



Strong Start Natchitoches

Vision

Persistent Pursuit of Progress

Mission

Through our persistent pursuit of progress, together we can develop college and career ready students. We are dedicated to the success of ALL through a robust curriculum and quality instruction that connects to students' lives and their futures. It is our pledge to provide a safe, supportive, and nurturing environment in an effort to achieve equity for ALL.

#TOGETHERWECAN

COVID-19 School-based Points of Contact

School	Contact
East	Chrystal Davis- cdavis@nat.la.us Laura Mayeaux- laura.mayeaux@nat.k12.la.us
Fairview	Brooke Williams- bwilliams@nat.k12.la.us Lindsay Waters- lindsay.waters@nat.k12.la.us
Goldonna	Cori Beth Manuel- cmanuel@nat.k12.la.us Amy Clark- aclark@nat.k12.la.us
Lakeview	William Hymes- whymes@nat.k12.la.us Cindy Fredieu- cynthia.fredieu@christushealth.org
Marthaville	Micah Nicholson- mnicholson@nat.k12.la.us Chase Stepp- chase.stepp@nat.k12.la.us
NCHS	Bill Gordy- bgordy@nat.k12.la.us Lori Mathews- lmathews@nat.k12.la.us
NJH	Charles LaFollette- charles.lafollette@nat.k12.la.us Jacquetta Tanner- jtanner@nat.k12.la.us
NPTCC	Bobby Benjamin- Bbenjamin@nat.k12.la.us Tara Sapp- tara.sapp@nat.k12.la.us
Magnet	Stephonie French- stfrench@nat.k12.la.us Alyssa Wright - Alyssa.Wright@nat.k12.la.us
Vaughn	Natalie Ducote- nducote@nat.k12.la.us Charli Gandy- charlie.gandy@nat.k12.la.us
E-Lab	Caron Coleman- ccoleman@nat.k12.la.us Kellie Cedars- kellie.cedars@nat.k12.la.us
Middle Lab	Ben Lagrone - blagrone@nat.k12.la.us
Provencal	Jennifer Martin- jmartin@nat.k12.la.us Jackie Norsworthy - jackie.norsworthy@nat.k12.la.us

Weaver	Dylan Solice- dylan.solice@nat.k12.la.us Armetrice Williams- awilliams@nat.k12.la.us
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Protective Measures

As the gatekeepers for the Natchitoches Parish School Board, our primary goal is to ensure the safety of all students and faculty within our district. Due to the ongoing presence of COVID-19, the State of Louisiana has issued guidelines to school districts for reopening schools in the fall. We have been working around the clock to create proactive measures to adhere to these guidelines, as well as to ensure the safety of the community as a whole. Therefore, ALL employees will be required to complete enhanced cleaning measures in addition to normal job duties. Some proactive measures we are taking are as follows:

Schools and Students

- Installing high-tech thermal imaging cameras in every school. These cameras take each student's temperature and send a notification to administration when a child has a fever.
- Replacing water fountains with non-touch bottle fillers to slow the spread of germs between students.
- Increasing funds for each school in order to purchase cleaning supplies.
- Disinfecting stations will be placed around the schools.
- Quarantine rooms will be set up in every school. These rooms will act as a safe environment for students to sit with a nurse and wait on their guardian, if they are running a fever.
- A 1:1 device ratio will be met in each school to ensure that students are not required to share. (Pending delivery of technology).

Employees

- Effective protocols have been created for employees to follow when reporting positive COVID-19 test results. This protocol is advised by the Department of Health to ensure the safety of all employees.
- We encourage employees to follow the LDOE guidelines for being proactive and protecting themselves:
 - Wear a mask
 - Wash hands consistently and take advantage of the hand sanitizing stations around schools
 - Practice social distancing when possible
 - We are asking teachers and staff to lower their threshold for when they stay home. If an employee is experiencing COVID-19 symptoms, no matter how slight, we are strongly encouraging them to remain home and self-quarantine.

For more information on what to expect for the start of school, please visit our website www.npsb.la/covid-19.

Guidelines

	PHASE 1	PHASE 2	PHASE 3
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Overview of Plan for Student Learning:

All families were given the choice to choose face to face or virtual learning over a period of one month. If the family chooses face-to-face, their student learning will be dictated by their grade level. PK-8 will attend every day of the week and remain in static groupings aligned with BESE's minimum guidance based on the phase we are in. Ninth-twelfth grade students will adhere to an A/B hybrid schedule, in which, Mondays are fully virtual and students attend either Tuesday/Thursdays or Wednesdays/Fridays. Students receive in person instruction and then continue virtual, via Google Classroom and other platforms on their virtual days. Students who choose the Virtual option will be provided an NPSB device which they will utilize to access Google Classroom and the assignments, videos, live streams, activities, etc provided by their NPSB virtual teacher. A full virtual handbook is included later in this document.

Maximum Group Size	10	25	50
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Younger Students (PK-8th grade)	Maintain static groups, understanding individuals may come into close contact and may not be wearing face coverings in pre-k - 2nd grade. In phases 2 & 3 students will attend school 5 days a week. In Phase 1 Special Education and students with lack of connectivity will be prioritized to fill the 10-member static groups, all other students will participate in virtual/distance learning.
Older Students (9th - 12th grade)	Maintain static groups to the greatest extent possible, understanding individuals may come into close contact; facial coverings are strongly encouraged. In phase 2, students will attend school on an A/B schedule. DESS students with less than 40% regular class time will attend school 5 days a week. In phase 3 there is no longer a hybrid schedule, 9-12 th graders will either attend virtually or face-to-face.

Hybrid	<p>The hybrid modality was chosen for 9-12th graders based on the large number of students at these sites which complicated maintaining minimum BESE guidance in terms of transportation. In order to follow guidance concerning static groupings the hybrid model was chosen. The specific hybrid model chosen is an A/B schedule in which all students are virtual on Mondays and then attend either Tuesday/Thursday or Wednesday/Friday. Students will be put in groups by alphabetical order, with consideration for multiple students from the same household. Special Education students will go every day and will not be subject to the hybrid model. The district is now 1-1 and students will be provided devices. Attendance will be measured by</p> <p>Attendance will be measured by student participation, log-ins, and completion of assignments. Teachers will determine a student's daily attendance on a weekly basis and enter that information into the student data management system (JCampus).</p>
Virtual	<p>Platform – Google Classroom, Odysseyware, Patterson Geometry, Zearn, Learnzillion, Illustrative Math, American Reading Company. EL Education.</p> <p>Students will be provided a district device and will be assigned to an in-district teacher.</p> <p>Attendance will be measured by student participation, log-ins, and completion of assignments. Teachers will determine a student's daily attendance on a weekly basis and enter that information into the student data management system (JCampus).</p>
DESS Students	<p>During Phase 1, DESS students with less than 40% regular class time will have the option to return to school in static groups of no more than 10 to receive DESS services. Students with lack of connectivity will also be prioritized during this time.</p>

Physical Standards	<ul style="list-style-type: none"> ● Groups convene indoors in rooms enclosed by walls or partitions; ● In large spaces such as a gymnasium or cafeteria, more than one group can convene if a wall or partition is erected; ● High-touch surfaces (e.g., desks doorknobs) are cleaned before and after each group's use; ● Groups are separated outdoors but do not require a physical barrier; outdoor play equipment will not be shared; ● Limit crowding at entry and exit points; maintain maximum group sizes and physical distance recommendations to the maximum extent possible;
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Athletics	<ul style="list-style-type: none"> ● All LHSAA policies will be followed; Virtual students can participate in athletics.
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Extracurricular Activities	<ul style="list-style-type: none"> ● All guidelines for static groups should be followed (6ft., masks, number limitations, etc.) <p>*This is pending further guidance from the LDOE and the LDH.</p>
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Symptom Monitoring	<ul style="list-style-type: none"> ● Assess students on arrival and throughout the day, including conducting an initial temperature check; ● Establish an area that can be used to isolate sick students; ● Clean and disinfect surfaces in the isolation area after the sick student has gone home;
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Environmental Cleaning and Personal Hygiene	<ul style="list-style-type: none"> ● High touch surfaces are cleaned multiple times throughout the day, including bathrooms; ● Hand-washing/sanitizing at arrival and upon returning from restroom, and before and after eating; ● Adults and students (3rd grade and up) must wear face coverings to the maximum extent possible. Any child over age two may wear a face covering. Face coverings should be worn in all areas of the school. This includes classrooms. Most importantly, face coverings should be worn during arrival, dismissal, and any other transition within the school building. Individuals with severe breathing difficulties should not wear face coverings. Masks can have any design, color, or images as long as they are not of a vulgar and/or political nature, nor should they be disruptive to the school day. This will be determined by the school Principal.
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Transportation	Maximum school bus capacity, including adults
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	<p>25 percent</p> <p>School bus passengers ride one per seat with every other seat empty</p> <p>Members of the same household may sit in the same seat or adjacent seats, with an empty seat between household groups.</p>	<p>50 percent</p> <p>Take the number of seats and multiply by the % of the manufacturer's capacity. This is the maximum number of people allowed on the bus at any given time.</p> <p>Space and disperse passengers to the maximum extent possible.</p>	<p>75 percent</p> <p>Take the number of seats and multiply by the % of the manufacturer's capacity. This is the maximum number of people allowed on the bus at any given time.</p> <p>Space and disperse passengers to the maximum extent possible.</p>
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Natchitoches Virtual Program Handbook

The Natchitoches Virtual Program

The Natchitoches Virtual Program is a service offered by each school in the Natchitoches Parish School District. We believe education is best delivered in a face-to-face environment, but the Virtual Program has been developed to facilitate situations where face-to-face learning is needed.

- Students participating in the Virtual Program are enrolled at their assigned school and are allowed full participation in all activities offered by that school.
- Students participating in the Virtual Program are expected to abide by the same standards of behavior as students in the traditional program.
- Violations of school rules will be addressed by the leadership team of the school in which the student is enrolled.
- The Natchitoches Virtual Program operates according to the district calendar.
- Attendance will be taken daily.
- Before an application to the Virtual Program will be considered, the student must meet the enrollment requirements of the district.

Responsibilities of the Student and Parent/Guardian

When applying to the Natchitoches Virtual Program students and parents/guardians agree to the following requirements and understand that failing to comply with these requirements may result in the student's removal from the Virtual Program.

- The student will comply with virtual district attendance policies.
- The student or parent/guardian will respond in a timely manner to messages sent from teachers or other district personnel.
- All communication with teachers or other district personnel will be through district systems such as Remind, or the district email system. Communication through social media or SMS (text messages) is not permitted.
- Students will fully participate in scheduled and unscheduled activities as assigned by the teacher.
- If my child is 10 years old or younger, I will ensure an adult is present with the child and will assist the child when needed.

Responsibilities of the School

When accepting a student into the Virtual Program the school agrees to the

following:

- Provide a schedule of classes that meets or exceeds the requirements for the student to progress to the next grade and graduation.
- To encourage the student to participate in all school activities provided the student provides his or her own transportation and complies with the requirements for participation in the activity.
- Provide daily contact and weekly feedback to the student. Document all contact with the student through the JCAMPUS system.
- Provide lessons that align with Tier 1 curriculum within the district pacing guidance.
- Provide all accommodations included in applicable IEPs and/or 504s.

Transfer to and from the Traditional Learning Environment

Parents/guardians will have until September 11, 2020 to decide to transition to virtual school. Students who decide to transition to virtual school must remain for a full nine-week period.

- Based on student performance data, principals and teachers may make recommendations about student placement by the following dates:
 - October 28, 2020
 - January 20, 2020
- If a student transfers out of the Natchitoches Virtual Program, the principal has the right to refuse any requests to reenter the Natchitoches Virtual Program for the remainder of the school year.

Transportation

Parents/Guardians and students participating in the Natchitoches Virtual Program are responsible for all transportation to and from ALL on-campus activities.

Meals

Students participating in the Virtual Program may participate in the School Food Service program. Parents can simply drive through for pick-up, or children can walk to the feeding site. They do have to be a student at the school to receive meals. Feel free to email us at covidquestions@nat.k12.la.us if you have questions.

On-campus Requirements

Students participating in the Virtual Program may be required to appear on a Natchitoches Parish School campus at a specific time and date as directed by the principal of the school in which the student is enrolled. Students or parents/guardians are responsible for transportation to and from all on-campus activities. Reasons for such requirements include:

- Mandatory assessments

- Orientation and enrollment meetings as scheduled by the school
- Assistance with technical or curriculum activities including delivery of materials
- Face-to-face instruction when recommended by the teacher
- When course requirements dictate students use resources located at the school (i.e. welding equipment or specific resources)

Extracurricular Activities

Students participating in the Virtual Program may participate in extracurricular activities. When participating in extracurricular activities, students are required to comply with all standards and regulations associated with the activity including dress code, behavioral expectations, timeliness, and level of participation. Students are required to provide their own transportation to and from all activities associated with the activity.

Discipline

Students participating in the Virtual Program are fully enrolled in their assigned school and are subject to the same expectations as students in the traditional program. Any violations will be addressed by the leadership team at school in which the student is enrolled.

Online Behavior

Each student participating in the Virtual Program is responsible for the content posted through his or her account. Sharing your username and password with others or using other's usernames and passwords is strictly prohibited. Students utilizing an NPSB device may not access any websites or content that is prohibited.

The following are strictly prohibited:

- Posting personally identifiable information in any format other than a private message;
- Antagonism or prejudice of any kind with respect to race, religion, gender, intelligence, age, orientation, disability, or socioeconomic status;
- Posting or allowing others to see material including language, photographs and videos that are inappropriate;
- Any criminal or other illegal activity including encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs, or alcohol;
- Illegally posting, distributing, uploading, or downloading copyrighted work of any kind;
- Sharing assignments, questions/answers, or any other action that would violate any expectations or rules in regards to academic honesty;
- Spam or unauthorized, unsolicited, commercial promotion; and

- Disruptions of any digital resource;

Students and parents must maintain appropriate contact with teachers and other students in their communications, whether by telephone, video conferencing, text message, or email. Disciplinary actions are at the discretion of the principal.

