



## The Lighthouse Voc-Ed Center Inc. Reopening Plan for Learning Campus

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Based upon guidance from the Connecticut State Department of Education, Centers for Disease Control, and the State of Connecticut Reopening Team, The Light House has developed a comprehensive Reopening Plan to provide three options for in person, hybrid, and distance learning. The plan was created to be reviewed by families, staff, providers, and students to ensure understanding and shared commitment to the health and safety of all LH community members. Corresponding companion documents included in the plan outline specific policy and protocol to be followed by staff and students, but may be subject to change as situations evolve.

A key component of the plan is the families' choice in how services are delivered, allowing for flexibility based on concerns for those with pre-existing conditions and overall risk tolerance. After reviewing the plans, students and their families will be able to make informed decisions as to how they wish to proceed with services. The Light House will meet with parents virtually to answer questions and assist with the decision making process. Students whose parents temporarily opt out of in person programming due to health concerns will have equitable access to synchronous and asynchronous learning opportunities.

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## I. Reopening Options

As required by CSDE, all schools must create a plan to safely reopen for all students full-time, in person. All schools must also plan a hybrid model (partial in-person with distance learning opportunities), as well as full distance learning programs in case the public health data changes.

**UPDATE:** The Light House will be following a Hybrid Model, as listed below, until October 19<sup>th</sup>. We will reevaluate safety of programming for October 19th with hopes to move to a 4:1 model (Monday/Tuesday/Thursday/Friday in-person, Wednesday remote) for all students and staff. Please see Appendix D for all information on remote learning.

1. **Full-time, in person:** The Light House Learning Campus will open classes for all students, full days (8 am - 2 pm) starting on 8/26/20. Note: The Light House will not offer the after school program (2 – 5) to minimize exposure; it will be reconsidered in mid-October.
2. **Hybrid plan:** Students will be broken into two groups: Student Group A and Student Group B. Student Group A will report to school on Mondays and Tuesdays for in-person instruction and will participate remotely on Wednesdays, Thursdays and Fridays. Student Group B will participate remotely on Mondays, Tuesdays and Wednesdays and attend in-person on Thursdays and Fridays. All students will be remote on Wednesdays to allow for deep cleaning of sites in between groups.
3. **Full-time distance learning:** Online distance learning will be similar to the schedule we have been following since March. (Appendix D)

## II. School Liaison, Communication Plans, and Distribution of Information

The Light House Operations Manager will serve as the COVID-19 Health and Safety Compliance Liaison. In the event the designated COVID-19 Health and Safety Compliance Liaison is out sick or unavailable, the Education Director will fill in for that role. The Light House School Reopening Plan will be posted on The Light House website as well as made available through email. Any future updates on policies and protocols related to this plan or any new plans, will follow be distributed through email and made available on our website.

In the event of a closure, all relevant information will be posted through the above means, as well as conveyed to the Department of Education, local news stations, and local districts. The Education Director, as well as teachers, will maintain frequent communication with parents and guardians about

any and all changes prior to and during opening. Due to the critical nature of some of these updates, all parents and guardians are encouraged to check The Light House's website, and their email regularly.

### III. Capacity Restrictions, Physical Distancing, and PPE

The Light House has adequate space to safely accommodate anticipated in-person program demand in both buildings. A physical distancing calculator was used to determine the max occupancy of each room throughout the building, with maximum social distancing measures in place. Classrooms and barriers will be used to allow for adequate work areas while meeting social distance needs. Alternate rooms and dining times will be used to maintain physical distancing standards during meal time.

#### Physical Distancing

Staff and students will be expected to adhere to physical distancing guidelines (>6 ft.), when possible. Staff will be trained to work with individuals to assist or intervene as necessary, providing alternative spacing or programming arrangements when needed.

#### PPE

Personal Protective Equipment (PPE) will be provided to all staff members and students, including the provision of two cloth masks. N95 and surgical grade masks and visors, gloves, and gowns are also on site for situations that require them.

- **Staff** are required to wear face masks or face shields at all times while indoors and when in close proximity to others. If staff is unable to wear a mask, they must provide a medical note.
- **Students** will be required to wear face masks or face shields while attending school. If they are unable or unwilling to wear a mask they may still attend school. Alternative spacing or programming arrangements will be used in these instances and a doctor's note must be sent in. Staff will work on desensitization and instruction to increase use and tolerance. A student is exempt from wearing a mask if they have trouble breathing or are unconscious, incapacitated, or otherwise unable to remove the mask without assistance. If they have a medical reason making it unsafe to wear a face covering, they are also not required to wear a mask. **Students will also be required to wear face masks or face shields in LH transportation and when being assisted in the restroom.**

Staff will ensure that enhanced PPE requirements are followed (i.e. masks, visors, and gloves) during personal care, dining, and when in close contact with bodily fluids. Enhanced PPE will also be used when physical distancing and/or face covering requirements cannot be met by the students they are working with.

