

Louisiana Believes



School Operations and Reopening Office Hours
August 6, 2020

ATTENTION: Instructions for participants

During this meeting, participants may submit questions **via the online chat feature** throughout the presentation. Submitting questions via the chat allows LDOE the opportunity to not only answer your question while on the call but to also add your question and the answer to our publicly disseminated FAQ document(s).

Strong Start Reopening Office Hours

Strong Start School Reopening Office Hours will occur each Thursday, beginning July 23, from 3-4 p.m. and run through September 3

- **Zoom:** <https://ldoe.zoom.us/j/91419461028>
- **Meeting ID:** 914 1946 1028
- **Password:** 408891

If you join by calling in, please use one of the following numbers:

- +1 301 715 8592 US (Germantown)
- +1 312 626 6799 US (Chicago)
- **Meeting ID:** 914 1946 1028
- **Password:** 408891

Reopening Weekly Office Hour Calls

The purpose of the weekly reopening calls are for school system leaders and support staff to join our Zoom session to hear the **latest updates** on policy implementation, supportive guidance, and tool development.

Each weekly call will begin with an overview of recent updates followed by a moderated Q&A session on policy implementation, supportive guidance, and tool development.

Agenda

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Updated Resources:

1. Updated Privacy in Virtual Settings Guidance
2. Strong Start 2020: Reopening Guidance for Special Education Leaders
3. COVID Cases in Schools
4. Band/Vocal/Music/Theatre Class Update
5. Cleaning of Playground Equipment
6. Partition Guidance
7. Face Shields
8. CHNOLA Resources

Regulatory Updates

1. Safety Drills

Resource Documents

Guidelines: Baseline public health requirements for school systems to follow when reopening school facilities to students in Fall 2020 policy implementation, supportive guidance, and tool development.

****updated during the week as needed - remember to clear your cache for the latest version****

Best Practices: Supportive guidance and resources for implementing guidelines

Planning Template and Checklist: A template with questions to guide school systems in planning for reopening, with an accompanying checklist for reopening

FAQ Document: LDOE released and is maintaining a dynamic FAQ document for implementation support. ****updated during the week as needed****

Self Monitoring Checklist: School system checklist to ensure BESE adopted requirements are being met.

Resource Updates

Resource Updates: Privacy Updates

The parental consent for video conferencing has been updated to a more comprehensive [guidance and consent document](#).



Video Conferencing Guidance and Consent Form

When using video conferencing tools,

1. consider using the invitation option or the password option to ensure only those invited will have access.
2. develop guidelines for all participants (no recording the conference, no photographs, no screenshots, use only first names, control the chatbox, manage student conversation, etc.)
3. ensure that you know how to mute video and audio and are ready to do so.
4. consider folding in the following consent language with your existing consent documents such as your media release consent.

If you choose to record your classroom with conferencing tools (or in-person),

1. try to keep students out of the video.
2. get parental consent in advance (see below).
3. ensure that the recording is stored securely.
4. do not share the recording with anyone other than school administration or school system authorized classroom evaluators.
5. if other observers such as teacher preparation providers and on-site reviewers who are required per BESE policy to observe teacher candidates need access to the recording, systems should ensure that MOUs have been updated to cover the recording, the way it is protected, and the destruction protocol.
6. consider a destruction policy that aligns with system record retention policies.

Sample Parental Consent Form

[INSERT SCHOOL NAME] VIDEO AND TELECONFERENCING CONSENT FORM

Dear Parent or Guardian,

You are receiving this consent form because your student has the opportunity to participate in distance learning via video and/or audio conferencing. As classrooms operate virtually, observations will also occur virtually which may require recording the virtual and/or hybrid classroom.

As the parent/legal guardian of _____ (*Child's Name*), I give my consent for him/her to participate in video and/or audio conferencing for the purposes of distance learning and recording of the classroom for the purposes of standard observation requirements.