Video Conferencing (Google Meet)

Video conferencing must be done in a location where there is a limited number of distractions, noise, and additional people. No inappropriate content should be seen in the background during video conferencing. Examples of such inappropriate content include, but is not limited to, individuals failing to wear appropriate clothing (including the student themselves), inappropriate signage displays, vulgar or profane noise of any kind, and any type of inappropriate article which would normally be prohibited on school grounds.

Technology Use

Students participating in the Virtual Program must use technology resources that are adequate for the activities being assigned. All students may use a device (chromebook or tablet) provided by his or her school. However, students may use their own device provided it meets the following requirements:

- Screen size is 9 inches or larger (measured diagonally).
- Includes a camera, microphone, and speakers that are adequate for participation in group activities and scanning QR codes. Adequacy will be judged by the school.
- Runs an operating system that is currently being updated by the manufacturer. (i.e. Windows 7 is not acceptable because Microsoft is no longer updating it.)
- Is free from any malicious software that may interfere with learning or may compromise the student's online security.
- Is in good working order as judged by the school.

Students participating in the Virtual Program must have access to broadband Internet service (Cable modem, DSL, or fiber optic cable) through a WiFi connection that is a minimum speed of 25 Mbps. It is the parent/guardian's responsibility to ensure the student has access to broadband Internet service through a WiFi connection. Parents with limited to no access should plan to spend a minimum of one hour per day with students at one of the community hotspots. If there is still no way to access the internet, the NPSB strongly recommends that students attend face-to-face instruction.

Attendance

Attendance will be measured by student participation, log-ins, and completion of assignments. Teachers will determine a student's daily attendance on a weekly basis and enter that information into the student data management system (JCampus).

Virtual Program Time Expectations

*Attendance will be determined by log-in time (Google Meets and Zearn) and completed assignments.

Grade and Tier 1 Curriculum	Total Live Instructional Minutes (Math, ELA, Science, and Social Studies)	Breakdown of Time
Pre-Kindergarten Opening the World of Learning Frog Street Eureka Math	150 - 200 minutes per week	<p>Morning Meeting - using Google Meet</p> <ul style="list-style-type: none">● 15 - 30 minutes of Numeracy standards (may include Art, Social-Emotional, Science, Physical Development, and Social Studies activities). <p>Reading - using Google Meet</p> <ul style="list-style-type: none">● 15 - 30 minutes of Early Literacy and Language standards, focusing on language development, vocabulary, comprehension, and phonological awareness, (may include Art, Social-Emotional, Science, Physical Development, and Social Studies activities). <p>4 days of live instruction 2 times per day 1 day small group instruction</p> <p>REQUIRED</p> <ul style="list-style-type: none">● Attend a virtual beginning of year parent orientation meeting ~ TBD

<p>Kindergarten</p> <p>Eureka Math</p> <p>ARC Core</p>	<p>160-240 minutes per week</p>	<p>15-20 minutes of Eureka math Instruction using Google Meets per day</p> <ul style="list-style-type: none"> ● Daily Practice= 10 Minutes of Zearn/Fluency <p>15-20 Minutes of ELA instruction (ARC Core) using Google Meets per day</p> <ul style="list-style-type: none"> ● 10-15 minutes Phonics ● 5 minutes Read Aloud <p>Math/ELA: 4 days of live instruction and 1 day of small group instruction.</p>
<p>1st-2nd Grade Zearn</p> <p>1st- ARC Core</p> <p>2nd- EL Education</p>	<p>240- 320 minutes per week of live instruction</p>	<p>30-40 minutes of Zearn Math instruction using Google Meets per day</p> <ul style="list-style-type: none"> ● 20- 30 minutes of Zearn (4 days per week= 100-150 minutes of independent work) ● 1 assignment due weekly <p>30-40 minutes of ELA instruction a day using Google Meets-</p> <ul style="list-style-type: none"> ● 1 assignments due weekly for grading <p>Math/ELA: 4 days of live instruction and 1 day of small group instruction.</p>

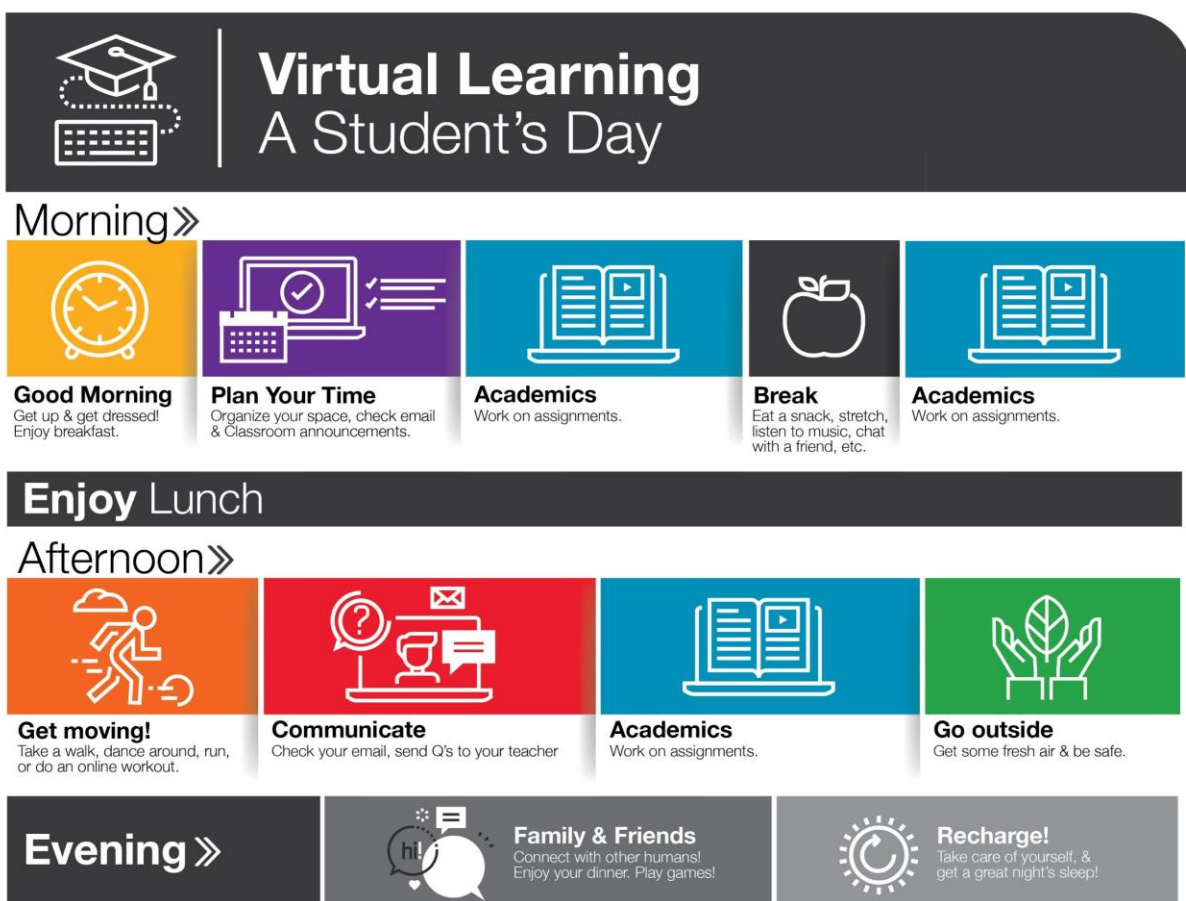
<p>3rd-5th Math-Zearn Science-Amplify</p> <p>ELA: Guidebooks</p>	<p>420 - 640 minutes of live instruction per week</p>	<p>30-50 minutes of Zearn Math instruction using Google Meets per day</p> <ul style="list-style-type: none"> ● 30 minutes of Zearn per day (4 days per week= 150 minutes of independent work) ● 2 assignments due weekly <p>45-60 minutes of Amplify science instruction (Google Meets) 2 days per week (A/B schedules)</p> <ul style="list-style-type: none"> ● In addition to 2 days of live instruction per week students will complete 2 independent assignments ● 1 day of small group instruction as needed <p>30-50 minutes of ELA instruction a day using Google Meets-</p> <ul style="list-style-type: none"> ● 2 independent assignments due weekly for grading <p>45-60 minutes of Social Studies instruction (Google Meets) 2 days per week</p> <ul style="list-style-type: none"> ● In addition to 2 days a week of live instruction students will complete 2 independent assignments. ● 1 day of small group instruction as needed <p>Math/ELA: 4 days of live instruction and 1 day of small group instruction.</p>
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6th-8th Grade Math: Illustrative Math Science: OpenSciEd ELA: Guidebooks	660-960 minutes	60-90 minutes of Math instruction using Google Meets 3 assignments due weekly= (30 minutes of independent work per day= 150 minutes per week. 45-60 minutes of OpenSciEd science 2 days per week (A/B schedules) <ul style="list-style-type: none"> ● 2 days of independent assignments(projects) ● 1 day of small group instruction as needed 60-90 minutes of ELA instruction a day using Google Meets <ul style="list-style-type: none"> ● 3 independent assignments due weekly for grading 45-60 minutes of Social Studies instruction (Google Meets) 2 days per week <ul style="list-style-type: none"> ● In addition to 2 days a week of live instruction students will complete 2 independent assignments. ● 1 day of small group instruction as needed Math/ELA: 4 days of live instruction and 1 day of small group instruction.
9th-12th Grade	4 to 5 hours daily 60 to 70 minutes for each course	Follow the A/B schedule of the high schools; <ul style="list-style-type: none"> ● (Monday)Full Virtual Day-Google Meet, Virtual Instruction; Small Group; Office Hours ● (Tuesday and Thursday) A-Day-Face-to-Face; Virtual Instruction; Independent Learning for B-Day ● (Wednesday and Friday) B-Day-Face-to-Face/Virtual Instruction Independent Learning for for A-Day

Part-time Participation

Students in grades 9-12 may participate part-time in the Virtual Program with the permission of the school in which the student is enrolled. Courses for part-time students are usually not taught by a teacher at the student's enrolled school. However, the teacher will be an employee of the Natchitoches Parish School Board. Part-time enrollment is encouraged in the following scenarios:

- Credit recovery
- When the student's schedule does not allow him or her to take a needed class
- When the student is participating in athletics, but does not want to attend school full-time.



NPSB Virtual School Supply List

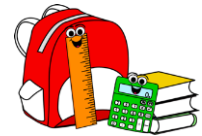
KINDERGARTEN

Headphones or earbuds	1- Large Glue Stick
Crayons	1-Eraser
Scissors	1-Binder (2-inch)
Pencil Sharpener	Lined Primary Handwriting
2-My First Primary Pencils	



1st & 2nd Grade

Headphones or earbuds	Ruler	1-Composition Notebook
Crayons	1-Large Glue Stick	Loose Leaf Paper
Scissors	2- Large Erasers	1- Binder (2 inches)
Pencils	Dry Erase Markers	Personal Whiteboard
Binder Dividers		



3rd-5th Grade

Headphones or earbuds	Dividers	1-Large Glue Stick
Pencil Sharpener	Loose Leaf Paper	1-Eraser
Highlighters (inches)	1 Personal Whiteboard	1-Binder (2 inches)
Scissors	Dry Erase Markers	Ruler
Pencils	1-Composition Notebook	Colored Pencils



6th-8th Grade

Headphones or earbuds	Dividers	1- Large Glue Stick
Pencil Sharpener	Loose Leaf Paper	1-Eraser
Highlighters	1- Personal Whiteboard	1- Binder (2 inches)
Scissors	Dry Erase Markers	Tracing Paper
Pencils	2-Composition Notebooks	Colored Pencils
1-large glue stick	Graph Paper	

9th-12th Grade(Individual teachers will have specific recommendations)

Headphones or earbuds	Dividers	1- Large Glue Stick
Pencil Sharpener	Loose Leaf Paper	1-Eraser
Highlighters	1- Personal Whiteboard	1- Binder (2 inches)
Scissors	Dry Erase Markers	Pencils
Composition Notebooks	Tracing Paper	1-large glue stick
Graph Paper	Colored Pencils	

Job Descriptions

Virtual School Teacher Job Description

Due to the continued risks of the COVID-19 pandemic, numerous families within the district have decided to participate in the full virtual option offered by the Natchitoches Parish School Board. Required to report daily to home school location;

- Turn in a weekly attendance and communication log to the principal;
- Timely response to student/parent questions about software usage;
- Participate in ongoing training opportunities;
- Provide students with grades according to Natchitoches Parish School Board Policy;
- Provide a daily log of engagement, activities, etc. and turn into school principal weekly;
- Complete Compass Evaluation with school principals;
- Continue to participate in all school events including PLCs, faculty meetings, morning and afternoon duty, etc.;
- Collaborate with assigned DESS teacher for individual accommodations and/or modifications;

Custodians

Due to the continued risk of the Covid-19 Pandemic roles and responsibilities of custodians are shifting. Custodians will be responsible for the following:

- Frequently touched surfaces (light switches, doors, benches, bannisters, tables, and bathroom facilities) should be cleaned multiple times throughout the day;
- For protection, staff should wear gloves when performing cleaning activities;
- See checklist in the appendix for further responsibilities;

Face-to-Face Teachers

Due to the continued risk of the Covid-19 Pandemic roles and responsibilities for cleaning of classrooms has shifted to the teachers. Teachers will be responsible for the following:

- Ensure hand washing occurs frequently for students and adults;
- Surfaces and objects in libraries, labs and other settings where “hands on” materials and equipment are being cleaned after each use;
- Student desks should be cleaned before and after each student’s use;
- No sharing of materials between students;
- Increase space between students within the classroom setting;
- Encourage students to use repository etiquette. Example: sneezing into your elbow, cover your cough;

Transportation

School Bus Transportation School Year 2020-2021

During these unprecedented times, Ecco Ride of Louisiana, LLC ("Ecco Ride") has been working with the Natchitoches Parish School Board ("NPSB") on additional preparations, regarding student transportation, for the upcoming start of the school year. The below is based on NPSB's policies along with guidance from other federal and state agencies such as the Centers for Disease Control and Prevention ("CDC"), Louisiana Department of Education ("LDOE") and The Louisiana State Board of Elementary and Secondary Education ("BESE"). These are based on the current guidelines as of August 6, 2020 and may change as additional guidance is published by the aforementioned agencies.