During the school day, there will be intermediate "mask breaks" to allow both students and staff to remove their masks. All social distancing guidelines will be followed to allow this to operate in a safe manner.

## IV. Enhanced Cleaning, Hygiene, and Sanitization Procedures

### Hygiene

All staff and students will be required to regularly wash or sanitize their hands throughout the day and upon entry to the building. “Sanitation Stations” will be placed at the main point of entry to include hand sanitizer, wipes, and gloves for easy access. Staff will promote healthy hygiene habits by modeling and teaching correct hand washing techniques and prompting individuals to cover when coughing or sneezing. Regular hand washing includes:

1. Before coming in contact with students;
2. Before and after eating;
3. After sneezing, coughing, or nose blowing;
4. After using the restroom;
5. Before handling food;
6. After touching or cleaning surfaces that may be contaminated; and
7. After using any shared equipment like toys, computer keyboards, radios.

### Cleaning and Disinfecting

Intensified cleaning and disinfecting protocols will be implemented at the end of the day by staff. Staff will also be required to do spot cleaning and disinfecting regularly for all touch surfaces, in accordance with the Staff Cleaning Expectation Policy (Appendix B) under guidance of the teacher and teacher’s assistant. Disposable wipes will be made available at all shared facilities and equipment in the building.

### Dining Requirements

Students and staff will not share dishes, drinking glasses, cups, or eating utensils. The Light House will use disposable food services items when possible. Non-disposable food service items used will be handled with gloves and washed with dish soap and hot water or in a dishwasher. Light House staff will heat up prepackaged food or food from home for students. Students will be socially distanced during lunch and snack time, while staff will be provided with advanced PPE (Face Shields, gloves, and gowns, as needed).

## V. Transportation

The Light House will continue to provide AM and PM transportation services with the following protocols for PPE, cleaning, and capacity standards for individuals and staff.

### PPE

In order to safely transport, *all staff and students will be required to wear a face covering (masks or face shields) while in the vehicles*. Safe physical distancing is not always possible in vehicles and, therefore, the CDC recommends all individuals (including the driver) wear face coverings.

## Routine Cleaning and Disinfecting

All vehicles will be cleaned after each use and deep cleaned at least once per week. Staff will be instructed to use disinfectant wipes to wipe down all touch surfaces, including but not limited to: seat belts, steering wheel, shifter, radio, door handles both inside and outside, as well as door consoles (while wearing necessary PPE). Window ventilation will be used when practical.

## Operating Capacity and Loading/Unloading

The Light House plans to operate transportation at full capacity while maximizing health and safety protocols, as outlined above. All students will load into the van, back row to front and then unload from the van from front to back. It is the job of the bus monitor to assist students with not only putting on their face masks, but also loading and unloading in a controlled manner.

## VI. Health Screenings for Staff, Students, and Visitors

All staff, students, and visitors are required to be screened for any observable illness such as cough, shortness of breath, and any two of the following: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell, and to confirm temperature is below 100.4°. Anyone with a temperature over 100.4 degrees Fahrenheit or displaying symptoms of COVID-19 will not be permitted to come to school or be admitted into the facility.

The Light House will use the “Temperature and Symptom Monitoring Form” (appendix C) to screen as follows:

### Students

- **Upon Pick Up (LH transportation):** The Light House transportation staff will conduct a symptom and temperature screening in collaboration with the individual and parent/guardian upon pickup. If the student fails to meet the health screening standards they will not be permitted to attend school. In order to prevent congestion at program drop off, students may be picked up later than usual times. *Students with LH Transportation will be expected to arrive at school no later than an 8:30am start time.*
- **Upon Drop Off (family or school district provided transportation):** A supervisor or trained designee will be charged with screening individuals when they are dropped off. Students and staff will be asked to wait in vehicles to be screened by The Light House staff.

### Staff

- All non-transportation staff are to arrive at 7:45 AM to be screened and have their temperature taken by a supervisor or trained designee.
- Transportation staff will be trained to self-check upon arrival.

## Visitor Policy

All non-essential visitors, guests and volunteers are not allowed to enter the building. All essential visitors and service providers who do enter are to follow the above screening practices. All essential visitors are also required to follow all PPE requirements in the building, hand washing policy and physical

distancing policy. In most cases, the related services providers will continue to provide therapies remotely, since they work with other schools/clients, however, this will be re-evaluated at a later date if in-person related services can be done safely. The Light House will participate in PPTs remotely to avoid exposure.

## Travel

It is recommended that staff and students restrict their travel. If staff or students have traveled to any of the states with high-infection rates, as defined under Executive Order 7BB, they will not be allowed to return to school until they have met the mandated State of CT guidelines. An affected traveler is exempt from self-quarantine requirement if the affected traveler has had a test for COVID-19 in the 72 hours prior to arrival in CT or at any time following arrival in CT. The results of this test should be negative.

## Initial Employee Testing

All employees will be required to receive a SARS-CoV2 test prior to returning to the program. Verification will need to be submitted on or before August 24th. Due to the recent 14-day delay in test results, employees will need to schedule their test by August 7<sup>th</sup>. Further testing will be performed according to plans for suspected/confirmed case exposure.

