA AND MEAL PERIODS

Each building will develop a plan to incorporate physical distancing to the extent possible during breakfast and lunch periods. August 4, 2020 is the deadline for the plan.

This may include adding additional lunch periods, incorporating more grab & go options, utilizing any open space possible that will allow for appropriate physical distancing, assigning students to the same group each day to limit exposure, etc. Keypads will only be utilized by Child Nutrition staff. Students will utilize outside common areas and the designated spaces inside the school building for meal periods. **Meals will be provided to students who have selected the virtual learning options at designated sites. The meal site locations will be shared on the District's website and social media sites.**

CLASSROOM SPACE/MATERIALS

Each building, by August 12, 2020, will develop a plan to incorporate physical distancing in the classroom. Face coverings will be required in the classroom. Face shields will be provided to the teachers. Teachers should remove any unnecessary personal items from the room to maximize space available for physical distancing. Middle and High School school students will follow an A/B block schedule to minimize movement/transitions. Protocols for cleaning and accessing library books and resources have been developed by each school site. Additional measures may be implemented such as specialty classes being held in the student's homeroom, minimizing the need to share materials, reduce movement around the building, staggered transitions, etc. Each school site is expected to use large spaces and outdoor space for instructional use, when possible.

EMERGENCY SCHOOL DRILL PROCEDURES

Safety drills will continue to be conducted during the school year. The District's Safety and Security officers will disseminate the revised procedures for conducting the various safety drills, in adherence to the ADH guidance.

SOCIAL EMOTIONAL WELL-BEING OF STUDENTS AND STAFF

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Counselors and Mental Health professionals will be working to provide a Multi-Tiered System of Support (MTSS) for all students, staff and parents in both the virtual and in-person learning environment. They have watched both a global medical and a Social Injustice pandemic.

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Some students, staff and parents have had support in processing the impact of COVID-19 and the current outcry for social justice but some have not and will need assistance in processing to truly come to school ready to learn, teach and parent. To help our community better process recent events, LRSD, in conjunction with our Mental Health Providers, will be offering SEL workshops on the following topics: Effects of Prolonged Stress on Children, Realistic Expectations-Mindfulness; What to Do if You Suspect a Student has Experienced Trauma; Establishing a New Normal: Setting up Routines and Structure for Yourself and Students.

Tier I- Support for All Students

LRSD understands the importance of ongoing professional development for all stakeholders to ensure capacity growth; therefore, the support will be scheduled throughout the school year.

- LRSD mental health providers will provide 1hour SEL workshops for staff during July 22-31, 2020. These training will also be available via Schoology throughout the school year. All teachers will be required to complete at least one workshop during pre-school PD. <https://launchpad.classlink.com/lrsd>
- LRSD Mental Health Coordinator will provide Youth Mental Health First Aid professional development to school counselors.
- Counseling Coordinator will provide Trauma Informed Care and Implicit Bias training for counselors.
- LRSD mental health providers will be providing 1 hour SEL workshops to parents on August 3-4, 2020 in a virtual format. To see available dates and sign up at SignUpGenius: <https://www.signupgenius.com/go/409084FAAAB22A7FC1-social>
- School counselors will provide SEL and multicultural based lesson plans.
- LRSD has partnered with Just Communities of Arkansas(JCA) to provide professional development during the District Convocation.

Tier II- Intervention

Some students will need interventions to help them understand and be comfortable in this new normal.

- Counselors will provide personal or group counseling to students based on needs assessment. Ex. Grief, divorce, social injustice, etc.
- The referral process will be shared with site-based and virtual staff, parents and students so that all stakeholders know how to start the process to get mental help. Counselors will determine if an additional mental health referral is needed.
- Students who were seeing a mental health provider previously will continue with site-based or telehealth visits.

Tier III- Intensive Support

LRSD will utilize needs assessments and work collaboratively with families to determine additional needs. For students who may need intensive support, the following will be provided:

- The School-Based Intervention Team (SBIT) will meet to establish next steps to provide intensive support.
- Individual screening of student needs by using the University of California at Los Angeles (UCLA) Brief COVID-19 UCLA screener for child/adolescent Post-Traumatic Stress Disorder (PTSD).
- LRSD partners that may be utilized include: Living Hope, Life Strategies, and Centers.

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Social and Emotional Resources and Supports:

Mental Health

- Dr. Jelena Kecmanovic Arlington/DC Behavior Therapy Institute [7 Science-Based Strategies to Cope With Coronavirus Anxiety](#)
- Centers for Disease Control and Prevention (CDC) [Mental Health and Coping During COVID-19](#)
- The Jed Foundation [Tips for Self-Care and Managing Stress](#)
- Psychology Today [Helping Older Adults Find Happiness During COVID-19](#)
- Care for Your Coronavirus Anxiety [Virus Anxiety Resources](#)
- World Health Organization [Doing What Matters in Times of Stress](#)

Parents and Students

- The Child Mind Institute [Talking to Kids about the Coronavirus](#)
- National Association of School Psychologists [Talking to Children About COVID-19: A Parent Resource](#)
- The Center for the Study of Traumatic Stress: [Coronavirus and Emerging Infectious Disease Outbreaks Response](#)
- The Child Mind Institute [Helping Children Cope After a Traumatic Event](#)
- Centers for Disease Control and Prevention (CDC) [Helping Children Cope](#)
- PBS Kids for Parents* (Early Childhood-Third Grade) [How to Talk to Your Kids About Coronavirus](#)
- Psychology Today [Worried About Sending Your Child Back to School?](#)
- Mind Yeti* (Pre-K-8th Grade) [Mindfulness for Kids and Their Adults](#)
- Coalition to Support Grieving Students* (6th-12th Grade) [Peer Support](#)

