



Lake Granbury Academy Charter School
 Safe Return to In-Person Instruction and Continuity of Services Plan
 Texas

Guiding Principles

1. Focus on health and well-being of staff, students, and visitors.
2. Design a phased approach that will allow us to hold steady, tighten restrictions, or make changes to reflect new guidance.
3. Support work and course schedules that maintain health and safety protocols.
4. Remain *flexible and quickly* adjust as new data become available or conditions in our schools change.

I. Health and Safety Protocols

CDC Safety Recommendation	Lake Granbury Academy Charter School Mitigation Strategies
Health and Hygiene Practices: Masks	<ul style="list-style-type: none"> • To reduce the spread of COVID-19, CDC recommends that people wear cloth face coverings in public settings when around people outside of their household, especially when other social distancing measures are difficult to maintain. • Face coverings may help prevent people who have COVID-19 from spreading the virus to others. • <i>Every ROP student</i> shall wear a face covering over the nose and mouth when inside any portion of the school building • Other building or space open to the public • In an outdoor public space, wherever it is not feasible to maintain six feet of social distancing from another person not in the same household
Health and Hygiene Practices: Temperature Checks	<ul style="list-style-type: none"> • Screen students, employees, and visitors upon arrival • Screen for Symptoms: Temperature Checks • Ideally, temperature checks should happen before the individual enters the school/facility.
On-Campus Hygiene	<ul style="list-style-type: none"> • Cleaning of classrooms between different class groups (objects such as door handles, common tables/desks, and high touch devices such as shared chrome books, etc.) – routine cleaning and disinfection • Provide hand sanitizer at each entrance, offices, and classrooms (interactive supervision is critical)

	<ul style="list-style-type: none"> • Establish schedule for restroom breaks and hand-washing throughout the day • Instruct students on good handwashing techniques and provide frequent opportunities to wash their hands throughout the school day • Discourage supply sharing of items that are difficult to clean or disinfect • Provide bottle/cup of water for students to avoid use of water fountains (no sharing) • Encourage Respiratory Etiquette: Encourage staff members to practice respiratory etiquette and instruct students to do the same. • Clean bus/vans after each trip (high-touch surfaces such as seats, steering wheels, knobs, and door handles)
<p>ROP Physical/Social Distancing</p>	<p>Apply minimum classroom space and maximum class size requirements. When determining the number of students in a classroom group in a typical classroom space, the school must apply the following factors:</p> <ul style="list-style-type: none"> • Maximum of up to 16 students per classroom: No more than 16 total students can group in a typical classroom space. • Desks 3 ft. apart: Student desks (or seats at a table if tables are used) recommended a minimum of three feet (with healthy cohorts) six feet apart if possible. • It is highly recommended that students face the same direction rather than facing each other unless it is not possible. • No large group gatherings • Use of consistent grouping when possible • Group or pair work allowable in a healthy cohort (American Academy of Pediatrics-) • Reduce hallway crowding (create one-way movement) • Gather outside where possible • Plan for entry and exit procedures (arrivals, dismissal, visitors, etc.) • Parent meetings via Zoom and by appointment only • Limit mixing groups • Reduce number of bus/van riders and encourage air flow (keep windows open as long as it is safe) • No sharing of technology without properly sanitizing before next user
<p>Appropriate Accommodations for Children with Disabilities with Respect to Health and Safety Policies</p>	<ul style="list-style-type: none"> • The same health and safety protocols that are in place for general education students apply to our students with disabilities • If there is a student who may be health compromised due to their disability, a 504 or IEP plan will address any accommodations that may need to be included for that student • A request for PPE as needed might be required per IEP/IAP
<p>Control Measures in</p>	<ul style="list-style-type: none"> • Isolate the student exhibiting symptoms or a student testing positive for COVID-19 in a private room with a closed door; provide

<p>Response to a Suspected or Known COVID-19 Case</p>	<p>symptomatic student with access to private restroom that is disinfected following each use.</p> <ul style="list-style-type: none"> • Private room placement decisions shall consider risk to other students (e.g.-no occupied rooms adjacent to the room with symptomatic students). • A sign shall be placed on the door identifying, “MEDICAL ISOLATION”. • Neither isolated students nor their roommates shall have contact with or interact with any other students while in isolation. • Staff shall conduct a visual safety check on the student(s) every 15 minutes and document their check on an Observation Log. • Staff shall conduct a health screening on the isolated student(s) every 2 – 4 hours and document on FORM 700.118 Medical Isolation Student Symptom Log. • Completed FORM 700.118 Medical
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**All protocols and policies are subject to change*