## VII. Responding to COVID-19 Symptoms and Cases

The following section identifies policies for handling suspected and confirmed cases of COVID-19, post-exposure protocols for confirmed cases, and the requirements for returning to work/program.

### Definitions:

*Confirmed COVID-19 Case:* A confirmed case follows a positive result from a COVID-19 testing site.

*Suspected case of COVID-19:* A suspected case is when symptoms of COVID-19 are seen in the employee or student. Symptoms of COVID-19 are fever (above 100.4 Fahrenheit), respiratory distress and/or the following: cough, chills, repeating shaking with chills, muscle pain, headache, sore throat, gastroenteritis, new loss of taste or smell. This combination of symptoms will be used by our staff to determine if a student or staff is showing signs of COVID-19.

*Test-Based Strategy:* Individuals who are symptomatic can return following resolution of fever without the use of fever-reducing medications, improvement in respiratory symptoms, and negative results from an authorized COVID-19 testing site. Negative results of an FDA Emergency Use Authorized molecular assay for COVID-19 from at least two consecutive nasopharyngeal swab specimens collected 24 hours apart. For individuals who are not symptomatic, only the two consecutive nasopharyngeal swab specimens collected 24 hours apart, which yield negative results, is necessary. This is the only way for a staff member to return to work and one of two ways to determine if a participant may return to program a suspected case of COVID-19.

*Time-Based Strategy:* At least 10 days since symptoms first appeared in addition to 3 days' fever free without the use of fever reducing medication and improvement in respiratory symptoms. The minimum number of days spent home in the time based strategy is 10 consecutive days.

This is the other way of determining if a student may return to school following a suspected case of COVID-19. The Light House only allows students to use the time-based strategy for returning to school.

*Close Contact:* The CDC defines close contact with somebody who is COVID-19 positive, as being within 6 feet for a prolonged period of time (15 minutes) or having direct contact with infectious secretions (being coughed on) from an individual who is COVID-19 positive.

## Expectations of Supervisors and Managers

All supervisors and managers are expected to be familiar with this plan and be ready to answer questions from employees, parents, guardians and school districts. Familiarizing themselves with the symptoms of COVID-19, exposure risks, proper hygiene and work safety practices are paramount to reducing the spread of COVID-19 and keeping a safe school environment.

## Screening and Suspected Cases

**Staff**, upon arrival, will be screened according to procedure. In the event a staff member is showing symptoms of COVID-19 during their shift, that staff member will immediately inform their supervisor and self-isolate. Management will then consult with HR and the agency nurse to make a determination. Any staff member who is sent home with ailments, but is not considered *a suspected case*, will follow our normal sick policy. If, due to the nature of their symptoms, they *are* considered *suspected* of having COVID-19 symptoms, they are required to follow a *test-based strategy* before returning to work. Staff members will be instructed to call their healthcare provider and follow their instructions as well.

Currently, all COVID-19 testing is free, however The Light House will pay for tests in the future if it is required. In the event the test returns with a positive result, the staff member will follow the guidance of their healthcare provider and the Department of Health. The Light House, while being as confidential with personal information as possible, will inform other staff, parents, guardians, and districts of a positive case of COVID-19. All Light House staff who were in *close contact* with that staff member will be required to be tested, per the *test-based strategy*, before returning to program. Students who were in *close contact* with that staff member will be required to be tested or follow the *time-based strategy* and bring a provider's note. At a minimum, the site will be closed for 48-72 hours for deep cleaning and disinfection but may be extended by the Director.

**Students**, either upon arrival or when picked up, will be screened according to procedure. At lunch time, there will be a second screening of all students. In the event a student displays symptoms of COVID-19, that student will be isolated in a designated room until picked up. The East Lyme nurse will then be called for further instructions. The Light House will not transport a student displaying symptoms of COVID-19, unless the student's parent has signed off on the Risk Acknowledgement Form (Appendix A). Any student who is sent home with *suspected* COVID-19 symptoms is required to follow either the *test-based* or *time-based strategy* before returning to school. This is for the safety of all other students and staff. Any student who is sent home with ailments, but is not considered *a suspected case*, will follow our normal sick policy.

If a student tests positive for COVID-19, that individual is to follow the guidelines of their healthcare provider and the Department of Health. If a student is unable or unwilling to be tested for COVID-19, that individual is to follow the *time-based strategy*, as outlined above, and bring a provider's note before returning to school. During this, while maintaining confidentiality to the student's personal information, all Light House staff, parents, guardians and districts will be notified of a positive COVID-19 case.

All Light House staff who were in *close contact* with that student will be required to be tested, per the *test-based strategy*, before returning to school. Students who were in *close contact* with that student will be required to be tested or follow the *time-based strategy*. At a minimum the site will be closed for 24-48 hours for deep cleaning and disinfection but may be extended by the Director.