Teachers and School Staff

- Centers for Disease Control and Prevention (CDC) [Returning to School After an Emergency or Disaster: Tips to Help Your Students Cope](#)
- National Center for School Crisis and Bereavement [Supporting Grieving Students in Schools](#)
- Yale Center for Emotional Intelligence and Yale Child Study Center [Managing Anxiety Around COVID-19: Tips for You and Your School Community](#)
- Psychology Today [3 Steps to Navigate COVID-19 Anxiety](#)
- Teaching Tolerance [Speaking Up Against Racism Around the New Coronavirus](#)
- The Character Tree [How, Not "If": Promoting Social-Emotional Learning and Character Development in Young Children is a Necessity](#)
- WestEd Social and Emotional Learning and School Safety: [Self-Care Strategies for Educators During the Coronavirus Crisis: Supporting Personal Social and Emotional Wellness](#)

The Counseling Department and the Mental Health Department will utilize the Quaver program to provide social and emotional learning support. Quaver SEL addresses all of the CASEL competencies and sub-competencies, and the National School Counselor Standards. Quaver

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SEL employs the power of music, humor, and storytelling to help develop real-world problem solving skills students. Last school year 8 schools piloted the program. They received school training of principal, music teacher and counselor. More schools were offered the opportunity to participate when Quaver made their program available to in the last two months of school.

STUDENT CONDUCT EXPECTATIONS

Students in both learning (virtual and in-person) environments will adhere to all expectations/guidelines that are listed in the LRSD's Student Handbook. If a student refuses to follow safety protocols, including wearing a mask, in the in-person learning environment, the parent/ guardian will be notified, and if the behavior continues, the student will be assigned to the virtual learning environment.

STAFF TRAINING

It is important that all employees understand the safety requirements, protocols and expectations to ensure everyone and their communities stay safe and prevent the spread of the virus. A mixture of personalized and general professional development will be provided to all staff.

1. **Pre-return to school training**- Presented remotely and limited in-person to ensure understanding and preparedness to align with this manual
2. **First Day Training/Orientation** - Align local protocols and procedures with this manual; meeting area must adhere to social distancing protocols or present via digital platform such as Zoom
3. **Cleaning Crew Protocols** - Disinfection methods, comprehensive cleaning training

Custodial staff will receive training in the following:

1. Health and Safety Protocols
2. Daily cleaning and disinfecting procedures

Administrators, Teachers, and Support staff will receive training in the following:

1. The District's LMS- Schoology
2. Blended learning in the Content Area
3. Culturally Responsive Practices
4. Social Emotional Learning (SEL)
5. Health and Safety Protocols
6. Technology usage and tools for student engagement

Parents and student will be offered virtual training or guidance in the following:

1. The District's LMS- Schoology
2. Social Emotional Learning
3. Health and Safety Protocols

COMMUNICATION METHODS

LRSD will use a variety of methods to communicate to all stakeholders. To stay updated on the most up-to-date information:

1. Check email often;
2. Visit our district website;
3. Follow our social media platforms;

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4. Check Schoology daily; and
5. Watch for messages via ParentLink (please ensure your contact information is current with your child's school).

The District's communication plan can be found [here](#).

SECTION II: ACADEMICS

One of LRSD's primary concerns is that all students' academic needs are met as we return to instruction. LRSD will offer two delivery options in all PreK-12 classes: Virtual or In-person. All students will have the opportunity to check out a District technology device (parents will be expected to complete a technology agreement) that is to be used to participate in lessons and complete assignments. Connectivity devices will be available for checkout, based upon demonstrated need. Students who receive special services such as Special Education (SPED), Speech, Occupational Therapy (OT), Physical Therapy (PT), English for Speakers of Other Languages (ESOL), Dyslexia, and Gifted and Talented (GT) will receive their services in both environments. Additional instructional support staff such as City Year, tutors, mental health providers, etc. will continue to support students in both environments. In order to provide additional support to students, in both the virtual and in-person learning environments, and educators, the District has established every Friday, starting in January 2021, as district-wide virtual day for all students. The District has provided [guidance](#) for the virtual day for students, educators, and parents.

Pre-K

Students attending the LRSD Pre-K Program will attend in-person **only**. Students will engage in a full day of age appropriate instruction with a teacher and paraprofessional. Students will be assigned to smaller groups within the classroom in accordance with DESE and The Department of Human Services Guidelines. Students will play and learn with students in their assigned groups. In using an abundance of precaution, student temperatures will be checked upon arrival each day and periodically throughout the day. Pre-K students are not required to wear face coverings. All adults will be screened and will be required to wear a face covering according to recommended health guidelines.

Pre-K students will have access to the Pre-K Learning Management System, **Seesaw for Schools**. Seesaw is an on-line platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students will have age appropriate assignments to complete and upload to Seesaw periodically.

All Pre-K parents will receive a Pre-K Handbook that will outline the details of the LRSD Pre-K program.

K-12

In both learning environments, student engagement and interaction with their assigned teachers is a critical part of an ideal learning environment. Students who are connected to their teacher(s) and peers regularly have a more rounded learning experience and are able to receive support as needed to further their learning. Depending on the number of students who will be receiving full virtual instruction, teachers may have a mixture of virtual and in-person students and the

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learning environment will be designed by the assigned teacher. Each building will develop a plan for delivery of instruction.

K-12 teachers will utilize the district's Learning Management System (LMS), Schoology, regularly to enhance instruction and student engagement. Schoology was selected based on stakeholder input because it easily integrates with eSchool, provides a central location for communications between teachers and families, and allows for integration of resources into one place. More information about Schoology can be accessed here: [Getting Started with Schoology](#).

Schoology is a tool to enhance learning by bringing all resources to one place for teachers and students. Teachers can build entire lessons or parts of lessons inside of Schoology and incorporate a variety of learning experiences such as videos, student discussion boards, video conferencing, assessments, and collaborative projects. For parents, Schoology is the place to communicate, get assignments, monitor grades, and track their child's progress, all in one place. Schoology removes the need for using multiple apps. Students can submit their work as a shared document, video, picture or directly into the assignment response box as created by the teacher. The learning management system allows the District to prepare for a blended learning (virtual and in-person) experience when students and staff are not able to be physically present. Training for students, parents, and educators will be provided in the use of the system. More details about training can be found below.