- In accordance with the current NPSB school calendar, school buses will resume routes on August 31, 2020.
- Per the LDOE, school buses used to transport students must not exceed the following maximum capacity guidelines.
 - Phase 1 - 25 percent of the school bus manufacturer capacity
 - Phase 2 - 50 percent of the school bus manufacturer capacity
 - Phase 3 - 75 percent of the school bus manufacturer capacity
- Per LDOE, passengers on a school bus must be spaced to the greatest extent possible.
- Per LDOE and BESE, students will be asked to load back to front and unload front to back to the greatest extent possible and practical to maximize social distancing during the loading and unloading process.
- Six-foot intervals will be marked in the bus aisle to promote social distancing during the loading and unloading process.
- Students will be assigned seats based on loading and unloading (LDOE guideline). Assigned seat for each student may change throughout the school year as bus ridership changes.
- Per LDOE, while inside the school bus, all students grades 3 through 12 must wear a face covering to the greatest extent possible and practical. Students in grades Pre-K through grade 2 may wear a face covering. Students with breathing difficulties should not wear a face covering.
- Hand sanitizer will be available in all buses for students.
- Per LDOE, drivers and monitors will wear PPE at all times possible and practical. This includes masks and gloves provided by Ecco Ride.
- Per BESE, windows will be left open, centered in the middle of the bus to promote ventilation. If it rains, windows still need to be opened a crack to promote ventilation to the extent possible. Air conditioning will be utilized for additional ventilation to the extent possible and practical. • Per LDOE and BESE, sanitization of the buses will take place daily after every bus route has concluded. This includes using industrial spray on seats,

concentrating on rails and other high touch areas. If a double route should occur, cleaning will occur between routes.

Food Service Plan

During phases 2 and 3, virtual students will be able to pick up meals from their school site. Staff will be available from 9AM to 10:30AM to distribute meals.

Parents can simply drive through for pick-up, or children can walk to the feeding site. They do not have to be a student at the school to receive meals. Feel free to email us at covidquestions@nat.k12.la.us if you have questions.

Individual schools plans will be formed by principals with the guidance of the LDOE and the LDH. Static groups cannot intermingle. Facilities must be cleaned between the feedings of each group. Dependent on the plan, students may or may not eat in classrooms.

The following sites will have meals during phase 1:

Cloutierville, East, Magnet, Marthaville, Provencal, L P Vaughn

Martin Luther King Recreational Center
660 Martin Luther King Drive
Natchitoches, LA 71457

Kingdom Life Center
3089 Hwy 71
Campti, LA 71411

Creston Baptist Church
5315 Hwy 9
Saline, LA 71070

Christian Outreach Center
106 Brickyard Road
Natchitoches, LA 71457

Restoration Apostolic Ministries
175 Fairground Road
Natchitoches, LA 71457

Village of Clarence Town Hall
6004 Hwy 71
Clarence, LA 71414

Village of Natchez Town Hall
181 Main Street
Natchez, LA 71456

Professional Development for Covid-19

COVID-19 Coordinators for each school or building will be trained to promote and monitor safety behaviors to prevent the spread of the virus. FAQ's, links, and updates will be located on the NPSB website. Training will be provided by the Human Resources Director.

Promoting Behaviors that Reduce Spread

- Staying Home when Appropriate
- Hand Hygiene and Respiratory Etiquette
- Cloth Face Coverings
- Adequate Supplies

Signs and Messages

- Post [signs](#) in highly visible locations
- Broadcast regular [announcements](#) on reducing the spread of COVID-19

Maintaining Healthy Environments

- Use Cleaning and Disinfecting Products
- Shared Objects
 - Discourage sharing of items that are difficult to clean or disinfect.
 - Ensure adequate supplies to minimize sharing of high touch materials
- Water Systems
 - Encourage staff and students to bring their own water to minimize use and touching of water fountains
- Modified Layouts
 - Space seating/desks at least 6 feet apart when feasible
 - Turn desks to face in the same direction (rather than facing each other),
- Physical Barriers and Guides
 - Install physical barriers, such as sneeze guards and partitions
- Communal Spaces
 - Close communal or shared spaces

Maintaining Healthy Operations

- Regulatory Awareness
 - Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held
- Designated COVID-19 Point of Contact
 - Designate a staff person to be responsible for responding to COVID-19 concerns
- Participation in Community Response Efforts
- Communication Systems
 - Enforce systems that are in place for, staff and families self-report to the school if they or their student have symptoms of COVID-19, having, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days
- Leave (Time Off) Policies and Excused Absence Policies
 - Implement flexible sick leave policies and practices that enable staff to stay home
 - Make accommodations for severely at risk staff if possible
 - Please refer to Families First Coronavirus Response Act

Staff Training

- Train staff on all safety protocols

Recognize Signs and Symptoms

- If feasible, conduct daily health checks which should be conducted safely and respectfully

Personnel

NATCHITOCHE PARISH SCHOOL BOARD PHYSICAL PLANT: RISK MANAGEMENT SECTION BIO-SAFETY – PROTOCOLS RECOMMENDED COVID-19 RESPONSE **DRAFT**

Office Procedures

- IR Scanning for elevated (100.4F) fever at single point entry to all facilities
- Desk shields will be constructed and installed at main single points of contact to protect all during public interactions; and
- All employees manning main points of contact with public shall wear mask (minimally cloth) covering their nose and mouth; and
- Employees will restrict themselves from using coworker's computers, phone, pens etc.; and
- Work areas will be regularly disinfected by employees and or custodians; and
- Employees will physically distance (6' min) themselves from one another; and
- **All employees will wear mask (minimally cloth) covering their nose and mouth when in close proximity (within 6') of others;**
- All non-employees venturing beyond main entry points into NPSB facilities will wear mask (minimally cloth) covering their nose and mouth when in close proximity (within 6') of others.
- All employees will wash hands frequently (as needed; recommending 5-6 times per day minimally during work shifts) with soap and water for a minimum of 20 seconds or use hand sanitizer (60% alcohol min content) when soap and water is not available.
- All employees will cover their cough or sneeze with a tissue, then throw the tissue in the trash.
- All employees will avoid touching their eyes, nose and mouth.
- All employees will stay home when sick except to get medical care.
- Any employee testing positive for COVID-19 or displaying any related symptoms shall stay home and NOT report to work.

- These **employees shall not report back to work until they have exhausted the quarantine/isolation time period per CDC guidelines.**
 - 14 days after exposure to a COVID-19 positive person.
 - 10 days after a positive test, 24 hours without fever (without fever reducing medication).

Housekeeping Procedures

- Disinfect all “common touch” surfaces (surfaces commonly touched by human hands; door push plates, door knobs, light switches, desk tops, counter tops, key pads, etc.) with professional grade “Spic and Span” (dispensed from mix stations) allowing surface to stay wet (dwell time). These surfaces shall be cleaned frequently (multiple times per day or after any use).
- Mop all floors daily with disinfecting floor cleaner (ProLine Disinfectant).
- All Furniture in the rooms: Tables, chairs, couches, blinds, kitchen sink, counters, ice box, microwave, etc. are wiped down with hospital grade disinfectant (Professional Spic and Span) and leave surface wet with the solution for 10 minutes (do not wipe dry).
- Bathrooms all shall be cleaned with Hospital Grade Disinfectant (Professional Comet and Proline Disinfectant floor cleaner).
- All rooms are mopped with Hospital Grade Disinfectant (ProLine Disinfectant Floor Cleaner).

Cafeteria Procedures

- At the beginning of every shift all common surfaces will be cleaned thoroughly with 99.9% germ killing sanitizer/disinfectant.
- All employees will be required to wash their hands at the beginning of their shift and in-between all tasks.
- All employees will wear gloves (nitrile or poly) and change when contaminated
- All food preparations will be performed with face masks and gloves.
- There will be mandatory cleaning of high frequency touched surfaces between static groups meal pick-up.

NATCHITOCHE PARISH SCHOOL BOARD RECOMMENDED COVID-19 RESPONSE

SITUATION: Employee Reports Confirmed Positive Test

Procedures:

- **Principal or designee** shall report to Central Office Supervisor and or Superintendent; and
- **Principal or designee** shall Interview all employees who may have come into contact with the “confirmed positive employee (CPE)” asking;
 - Did you have prolonged (30 minutes or more at single event) contact with the “confirmed positive employee (CPE)”?
 - During this prolonged contact (30 minutes or more at single event”, was the CPE within six (6’) feet of you the entire duration?
 - During this prolonged contact, did you or the CPE remove your face covering or mask?
 - - If no to either question, under current guidance from LDH, the exposure is considered low risk and **the employee** should self-monitor for the COVID-19 symptoms. If symptoms (fever, coughing, shortness of breath, new loss of taste or smell, chills, muscle pain, persistent pain in chest, new confusion, inability to wake or stay awake, difficulty breathing, bluish lips or face, etc.) appear, the employee should consult their doctor and do not report to work until a doctor provides a full written release to return to work.
 - - If yes to questions above for, **employee and or principal or designee** shall call the Personnel Director, complete a First Report of Injury or Disease (FROI) and e-mail or scan to the Personnel Director (e-mail- lpage@nat.k12.la.us or fax No. 352-8138); AND
 - EMPLOYEE SHALL REPORT IMMEDIATELY TO a health care provider (covered by their health insurance) to be tested.
 - These (CPE) **employees shall not report back to work until they have exhausted the quarantine/isolation time period per CDC guidelines.**

- 14 days after exposure to a COVID-19 positive person.
- 10 days after a positive test, 24 hours without fever (without fever reducing medication).
- Principal or designee has the custodians clean and disinfect the facility same evening as report.

EMERGENCY RESPONSE Housekeeping Procedures

- **Principal or designee** shall contact the Superintendent via e-mail requesting overtime (please state maximum time needed and employees' names performing the work. This approval from the superintendent will be required to be attached to the time sheets for payment processing.) for custodial staff **same evening as report** to thoroughly clean and disinfect (Mix station EPA approved chemicals- Professional Spic & Span, Professional Comet & Proline Floor Disinfectant) the school, concentrating on;
 - All "common touch/communicable" surfaces such as;
 - doorknobs;
 - panic push bars;
 - door push plates;
 - light switch plates;
 - copies control panels;
 - fax machine control panels;
 - remote controls;
 - phones;
 - faucets;
 - desk tops;
 - table tops;
 - counter tops;
 - laptops (wet wipe only);
 - touch screens (wet wipe only);
 - keyboards (wet wipe only),
 - restroom fixtures (toilets, handles, faucets, sinks, countertops, partitions, grab bars, etc.);
 - lounge furnishings and fixtures;
 - water fountains;
 - Common touch furnishings;
 - mop & disinfect floors
 - handrails (inside and out);
 - Etc.
 - Custodians shall clean and mist with disinfectant and leave wet allowing dwell time (5-10 minute) for disinfectant to work (exception being electronics and keyboards; wet wipe only or use 70% alcohol.).
 - Custodians shall wear and dispose of gloves and masks in accord with pre-establish donning and doffing procedures.

- SCHOOL RESUMES NORMAL OPERATION FOLLOWING WORK DAY.

- ADDITIONAL DIRECTION FROM CDC AS FOLLOWS:

How to Clean and Disinfect

Hard (Non-porous) Surfaces

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective (Mix station EPA approved chemicals- Professional Spic & Span, Professional Comet & Proline Floor Disinfectant).

Soft (Porous) Surfaces

- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
 - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
 - Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 and that are suitable for porous surfaces

Electronics

- For electronics such as tablets, touch screens, keyboards, remote controls, and ATM machines, remove visible contamination if present.
 - Follow the manufacturer's instructions for all cleaning and disinfection products.
 - Consider use of wipeable covers for electronics.

- If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

NATCHITOCHE PARISH SCHOOL BOARD RECOMMENDED COVID-19 RESPONSE

SITUATION: Employee Reports Suspect COVID-19 CASE

Procedures:

Principal or designee shall report to Central Office Supervisor and or Superintendent; and **Suspect Covid-19 employee shall seek medical assistance from their medical provider (MP), quarantine as advised by MP and do not return to work until you receive a negative test and release by your medical provider.**

- **Principal or designee** shall Interview all employees who may have come into contact with the “suspect Covid contaminated employee (SCCE)” asking;
 - Did you have prolonged (30 minutes or more at single event) contact with the “suspect Covid contaminated employee (SCCE)”?
 - During this prolonged contact (30 minutes or more at single event”, was the SCCE within six (6’) feet of you the entire duration?
 - During this prolonged contact, did you or the SCCE remove your face covering or mask?
 - - If no to either question, under current guidance from LDH, the exposure is considered low risk and **the employee** should self-monitor for the COVID-19 symptoms. If symptoms (fever, coughing, shortness of breath, new loss of taste or smell, chills, muscle pain, persistent pain in chest, new confusion, inability to wake or stay awake, difficulty breathing, bluish lips or face, etc.) appear, the employee should consult their doctor and do not report to work until a doctor provides a full written release to return to work.
 - If yes to questions above, **employee and or principal or designee** shall call Personnel Director, complete a First Report of Injury or Disease (FROI) and e-mail or scan to the Personnel Director (e-mail- lpape@nat.k12.la.us or fax No. 357-7157); AND
 - EMPLOYEE SHALL REPORT IMMEDIATELY TO a health care provider (covered by their health insurance) to be tested.

- These (SCCE) These (SCCE) **employees shall not report back to work until they have exhausted the quarantine/isolation time period per CDC guidelines.**
 - 14 days after exposure to a COVID-19 positive person.
 - 10 days after a positive test, 24 hours without fever (without fever reducing medication).
- Principal or designee has the custodians clean and disinfect the facility same evening as report.