Signature of Parent/Legal Guardian

Parent/Legal Guardian Full Name (please print)

My Child's Full Name (please print)

Date

Resource Updates: Privacy Updates

When using video conferencing tools,

1. Ensure only those invited will have access.
2. Develop guidelines for all participants
3. Ensure that you know how to mute video and audio and are ready to do so.
4. Consider folding in the following consent language with your existing consent documents such as your media release consent.

If you choose to record your classroom,

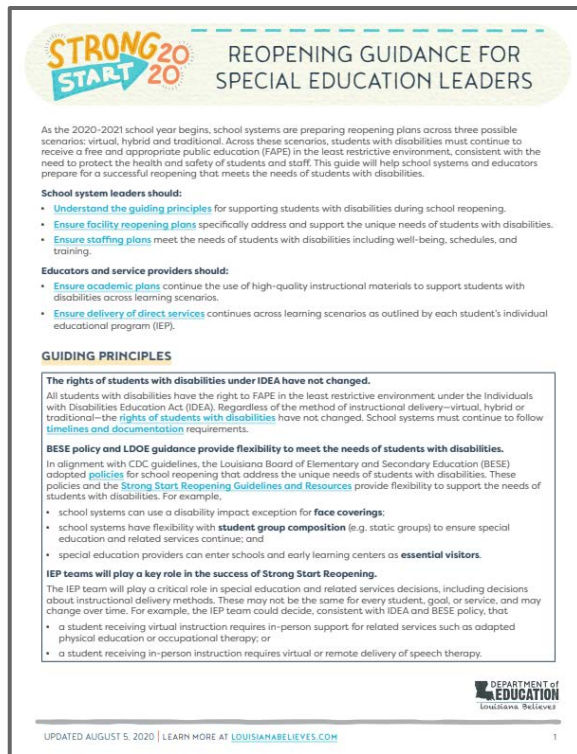
1. Try to keep students out of the video.
2. Get parental consent in advance.
3. Ensure that the recording is stored securely.
4. Do not share the recording with anyone other than school administration or school system authorized classroom evaluators.
5. If other observers need access to the recording, systems should ensure that MOUs have been updated to cover the recording, the way it is protected, and the destruction protocol.
6. Consider a destruction policy that aligns with system record retention policies.

For more information see the [Privacy and Security for Distance Learning guidance](#)

Strong Start 2020: Reopening Guidance for Special Education Leaders

The [Strong Start 2020: Reopening Guidance for Special Education Leaders](#) builds off the Department's [School Reopening Guidance and Resources](#) to help school systems and educators prepare for a successful reopening that meets the needs of students with disabilities.

The guidance document includes guiding principles and considerations for supporting students with disabilities in facility reopening plans, staffing plans, academic plans, and delivery of direct services across virtual, traditional, and hybrid learning scenarios.



STRONG START 2020 REOPENING GUIDANCE FOR SPECIAL EDUCATION LEADERS

As the 2020-2021 school year begins, school systems are preparing reopening plans across three possible scenarios: virtual, hybrid and traditional. Across these scenarios, students with disabilities must continue to receive a free and appropriate public education (FAPE) in the least restrictive environment, consistent with the need to protect the health and safety of students and staff. This guide will help school systems and educators prepare for a successful reopening that meets the needs of students with disabilities.

School system leaders should:

- **Understand the guiding principles** for supporting students with disabilities during school reopening.
- **Ensure facility reopening plans** specifically address and support the unique needs of students with disabilities.
- **Ensure staffing plans** meet the needs of students with disabilities including well-being, schedules, and training.

Educators and service providers should:

- **Ensure academic plans** continue the use of high-quality instructional materials to support students with disabilities across learning scenarios.
- **Ensure delivery of direct services** continues across learning scenarios as outlined by each student's individual educational program (IEP).

GUIDING PRINCIPLES

The rights of students with disabilities under IDEA have not changed.
All students with disabilities have the right to FAPE in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA). Regardless of the method of instructional delivery—virtual, hybrid or traditional—the rights of students with disabilities have not changed. School systems must continue to follow **timelines and documentation** requirements.