Support for teachers will be provided by the Curriculum & Instruction (C&I) team regularly throughout the school year during collaborative team meetings, virtual support sessions and faculty meetings. Collaborative teams will work together to build common lessons, assessments and share resources.

No matter the mode of delivery, our main concern is that students demonstrate their learning and understanding of content. Prior to the end of the 2019-2020 school year, teacher teams from across the district identified essential standards in ELA and math. Throughout the summer, a subset of this team has revised curriculum documents to highlight the essential standards which will provide the focus for instruction and intervention. Guidance will be provided to all teachers during pre-school PD on how to use the revised scope and sequence to address missed learning from the spring. It is expected that teachers will need to adjust their normal instructional sequence to provide time to adequately provide interventions as needed. Teachers will use the diagnostic assessments found within the Arkansas Playbook, data from NWEA, curriculum-based assessments and other screeners to determine skill deficiencies for students and provide intervention as appropriate in whole or small group settings.

VIRTUAL LEARNING

Virtual learning will be a quality choice, however parents are encouraged to carefully weigh the options of in-person and virtual instruction. Students participating virtually will require more direct support from parents or guardians. The school will provide support and instruction, but will not have the same level of direct supervision of students working on assignments. The bullets below further outline the virtual learning experience.

- **Teacher-created lessons:** Teachers will have the autonomy and support to utilize the District-provided and State-provided instructional resources, along with instructional resources of their choice, to develop lessons for both their virtual and in-person students.

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Lessons and assignments will be uploaded to Schoology. Teachers will cover the Arkansas State Standards in their instructional lessons.

- **Course Selections:** Students will have the opportunity to enroll in the same courses (electives, AP, regular courses) regardless of their mode of delivery and may participate in any extracurricular activities. Electives/Speciality classes will be available in this learning environment. More information is available in the Extracurricular section of this plan.
- **Student/Teacher Interaction:** Video conferencing will be required; Schoology has a video conferencing interface similar to Zoom; this is available for teachers to conduct live instructional lessons or interventions with their students. Students will have interaction with their teachers daily based on a set schedule that will be provided. Teachers will monitor student learning and engagement via Schoology as well as hold virtual sessions with students in whole group, small group or one-on-one settings.
- **Lessons and Grades:** Schoology will be utilized for all resources/lessons/assignments; assignments can also be graded in the platform. Teachers will provide daily assignments and assessments regularly via Schoology. Students will be expected to login to Schoology daily as attendance will be taken based on student access and completion of daily assignments. A student must log in prior to midnight on school days. Grades will be taken on assignments required by their teacher. More information about grades can be found in the Grading section below.
- **Devices and Connectivity:** LRSD will provide a device for any student who needs one in order for them to participate in virtual learning. The district is currently working with multiple partners to find solutions to broadband connectivity.
- **Student Engagement:** Students who are not engaging in the learning will be supported according to the building's established Virtual Learning protocol. Students who are not successful in the virtual environment for attendance, lack of engagement, or other factors will be monitored and supported or change of delivery mode should be considered.

IN-PERSON LEARNING

K-12: Families who choose in-person instruction will also be choosing to follow the safety protocols established for on-site instruction. This includes the use of face coverings, physical distancing and maintaining a clean environment. **All K-12 students will be required to wear a face covering at all times, including during the transitions in hallways or in common areas.** The bullets below further outline the in -person learning experience.

- **Schedules:** Middle and High schools will implement a A/B block schedule to minimize student movement. Teachers will provide instruction based on a set schedule and students will change classes according to the building's plan. Each elementary school will set a schedule for their building.
- **Teacher-created lessons:** Teachers will have the autonomy and support to utilize the District-provided and State-provided instructional resources, along with instructional resources of their choice, to develop lessons for both their in-person students. Lessons and assignments will be uploaded to Schoology.
- **Course Selections:** Students will have the opportunity to enroll in the same courses (electives, AP, regular courses) regardless of their mode of delivery and may participate

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in any extracurricular activities. Electives/Speciality Classes will be available in this learning environment. Electives will be available in the in-person learning environment, in adherence to the current Arkansas Department of Health guidance. More information is available in the Extracurricular section of this plan.

- **Lessons and Grades:** Schoology will be utilized for all resources/lessons/assignments; assignments can also be graded in the platform. Teachers will provide daily assignments and assessments regularly via Schoology.
- **Devices and Connectivity:** LRSD will provide a device for any student who needs one in order for them to participate in learning.

STUDENT LEARNING CHOICE

Parents will have until August 7, 2020 to finalize their student's learning option (virtual or in-person). Fill out the form by clicking the following link:

<https://securek12.lrsd.org/MyChoiceFall2020/>. If no response is received, the school will plan for the student to attend school in-person. Students will be required to remain in their chosen learning environment until the end of the quarter (9 weeks). Students will be able to request to be moved between virtual and in-person instruction. All efforts will be made to provide a smooth transition; however, depending on the grade level and content area, the teacher of record may or may not remain the same. In extenuating circumstances, parents will be allowed to change their student's learning environment at any time by completing the [LRSD's Change of Status form](#).

The following criteria will be considered if a student requests a change in instructional methods (in-person or virtual) for an extenuating circumstance:

1. The student tests positive for COVID-19;
2. The student has a family member or someone in the home who tests positive for COVID-19;
3. The student has been in close contact with someone who has tested positive for COVID-19;
4. Students with certain underlying medical conditions who are considered at risk for severe for illness from COVID-19 as defined by the CDC; and/or
5. Parent/guardian provides written documentation that the child can no longer be supervised in the home due to parent/guardian work/employment status.

The parent or guardian should make a request in writing to the child's principal requesting the change in delivery method that includes the reason for the requested change. The change request will be reviewed by the principal or designee to determine the feasibility of the requested change. The parent/guardian will be notified of next steps. The child will continue to participate in the original mode of delivery until the request has been finalized and the parent notified of the change.