EMERGENCY RESPONSE **Housekeeping Procedures**

- **Principal or designee** shall contact the Superintendent via e-mail requesting overtime (please state maximum time needed and employees' names performing the work. This approval from the superintendent will be required to be attached to the time sheets for payment processing.) for custodial staff **same evening as report** to thoroughly clean and disinfect (Mix station EPA approved chemicals- Professional Spic & Span, Professional Comet & Proline Floor Disinfectant) the school, concentrating on;
 - All "common touch/communicable" surfaces such as;
 - doorknobs;
 - panic push bars;
 - door push plates;
 - light switch plates;
 - copies control panels;
 - fax machine control panels;
 - remote controls;
 - phones;
 - faucets;
 - desk tops;
 - table tops;
 - counter tops;
 - laptops (wet wipe only);
 - touch screens (wet wipe only);
 - keyboards (wet wipe only),
 - restroom fixtures (toilets, handles, faucets, sinks, countertops, partitions, grab bars, etc.);
 - lounge furnishings and fixtures;
 - water fountains;
 - Common touch furnishings;
 - mop & disinfect floors
 - handrails (inside and out);
 - Etc.
 - Custodians shall clean and mist with disinfectant and leave wet allowing dwell time (5-10 minute) for disinfectant to work (exception being electronics and keyboards; wet wipe only or use 70% alcohol.).

- Custodians shall wear and dispose of gloves and masks in accord with pre-establish donning and doffing procedures.
-
- **SCHOOL RESUMES NORMAL OPERATION FOLLOWING WORK DAY.**

- **ADDITIONAL DIRECTION FROM CDC AS FOLLOWS:**

How to Clean and Disinfect

Hard (Non-porous) Surfaces

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective (Mix station EPA approved chemicals- Professional Spic & Span, Professional Comet & Proline Floor Disinfectant).

Soft (Porous) Surfaces

- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
 - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
 - Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 and that are suitable for porous surfaces

Electronics

- For electronics such as tablets, touch screens, keyboards, remote controls, and ATM machines, remove visible contamination if present.
 - Follow the manufacturer's instructions for all cleaning and disinfection products.

- Consider use of wipeable covers for electronics.
- If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

Student Covid-19 Response Policy

- While inside the school facility, all adults and students in grades 3 through 12 must wear a face covering to the greatest extent possible and practical within the local community context
- Younger students who are unable to wear face coverings or maintain a physical distance from other students or adults should be assigned static groups. This should include, at a minimum, students in grades 2 or lower. The static group composition should be maintained for as long as possible over the course of the 2020-2021 school year.
- All students will have their temperatures checked upon entry to the school building through the use of thermal cameras. Any student who registers a temperature of 100.4 or higher will have their temperature checked a second time to ensure accuracy. If that student still registers an elevated temperature they will taken to the designated isolation room by a staff member.
 - Parents/gaurdians will be contacted immediately.
 - Parents/gaurdians will need to pick up their child within 30 minutes.
 - Parents/gaurdians will be strongly encouraged to have their child tested for COVID-19.
- It is the responsibility of the parent/guardian to inform the school if a child is exposed to COVID-19 or tests positive.
- If the district receives information concerning possible exposure or a positive test, it may restrict a child from attending school until they exhaust the CDC's recommendation for quarantine/isolation. During this period, students may participate in the NPSB Virtual School.
- If a child tests positive for COVID-19.
 - Quarantine 10 days since symptoms first appeared and At least 24 hours have passed since the resolution of fever without the use of fever reducing medications and. Other symptoms (e.g., cough, shortness of breath) have improved. If asymptomatic, it has been at least 10-days since positive test collection date

If a child comes into close contact with someone who has COVID-19.

- The child will need to quarantine and not come to school.
- In this situation the quarantine is 14 days from the date the student had close contact with an individual who tested positive.

- Close contact – A close contact is any individual who has been within 6 feet of an infected person for at least 15 minutes during their infectious period, which includes the 48 hours before the day the person became sick (or the 48 hours before specimen collection if asymptomatic) until the person was isolated. Close contact is also if you had direct contact with the COVID-19 case (touched, hugged, or kissed them), you shared eating or drinking utensils, or they sneezed, coughed, or somehow got respiratory droplets on you.
- If a close contact in quarantine becomes symptomatic, they would be considered a case as of the day their symptoms begin and need to follow end of self-isolation criteria above to return to school.
- If a child lives with someone who tests positive for COVID-19 and can isolate from them.
 - Your last day of quarantine is 14 days from when the person with COVID-19 began home isolation. Home isolation entails confinement to one's room and isolation from any other members of the household.
- If a child lives with someone who tests positive for COVID-19 and cannot isolate from them
 - You should avoid contact with others outside the home while the person is sick, and quarantine for 14 days after the person who has COVID-19 meets the criteria to end home isolation.

COVID-19 School Visitor Policy

Only essential visitors will have access to school facilities, essential visitors are individuals who must enter schools or early learning centers in order to conduct visits in accordance with Louisiana law or policy. Essential visitors include, but are not limited to, individuals who:

- a. conduct CLASS observations
- b. observes teacher candidates as part of the teacher preparation quality rating system; or
- c. provides essential supports and services including, but not limited to, early intervention services, special education services, or mental health consultation.
- d. To minimize outside contact parents will be permitted to enter classrooms on the first day of school during the soft start week (August 31st – September 4th) only. After that week parents will need to call or email to set up appointments with either the teacher or administrators.

All visitors will be subject to temperature checks and must wear a face covering at all times.

Employee Leave Policy
EMERGENCY FAMILY AND MEDICAL LEAVE (EFMLA)
AND EMERGENCY PAID SICK LEAVE (COVID-19 PANDEMIC)

The United States Congress has enacted the *Families First Coronavirus Response Act* (FFCRA) to assist employees affected by the COVID-19 outbreak with job-protected leave and emergency paid sick leave. The provisions of this policy are based on the FFCRA and shall be in effect from April 1, 2020, until December 31, 2020.

EMERGENCY FMLA LEAVE

The *Emergency Family and Medical Leave Expansion Act* (EFMLEA) provisions found in FFCRA shall only apply to the COVID-19 outbreak. Existing *Family and Medical Leave Act* (FMLA) leave policies shall still apply to all other FMLA-qualifying reasons for leave outside of this policy.

Employee Eligibility

All employees who have been employed with the School Board for at least thirty (30) days shall be eligible for EFMLA leave. Employees laid off or otherwise terminated on or after March 1, 2020, who are rehired on or before December 31, 2020, shall be eligible for leave upon reinstatement if they had previously been employed with the School Board for thirty (30) or more of the sixty (60) days prior to their layoff or termination.

Reason for Leave

Eligible employees who are unable to work (or telework) due to a need to care for their child due to the closure of a child's school or place of care, or the child's regular childcare provider is unavailable due to a public health emergency with respect to COVID-19.

"Child" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is:

- under eighteen (18) years of age; or
- eighteen (18) years of age or older and incapable of self-care because of a mental or physical disability.

"Childcare provider" means a provider who receives compensation for providing childcare services on a regular basis, including:

- a center-based childcare provider
- a group home childcare provider
- a family childcare provider (one individual who provides childcare services for fewer than twenty-four (24) hours per day, as the sole caregiver, and in a private residence)
- other licensed provider of childcare services for compensation
- a childcare provider that is eighteen (18) years of age or older who provides childcare services to children who are either the grandchild, great grandchild, sibling (if such provider lives in a separate residence), niece, or nephew of such provider, at the direction of the parent.

“School” means an elementary or secondary school.

Duration of Leave

Employees shall be entitled to up to twelve (12) weeks of leave to use from April 1, 2020, through December 31, 2020, for the purposes stated above. This time is included in and not in addition to the total traditional FMLA leave entitlement of twelve (12) weeks in a twelve (12)-month period.

For example, if an employee has already taken six (6) weeks of FMLA leave, that employee would then be eligible for another six (6) weeks of FMLA leave under this policy.

Pay During Leave

Leave shall be unpaid for the first ten (10) days, two (2) weeks of leave; however, employees may use any accrued paid vacation, sick or personal leave during this time. The employee may also elect to use the paid leave provided under the *Emergency Paid Sick Leave Act* (EPSLA) as further explained below. After the first ten (10) days, two (10 weeks) leave shall be paid at two-thirds (2/3) of an employee’s regular rate of pay for the number of hours the employee would otherwise be scheduled to work. Pay shall not exceed \$200 per day, and \$10,000 in total, or \$12,000 in total if using emergency paid sick leave for the first two (2) weeks Any unused portion of this pay shall not carry over to the next year.

For employees with varying hours, one of two methods for computing the number of hours paid shall be used:

- The average number of hours that the employee was scheduled per day over the six (6)-month period ending on the date on which the employee takes leave, including hours for which the employee took leave of any type. Or,
- If the employee has worked less than six (6) months, the expected number of hours to be scheduled per day at the time of hire.

Employee Status and Benefits During Leave

While an employee is on leave, the School Board shall continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work. While on paid leave, the School Board shall continue to make payroll deductions to collect the employee's share of the premium. During any unpaid portions of leave, the employee shall continue to make this payment per instructions from the School Board staff.

If the employee contributes to a life insurance or disability plan, the School Board shall continue making payroll deductions while the employee is on paid leave. During any portion of unpaid leave, the employee may request continuation of such benefits and pay his or her portion of the premiums, or the School Board may elect to maintain such benefits during the leave and pay the employee's share of the premium payments. If the employee does not continue these payments, the School Board may discontinue coverage during the leave. If the School Board maintains coverage, the School Board may recover the costs incurred for paying the employee's share of any premiums, whether or not the employee returns to work.

Procedure for Requesting Leave

All employees requesting emergency FMLA leave shall provide written notice, where possible, of the need for leave to the School Board as soon as practicable. Immediately upon knowledge of positive exposure. Deadline for written notice is within 7 seven calendar days of verbal notice. Verbal notice shall otherwise be accepted until written notice can be provided. Within five (5) business days after the employee has provided this notice, the Superintendent or his/her designee shall complete and provide the employee with any Department of Labor (DOL) required notices.

The notice the employee provides should include a brief statement as to the reason for leave, and if possible, the expected duration.

On a basis that does not discriminate against employees on FMLA leave, the School Board may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

Employee Status After Leave

Generally, an employee who takes FMLA leave shall be able to return to the same position or a position with equivalent status, pay, benefits and other employment terms. The School Board may choose to exempt certain key employees from this requirement and not return them to the same or similar position when doing so will cause substantial and grievous economic injury to business operations. Key employees shall be given written notice at the time FMLA leave is requested of his or her status as a key employee.

EMERGENCY PAID SICK LEAVE

The provisions included here are based on the *Emergency Paid Sick Leave Act* (EPSLA) of the FFCRA and shall only apply to the COVID-19 outbreak.

Eligibility

All full- and part-time employees unable to work (or telework) due to one of the following reasons for leave:

1. The employee is subject to a federal, state or local quarantine or isolation order related to COVID–19.
2. The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19.
3. The employee is experiencing symptoms of COVID–19 and is seeking a medical diagnosis.
4. The employee is caring for an individual who is subject to either number 1 or 2 above.
5. The employee is caring for his or her child if the school or place of care of the child has been closed, or the childcare provider of such child is unavailable, due to COVID–19 precautions.
6. The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

“Child” means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is:

- under eighteen (18) years of age; or
- eighteen (18) years of age or older and incapable of self-care because of a mental or physical disability.

“Individual” means an immediate family member, roommate or similar person with whom the employee has a relationship that creates an expectation that the employee would care for the person if he or she self-quarantined or was quarantined. Additionally, the individual being cared for shall:

- be subject to a federal, state or local quarantine or isolation order as described above; or,
- Have been advised by a health care provider to self-quarantine based on a belief that he or she has COVID-19, may have COVID-19 or is particularly vulnerable to COVID-19.

Amount of Paid Sick Leave

All eligible full-time employees shall be eligible for up to ten (10) days eight (8) days or eighty (80) hours seventy (70) hours of paid sick leave available to use for the qualifying reasons above. Eligible part-time employees are entitled to the number of hours worked, on average, over a two (2)-week period.

For employees with varying hours, one of two methods for computing the number of hours paid shall be used:

- The average number of hours that the employee was scheduled per day over the six (6)-month period ending on the date on which the employee takes leave, including hours for which the employee took leave of any type. Or,
- If the employee has worked less than six (6) months, the expected number of hours to be scheduled per day at the time of hire.

Rate of Pay

Paid emergency sick leave shall be paid at the employee's regular rate of pay, or minimum wage, whichever is greater, for leave taken for reasons 1-3 above. Employees taking leave for reasons 4-6 shall be compensated at two-thirds (2/3) their regular rate of pay, or minimum wage, whichever is greater. Pay shall not exceed:

- \$511 per day and \$5,110 in total for leave taken for reasons 1-3 above;
- \$200 per day and \$2,000 in total for leave taken for reasons 4-6 above.

Interaction with Other Paid Leave

The employee may use emergency paid sick leave under this policy before using any other accrued paid time off for the qualifying reasons stated above.

Employees on emergency FMLA leave under this policy may use emergency paid sick leave concurrently with that leave. Emergency paid sick leave may also be used when an employee is on leave under traditional FMLA for his or her own COVID-19-related serious conditions or to care for a qualified family member with such a condition. If the employee qualifies for both emergency FMLA and emergency paid sick leave, the employee shall be entitled to use emergency paid sick leave for the first ten (10) work days of emergency FMLA leave which would otherwise be unpaid.