BESE policy and LDOE guidance provide flexibility to meet the needs of students with disabilities.
In alignment with CDC guidelines, the Louisiana Board of Elementary and Secondary Education (BESE) adopted **policies** for school reopening that address the unique needs of students with disabilities. These policies and the [Strong Start Reopening Guidelines and Resources](#) provide flexibility to support the needs of students with disabilities. For example,

- school systems can use a disability impact exception for **face coverings**;
- school systems have flexibility with **student group composition** (e.g. static groups) to ensure special education and related services continue; and
- special education providers can enter schools and early learning centers as **essential visitors**.

IEP teams will play a key role in the success of Strong Start Reopening.
The IEP team will play a critical role in special education and related services decisions, including decisions about instructional delivery methods. These may not be the same for every student, goal, or service, and may change over time. For example, the IEP team could decide, consistent with IDEA and BESE policy, that

- a student receiving virtual instruction requires in-person support for related services such as adapted physical education or occupational therapy; or
- a student receiving in-person instruction requires virtual or remote delivery of speech therapy.

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Strong Start 2020: Reopening Guidance for Direct Service Providers

The [Strong Start 2020: Reopening Guidance for Direct Service Providers](#) offers information and considerations for planning and implementing direct services during the 2020-2021 school year. This guidance document provides strategies for direct service providers to

- deliver services across learning environments (traditional, hybrid or virtual) and
- incorporate technology and remote learning strategies with in-person services.

The guide includes both K-12 and early childhood special education (ECSE) specific information.



STRONG START 2020 REOPENING GUIDANCE FOR DIRECT SERVICE PROVIDERS

SUPPORT FOR STUDENTS WITH DISABILITIES

Introduction

Plan Direct Services

- [Review Caseloads](#)
- [Assess Student/Family Needs](#)
- [Plan for Technology Use](#)

Implement Services

- [Deliver In-Person Services](#)
 - [Consider Physical School Environment](#)
 - [Consider Students and Groups](#)
 - [Consider Home-based Service Needs](#)
- [Deliver Virtual Services](#)
 - [Consider Synchronous Learning \(Real-Time\)](#)
 - [Consider Asynchronous Learning \(Self-Paced\)](#)

Additional Direct Service Resources

INTRODUCTION

School systems must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities in their least restrictive environment. As schools prepare for the 2020-2021 school year, direct service providers can use this guide to ensure students continue to receive special education and related services across delivery methods (traditional, hybrid, or virtual) without interruption.

PLAN DIRECT SERVICES

School systems and IEP teams can use this guide to build a plan to deliver special education and related services across instructional delivery methods. Service providers must intentionally plan to incorporate technology and remote learning strategies with in-person learning to prepare students for seamless transitions between remote learning and face-to-face services should the need arise.

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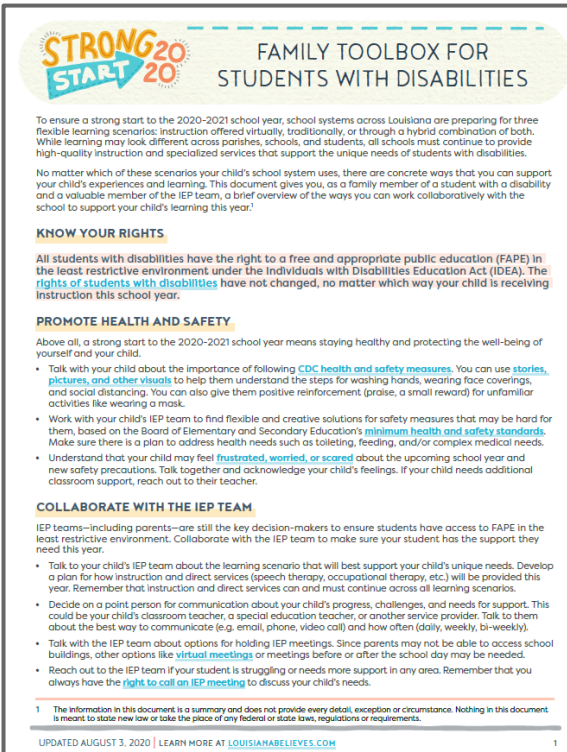
UPDATED AUGUST 4, 2020 | LEARN MORE AT LOUISIANABELIEVES.COM