LRSD teachers will be utilized to provide the online instruction. Principals will designate teachers from their building who will provide the fully virtual instruction. The only exception might be in some secondary elective classes where virtual instructors may be utilized outside of LRSD. Teachers from the students' assigned school will be utilized to provide the virtual instruction.

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Note: All teaching assignments will be made by the building principal, in consultation with the building-level Ready for Learning Team or interview team as determined by the principal. All teaching assignments are made at the final discretion of the building principal to best serve student needs. HR will intervene in a staff member's placement when the staff member has requested FMLA/ADA or related accommodation. Staffing decisions in relation to FMLA/ADA must be approved by the Executive Director of Human Resources. All teachers will participate in training on the District's Learning Management System, Schoology.

TRAINING AND SUPPORT

Teachers, parents, and students have unique needs and various comfort levels with engaging in virtual learning. The District will provide a variety of training opportunities and supports for each group throughout the month of August and the school year. Parents are always encouraged to reach out to their child's teacher(s) and principal to request additional support.

Teachers

- Professional learning, prior to the start of school, totaling up to 24 PD hrs, starting August 11th. Teachers will be provided with intensive training in how to use Schoology, Social & Emotional Learning, Health & Safety and engaging students in the virtual environment.
- Tech Tuesday: professional learning that takes place throughout the school year on various instructional technology programs, platforms, and resources. All personnel staff members are encouraged to attend. More details will be provided on the District's website and sent to personnel members via District email.
- Ongoing support: job-embedded professional learning will also be provided throughout the school year in both the virtual and in-person platforms, in adherence to the current ADH guidance.

Parents

- Digital Literacy: parents will have the opportunity to participate in learning opportunities that will focus on the ability to effectively and critically navigate information using a range of digital technologies. Learning opportunities will be made available starting August 17th.
- Schoology 101: a virtual learning opportunity that provides a detailed overview of the course and assignment management system, mobile learning, and parent-teacher communication feature. Parents/ guardians will be able to review their child's class activities, assignments and grades within the platform. Learning opportunities will be made available starting August 17th.

Students

- Classroom tutorials: students will receive academic and technology support, provided by District personnel and resources, in Schoology. Teachers will dedicate time during class to facilitate tutorials for students in how to navigate the platform.
- LRSD Student Helpline - LRSD will continue to partner with Little Rock City Year to

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provide a homework hotline for all students; the District will also utilize teachers to provide additional support on the helpline. Technology support for parents and students will also be available on the Helpline. The contact information will be provided prior to the start of the first day of school.

REMOTE LEARNING

In the event that the district is required to implement remote learning district-wide or in one building, teachers will provide lessons/assignments and monitor student learning and engagement via Schoology as well as hold virtual sessions with students in whole group, small group or one-on-one settings. Teachers will provide daily assignments and assessments via Schoology. Students will be expected to login to Schoology daily and attendance will be taken based on student access and completion of daily assignments. Grades will be taken on assignments required by their teacher. Students who are not engaging in the learning will be supported according to the building's established Virtual Learning protocol. Students will remain enrolled in all their courses and will have interaction with their teachers daily based on a set schedule that will be provided. Students in Pre-K will utilize the on-line platform SeeSaw as their Learning Management System.

GRADING POLICY

GRADING AND ATTENDANCE

LRSD grading policy will be followed for all students. To receive credit for the courses enrolled, students are expected to complete their assignments. Grades will be calculated based on student work completed. Students will receive zeros for incomplete assignments. Teachers are required to enter grades weekly. Teachers will enter grades into Schoology, which will automatically populate in the Teacher Access Center (TAC). Student attendance will be taken daily, in both the virtual and in-person environment. In the virtual environment, students/parents will have until 12 midnight daily to login to the District's Learning Management System for attendance purposes and complete the daily assignment.

LRSD Pre-K attendance policy will be followed for all students. Excessive absences from students will be documented and a parent conference will be required. Continuous absenteeism will result in follow-up from the Director of Early Childhood and possible dismissal from the LRSD Pre-K Program. Refer to Pre-K Handbook.

COMPLETION PROTOCOLS

LRSD attendance policy will be followed for all students. Students not making progress or opting not to participate during virtual instruction will be provided support from the teacher and principal. If non-participation continues, the student will be subject to failing the year/course. The students will be eligible for summer school or virtual summer school to make up credits. Attendance will be taken daily based on participation in online assignments and access to Schoology.

STUDENT SERVICES/ SPECIAL PROGRAMS

Students who receive special services such as Special Education, 504, English Language Learners, Dyslexia services, or Gifted and Talented services will receive their instruction in both the virtual and in-person environments. It is important to work with parents and students to identify barriers during this transition.

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SPECIAL EDUCATION

- All students who have an Individualized Education Program (IEP) will receive special education services. Parents or guardians are encouraged to contact their child's teacher or school administrator with concerns.
- Secondary special education supervisors will meet with department chairs bi-monthly the first two months of the school year to provide technical assistance as needed.
- Elementary special education supervisors will meet monthly with Sped Teachers for technical assistance.
- Parents/ teachers may request conferences at any time to discuss programming.
- Parent notifications regarding IEPs will follow due process procedures as outlined in Procedural safeguards.
- Parents of children who receive special education services will be notified of any district-wide processes or changes as would all students (Parent Link).

RESOURCE SERVICES

- Resource services will be provided according to a student's IEP. Resource teachers will provide/send modifications to general education teachers. General education teachers are required to implement/apply the modifications to the assigned classwork.
- Co-teachers should plan with the general education teachers in order to assist with instruction and modifications for students.

SPEECH AND OT/PT THERAPY

- Speech and OT/PT therapy will be provided according to the IEPs. Telehealth therapy will be provided for students who choose the virtual instruction.