*In the event an employee or student has close contact with a COVID-19 positive individual, they are to inform their supervisor or the program itself, respectively. An employee is to follow the guidance of their healthcare provider and when returning to work, follow the steps listed below as well as the instructions of HR.*

## Post-Exposure to Confirmed Cases of COVID-19

As outlined above, The Light House will follow CDC guidelines for returning to work or program. The *test-based strategy* is our preferred measure for students and employees returning to program. In the event a student cannot be tested, The Light House will use the *time-based strategy* but only for students; it is required that employees follow the test-based strategy before returning to work/program.

An employee returning to work must be cleared by their healthcare provider and meet CDC required guidelines, which include resolution of fever, improvement in respiratory symptoms and two consecutive negative results from an authorized COVID-19 testing site. When an employee does return to work, they are to be restricted from contact with severely immunocompromised students for at least two weeks since onset of symptoms, wear an N-95 mask, and be screened multiple times throughout the day for a fever and COVID-19 symptoms. In the event an employee shows symptoms of COVID-19 but tests negative twice, they are to follow The Light House's sick policy and inform HR.

A student is not allowed to return to in-person program until 14 days have passed, following a positive COVID-19 case, and approval of their healthcare provider. In the event a student cannot return to school, remote services will be offered.

## Contact Tracing

Following a confirmed case of COVID-19, as stated above, all Light House employees, parents, guardians, caregivers, related service providers and nurses will be notified as well as Ledge Light Health District and State of CT Department of Health. All contact tracing protocols, as outlined by the CDC, will be followed including the following...

- Case Investigation: LH management, in consultation with the agency nurse and public health staff (Ledge Light), will cross reference attendance records, employee time clocks, and daily

screening logs to determine contacts for notification. The Light House COVID-19 Response Team will be notified as well. The Light House COVID-19 Response team will consist of the Education Director, Health and Safety Compliance Liaison, senior manager in Facility's Department and School Counselor.

- For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated.

Any Light House staff that has to travel between sites for facilities or programmatic needs, must fill out a Temperature and Symptom Monitoring Form (Appendix D) at each site for contact tracing purposes. This includes, but is not limited to, the Operations Manager, School Counselor, Education Director, Executive Director and Maintenance Department.

### Cancellation of Class, Remote Learning and Reopening Plans

In the event school buildings have to be closed, remote learning will be offered to all students. Only the Education Director, Executive Director or the State of CT can mandate a closure of schools. The Department of Education will be notified immediately in the event school needs to be closed down. In the event of a shutdown, facilities will begin an immediate deep clean of the locations. All school staff, including support staff, will be responsible for enacting the remote learning plan. Any necessary material needed for continuity of learning will also be provided to the students, either prior to the shutdown, or transported to their home. In the event of any future closures, all plans will be communicated to families through e-mail, on The Light House's website, and if possible, delivered home with students. In the event the State of CT orders the closure of schools, only the State of CT can decide when they open up.

### Employee Leave Assistance

Under the Families First Coronavirus Response Act (FFCRA) as well as Emergency Paid Sick Leave Act (EPSLA), employees can receive up to two weeks of paid leave if they meet certain criteria:

- If an employee has been isolated due to federal, state or local mandate related to COVID-19
- If their healthcare provider has advised them to self-quarantine, either through exposure at work, or close contact with an individual who is positive for COVID-19
- When they are seeking diagnosis after showing symptoms of COVID-19, as defined above
- In the event they have to care for an individual who is subject to quarantine, such as a child or spouse
- If they have to stay home for childcare, in the event of a school closure or childcare provider, due to COVID-19

Employees should speak to Human Resources for questions related to paid leave vs non-paid leave, length of time off and rate of pay.

## VIII. Staff Training

All staff will undergo training in accordance with CDC guidelines that covers proper PPE usage, physical distancing strategies, cleaning and disinfecting procedures, hygiene, and LH screening and symptom identification. Staff will also be retrained on each individual's health and safety guidelines in the context of enhanced safety protocols. All managers and designees that are required to conduct health screenings will receive additional training on symptom screening, identification, and suspected case protocol.

All signage is posted in compliance with both the State of CT and CDC. This includes correct hand washing measures at every sink, symptoms of COVID-19 at every entrance, correct ways to put on and take off masks, contact tracing, and social distancing practices throughout the building. More detailed signage is also posted in the employee break area.



**The Light House Voc-Education Center**  
**COVID-19 Acknowledgement of Risk & Acceptance of Services**

The purpose of this document is to review and acknowledge that the parent or guardian of the individual receiving services by The Lighthouse Voc-Education Center Inc. understands the risks associated with in-person service delivery related to COVID-19 (novel coronavirus). In accordance with guidance issued from the State of Connecticut Department of Education, The Lighthouse Voc-Education Center Inc. has put in place several preventative measures to reduce the spread of COVID-19.

It is important to understand, that even with these measures in place, the agency **cannot guarantee** that individuals will not become exposed or infected with COVID-19 during the course of the service delivery.