II. Continuity of Services

Our charter is located in a Residential Treatment Facility. Students are educated and reside at the location based on their length of stay determined by the court system. According to CDC, students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. All students are temperature tested daily; intake (new admissions) students shall have a symptom check daily and temperature test twice daily until transferred into general population. The infusion of technology throughout the school will take place for global capabilities and moving to paperless classrooms in the near future which will limit the transfer of germs.

Academic and Socio-Emotional Approach

Research shows that programs that support students’ development in communicating effectively, negotiating conflict, practicing empathy understanding their own skills and abilities, managing their emotions and behavior and other social and emotional skills can lead to better academic and life outcomes.

Guiding Principles

Guided by our mission, Lake Granbury Academy Charter School (LGACS) developed the following principles and concepts that are fundamental to the school’s program of instruction:

1. A rigorous, relevant curriculum and appropriate instructional support are essential to high academic achievement. The curriculum is aligned with the State Standards. Substantial time for staff development will ensure effective delivery of rigorous content taught through culturally relevant pedagogy. Students will access to on-level coursework every day. Grade level content is the priority. Credit recovery program to address students’ credit deficiencies.

2. School culture and climate are as important to academic success as the quality of the instructional program. Our culture and climate will be built around cognitive behavioral therapeutic practices, clear standards of conduct and Positive Behavioral Interventions and Supports (PBIS) within the RtI framework. Students will receive explicit instruction in communication skills, social skills, moral reasoning and anger management skills.

3. To develop internal standards for judging behavior, pro-social skills and academic performance, students need to begin by receiving a lot of feedback in a short period of time. Students will be held to high standards and receive weekly feedback about academic performance and conduct, as well as the support needed to be successful in interactions in the classroom, at home, and in the community. In addition, we will employ a 5-to-1 ratio of positive feedback to constructive feedback, a norm established in other schools operated by Rite of Passage.

4. Small, intimate learning communities provide the structure and personal attention that encourage learning and promote academic success. LGACS plans to create focused learning communities where students get support and build relationships with Teachers, Instructional Assistants, Coach Counselors, Clinical, and the administrative team.

Diagnostics

Full diagnostics at the beginning of the school to determine baseline data in Reading and Math. With our modified instructional model last school term due to COVID-19, we expected learning gaps for our students whom normally enter the program 2.5 grade levels behind in Reading and more than 3.0 grade levels behind in Math. Mini-assessments will be provided quarterly during the progress monitoring process. Data will be shared with not only education staff but all departments throughout the program to assist in the development of program goals as well. Teachers will employ Target Teaching methodologies throughout each content area. Bell Ringer, Do Nows, Word Walls, Check for Understanding are a few methodologies implemented throughout education.

Supporting Student Social Emotional Needs and Development

COVID-19 pandemic and lockdown has brought about a sense of fear and anxiety around the globe. This phenomenon has led to short term as well as long term psychosocial and mental health implications for children and adolescents. The quality and magnitude of impact on minors is determined by many vulnerability factors like developmental age, educational status, pre-existing mental health condition, being economically underprivileged or being quarantined due to infection or fear of infection. LGACS will use clinical staff to counsel and help students process their feelings and emotions. Teachers will continue to receive training in the areas of Trauma informed classrooms, effective behavioral strategies, culturally relevant pedagogy, and provide referrals to clinical staff to ensure that no student is overlooked.

III. Consultation

LGACS has taken the following steps to ensure availability of the plan to external and internal customers:

- The use of the ESSER funds were discussed with the charter board, school leadership, teachers and personnel
- This plan is posted on our website (www.lonestarsuccessacademy.com)

Periodic Review and Feedback

LGACS will conduct a mid-year review of the Continuity of Services plan and provide the Board and all other customers with an update. Revisions and updates to the plan will be implemented as needed.

IV. Understandable and Uniform Format

Hence, in order to ensure access to this written plan mechanisms, the website and all relevant materials will be translated into Spanish. If we receive any requests or become aware of the need

for resources presented in a different format, we will provide the necessary accommodations for those individuals who need an alternate format that they can use to access the plan.