SELF-CONTAINED CLASSROOMS

- CBI /Functional Curriculum self-contained teachers will implement IEPs and will continue to utilize Unique Learning/N2Y curriculum for instruction.
- There will NOT be off-site field trips during the school year. This directive will be revisited should current conditions regarding the spread of COVID-19 improve during the 2020-21 school year.
- Self-contained students (Social Emotional/Behavior classes) will access the general education curriculum via Schoology.
- Secondary CBI/Functional curriculum students will not attend off-campus work sites and field trips. Vocational, domestic, recreation/leisure and community domains skills experiences will be simulated within the school and classrooms. Speech and OT therapists may assist with facilitating these skills.
- Virtual teachers may be different from the assigned classroom teacher at the student's schools. This will not affect the students' assigned schools or classrooms.
- Parents of virtual students may request conferences, meetings or support via Schoology, phone or email.

504

- Building coordinators will provide accommodation plans to teachers. Coordinators will provide individual 504 accommodation plans to his/her teachers, AP, counselor, interventionist, and any other person who serves the student.
- Teachers are expected to follow the accommodation plans as written in both the virtual and in-person environments.
- Professional Development for staff will be provided in the building.

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- This virtual professional development will take the place of the usual in-person meeting.

EARLY CHILDHOOD SPECIAL SERVICES

Preschoolers suspected of having a disability will follow due process procedures as outlined in Procedural Safeguards.

- All preschoolers who have an Individualized Education Program (IEP) will receive identified special education services.
- Parents and teachers will work with the child’s therapists to schedule therapy days, times and locations.
- Parents may request a conference to discuss programming and progress at any time.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Students receiving ESOL services will continue to receive those in both the on-site and virtual settings. These services are differentiated based on the student’s level of English proficiency as measured with the ELPA 21 Screener or Summative results from 2020. The types of adaptations and modifications individual students receive are articulated in each English Learner’s Annual Review. All data and review information is recorded in [Ellevation Education](#). The table below describes the support that may be provided based on the student’s EL status. All supports will be outlined in the student’s Language Proficiency Assessment Committee’s (LPAC) plan. Virtual teachers will be utilized to provide appropriate instruction for Level 1 students at all grade levels. The district’s virtual teachers will be trained in ESOL Methodologies as are appropriate for teaching ELs at different levels of English Proficiency.

Grade Levels	Level 1 - Newcomers	Level 2 – Intermediate	Level 3 - Proficient
K-5	<p>Rosetta Stone software will be used to help students acquire English proficiency.</p> <p>Teacher-led lessons in small groups to meet their growing proficiency needs will include a high emphasis on the student following activities led by their teacher to include listening and speaking initially.</p> <p>Modifications and adaptations to lessons as outlined in the LPAC.</p>	<p>Rosetta Stone software will be used to help students acquire English proficiency.</p> <p>Teacher-led lessons in small groups to meet their growing proficiency needs would include a high emphasis on students following activities led by a virtual teacher to include reading and writing interventions.</p> <p>Lexia Core 5 software will be accessible online to students who are ready to extend their learning to read opportunities. English Learners will be monitored for usage by their teacher. Mini lessons will be provided as needed by the teacher.</p>	<p>Rosetta Stone software may be offered for domain specific intervention.</p> <p>Lexia Core 5 software will be accessible online to students who need continued extension of their reading proficiency. English Learners will be monitored for usage by their virtual teacher. Mini lessons will be provided as needed by the virtual teacher.</p> <p>English Learners at this level may participate in whole group teacher-led activities and have small group interventions as needed.</p> <p>Modifications and adaptations to lessons as outlined in the LPAC.</p>

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		Modifications and adaptations to lessons as outlined in the LPAC.	
6-12	<p>Rosetta Stone software will be used to help students acquire English proficiency.</p> <p>Teacher-led lessons in small groups to meet their growing proficiency needs would include a high emphasis on students following activities led by a virtual teacher to include listening and speaking initially.</p> <p>Modifications and adaptations to lessons as outlined in the LPAC.</p> <p>English Language Development (ELD) classes will be organized around grammar instruction, vocabulary development, and building background for the ELA content taught in the ESOL English courses.</p>	<p>Lexia Core 5 software will be accessible online to students who are ready to extend their learning to read opportunities. English Learners will be monitored for usage by their teacher. Mini lessons will be provided as needed by the teacher.</p> <p>Modifications and adaptations to lessons as outlined in the LPAC.</p> <p>English Language Development (ELD) classes will be organized around grammar instruction, vocabulary development, and building background for the ELA content taught in the ESOL English courses.</p>	<p>Lexia PowerUp software will be accessible online to students who are ready to extend their learning to read opportunities. English Learners will be monitored for usage by their virtual teacher. Mini lessons will be provided as needed by the virtual teacher.</p> <p>English Learners at this level should be able to participate in lessons with some small teacher intervention and support. Virtual teachers will address domain specific needs based on the most recent ELPA 21 scores for individual students.</p>

DYSLEXIA

Dyslexia intervention will be provided by a LRSD teacher who has received training in providing dyslexia intervention. The dyslexia intervention programs used by the Little Rock School District are targeted intervention with Foundations in K-1 and Wilson Reading System in grades 2-12 with additional phonological awareness instruction with Heggerty and Equipped for Reading Success.

Students with characteristics of dyslexia typically struggle with phonological and phonemic awareness, therefore it is very important for students to see the teacher's mouth position during instruction. To accommodate for this and keep students and teachers safe, LRSD will provide dyslexia intervention providers with a clear face shield to wear during in-person intervention.

In the virtual environment, students will participate in live instruction with scheduled video conferencing sessions with their teacher. Physical components of the program may be modified to better meet the needs of virtual learners (ex. Using google slides to display word cards instead of holding paper word cards up to the camera). Students will need the following materials to participate in video conferencing lessons: student portfolio (includes student notebook, vocabulary, and dictation pages), current student reader(s), magnet board with letter tiles, paper, and a writing utensil. **Students who choose the virtual option will need to pick**

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up their materials from their school. In the event of a school closure, teachers will send the materials home with students.

The LRSD literacy team will continue to develop and improve resources to support students with characteristics of dyslexia during this time. We are committed to working with families to meet the needs of their students.