Expectations of parents/caregivers and guardians include but are not limited to the following:

- Performing a self-health check prior to coming and canceling services if I am exhibiting symptoms of COVID-19, have a temperature over 100.4 degrees Fahrenheit or have been in contact with someone who has tested positive or presented symptoms such as fever, cough, congestion.
- Following The Light House Voc-Education Center's policies for personal protection, social distancing and disinfecting including wearing face covering upon arrival and throughout activities.
- I have been informed that people who are 65 years or older and those with serious underlying medical conditions are at higher risk for severe illness from COVID-19. If you are uncertain about what medical conditions qualify for increased risk, please consult with your healthcare provider.
- I understand it's my responsibility to arrange for transportation if my child is sick.

.....

By signing this notification agreement, I acknowledge that I have been made aware of the COVID-19 exposure and infection risks associated with the service delivery options presented by The Lighthouse Voc-ED Center Inc. I agree to follow the aforementioned policies and hold harmless all individuals associated with my services at The Light House Voc-Education Center.

Participant Name: \_\_\_\_\_. Date: \_\_\_\_\_

Signature of Participant/Parent/Caregiver: \_\_\_\_\_



## Staff Cleaning Expectations

In an effort to follow State of CT and CDC guidelines for reopening, all staff will be expected to assist in the cleaning and disinfecting process throughout the day. In addition to the cleaning and disinfecting procedures outlined below, staff will be required to regularly wash their hands with soap and water. This should be done upon arrival to the facility, before coming into contact with any child or participant, before and after eating, after sneezing/coughing/blowing one's nose, after using the bathroom, before handling food, after touch or cleaning surfaces that maybe contaminated and after using any shared equipment. Staff are encouraged to maintain their own provided supplies and equipment whenever possible, this includes but is not limited to, electronics such as walkies, art supplies and participants iPads.

Throughout the day, staff will be required to clean the following:

- ✓ All touch surfaces they come into contact with, including but not limited to, door knobs and handles, tables, chairs and railings.
- ✓ Any and all shared equipment and office supplies. In an effort to reduce sharing of equipment, all staff will be assigned their own radio when applicable, and each child or participant will have their own designated iPad.
- ✓ Whenever using the bathroom or whenever the staff's participant or child uses the bathrooms. This includes the sink, toilet seat and soap and paper towel dispensers. Bathrooms should be sanitized at least twice a day.
- ✓ Any and all used appliances in the kitchen whenever used are to be cleaned.
- ✓ Staff are also to make sure all of the participants are washing their hands throughout the day at the same frequency.
- ✓ When out in community, all staff are to follow the guidelines of the location they are at when it comes to PPE use and disinfecting.
- ✓ If staff have to use Light House vehicles they are responsible for disinfecting after each use.
- ✓ If staff are using the barn located at Horses Healing Humans, please follow their cleaning guidelines that are posted.

In addition to staff cleaning throughout the day, a deep clean will be done at each used Light House facility at the end of the day. These disinfectant practices will be in accordance with CDC guidelines and the State of CT.

## Appendix C)

Appendix D)



### School Staff and Student's Temperature and Symptom Monitoring Form

Location/Vehicle: \_\_\_\_\_

Date: \_\_\_\_\_

Person Screened	Time	Temperature	Screener's Name	Cough	S.O.B.*	Other (N/V/D)**	Traveled out of CT in last 14 days***	Sick (Non-Covid-19)	Suspected Case Y/N (Follow Protocol)

\*Shortness of Breath

\*\*Nausea/Vomiting/Diarrhea

Other: New on-set loss of smell

\*\*\* <https://portal.ct.gov/Coronavirus/Covid-19-Knowledge-Base/Travel-In-or-Out-of-CT>

For temperature greater than 100.4F and/or other symptoms as identified on this form, call your supervisor and follow the protocol for responding to COVID-19 symptoms. DO NOT transport symptomatic individuals or allow in program.

Created by JO

## Appendix D)



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### **The Light House Learning Campus Distance Learning Plan: Learning Team Commitment**

At The Light House, our certified special educators are providing instruction and services using a variety of different strategies and online platforms. Our Distance Learning program includes live virtual sessions, instructional videos, access to online educational programs, parent consultation, and additional resources accessible through Google Classroom. We collaborate with families to provide support and guidance during Distance Learning. In addition, our education team communicates and collaborates regularly with service providers in order to address each student's Individualized Education Program (IEP) goals and objectives during this challenging time.