Procedure for Requesting Emergency Paid Sick Leave

Employees shall notify the School Board of the need and specific reason for leave under this policy. A form shall be provided to all employees on the School Board intranet and/or in a manner accessible to all. Verbal notification shall be accepted until practicable to provide written notice. Documentation supporting the need for leave shall be included with the leave request form, such as:

- A copy of the federal, state or local quarantine or isolation order related to COVID-19 applicable to the employee or the name of the governmental entity that issued the order.
- Written documentation by a health care provider advising the employee to self-quarantine due to concerns related to COVID-19 or the name of the provider who advised the employee.
- The name and relation of the individual for whom the employee is taking leave because the individual is subject to a quarantine or isolation order or is advised to self-quarantine.
- The name and age of the child or children being cared for; the name of the school, place of care, or child care provider that closed or became unavailable; and a statement that no other suitable person is available to care for the child during the period of requested leave. For children over fourteen (14) years of age, a statement shall be included indicating special circumstances that require the employee to provide care during daylight hours.

Once emergency paid sick leave has begun, the employee and his or her supervisor shall determine reasonable procedures for the employee to report periodically on the employee's status and intent to continue to receive paid sick time.

Carryover

Paid emergency sick leave under this policy shall not be provided beyond December 31, 2020. Any unused paid sick leave shall not carry over to the next year or be paid out to employees.


Job Protections

No employee who appropriately utilizes emergency paid sick leave under this policy shall be discharged, disciplined or discriminated against for work time missed due to this leave.


Communication Plan

Reporting Positive COVID-19 Test Results

5 STEPS



- 1 If you have tested positive for COVID-19, you must report to your immediate supervisor as soon as possible.
- 2 Once your supervisor is notified, they will inform Linda Page, Director of Human Resources.
- 3 Ms. Page will then immediately alert the Louisiana Office of Public Health.
- 4 After all necessary personnel have been notified, you must self-quarantine for 14 days.
- 5 Office of Public Health will be in touch with next steps.



**NATCHITOCHES PARISH
SCHOOL BOARD**
TOGETHER WE CAN

Who needs to quarantine?

Anyone who has been in **close contact with someone who has COVID-19**.

This includes people who previously had COVID-19 and people who have taken a serologic (antibody) test and have antibodies to the virus.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (touched, hugged, or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

Steps to take

Stay home and monitor your health

- Stay home for 14 days after your last contact with a person who has COVID-19
- Watch for fever (100.4 ° F), cough, shortness of breath, or [other symptoms](#) of COVID-19
- If possible, stay away others, especially people who are at [higher risk](#) for getting very sick from COVID-19

When to start and end quarantine

You should stay home for 14 days after your last contact with a person who has COVID-19.

For all of the following scenarios, even if you test negative for COVID-19 or feel healthy, you should stay home (quarantine) since symptoms may appear 2 to 14 days after exposure to the virus.

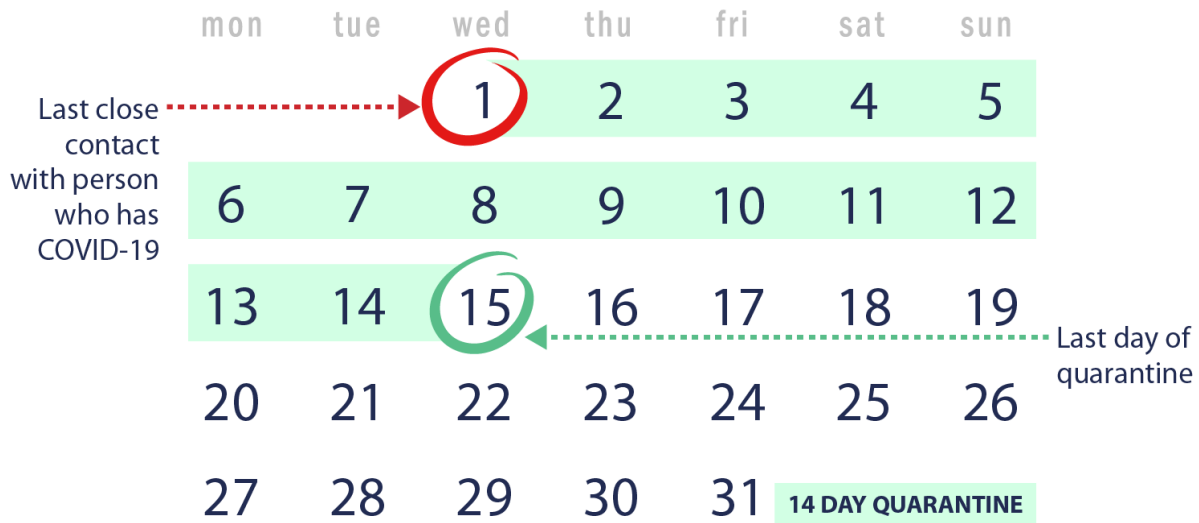
See scenarios below to determine when you can end quarantine and be around others.

Scenario 1: Close contact with someone who has COVID-19—will not have further close contact

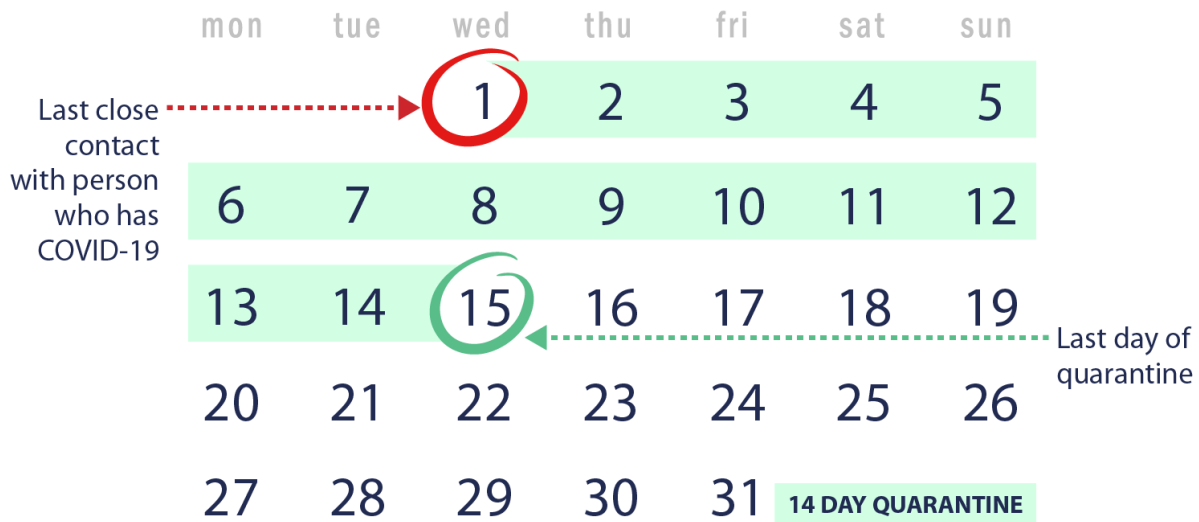
I had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick (e.g., co-worker, neighbor, or friend).

Your last day of quarantine is 14 days from the date you had close contact.

Date of last close contact with person who has COVID-19 + 14 days= end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 2: Close contact with someone who has COVID-19—live with the person but can avoid further close contact

I live with someone who has COVID-19 (e.g., roommate, partner, family member), and that person has isolated by staying in a separate bedroom. I have had no close contact with the person since they isolated.

Your last day of quarantine is 14 days from when the person with COVID-19 began home isolation.

Date person with COVID-19 began home isolation + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.



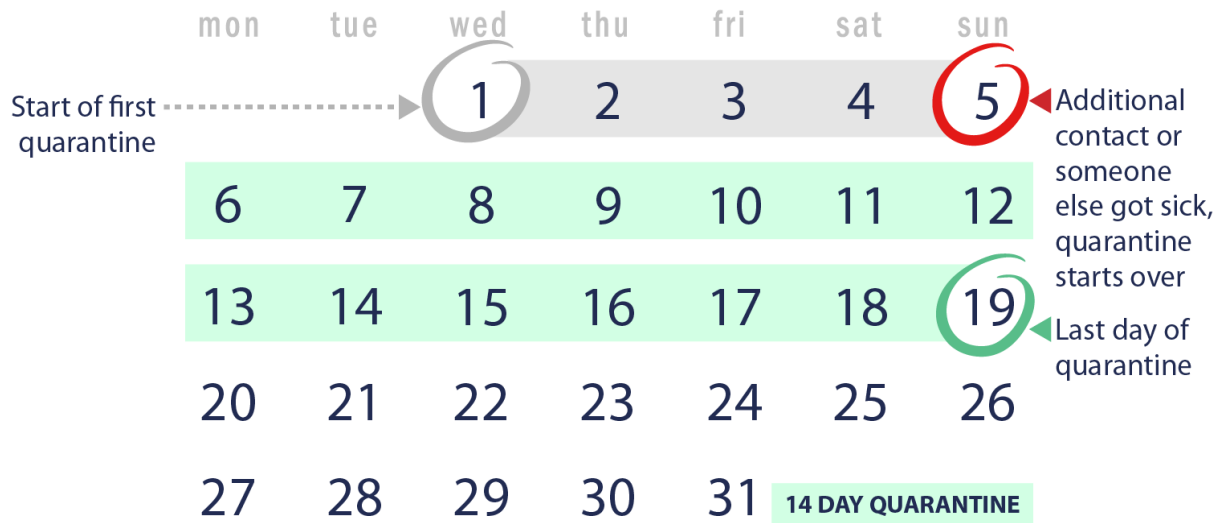
Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 3. Under quarantine and had additional close contact with someone who has COVID-19

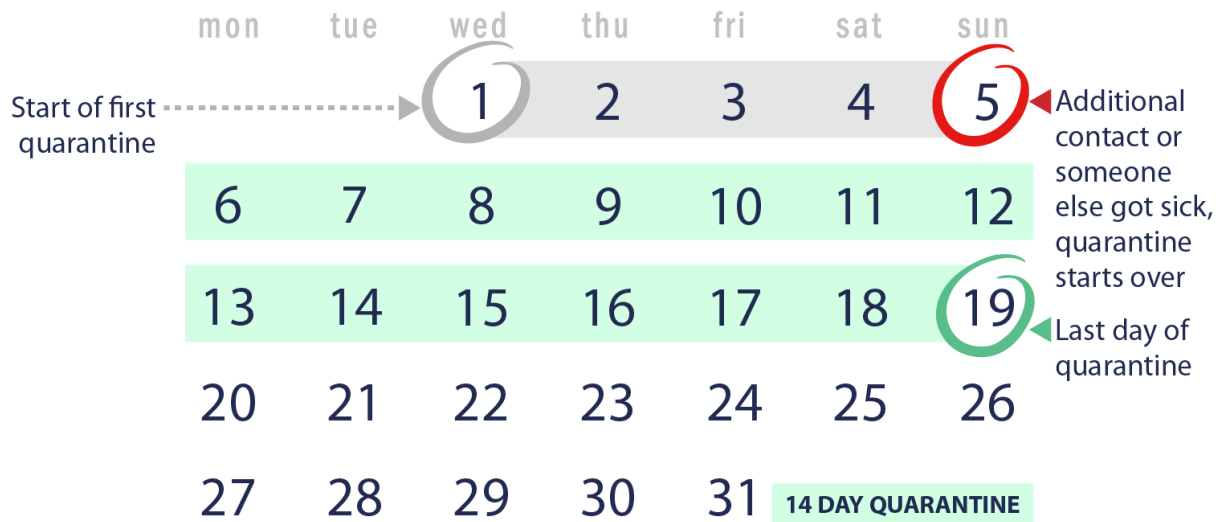
I live with someone who has COVID-19 and started my 14-day quarantine period because we had close contact. What if I ended up having close contact with the person who is sick during my quarantine? What if another household member gets sick with COVID-19? Do I need to restart my quarantine?

Yes. You will have to restart your quarantine from the last day you had close contact with anyone in your house who has COVID-19. **Any time a new household member gets sick with COVID-19 and you had close contact, you will need to restart your quarantine.**

Date of additional close contact with person who has COVID-19
+ 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.



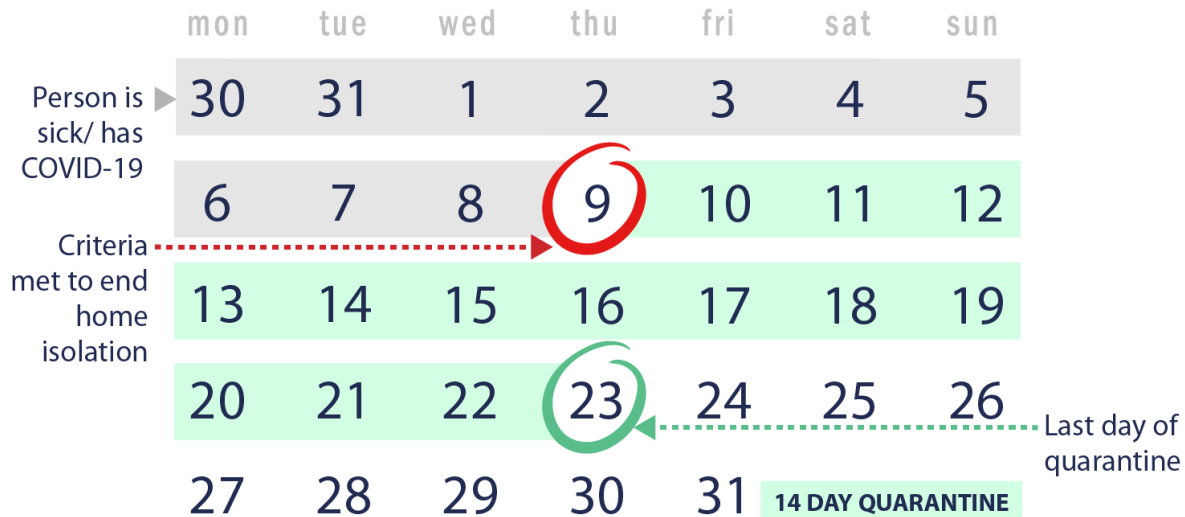
Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 4: Live with someone who has COVID-19 and cannot avoid continued close contact

I live in a household where I cannot avoid close contact with the person who has COVID-19. I am providing direct care to the person who is sick, don't have a separate bedroom to isolate the person who is sick, or live in close quarters where I am unable to keep a physical distance of 6 feet.