GIFTED AND TALENTED

Students identified for services provided by LRSD Gifted programs in grades K-12 will continue to receive services as aligned with state guidelines:

Grade Level	Program Options- Traditional School	Program Options- Virtual Services
K-2	Weekly whole group enrichment lessons will be led by certified GT Specialists for ALL K-2 students.	Weekly enrichment activities will be provided via Schoology.
3-5	<p>Formally identified Gifted and Talented students will receive support services utilizing a consultant teacher model as aligned with the Rules for Gifted and Talented- Program Approval Standards (p.21): Consultant teacher: <i>An approved teacher of the gifted meets regularly with identified students and designs differentiated activities to meet their needs. The approved teacher works with the regular classroom teacher in delivering services to identified gifted students by developing management plans, providing demonstration lessons in the classroom, and supervising gifted students' progress (ELEMENTARY/SECONDARY). A consultant teacher may supervise a maximum of 75 students.</i></p> <p>Consultant teachers (GT specialists) will utilize schoology, virtual meetings, and classroom visits to support students.</p> <p>It is important to note that gifted program support will be provided "in place of" the traditional curriculum as aligned with program and curriculum guidelines: <i>"Curriculum for the gifted must differ not only in degree, but in kind. It is important to avoid simply "more of the same." It should be in place of rather than in addition to required classroom work. Students should not be penalized for being identified as gifted by being given extra work.</i></p>	<p>Formally identified Gifted and Talented students in grades 3-5 participating in virtual instruction will receive support service via the Schoology platform facilitated by a certified GT Specialist utilizing a consultant teacher model.</p> <p>Students will be provided additional enrichment activities that may be offered virtually such as Destination Imagination and the Stock Market Game as they are developed and opened for participation.</p>

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	<p><i>Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities.” (p.26)</i></p> <p>Students will be provided additional enrichment activities that may be offered virtually such as Destination Imagination and the Stock Market Game as they are developed and opened for participation.</p>	
6-12	<p>Identified Gifted and Talented students will receive support services via the following program options:</p> <ul style="list-style-type: none"> ● GT Seminar Classes ● GT Course Content Classes ● Pre-Advanced Placement Courses ● Advanced Placement Courses ● Monthly Affective Needs Support Meetings provided by secondary specialists ● Additional Opportunities provided virtually through programs such as Destination Imagination and the Stock Market Game and others. 	<p>Identified Gifted and Talented students will receive services through the program option for which they are participating via Schoology:</p> <ul style="list-style-type: none"> ● GT Seminar Classes ● GT Course Content Classes ● Pre-Advanced Placement Courses ● Advanced Placement Courses ● Monthly Affective Needs Support Meetings provided by secondary specialists ● Additional Opportunities provided virtually through programs such as Destination Imagination and the Stock Market Game and others.

ADULT EDUCATION PROGRAM

LRSD Adult Education will follow the following guidelines:

- A health questionnaire will be completed by each student.
- Intake forms will be placed online to help reduce the contact time between office personnel and students.
- Hand sanitizer will be provided in the classroom and in various places in the hallways.
- Class sizes were reduced to allow for social distancing.
- Students will have the option for in-person classes or online (Distance Learning Classes) classes, and selected teachers will provide Zoom Classes from 12:30pm -3:30pm.
- Masks will be required.
- It is imperative that students remain home if they feel ill. Teachers will be provided shield, in addition to the mask.
- The number of test stations in the testing rooms was reduced to allow for social distancing. Students must wear masks and gloves while working on the computer.
- It has not been determined if classes at the satellite locations will resume. CACC, PCDC, and WORKFORCE are scheduled to be in session at each location. In addition, new locations will be the new Southwest High School and the new Emmanuel Baptist Community Center. These are in-person classes only.
- Parents are encouraged to not escort their children in the building, if possible.

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- Online platforms will be Khan Academy, Aztec Learning, Burlington English or Rosetta Stone and the addition of Essential Education. As LRSD implements Schoology, teachers in Adult Education will be asked to incorporate this platform whenever possible.
- The schedule of classes is posted on our LRSD website under the LRSD Adulted tab.
- Teachers will continue to participate in professional learning on a virtual instructional platform. This will be incorporated into the classes so there can be a seamless transition in the event of a closure of the schools.

BEFORE SCHOOL CARE/ AFTER SCHOOL CARE PROGRAM

The District will continue to offer before school care and after school care at the existing school locations. The District will follow the Arkansas Department of Health and Department of Human Services guidelines for program implementation.

ALTERNATIVE AGENCIES

DAY TREATMENT FACILITIES (Horizons and Methodist)

LRSD contracts with day treatment facilities to serve students in their private facilities. LRSD provides transportation as well as OT, PT, Speech Therapy, and School Psychology Specialist services as needed and/or according to the student's IEP. Both facilities will provide on-site and virtual learning opportunities to students and will follow CDC, LRSD, and facility guidelines. Since the facilities are private and serve several districts, the use of paper packets might be needed to supplement virtual learning for students. Both facilities will follow LRSD procedures regarding teaching new material, attendance, and grades as well as following IDEA regarding students with IEPs. LRSD Coordinators will continue to provide technical support to the teachers and administrators at these facilities for students who receive services under IDEA or Section 504.

CORRECTIONAL FACILITIES (JDC and PCDC)

LRSD provides educational services as well as services under IDEA for students who are detained in either facility to the age of 18 for general education students and age 21 for students served under IDEA. The Student Services Juvenile Detention Center Coordinator for LRSD will coordinate services with the local correctional facilities. LRSD personnel will continue to serve students either on-site and/or virtually as allowed by the facility and following CDC, PUCO, and LRSD guidelines.

RESIDENTIAL FACILITIES (including Easter Seals)

LRSD Coordinators will continue to provide technical support to the teachers and administrators at these facilities for students who receive services under IDEA. These facilities employ their own teachers and therapists and provide educational and therapeutic services on a different schedule than LRSD.

UAMS PSYCHIATRIC RESEARCH INSTITUTE (PRI)

LRSD employs a teacher who is placed at UAMS in the PRI program. This is a 10-bed unit and while it serves students from PK – 6th grade or ages 3 – 12, the teacher is only responsible for students who are school aged. The program runs for 28 days then students return to their previous school placement.