The Light House Learning Team will continue to:

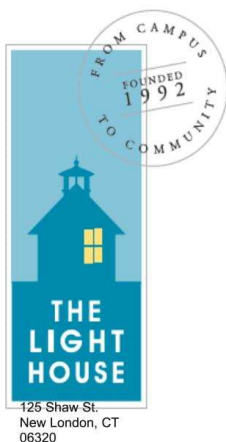
1. Ensure students have access to technology that supports Distance Learning and provide devices, such as iPads, pre-loaded with Zoom, as needed.
2. Provide special education instruction and related services, as dictated by each student's IEP, to the best of each student's ability.
3. Create and deliver materials to meet the needs of each student.
4. Provide Daily Morning Meetings, where students all come together, as an essential start to their day.
5. Provide daily live virtual learning opportunities for students.
6. Provide access and support to online learning programs and tools based on a student's ability.
7. Monitor student goals and objectives and adjust virtual learning approaches, as needed.
8. Document frequency and duration of student attendance.
9. Provide regular check-ins with students/parents/guardians by our school counselor who is also available for crisis calls and to conduct one-on-one counseling sessions, as needed.
10. Communicate and collaborate with families on a daily basis through a variety of platforms including email, telephone, and live virtual sessions.
11. Provide modeling for parents/guardians to reinforce academic, social-emotional, communication and daily living skills.
12. Communicate and collaborate with related service providers and Local Education Agencies (LEAs) in order to best address individual student needs.

The Light House Learning Team will continue to reference national, state, and district guidelines to best develop procedures and delivery of services for our students. As The Light House Motto states; we will continue to "educate and prepare (students) for life", even for life during a pandemic. We will do whatever it takes to support students and families in our quest to make a difference.

Created 05/01/2020

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*To Educate and Prepare for Life*



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## **The Light House Learning Campus Distance Learning Plan: A Guide for Students and Families**

*The purpose of this Distance Learning Plan is to support and provide educational opportunities to students in the instance of a school closure such as the Covid-19 Pandemic. The following information suggests activities for your student to complete during such closures. In addition to the activities below, your student's teacher has developed a site-specific Google Classroom. Please familiarize yourself with your Google Classroom and monitor for updates, materials and helpful information regarding educational and interesting websites. Your Teacher will contact you with login information.*

We encourage you to help your student:

- 1) Participate in daily Virtual Morning Meetings via Zoom. Time and log-in information is site-specific.
- 2) Participate in Related Services Sessions (Speech, Occupational Therapy, Physical Therapy) and Counseling, if applicable, via Zoom. Time and log-in information is student-specific. *Your service provider will give you this information.*
- 3) Participate in teacher-led group and/or one-to-one sessions via Zoom. Time and log-in information is site-specific, and student-specific.

We have provided Activity Menus for students to choose daily activities from. Your teacher will provide you with login information for sites, if needed. Categories are:

- Language Arts/Reading Activity Menu
- STEM Activity Menu
- Social–Emotional Well Being Activity Menu
- Vocational Tasks Activities Menu
- Allied Arts Activity Menu



## Language Arts - Distance Learning Activity Menu

### Language Arts/Reading Websites and Activities: required\*

\*Teacher will provide login information, if

<b>Reading Eggs</b> Complete a lesson (or two!) on Readingeggs.com	<b>Play Rhyming Games</b> Do ___ and ___ rhyme? Give me a word that rhymes with _____.	<b>Book Talk - 1</b> Read a book together. Talk about the following: Where does the story take place? Who are the characters? Draw the setting and characters.	<b>Interest Writing</b> Think about something you are really interested in and know a lot about. Write about it to teach someone else all that you know. Draw a picture to match your writing!
<b>Scholastic</b> Read an article on Classroom magazines. scholastic.com Tell someone about what you read	<b>Play "Count the Sounds"</b> "I am going to say a word, see how many sounds you hear." Example: Cat (3 sounds c/a/t), flat (4 sounds f/l/a/t)	<b>Word Families</b> Write the words top, can, sit. Write at least 2 words that rhyme with each word. <i>Challenge: same activity with the word make</i> -click the clue link	<b>Silly Sentence Writing</b> Write a silly sentence using at least 2 describing words. Draw a picture to match the sentence. <i>Challenge: Make the sentence into a story!</i>
<b>Get Epic</b> Read a book on Getepic.com Tell someone your favorite part of the story, and why.	<b>Read High Frequency Words</b> <a href="#">Kindergarten High Frequency Words</a> -click the blue link	<b>Book Talk - 2</b> Talk about the following: What did the character want? What problem(s) did the character encounter? How did the character feel? How did the character change?	<b>Book of Knowledge</b> Using an article from readwors.com write down three things that you learned from the article. Share what you learned with someone.
<b>Read Works</b> Read an article and answer questions on Readworks.com Tell someone what you learned.	<b>Syllables</b> - Clap the syllables in your name. - Clap the syllables in the name of your family members. - Clap the syllables of the names of objects you see.	<b>Make a Word</b> On the left write the consonants b, s, r, m, d, l. On the right write consonants p, g, n, t, d, ck. In the middle write the vowels, a, e, i, o, u. Choose a letter from the left (beginning sound) middle (middle sound) and right (ending sound). Divide words you make into two categories "Real Words" and "Nonsense Words"	<b>Sensory Writing</b> Practice writing words in a variety of ways: -shaving cream; pencil/paper; marker/paper; dry erase on a window/glass door -Use your whole arm to draw letters/words in the air (sky writing) Words to practice: your name, names of family members, sight words, words using word families (-at, -it, -ot, ad, -ag, -am, -ed, -an, -in)
<b>Letter Treasure Hunt</b> Go on a treasure hunt in your home and 3 find items that begin with each letter S, M, A, R, T.	<b>Letter Formation</b> Practice letters for uppercase and lowercase letters with correct letter formation. Then go back and fix mistakes.	<b>How To</b> Write a how-to book based on something you did during the day. Draw and label a picture to match your writing!	<b>Letter Writing</b> Write a letter to a friend, teacher, family member. Tell them about what you have been doing! Mail the letter!
<b>Edmentum</b> Print and complete worksheet from <i>Edmentum Worksheet Bundle</i> , Grade K, 1 or 2. *Parents, answer keys are provided after each worksheet. Language Arts is second half. -Found in Google Classroom	<b>Practice Vowel Sounds</b> -Sing "Apples and Bananas" - Say a word (ie. cake, pot, nice, met, mute) - put a thumb up if the vowel sound is long. - put a thumb down if vowel sound is short.	<b>Play "Word Hunt"</b> As you are reading a book hunt for the following words: -CVC words (e.g. pan, mop, etc.) - Challenge: CVCe words (e.g. lite, kite, mile).	<b>Share Reading</b> Share read with someone; you read one sentence/paragraph, they read the next. Continue to read that way until book is finished.