You should avoid contact with others outside the home while the person is sick, and quarantine for 14 days after the person who has COVID-19 meets the [criteria to end home isolation](#).

Date the person with COVID-19 ends home isolation + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Isolation is used to separate people infected with SARS-CoV-2, the virus that causes COVID-19, from people who are not infected.

People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

Who needs to isolate?

People who have COVID-19

- People who have [symptoms of COVID-19](#) and are able to recover at home
- People who have no symptoms (are asymptomatic) but have tested positive for infection with SARS-CoV-2

Steps to take

Stay home except to get medical care

- Monitor your symptoms. If you have an [emergency warning sign](#) (including trouble breathing), seek emergency medical care immediately
- Stay in a separate room from other household members, if possible
- Use a separate bathroom, if possible
- Avoid contact with other members of the household and pets

- Don't share personal household items, like cups, towels, and utensils
- Wear a cloth face covering when around other people, if you are able to

[Learn more about what to do if you are sick.](#)

When you can be around others after you had or likely had COVID-19

When you can be around others (end home isolation) depends on different factors for different situations.

Find CDC's recommendations for your situation below.

I think or know I had COVID-19, and I had symptoms
You can be with others after

- At least 10 days since symptoms first appeared **and**
- At least 24 hours with no fever without fever-reducing medication **and**
- Symptoms have improved

If you had severe illness from COVID-19 (you were admitted to a hospital and needed oxygen), your healthcare provider may recommend that you stay in isolation for longer than 10 days after your symptoms first appeared (possibly up to 20 days) and you may need to finish your period of isolation at home. If testing is available in your community, your healthcare provider may recommend that you undergo repeat testing for COVID-19 to end your isolation earlier than would be done according to the

criteria above. If so, you can be around others after you receive two negative tests results in a row, from tests done at least 24 hours apart.

I tested positive for COVID-19 but had no symptoms

If you continue to have no symptoms, you can be with others after:

- 10 days have passed since the date you had your positive test

If testing is available in your community, your healthcare provider may recommend that you undergo repeat testing for COVID-19 to end your isolation earlier than would be done according to the criteria above. If so, you can be around others after you receive two negative test results in a row, from tests done at least 24 hours apart.

If you develop symptoms after testing positive, follow the guidance above for “I think or know I had COVID, and I had symptoms.”

I had COVID-19 or I tested positive for COVID-19 and I have a weakened immune system

If you have a [weakened immune system](#) ([immunocompromised](#)) due to a health condition or medication, you might need to stay home and isolate longer than 10 days. Talk to your healthcare provider for more information.

If testing is available in your community, your healthcare provider may recommend you undergo repeat testing for COVID-19. If your healthcare provider recommends testing, you

can be with others after you receive two negative test results in a row, at least 24 hours apart.

Your doctor may work with [an infectious disease expert at your local health department](#) to determine when you can be around others.

HOW WILL NPSB UPDATE FAMILIES?



**NATCHITOCHES
PARISH JOURNAL
& NATCHITOCHES
TIMES**

**Social Media -
@NPSBLA**



**Robo Calls/Text
Messages**



NEED HELP?

helpishere@nat.k12.la.us

Natchitoches Parish School Board

Dear Parent or Guardian,

There has been a case of Coronavirus at your child's school and your child may have been exposed. Your child was exposed on _____ date and is per CDC guidelines is allowed to return on _____ date (14 days after exposure). While they are under quarantine their regular teacher will provide continued instruction. Please contact your child's teacher for any questions.

What is Coronavirus?

Coronaviruses are a type of virus. There are many different kinds, and some cause disease. A newly identified coronavirus, SARS-CoV-2, has caused a worldwide pandemic of respiratory illness, called COVID-19.

What do I need to know about Coronavirus?

Covid-19 symptoms include cough, fever, or chills, shortness of breath or difficulty breathing, muscle or body aches, sore throat, new loss of taste or smell, diarrhea, headache, fatigue and nausea and vomiting.

How does Coronavirus spread?

As of now, researchers know that the new coronavirus is spread through droplets released into the air when an infected person coughs or sneezes. The droplets generally do not travel more than a few feet, and they fall to the ground (or onto surfaces) in a few seconds — this is why physical distancing is effective in preventing the spread.

What are the symptoms of Coronavirus?

- Cough
- Fever or chills
- Shortness of breath or difficulty breathing
- Muscle or body aches
- Sore throat
- New loss of taste or smell
- Diarrhea
- Headache
- Fatigue
- Nausea or vomiting

Thank you for giving this your attention. Your doctor will be able to answer any further questions you might have about Coronavirus.

Mental Health and Wellness

BUILDING RELATIONSHIPS BETWEEN TEACHER AND STUDENT DURING COVID-19 CHECKLIST

1. **EXPRESS CARE: Show me that I matter to you.**
 - Send a text, email, video or note that says your student matters to you personally and you are thinking about them daily during the crisis.
 - Ask how they are spending their time at home during the crisis.
 - Tell them that you believe in them and you know they will get through this difficult time, then move on with learning and growing.
2. **CHALLENGE GROWTH: Push me to keep getting better.**
 - Let students know that you expect them to keep up with the work of your school even though times are difficult; hold them accountable if they do not put in the effort.
 - Encourage or require students to use the time at home to focus on learning or doing something that they have been struggling with in your class.
 - Ask students what they are or could be doing to help their parents, siblings, or others get through this difficult time.
 - Ask students to set one personal goal for something they want to achieve during the time away from school, and then periodically check in on their progress.
3. **PROVIDE SUPPORT: Help me complete tasks and achieve goals.**
 - Ask students how they are feeling about the world, themselves, and the future during the crisis. Indicate that you really hear them when they respond and that you are about their feelings.
 - Send notes to parenting adults to suggest ways they can help students stay connected to the work of your class while they are at home.
4. **SHARE POWER: Treat me with respect and give me a say.**
 - Ask students what rules and norms your class or group should follow as you work together. Give them voice and choice in shaping your new ways of working and being together.
 - Let students design and/or lead some of the virtual activities and lessons you assign to the class.
 - Invite students to tell you how they think you can support them during their time away from your school or class.
 - After you have been working together via technology for a while, ask students for their feedback on how it is going and make adjustments to incorporate their feedback into your subsequent work with them.
 - When you can, offer choices rather than mandating a single option.
5. **EXPAND POSSIBILITIES: Connect me with people and places that broaden my world.**

- Send students something to watch or read that will be new to them and that you normally wouldn't have time to focus on in your regular class.
- Ask students to use the internet and social media to explore how young people very different from them across the country or around the world are experiencing the response to COVID-19.
- Create opportunities for students to evaluate how authorities at the local, state, and national level are responding to the crisis and to consider what they would do differently if they were in power.

In order to ensure a strong start to 2020-2021, NPSB will attend to the social, emotional, and behavioral well-being of students and staff.

Addressing the well-being of students and staff will require that schools:

1. **Acknowledge and Address the Unique End and Start of School:** Support the well-being of staff and provide students and staff the opportunity to close out the previous school year and start the new year.

- Address the social and emotional well-being of school staff using a Mental Health Response Team.
 - o Develop a Mental Health Response Team at the district level that will meet once a month. Each school will use their PBIS team as the Mental Health Response Team and will meet once a month.
 - o Facilitate weekly engagement of all staff with peers and/or supervisors. Include informal checks on staff well-being. Engage the Mental Health Response Team when needed.
 - o Share self-care resources with staff.
 - o Regularly (2-3 times per year as set up by the district) assess the general climate and well-being of the school using a survey.
- Support the transition of all students to their new classroom, whether that be a physical or virtual classroom.
 - o Plan and publicize family and student orientation activities and events, which may be virtual, to kick off the 2020-2021 school year.

2. **Prioritize Positive, Intentional Relationships:** Facilitate meaningful interactions to develop sustaining, strong relationships within the classroom and throughout the school.

- Build staff-to-student relationships
 - o Provide professional development to school staff focused on building relationships with students and meeting facilitation.
 - o Staff will contact students on a daily basis during virtual learning.

- Build staff-to-staff relationships
 - o Administrators will create and support meaningful opportunities for teachers and staff to engage and work together. This can be done through teaming structures such as: peer coaching, mentoring, team teaching, and professional learning communities. Also incorporate team building activities to build teacher morale, faculty cohesiveness, high performing teams, and a strong school climate.
 - o Build community and connection among staff members through in-person and virtual events for building spirit and camaraderie, even when staff are not physical together.

- Build student-to-student relationships
 - o Provide students with frequent social engagement opportunities throughout the school year.
 - o Utilize community building exercises that create common language around social relationships.
 - o Create social learning experiences in the classroom through collaborative learning opportunities.
 - o Ensure social engagement continues during distant learning by continuing to provide extra-curricular activities to the extent possible.

- Build staff-to-family relationships
 - o Schools will regularly communicate with families through a plethora of platforms during in-person and distant learning.
 - o A Climate and Culture survey will be given to evaluate staff-to-family relationships twice a year (fall and spring).
 - o The district office will use the following resources to reach families with information: website: <https://npsb.la/>, Facebook page, Youtube channel – NPSBtv, Natchitoches Parish Journal, and the Natchitoches Parish Times.
 - o Resources will be provided at the school and district level for general best practices for families to talk through trauma with children and Covid-19.

3. **Attend to Individual Students' Needs:** Provide individualized supports and services to meet the social, emotional, mental health well-being of students, as students may return to school having experienced traumatic events (i.e. food insecurity, illness or death in the family, job loss, etc.)

- Set up an email hotline for students and families (helpishere@nat.k12.la.us). Report all call and requests for support to the district Mental Health Response Team.

- Staff will incorporate social emotional learning within the return of school either in person or through distance learning and teach weekly lessons to all grades PK – 12.
- Staff will regularly communicate about individual students through already developed team structures: School Building Level Committees, PBIS teams, and PLCs.
 - o Teams will meet monthly and/or weekly to discuss students' academic, social, and emotional successes and challenges, identify signs for students who need additional support.
 - o Complete the process and reporting procedures for individual academic, social, emotional, behavioral student concerns that might arise as educators connect daily with students; proactively support those concerns before significant intervention is needed.
- Administer a universal mental health screener (Student Risk Screening Scale) to all students three times a year.
 - o Train responsible party to conduct screener at each school.
 - o Conduct screener at PLC meetings no later than September 11, 2020; January 15, 2021; March 31, 2021.
- Write and implement individualized plans based on a screener results and/or staff and family-initiated concerns.
 - o Identify Tier II and Tier III interventions per school site.
 - o Provide professional development as needed on interventions and follow-up on data of effectiveness.
 - o Identify external service providers who will provide additional services as needed.
 - o Monitor and adjust the individualized plans as needed.

4. **Respond to Student Behavior with Appropriate Support:** Address policies and practices to ensure that students receive appropriate support, as behavior incidences are often a signal of need.

- Provide professional development and resources on trauma informed practices, impact of trauma on students, culturally responsive teaching, de-escalating strategies, and other strategies to support students.
- Ensure each school has a well-developed PBIS plan and procedures that allow for appropriate support (i.e. counseling vs. suspension).

If help is needed, email helpishere@nat.k12.la.us.

- Assist students in connecting with school counselors and clinical staff, as needed, for support with academic, social, or emotional needs.

Pre-K Guidance

Natchitoches Parish Early Childhood Department will follow the district's guidance. Adjustments will be made based on best practices - how students learn and develop.

	PHASE 1	PHASE 2	PHASE 3
Maximum Group Size	10	25 (maximum of 20 students)	25 (maximum of 20 students)

INSTRUCTIONAL PLAN

PRE-K RECOMMENDED INSTRUCTIONAL TIME: 15 - 30 MINUTES
DIRECT ONLINE TEACHING & WHOLE GROUP ACTIVITIES

- The primary focus will be on Early Literacy and Numeracy standards
- Social-Emotional, Science, and Social Studies topics may be addressed through interdisciplinary activities. Teachers will also include some Art and Music activities.
- Pre-K activities and materials will be available to all families.

LEARNING ACTIVITIES

- Students will have access to iPads provided by the district, in addition to centrally created and distributed learning activities and materials.
- Students will engage with the teacher in a virtual setting as detailed in the school schedule.
- Teacher-created activities will be posted, and video lessons will be available in **Google Classroom/Google Meet**.
- Students will be provided with both off- and on-screen learning activities.

TEACHING EXPECTATIONS

- Collaborate with your grade level team to plan activities.
- Set office hour(s) for caregivers to communicate through FasTalk app, phone, or email.
- Clearly communicate to students and caregivers when you will be accessible to students electronically.
- Work with other staff, as needed, to reach out to students and caregivers who are not engaging in distance learning.

- Follow up and/or respond to the caregiver or student communication promptly, as defined by your administrator.
- Participate in staff meetings, collaborative team meetings, and professional development, district meetings, etc.
- Prepare lesson plans, hands-on activities, take-home activities/materials, and district paperwork.
- Take into consideration the needs of your students while also keeping a healthy work-life balance.
- Keep accurate attendance and activity logs.

MANDATORY FACE TO FACE EXPECTATIONS

-
- Intensive cleaning of materials and supplies (refer to PreK cleaning and sanitizing checklist)
- Conduct Virtual Learning Sessions (15 - 30 minutes only)

ASSESSMENT AND SCREENING

- Pre-K Early Childhood Screening conducted within five school days of enrollment.
- Document students' skills and development using Teaching Strategies Gold. (T.S.Gold)

TOOLS

Teachers are required to implement approved digital tools for instruction

- FastTalk - Message automatically generated on Monday, Wednesday, Friday, and self-generated, as needed
- Bookflix
- Google Classroom/Google Meet

TEACHING TIPS

- Actively focus on maintaining attitudes of inclusivity. Now more than ever, students should feel valued and welcomed, regardless of their background or identity.
- Seek ways to build relationships with students and foster a positive online classroom, such as structures used in morning meetings.