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Family Toolbox: Strong Start 2020 Support for Students with Disabilities

There are many ways families can support students with disabilities during the 2020-2021 school year. The [Family Toolbox: Strong Start 2020 Support for Students with Disabilities](#) guides families to

- know their rights under IDEA,
- promote health and safety,
- collaborate with the IEP team,
- prepare their children for the academic year,
- create a supportive home-based learning environment,
- support the use of accommodations and accessibility, and
- support instruction and direct services.



STRONG START 2020
FAMILY TOOLBOX FOR STUDENTS WITH DISABILITIES

To ensure a strong start to the 2020-2021 school year, school systems across Louisiana are preparing for three flexible learning scenarios: instruction offered virtually, traditionally, or through a hybrid combination of both. While learning may look different across parishes, schools, and students, all schools must continue to provide high-quality instruction and specialized services that support the unique needs of students with disabilities.

No matter which of these scenarios your child's school system uses, there are concrete ways that you can support your child's experiences and learning. This document gives you, as a family member of a student with a disability and a valuable member of the IEP team, a brief overview of the ways you can work collaboratively with the school to support your child's learning this year.¹

KNOW YOUR RIGHTS

All students with disabilities have the right to a free and appropriate public education (FAPE) in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA). The rights of students with disabilities have not changed, no matter which way your child is receiving instruction this school year.

PROMOTE HEALTH AND SAFETY

Above all, a strong start to the 2020-2021 school year means staying healthy and protecting the well-being of yourself and your child.

- Talk with your child about the importance of following CDC health and safety measures. You can use stories, pictures, and other visuals to help them understand the steps for washing hands, wearing face coverings, and social distancing. You can also give them positive reinforcement (praise, a small reward) for unfamiliar activities like wearing a mask.
- Work with your child's IEP team to find flexible and creative solutions for safety measures that may be hard for them, based on the Board of Elementary and Secondary Education's minimum health and safety standards. Make sure there is a plan to address health needs such as toileting, feeding, and/or complex medical needs.
- Understand that your child may feel frustrated, worried, or scared about the upcoming school year and new safety precautions. Talk together and acknowledge your child's feelings. If your child needs additional classroom support, reach out to their teacher.

COLLABORATE WITH THE IEP TEAM

IEP teams—including parents—are still the key decision-makers to ensure students have access to FAPE in the least restrictive environment. Collaborate with the IEP team to make sure your student has the support they need this year.