## STEM - Distance Learning Activity Menu

### STEM Websites and Activities:

\*Teacher will provide login information, if required\*

<b>Edmentum Work Sheets</b> Print and complete worksheet from <i>Edmentum Worksheet Bundle</i> , Grade K, 1 or 2. *Parents, answer keys are provided after each worksheet. Math is first half, Language Arts is second half. -Found in google Classroom	<b>Zearn</b> Complete a lesson (or two!) on Zearn.org  See teacher for login information	<b>Splash Learn</b> Complete a lesson (or two!) on splashlearn.com  See teacher for login information	<b>Varsity Tutors</b> Varsitytutors.com/aplasmath/flashcards  Printable worksheets and interactive flashcards, money, inequalities.
<b>Grab &amp; Count</b> Grab a handful of objects (coins, cereal, beads). Sort them in piles of ten.  Challenge: Sort them into three groups, varying in amount, and make a math equation. Ex. $4 + 5 + 7 = 16$	<b>How Tall Can It Go?</b> Choose an object in your home (legos, blocks, coins, paper towel tubes, etc) and see how tall you can build with them.	<b>Sound Hunt</b> Go around your house. How many different sounds can you make with household items.	<b>Look outside</b> Record your weather observations. Draw a picture of what you see.
<b>Squishy Eggs</b> Ask an adult for help. <a href="#">Place a raw egg in vinegar for 24 hours.</a> What do you think will happen? Experiment to find out. Be sure to wash your hands! -click blue link	<b>Estimate</b> How many objects (pennies, books, etc...) can you stack before the tower falls? Then count how many objects high you were able to make the tower.	<b>Money</b> Grab a handful of coins. Can you sort and name each coin? Add two coins together – how much do you have?	<b>Water Droplets</b> How many water drops fit on a coin? Find coins around your house and see how many drops fit on top.
<b>Cloud Watching</b> Lie on the ground and look up at the clouds. What shapes do you see? If you can, have someone help you research <a href="#">types of clouds</a> -click the blue link	<b>Writing Numbers</b> Write numbers to 20, to 50 even to 100! Practice writing numbers in a variety of ways: -shaving cream; pencil/paper; marker/paper; dry erase on a window/glass door -Use your whole arm to draw numbers in the air (sky writing)	<b>Race Course</b> Use objects from around your house to make a race course for a marble or a toy car. How long can the marble or car go with just one push?	<b>Movement Counting</b> Count out loud as you do these exercises: -Hop on one leg 10 times, then hop on the other leg 10 times. -Clap your hands 20 times. -Do 20 jumping jacks. -What other movement or exercise can you do while you count?
<b>Counting</b> Count to 20, 50 or 100 by 1's, by 5s and by 10's. Then try counting backwards!	<b>Shadows</b> Go outside to look at your shadow. If you can, trace it on the ground. Go out later in the day. What do you notice?	<b>Mystery Science - 1</b> <a href="#">How does hand sanitizer kill germs?</a> -click the blue link	<b>2-D Geo Hunt</b> Go on a 2-D shape hunt! How many squares, circles, rectangles, diamonds, hexagons, octagons, etc...  Sort them into categories.
<b>Mystery Science - 2</b> <a href="#">How Do Germs Get In Your Body?</a> -click the blue link	<b>Nature Walk</b> Go outside and listen. Describe the sounds you hear? What do you think is making the noise? How many different sounds can you hear?	<b>3-D Geo Hunt</b> Go on a 3-D shape hunt! How many spheres, cubes and cylinders can you find? Build a sculpture with the items you find.	<b>Plant Comparison</b> Go outside. Find two different plants. Record and draw all the similarities and differences.