- Prek students should engage in synchronous activities for no longer than 30 minutes at a time.
- Assist students in connecting with school counselors and clinical staff, as needed, for support with academic, social, or emotional needs.

English Learners

Provisional Plan for English Learners

EL Identification Guidance

1. All newly-enrolled students should receive a Home Language Survey (HLS) as part of their new student registration packet.
2. If a parent/guardian indicates a language other than English, the school system should conduct the Family Interview.
3. If both the HLS and the Family Interview indicate that the student is in need of English language services, then the student will be identified as a “Provisional EL”. School systems should identify the student as EL in SIS.
4. The parents/guardians must be notified of their child’s EL status, and the school will need to create an EL Accommodation Checklist and the EL Instructional Support Plan. These may be adjusted and revised as needed.
5. School systems should administer ELPS to all Provisional ELs as soon as safely possible. Adjustments to EL status can be made once ELPS results are reviewed.

INSTRUCTIONAL EXPECTATIONS FOR ENGLISH LEARNERS

English Learner (EL) paras and general education teachers will support English Learners in the following ways:

- Take into consideration students’ English Language Proficiency level (1, 2, 3, 4, or 5) when developing and making modifications to learning activities.
- Incorporate the speaking, listening, reading, and writing in content instruction for English language development to occur while learning the content.
- Provide learning supports for all English language proficiency levels e.g. ensure instructional directions are accessible and understandable for EL levels 1 and 2).
- Present information in many formats, including visual and auditory supports.
- Model and provide examples of key concepts.
- Build students’ background knowledge to support their ability to understand academic language.
- Encouraging the use of allowable accommodations as appropriate, examples include but not limited to:
 - Educational program- BrainPop
 - Educational apps - (Duolingo, Live Lingua,, etc.)
 - English and/or bilingual dictionaries,
 - Read aloud or audio support
 - Providing extended time
- Recognize student’s strengths and use them to help build their language development.

- EL paras will also check in frequently with students and families and will participate in IEP or 504 meetings for dually identified students.

Department of Exceptional Student Services

Contingency Plan for Students with IEPs

IEP Implementation

- IEP services will resume upon the start of the NPSB 2020-2021 school year
- Current IEP will be implemented as written unless determined otherwise by the IEP Team
 - Parent/team member may request an IEP meeting to address concerns as a result of COVID-19 school closure.
 - Safety precautions: Social distancing, personal protective equipment, environmental setting, sanitization procedures, proximity/direct contact with providers, transportation
 - Special considerations: Sensory integration, developmental delays, tactile sensitivity, health conditions, limited cognitive understanding, transition/routine, communication needs, mobility, self-help, social/emotional
 - In order to ensure FAPE, all IEP procedures will continue to be implemented in accordance with state and federal guidelines
 - Due to current social distancing guidelines, some IEP Team members may participate in meetings via phone or video conference

Virtual

- Special instruction, including related services, shall be provided in accordance with the student's current IEP through a virtual platform.
 - Accommodations/Modifications will be provided through collaboration between the Facilitator and DESS Teacher
 - This may include prerecorded lessons, text to speech, speech to text, electronic devices, materials, assistive technology, and/or equipment needed to access the curriculum and make progress toward IEP goals/objectives.
 - Related Services will be provided individually and/or in a small group in collaboration with the DESS Teacher
 - Services include Speech Language Therapy, Occupational Therapy, Adapted Physical Education, Physical Therapy, Counseling (via teletherapy)
 - Google Classroom/Google Meet may be utilized in conjunction with by the DESS Teacher or other service providers to offer additional resources
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student
- Compliance Checks
 - All service providers will be required to maintain current documentation logs
 - DESS district staff will monitor implementation for compliance monthly

DESS Phase III Measures

- DESS Phase III includes all of Phase II Measures with increased capacity
- In the event schools revert to the NPSB Phase I Model, DESS will proceed with Phase I Measures

DESS Phase II Measures (PreK – 8th grade)

- Special instruction, including related services, shall be provided in accordance with the student's current IEP. This includes, but is not limited to:
 - Materials, programs, assistive technology needed to access the general curriculum
 - Ex: Electronic device, manipulatives, low (visual) to high (voice output) Assistive Technology, Sonday System, Vmath, MindPlay, Unique Learning System
 - Environment(s) to include school and/or community
 - Ex: Daycare, home, hospital
- IEP Programming/Least Restrictive Environment
 - Students in the regular class setting more than 80% of the instructional day (Inclusion)
 - Co-teaching with general education as well as providing special instruction via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Students in the regular class setting between 40-79% of the instructional day (Resource)
 - Access to general education classroom and instruction, as well as providing special class minutes via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Students may participate in small group and/or individual lessons in a separate setting with a DESS Teacher and paraprofessional provided all COVID-19 safety precautions as outlined by NPSB are followed.
 - Students in the regular class setting less than 40% of the instructional day (Self-Contained)
 - Access to the general education curriculum addressing LEAP Connectors as well as providing support via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Utilization of a modified/alternative curriculum (i.e. Unique Learning System) addressing grade level standards and life skills
 - In order to fully implement the special class minutes on the IEP, students may attend up to four (4) days per week at their homebased school, provided parents are aware of the increased risk of exposure to COVID-19. This decision must be made by the IEP Team.
- Related Service Providers (direct/related)
 - Speech Language Pathology, Occupational Therapy, Adapted Physical Education, Physical Therapy, Counseling, School Health and Nursing Services shall be provided in accordance with the student's current IEP. This includes, but is not limited to:
 - Methods of delivery: Virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.

- A parent/guardian must be present during all live virtual interactions between the DESS provider and student.
- Environment(s): School, home, daycare
 - A team approach may be utilized in these settings as well as in virtual sessions.
- Proximity: To effectively deliver certain services, providers may require direct contact with a student (Ex: Positioning, feeding, toileting, sensory integration). All recommended safety precautions will be followed to the extent possible (Ex: Gloves, masks/face shields, distancing, sanitizing equipment). The IEP Team in collaboration with the parent will determine individual student needs and degree of contact.
- Additional Support
 - Students with IEPs will have access to a DESS teacher Monday-Friday during regular school hours for support and/or direct instruction.
 - Google Classroom/Google Meet (video conference platform) may be utilized during distance learning.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Strong Start Compensatory Services (as defined by LDOE) may be offered during Phase II based on beginning of year assessment and data review.
 - A Strong Start Compensatory Services plan will be developed for those who are eligible through an IEP
 - Additional support services will continue until plan is completed
- Compliance Checks
 - All service providers will be required to maintain current documentation logs
 - DESS district staff will monitor implementation for compliance monthly

DESS Phase II Measures (High School)

- Special instruction, including related services, shall be provided in accordance with the student's current IEP. This includes, but is not limited to:
 - Materials, supplies, assistive technology needed to access the general curriculum
 - Ex: Electronic device, low (visual) to high (voice output) Assistive Technology, printed materials, remedial programs
 - Environment(s) to include school and/or community
 - Ex: Home, hospital, work-based learning, correctional facility
- IEP Programming/Least Restrictive Environment
 - Students in the regular class setting more than 80% of the instructional day (Inclusion)
 - Co-teaching with general education as well as providing special instruction via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Additional academic assistance may be provided via web-based programs
 - Ex: MindPlay, Vmath
 - Students will continue to pursue regular diploma pathway(s): College/TOPS University/Jumpstart
 - This includes students who meet Act 833 (April Dunn) graduation criteria

- Students in the regular class setting between 40-79% of the instructional day (Study Skills)
 - Access to general education classroom and instruction, as well as providing special class minutes via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Credit attainment/recovery through Odysseyware as agreed upon by the IEP Team.
 - Students may earn credential(s) for specific CTE courses
 - Students may participate in small group and/or individual lessons in a separate setting provided all COVID-19 safety precautions as outlined by NPSB are followed.
 - Students will continue to pursue regular diploma pathway(s): Jumpstart
- Students in the regular class setting less than 40% of the instructional day (Transition)
 - Access to the general education curriculum addressing LEAP Connectors as well as providing support via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Web-based Odysseyware may be utilized for the following:
 - Elective Carnegie units
 - Credentials for select CTE courses
 - Core courses
 - Applied core courses can be utilized for Experience credits via traditional in-class instruction and/or web-based (Odysseyware)
 - Utilization of a modified/alternative curriculum (i.e. Unique Learning System) addressing grade level standards and educational needs to include functional academic/cognitive, self-help, communication, behavior, motor, and/or social.
 - Students will continue to pursue a High School Diploma (Alternative Assessment/Jumpstart)
- Related Service Providers (direct/related) and Additional Support
 - Related services: Speech Language Pathology, Occupational Therapy, Adapted Physical Education, Physical Therapy, Counseling, School Health and Nursing Services
 - Methods of delivery: Virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Environment(s): School, Home
 - A team approach may be utilized in these settings as well as in virtual sessions.
 - Proximity: To effectively deliver certain services, providers may require direct contact with a student (Ex: Positioning, feeding, toileting, sensory integration). All recommended safety precautions will be followed to the extent possible (Ex: Gloves, masks/face shields, distancing, sanitizing equipment). The IEP Team in collaboration with the parent will determine individual student needs and degree of contact.

- Additional Support
 - Students with IEPs will have access to a DESS teacher Monday-Friday during regular school hours for support and/or direct instruction.
 - Google Classroom/Google Meet (video conference platform) may be utilized during distance learning.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
 - Strong Start Compensatory Services (as defined by LDOE) may be offered during Phase II based on beginning of year assessment and data review.
 - A Strong Start Compensatory Services plan will be developed for those who are eligible through an IEP
 - Additional support services will continue until plan is completed
 - Students who have aged out without receiving a regular high school diploma during the 2019-2020 school year may be considered for additional services
- Compliance Checks
 - All service providers will be required to maintain current documentation logs
 - DESS district staff will monitor implementation for compliance monthly

DESS Phase I Measures

- In the event that schools must revert to 100% distance learning, schools will continue with instruction through Google Classroom
- Special instruction, including related services, shall be provided using a dual model of “live virtual” and “on-demand” instruction through Google Classroom and Google Meet daily.
 - Teacher of record will be responsible for coordinating all IEP services
 - Instructional schedules will be posted in Google Classroom.
 - All service providers will be required to maintain current documentation logs
 - DESS district staff will monitor implementation for compliance weekly
 - Students with IEPs will have access to a DESS teacher Monday-Friday during regular school hours via Google Classroom/Google Meet
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.
- Status updates will be posted on the NPSB website

Gifted and Talented Itinerant Services

- Services shall be provided in accordance with the student’s current IEP through a virtual platform, either individually or in a group session
- Compliance Checks
 - All service providers will be required to maintain current documentation logs
 - DESS district staff will monitor implementation for compliance monthly

Gifted ELA and Math Classes

- Students enrolled in Gifted ELA or Math class(es) will follow the homebased school schedule
 - If not on campus (i.e. During Phase II with hybrid schedule), students shall participate in live class(es) virtually
- Services may be provided via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.

Talented Orchestra

- Students enrolled in Talented Orchestra class(es) will follow the homebased school schedule
 - If not on campus (i.e. During Phase II with hybrid schedule), students shall participate in live class(es) virtually
- Services may be provided via virtual, pre-recorded, and/or face to face as agreed upon by the IEP Team.
 - A parent/guardian must be present during all live virtual interactions between the DESS teacher and student.

Paraprofessionals

- Virtual
 - Assist DESS Teacher with monitoring student attendance and participation
 - Assist DESS Teacher with parent contact and documentation
 - Collaborate with DESS Teacher regarding assignments
- Phase III
 - Regular job duties under the supervision of the Administration/DESS Teacher
 - Assist with sanitization of environment(s)
 - Help maintain safety precautions (social distancing, hand washing, masks)
- Phase II
 - Assist with sanitization of environment(s)
 - Help maintain safety precautions (social distancing, hand washing, masks)
 - Assist with parent contact and manage "Help Line" (on virtual day)
- Phase I (Google Classroom)
 - Assist DESS Teacher with parent contact and documentation
 - Manage academic assistance "Help-Line"
 - Collaborate with DESS Teacher regarding assignments/activities (Google Meet, uploading activities to Google Classroom, prerecorded messages, mini-lessons)
 - Devices can be provided to paraprofessionals

Pupil Appraisal

- Virtual
 - Research virtual assessments in assigned discipline area
 - Collaborate with assigned teacher(s) to provide support and monitor student progress
 - Implement appropriate related services as per the IEP (counseling)
- Phase III
 - Complete outstanding evaluations within the first 30 operational days of school opening
 - Resume typical job responsibilities
- Phase II
 - Complete outstanding evaluations within the first 30 operational days of school opening
 - Resume typical job responsibilities
 - Due to social distancing guidelines, some job functions may be completed via virtual/remote
- Phase I (Google Classroom)
 - Parent interviews, teacher interviews, student interviews via phone/video conference
 - Systematic observations during virtual learning
 - Behavioral monitoring during virtual learning in order to provide social/emotional support
 - Teletherapy: Social Work Services, Psychological Services and/or Counseling
 - Academic Reinforcement provided by Educational Diagnosticians

- Response to Intervention, instructional recommendations (language, basic reading skills, math foundations)
- Attend weekly team meetings, staffings (Google Meet)

Appendix A:

Checklists

Custodian Weekly

Name: _____

Supervisor: _____

Building: _____

Week of:

[illegible]

Professional Staff Weekly Log

Name: _____

Supervisor: _____

Building: _____

Week of: _____

Area-Tasks Classrooms/Office	Monday		Tuesday		Wednesday		Thursday		Friday	
	Staff Initial s	Time s	Staff Initial s	Time s	Staff Initial s	Time s	Staff Initial s	Time s	Staff Initial s	Time s
Desktops/Inside of desks										
Counter Tops										
Classroom books										
Class equipment										
Door handles										
Telephones/Keyboards										
PA Systems										