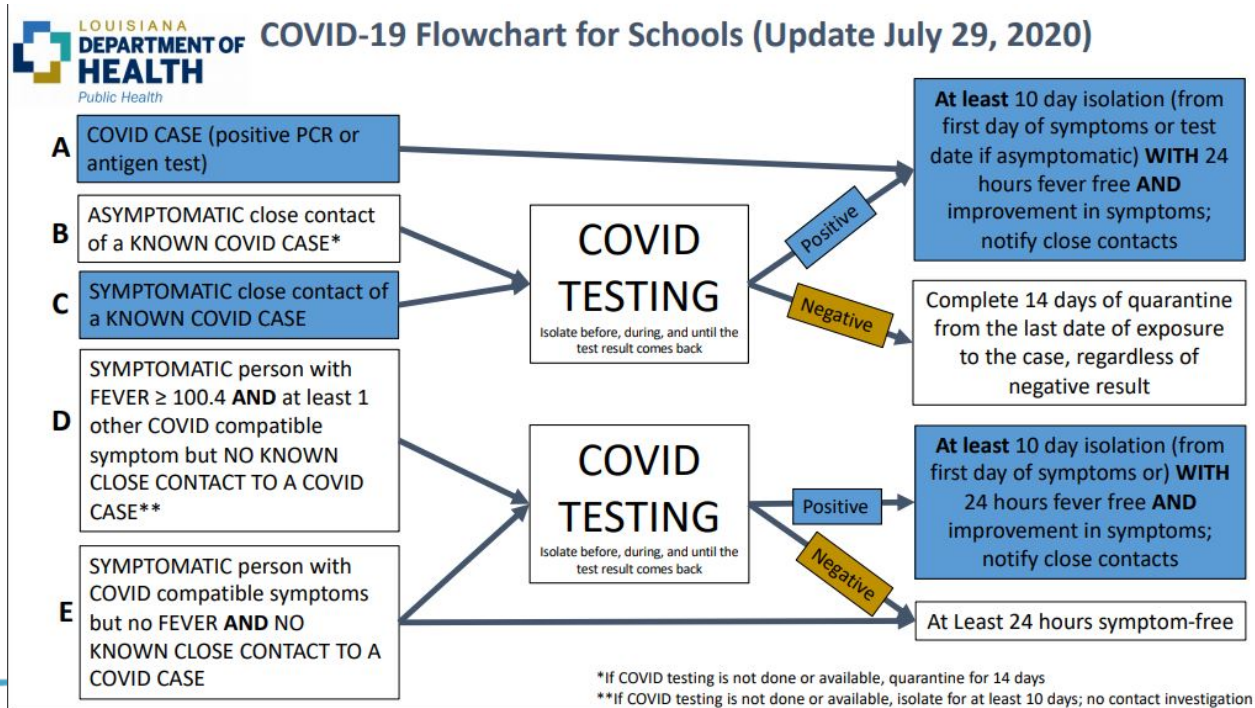
- Talk to your child's IEP team about the learning scenario that will best support your child's unique needs. Develop a plan for how instruction and direct services (speech therapy, occupational therapy, etc.) will be provided this year. Remember that instruction and direct services can and must continue across all learning scenarios.
- Decide on a point person for communication about your child's progress, challenges, and needs for support. This could be your child's classroom teacher, a special education teacher, or another service provider. Talk to them about the best way to communicate (e.g. email, phone, video call) and how often (daily, weekly, bi-weekly).
- Talk with the IEP team about options for holding IEP meetings. Since parents may not be able to access school buildings, other options like virtual meetings or meetings before or after the school day may be needed.
- Reach out to the IEP team if your student is struggling or needs more support in any area. Remember that you always have the right to call an IEP meeting to discuss your child's needs.

1 The information in this document is a summary and does not provide every detail, exception or circumstance. Nothing in this document is meant to state new law or take the place of any federal or state laws, regulations or requirements.

UPDATED AUGUST 3, 2020 | LEARN MORE AT LOUISIANABELIEVES.COM

Resource Update: COVID Cases in Schools

LDH has provided a [one-page flow chart](#) to aid school systems and leaders in making decisions surrounding isolation and quarantine needs in the school environment.



Resource Update: Band/Vocal/Music/Theatre Classes

	Phase 1	Phase 2	Phase 3
Theatre Class	<p>Limitations:</p> <ul style="list-style-type: none"> • No indoor activity that involves a speaking performance. • No vocal singing indoors. • Outdoor activity should have appropriate physical distancing measures taken. • Outdoor activities or performances should be limited to monologues only 	<p>Limitations:</p> <ul style="list-style-type: none"> • No indoor activity that involves a speaking performance • No vocal singing indoors. • Outdoor activity should have appropriate physical distancing measures taken. • Outdoor activities or performances should be limited to monologues only 	<ul style="list-style-type: none"> • Activity that involves speaking performances or activities may occur indoors/outdoors with appropriate physical distancing measures taken. • Vocal singing activities may occur indoors/outdoors only with appropriate physical distancing measures taken
<p>Technical theatre classes should follow all guidance for sharing of supplies, the wearing of facial coverings, maximum group sizes and physical distancing requirements.</p>			