## Social-Emotional Well Being – Distance Learning Activity Menu

### Social / Emotional Well Being:

<b>Meditation</b> Breathing Exercises Click the blue link <a href="#">Breathing Exercises</a>	<b>Calm Down Exercise</b> Melt Click the blue link <a href="#">Go Noodle Melt</a>	<b>Kindness Bingo</b> Play as a team or by yourself. How fast can you get a bingo? <a href="#">Kindness Bingo</a>	<b>Yoga</b> Choose from seated, floor, kneeling or standing. <a href="#">Yoga Poses and Sequences</a>
<b>Feelings Check In</b> Check in with an adult at least once per day, everyday. <a href="#">Google Slides Feeling Check In</a> -Click blue link	<b>I Miss My Friends</b> A digital story about how we all feel right now. Click the blue link <a href="#">I Miss My Friends</a> -click blue link	<b>Coping Skills Toolbox</b> Interactive Google Slides Click the blue link <a href="#">Coping Skills Toolbox</a> -click blue link	<b>Reach Out</b> Ask for adult help to place a phone or video call to a friend or family member.
<b>Grounding Exercise</b> Find the following: 5 things you can See 4 things you can Hear 3 things you can Touch 2 things you can Smell 1 big hug	<b>Body Regulation</b> Try these tasks if you feel wiggly: Wall pushups (10) Jumping Jacks (10) Frog Hops (5) Toe Touches (10)	<b>De-Escalation Strategies</b> Strategies to model and practice in times of emotional dysregulation Click the blue link to learn more: <a href="#">De-Escalation Strategies</a>	<b>Build A Routine</b> Everyone thrives on routine. Build a routine by the day or week. Decorate and hang up. What to include: Personal Care, Cleaning Tasks, School, Calm/Quiet Time.



## Vocational Tasks - Distance Learning Activity Menu

### Vocational Tasks:

<b>Snack</b> Help prepare your own snack. Gather ingredients, make snack and clean up area.	<b>Disinfect</b> Wipe all door handles and light switches with a disinfectant wipe or spray and rag.	<b>Dust</b> Dust a room making sure to get the corners of the ceilings, walls, baseboards and tops of furniture.	<b>Trash</b> Empty the trash and recycling bins into the appropriate barrel. Replace garbage bag.
<b>Mop</b> Use a mop and bucket of soapy water to mop the kitchen or bathroom floor.	<b>Sweep</b> Use a broom to sweep hard floors. Use a dust pan to pick up dirt. Discard in garbage.	<b>Vacuum</b> Use a vacuum to vacuum a carpet room.	<b>Table</b> Clear the table after a meal. Wipe down the table with a cleaning cloth.
<b>Laundry – 1</b> Sort laundry into colors and whites. Load clothes into washer and add detergent.	<b>Laundry -2</b> Load washed clothes into drier. When dry, take out clothes and fold them.	<b>Laundry – 3</b> Put your own clean laundry away where it belongs. Ex. In closet or in drawers.	<b>Bed</b> Make your bed EVERYDAY!
<b>Weeding</b> Help an adult pull weeds in the yard.	<b>Watering</b> Water indoor and/or outdoor plants.	<b>Counters</b> Wash off counters and put away stray items.	<b>Dishes</b> Wash dishes in sink or load the dishwasher after dinner.
<b>Set the Table</b> Ask for adult help to set the table for a meal. Include plate, silverware and napkin.	<b>Windows</b> Use glass cleaner and a paper towel to spray and wipe 2 windows.	<b>Grocery</b> Help your family look through flyers to make a grocery list. Circle items in the flyer before making a list.	<b>Tidy Living Room</b> Fold blankets, put any pillows on couch. Bring any cups to the sink. Put your own items away.



## Allied Arts - Distance Learning Activity Menu

### Allied Arts Websites and Activities:

<p><b>Move to the Beat</b> With help from an adult, listen to music and move to the beat. Check out this website: <a href="http://www.classicsforkids.com">www.classicsforkids.com</a> -click blue link</p>	<p><b>Self-Portrait</b> Look in a mirror and draw a self-portrait. Include as much detail as possible.</p>	<p><b>Sing a Tune</b> Keep the beat while marching to your favorite song. What happens if you sing it faster? Or slower?</p>	<p><b>Make a Card</b> Create a card for someone. Include reasons why you appreciate them.</p>
<p><b>Blow Painting</b> Create a <a href="#">beautiful peacock</a> with watercolor paints and a straw. What else can you create? -Click the blue link</p>	<p><b>Dance to the Music</b> Listen to your favorite song. Make up a dance to go with the beat. Teach the dance to someone.</p>	<p><b>Sunrise/Sunset</b> Go outside during sunrise and sunset. Draw a picture of what you see. What is similar? What is different?</p>	<p><b>Silly Songs</b> Sing your favorite song as loud as you can, as quietly as you can, and with a cartoon voice. What other ways can you sing it?</p>