CDC, UAMS, and LRSD guidelines will be followed regarding wearing of face masks. Social Distancing is not possible in the current classroom due to such a small space. The students are

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split into 2 groups of 5 each and each group receives instruction once in the morning and once in the afternoon.

Should in-person instruction not be allowed, the teacher will work with LRSD Coordinators and UAMS-PRI administration to create a plan for continued education for the students.

SECTION III: HUMAN RESOURCES

COVID-19 LEAVE AND PROTOCOLS

The Arkansas Department of Education has developed a COVID Emergency Leave fund for school employees who are required to quarantine or isolate due to a positive COVID-19 diagnosis or identification as a close contact to a confirmed positive case. If approved, this emergency leave will be available to any school employee who meets this criteria and will provide assurance that school employees will be paid for up to 2 weeks, if required to isolate or quarantine. This emergency leave provision is designed to be a “first use” leave option, meaning school employees would be allowed to access this leave before using any personal or other types of leave allowed by district policy or federal law. LRSD will develop policies for additional leave and will continue to review the leave options provided by the Families First Coronavirus Relief Act, Family Medical Leave Act, and local leave policies.

Families First Coronavirus Response Act (FFCRA) Family and Medical Leave Act Expansion/Paid Sick Leave

Under the law, employees are eligible for paid sick leave, if they are unable to work (or telework) for 2 weeks of normally scheduled hours. The Form for this type of Leave can be found [HERE](#). Listed are the qualifying reasons the employee is eligible to receive FFCRA Paid Sick Leave.

Under the law, this act becomes part of the traditional FMLA, which allows employees to access up to **12 weeks of total leave (this includes the 2 weeks of FFCRA Paid Sick Leave)**. Listed are the qualifying reasons the employee is eligible to receive Family and Medical Leave under the Families First Coronavirus Response Act.

Under the FFCRA, an employee qualifies for paid sick time if the employee is unable to work (**or unable to telework**) due to a need for leave because:

- **COVID LEAVE TYPE 1 (CL1):** The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19 (**up to 2 weeks paid leave**). Employees taking leave for this reason shall be paid at either their regular rate or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 in the aggregate;
- **COVID LEAVE TYPE 2 (CL2):** The employee has been advised by a health care provider to self-quarantine related to COVID-19 (**up to 2 weeks paid leave**). Employees taking leave for this reason shall be paid at either their regular rate or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 in the aggregate;
- **COVID LEAVE TYPE 3 (CL3):** The employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis (**up to 2 weeks paid leave**). Employees taking leave for this reason shall be paid at either their regular rate or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 in the aggregate;

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- **COVID LEAVE TYPE 4 (CL4):** The employee is caring for an individual subject to an order described in (1) or self-quarantine as described in (2) (**up to 2 weeks paid leave**). Employees taking leave for this reason shall be paid at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate;
- **COVID LEAVE TYPE 5 (CL5):** The employee is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19 (**up to 12 weeks paid leave**). Employees taking leave for this reason shall be paid at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period—two weeks of paid sick leave followed by up to 10 weeks of paid expanded family and medical leave); or
- **COVID LEAVE TYPE 6 (CL6):** The employee is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury (**up to 2 weeks paid leave**). Employees taking leave for this reason shall be paid at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate.

If an employee is on COVID-19 leave, he or she will not be required to utilize their District-provided sick leave. Employees should refer to the Little Rock School District HR COVID-19 Frequently Asked Questions (FAQ), most recently updated July 2, 2020. Please click the attached link: <https://www.lrsd.org/Page/5096>.

Note: As conditions change, this page may be updated at the discretion of the Superintendent of Schools and/or Executive Director of Human Resources.

SECTION IV: EXTRACURRICULAR

LRSD will follow the most current ADH guidance related to extracurricular activities. All students will be allowed to participate in extracurricular activities.

ATHLETICS

The Arkansas Activities Association is preparing to follow the athletic calendar for all fall athletics. The District will follow the [guidance](#) from AAA and ADH regarding all protocols. Students who participate in the virtual instruction option are able to participate in the District's Athletic program.

FINE ARTS

The Arkansas Activities Association and officials at the Arkansas Department of Health have established [guidelines](#) governing instrumental music, marching band, concert band, ensemble or inside rehearsals.

References:

- Performing Arts Aerosol Study Preliminary [Report](#), for a summary click [here](#).
- Singing [demonstration with mask](#)
- Face mask with [flap for wind instrument](#)
- Bell [covers](#)
- Trombone [air flow](#)

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The District will utilize the Quaver program to provide Fine Arts' instruction to students in the virtual learning environment. QUAVÉR's Beyond Marvelous General Music Curriculum for grades PreK-8 is a comprehensive, fully customizable, fully-digital program with engaging content that meets State and National Music Standards at every grade level. Powerful teacher tools (*lesson plans, assessments, compatibility integrations*), resources (*Essentials: a topic-driven video series with interactive classrooms; ClassPlay: interactive song catalogue and additional song-based lessons; Choral Resources; Bach's Brain and World Music*), and project-based learning for Gr. 6-8 (*active and creative aspects of music, presentations, life skills, cross curricular connections, technology as a tool for music exploration*).

Elementary and Secondary art instruction will be offered on-site and virtually. Virtual visual art students will be provided minimal home art kits to accommodate a modified virtual art curriculum called ArtofEd Flex Curriculum. This curriculum will provide thousands of premium curriculum materials, including lesson plans (*objectives, strategies and time requirements*), resources (*student-facing worksheets, reference materials, lists, planning sheets, etc.*), videos (*high-quality animated videos to capture student attention and scaffold learning around critical art concepts*), assessments (*targeted and open-ended assessments including formative, summative, reflections, critiques*) and artist bios (*biographies to help students connect with a diverse set of historical, contemporary and living artists*). It curates state standards and district initiatives aligned into customize classes and units. (*51 thematic collections, including STEM and STEAM, which are added to monthly to cover new artists, current events, and cross-curricular connections K-12.*) Teachers and students can access the instructional material from any device, at any time, by downloading, printing, screen sharing or uploading to Schoology.