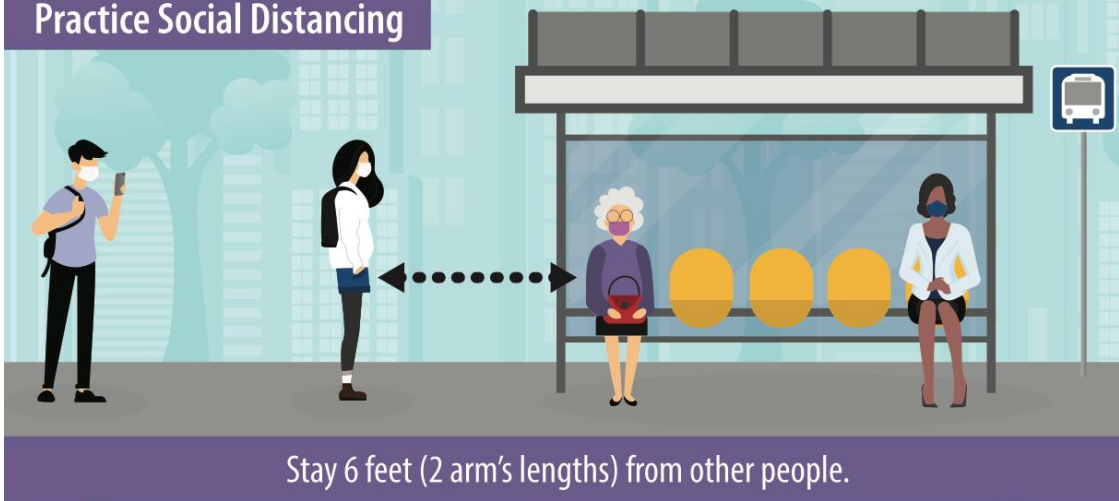
Professional Staff Weekly Log

Appendix B:

Infographics

Help Protect Yourself and Others from COVID-19

Practice Social Distancing



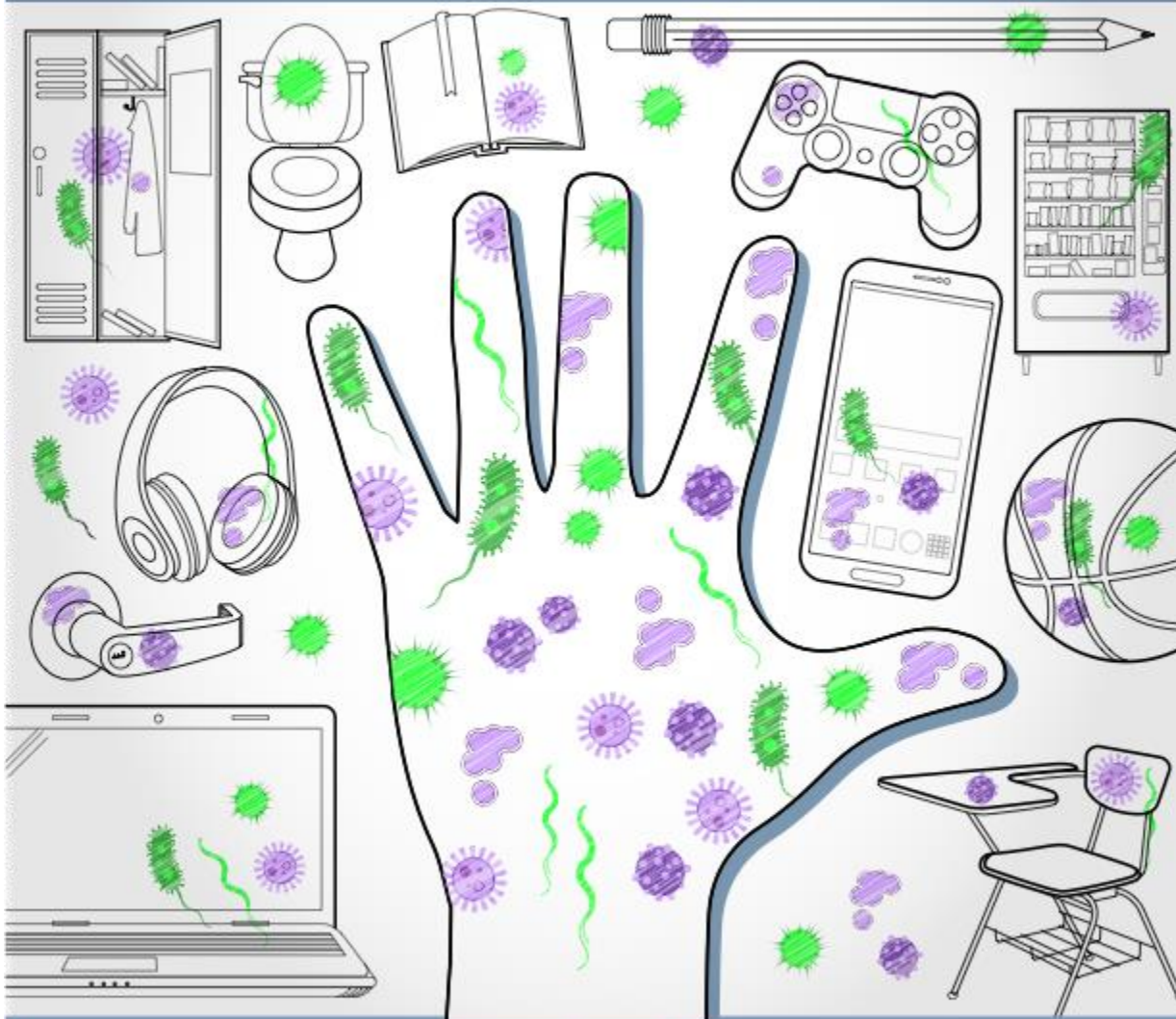
And Wear a Cloth Face Covering



cdc.gov/coronavirus

GERMS

are all around you.



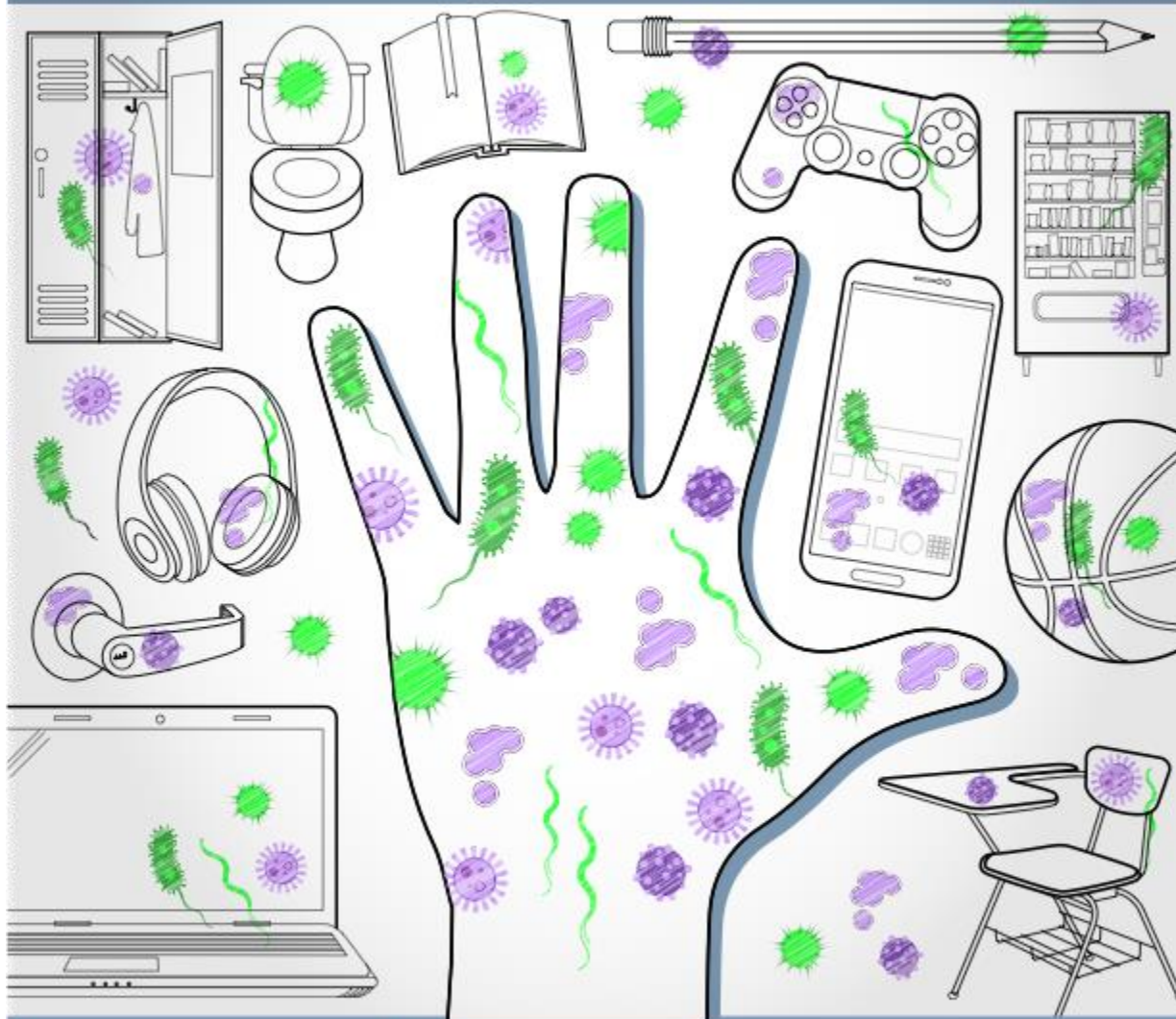
Stay healthy.
Wash your hands.

CS294906-F

www.cdc.gov/handwashing



Los **MICROBIOS** están por todos lados.



Mantente sano.
Lávate las manos.

CS294906-F

www.cdc.gov/handwashing/esp



Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



**Stay at least 6 feet
(about 2 arms' length)
from other people.**



**Cover your cough or sneeze with a
tissue, then throw the tissue in the
trash and wash your hands.**



**When in public, wear a
cloth face covering over
your nose and mouth.**



**Do not touch your
eyes, nose, and mouth.**



**Clean and disinfect
frequently touched
objects and surfaces.**



**Stay home when you are sick,
except to get medical care.**



**Wash your hands often with soap
and water for at least 20 seconds.**



cdc.gov/coronavirus

316917C May 13, 2020 11:03 AM

Detenga la propagación de gérmenes

Ayude a prevenir la transmisión de enfermedades respiratorias como el COVID-19.



Mantenga al menos 6 pies (aproximadamente la longitud de 2 brazos) de distancia de otras personas.



Cúbrase con un pañuelo desechable la nariz y la boca al toser o estornudar, luego bótelos en la basura y lávese las manos.



Quando esté en un lugar público, use una cubierta de tela para la cara sobre su nariz y boca.



Evite tocarse los ojos, la nariz y la boca.



Limpie y desinfecte los objetos y superficies que se tocan con frecuencia.



Quédese en casa cuando esté enfermo, excepto para recibir atención médica.



Lávese las manos frecuentemente con agua y jabón por al menos 20 segundos.



cdc.gov/coronavirus-es

316917AF May 27, 2020 3:16 PM



Hands
that look
clean can still
have icky
germs!



Wash YOUR Hands!

This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

Network Natchitoches

FACT SHEET

Network Natchitoches FAQs

Goal: To provide internet access within one mile of every child in our parish.

Why:

- Covid-19 has shown that we have gaps in our technological infrastructure. In order to provide equitable education, it is imperative that we fill those gaps.

How:

- Set up remote hotspots at various churches and businesses throughout the parish
- Students with their parents, will utilize district devices to complete distance learning activities.

What?

- 100 hotspots at participating churches and businesses that already have internet available.
- Cost to you: none
- NPSB will provide and install all materials needed to make internet readily accessible from an outside designated area
- Hardware (provided by NPSB) will be a box attached to the business/church. The device is 10in x 8.75in x 3.5in not including the antennas.
- Hotspot will give a 1,000 foot radius
- This will secure IP address. Students will have restrictions on content they can view
- NPSB will provide a sign for businesses advertising internet access
- Internet service can be prioritized to meet the needs of the business first and student devices second

Who?

- Students that attend Natchitoches Parish Schools in grades K-12th grades

Where?

- Your place of business

When?

- Hotspots will be passed out by the beginning of August.
- Students will be notified that they can begin use on _____



If you would like further information about Network Natchitoches, please contact Mike Cozad at michaelc@nat.k12.la.us or Aly Erikson at aerikson@nat.k12.la.us.

HOW WILL NPSB UPDATE FAMILIES?



**NATCHITOCHES
PARISH JOURNAL
& NATCHITOCHES
TIMES**

**Social Media -
@NPSBLA**



**Robo Calls/Text
Messages**

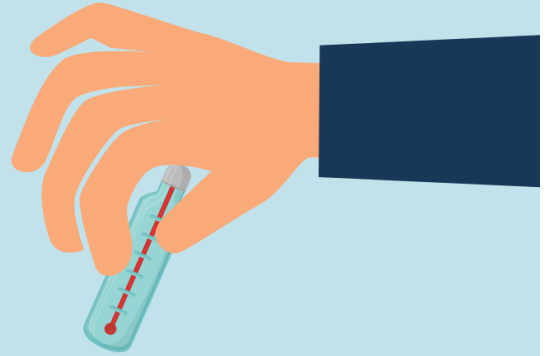


helpishere@nat.k12.la.us

Natchitoches Parish School Board

Reporting Positive COVID-19 Test Results for Students

4 STEPS



- 1 If your child has tested positive for COVID-19, you should notify your child's teacher as soon as possible.
- 2 Your child's teacher will notify your school's Principal, who will inform District Personnel.
- 3 District Personnel will then contact the Louisiana Office of Public Health.
- 4 After all necessary personnel have been notified, the Office of Public Health will be in touch with next steps.



**NATCHITOCHE PARISH
SCHOOL BOARD**
TOGETHER WE CAN