Resources: Cleaning of Playground Equipment

- Playground equipment should be cleaned **daily on a regular schedule**:
 - Create a **cleaning checklist** of all commonly touched surfaces that children are allowed to come into contact with on the playground; use that checklist to hit every surface when cleaning after use
 - *After each use (in-between static groups)*, similar to the way you would wipe down frequently touched surfaces in classrooms in-between class changes
 - Use the school's normal surface cleaning supplies to wipe down playground equipment after each use (if there is not enough surface cleaner available, using a bleach / water solution as proportionally advised by CDC guidelines in a large spray bottle could suffice)
 - After wiping surfaces, let dry at least 30 seconds. With the heat, wiped surfaces should be dry within 1-2 minute
- Students and staff should wash their hands before and after outside playground use
- In order to eliminate the extent of cleaning required after each use by limiting children to only use a portion of the playground, if possible and rotate groups.

Resources: Partition Usage

- **Maximum group sizes:** Phase 2: 25 individuals; Phase 3: 50 individuals
- Multiple static groups allowable in a large space with the use of a partition
- Partition Guidance (Updated):
 - The materials used for temporary partitions or dividers must, **at minimum, be flame retardant.** Specifically;
 - If materials such as draperies or curtains are proposed, they must be certified to meet NFPA 701 standards for flame propagation performance (per NFPA 101:14.7.4.1 & 10.3). This test criteria should be identified on the packaging or in the manufacturers data/specs for the proposed products.
 - Other materials, such as vinyl or plastic, must have a “Class A” flame spread rating. This should also be identified on the packaging or by the manufacturer.
 - Textile materials or cellular foam based materials should be avoided.
 - Partitions **should NOT be located in any egress path nor block access to any exit.** They should be arranged in such a way that will not increase the travel distance to exits, or that will not force travel away from an exit.

Resource Updates: Facial Shields

- The CDC *does not recommend* a face shield, so a face shield should not be a substitute for a mask.
- LDH has recommended that for *students or staff members who have a medical or disability exception for a cloth facial covering*, a face shield with a drape at the bottom of the shield is allowable as a substitute.
- The cloth drape must be tucked into clothing at all times and remain tucked in throughout the school day.



Supports from Key Partners: CHNOLA

The Children's Hospital New Orleans Hotline for School Wellness and Virtual Care (504-837-7760) offers guidance to school nurses and school administrators.

The Children's Hospital New Orleans Town Hall Series for Schools is being conducted every two weeks through July and August. The next Town Hall is August 18, 2020 at 1:00 PM

Zoom: <https://zoom.us/j/95976608543?pwd=Wm1YR1dkMXA4TW8vY0NWNTVXZDdXQT09>

Webinar Password: 8182020

Webinar ID: 959 7660 8543

Dial-in Number: +13126266799

Dial-in ID: 95976608543#

Dial-in Password: 8182020#

Supports from Key Partners: CHNOLA

Children's Hospital of New Orleans has provided a [School Wellness page](#) with resources for school systems to use throughout the school year. These resources include:

- [Printable school signage](#) to remind students and visitors of social distancing measures, handwashing hygiene and facial covering use.
- [Parent resources](#) for school systems to use for communication needs with parents surrounding a safe and healthy return to the classroom.



Regulatory Updates

Mandatory Safety Drill Recommendations

Fire Drills/Tornado Drills:

- The Office of the Fire Marshall has issued a [memo surrounding Emergency Drills](#)
 - Occupants shall not be required to relocate during drills to safe areas or to the exterior of the building where social distancing of six feet between individuals cannot be maintained. Simulated “stay in place” drills may be conducted in lieu of actual relocation.

Active Shooter Emergency Drills:

- School systems should work with their local law enforcement agencies when developing active shooter emergency drills to ensure that appropriate social distancing measures are in place.

Moderated Q&A Session

Additional questions following the Q&A can be sent to:
LDOECOVID19support@la.gov