LRSD will continue to monitor for the most updated guidance on music instruction and will provide District guidance once ADC has issued the guidelines.

CAREER TECHNICAL EDUCATION COURSES

Students, in both the virtual and in-person learning environments, will be able to enroll in CTE courses. Due to the interactive nature of some of the CTE courses, students who are in the virtual learning environment may be required to attend courses in person that are held at Metropolitan Center. Students should speak with their counselor to see if they will be required to attend face-to-face CTE classes and determine if they should request a schedule change. Transportation will not be provided for virtual students to attend face-to-face CTE classes, virtual students must provide their own transportation or choose a different elective course.

Updated 12/4/2020

NOTE: This plan will be updated as new ADH guidance is received.

APPENDIX:

NURSE (NON-COVID SITUATIONS)

Teachers will receive training in August 2020 to be able to manage minor health needs in the classroom (runny nose, chapped lips, paper cuts, loose teeth, bug bites, etc). Teachers will follow the Health Office Guidelines Flowchart to identify which students need to be sent to the nurse and which students can be managed in the classroom. Teachers will receive additional supplies in their first aid kits that include the necessary PPE to manage health needs.

When students develop other signs of illness (not related to COVID-19) or injury during the day, the teacher will call the Health Room to notify the nurse to expect a student in need. The nurse will follow the Health Services Operations Manual for providing care. Students who receive treatment and are determined to be non infectious will be sent back to class. When the nurse determines the student needs home care or further medical treatment, the parents/guardians will be called. Parents are expected to pick students up from school within the hour.

All vision and hearing screenings will be done while maintaining appropriate physical distancing, to the extent possible. Face covering and shields will be worn at all times unless removed for brief interactions needed to conduct screening.

To support the health of our students, families and employees, the district nurses will coordinate School Flu Vaccine clinics with the Arkansas Department of Health.

WEAR A MASK TO PROTECT OTHERS



- Wear a mask that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
 - Wear a mask in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
 - Wear a mask correctly for maximum protection
 - Don't put the mask around your neck or up on your forehead
- Don't touch the mask, and, if you do, wash your hands or use hand sanitizer to disinfect

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UNDERSTANDING THE TERMINOLOGY

Point of Contact (P.O.C.) - A district employee appointed by the Superintendent to be responsible for contacting the School Hotline when a Confirmed Positive is identified within the district (LRSD P.O.C.- Nurse Margo Bushmaier). This person will work with other school personnel to identify Probable Close Contacts within the district and share information with and be the liaison between the school district and ADH. This person must be accessible after hours and weekends.

Probable Close Contact - District identified individuals that have likely been within 6 feet for 15 cumulative minutes or longer within a 24-hour period to a person who has tested positive for COVID-19, during the infectious period. This person(s) will be expected to self-quarantine immediately for 14 days from the last date of contact with the positive case and await their Close Contact status to be confirmed by ADH Contact Tracing. A quick response to identify and quarantine will slow the possible transmission of the virus. P.O.C. will notify probable close contacts initially.

Close Contact - An individual confirmed by ADH Contact Tracing who was within 6 feet for 15 cumulative minutes or longer within a 24-hour period a person who has tested positive for COVID-19 during the infectious period. The Close Contact will be required to self-quarantine for 14 days from the last date of contact with the infected person. It is highly recommended that all close contacts get tested for COVID-19, but individuals must complete the 14 days of quarantine even when the results are negative. They will be in contact with ADH for the duration of the quarantine period.

Secondary Contact - An individual who has had contact with someone identified as a Close Contact to a person who has tested positive for COVID-19. In most instances, these individuals do not require quarantine, but are encouraged to monitor for signs and symptoms of COVID-19.

Quarantine - Required for someone identified as a Close Contact to a positive case of COVID-19. This person must remain at home and avoid all public activities for 14 days from the last date of contact with the positive case, even if they receive a negative test result. The incubation period in which symptoms of COVID-19 may develop is considered 14 days.

Isolation - Required for someone who has tested positive for COVID-19. This person must attempt to completely separate themselves from others for a minimum of 10 days; however, other criteria may apply when the person is either symptomatic or asymptomatic. The ADH Case Investigator will issue an official ADH letter of release when the individual is ready to return to work or school.

Case Investigator - A nurse from the Arkansas Department of Health (ADH) will be assigned to the case of the confirmed positive. This nurse will maintain communication with the positive case throughout the isolation period, and issue an official ADH letter of release when the individual is ready to return to work or school.

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Contact Tracing - ADH Case Investigators and Contact Tracers reach out to COVID-19 patients after a positive test result is confirmed in order to identify the patient's close contacts. The P.O.C. will not be responsible for contact tracing, but will work with other school personnel to identify Probable Close Contacts within the district and share that information with the ADH for the purpose of Contact Tracing.

Incubation Period - The period between exposure to an infection and the appearance of the first symptom.

Infectious Period - The two days prior to the onset of symptoms or the two days prior to the test date, if asymptomatic, until the individual is released from isolation by ADH.

Symptomatic - Exhibiting or involving symptoms of an illness. Symptoms for COVID-19 may appear 2-14 days after exposure to the virus.

Asymptomatic - Testing positive, but not exhibiting any symptoms. COVID-19 transmission in the absence of symptoms reinforces the value of measures that may prevent the spread by infected persons who may not exhibit symptoms despite being infectious.

Community Spread - People have been infected with the virus in an area, including some who are not sure how or where they became infected. The level of community spread within the State of Arkansas will be determined by the ADH. Factors used in determination may include active cases or growth rate within the community or region. Schools are encouraged to consult with ADH for guidance when determining a response level.

ADDITIONAL RESOURCES

[Daily-Home Screening Guide](#)

[COVID19 Symptoms vs.other Illnesses' Symptoms' Guide](#)

[Additional Prevention Guide](#)

[LRSD Change of Status Form](#)

[Virtual Day Guidance](#)

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