Louisa County Public Schools
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540-894-5115

ESSER II LCPS Return to School Instructional Plan
2021-2022
June 1, 2023

1. Operational Infrastructure to Support Learning

Please see the LCPS Health Plan for more information on the COVID-19 mitigation strategies to support learning at Louisa County Public Schools. Some key components of that plan for students to return to school include:

Schedules: LCPS students in K-12 have the option of two models of learning: 1) school-based, face-to-face instruction for 5-days a week and 2) full virtual learning through the LCPS Virtual Academy for 5-days a week. We understand that some families still may be hesitant to have their students return to school face-to-face; therefore, LCPS is offering a full virtual option to provide support for those households.

Technology: Each student has been assigned a school device for digital learning appropriate for his/her grade or developmental level (iPad or Chromebook). At the time devices are distributed, guidance will be provided to students and families for use and care of the device. Students in grades 2 through 12 will have the opportunity to take these devices home.
iPad Handbooks
Chromebook Handbook
Technology Assistance for Students and Families

Transportation: Transportation will be provided for all LCPS students who have communicated a need for transport. As of March 1, 2022, it is no longer required that the students and driver wear a face covering at all times on the bus; however, students and staff can choose to wear a mask if they so desire. In order to not cross paths, students will begin loading the bus from the rear towards the front. Students will disembark the bus from the front of the bus to the rear of

the bus. Seats will be assigned, so students will sit on the same seat in the afternoon. Buses will be cleaned and sanitized after each route.

Attendance: Attendance will be recorded in Powerschool with daily attendance being taken at the elementary and middle school level, and meeting attendance is taken at the high school level. For students in the LCPS Virtual Academy, attendance will be recorded by the teacher daily in PowerSchool based upon student participation in synchronous instruction, completion of tasks (partial or full), and engagement/correspondence regarding school work. Students and employees will be continually reminded to stay home when sick.

Relationships with students will remain essential for our teachers and staff. Students in the face-to-face model will have direct contact with classroom teachers and/or instructional assistants. They may have meaningful interactions with teachers through Google Classroom, email, and phone calls on days the established Remote Learning days throughout the calendar. Students receiving full virtual instruction with LCPS teachers will have similar opportunities for meaningful interactions with teachers through Google Classroom, email, scheduled virtual meetings, and phone calls. Synchronous instruction and live virtual class meetings may also be utilized for providing instruction and building relationships. Performance-based tasks and virtual collaborative activities are also methods to be utilized to increase opportunities for student engagement.

Cleaning and Sanitizing: Sharing manipulatives and technology will be avoided as much as possible, but when not possible, manipulatives and technology items will be disinfected every time they are used by a different student or staff member. Cleaning wipes or cleaning solutions per guidelines from the CDC will be provided in each classroom, workspace, and bus. Widespread disinfecting of buildings will occur twice a week.

Personal Protective Equipment (PPE) and Hygiene Routines: Each student and staff member will be provided two face coverings by the school division at the beginning of the school year.. Disposable surgical masks will be available at schools and on buses in the event that students/staff would like to wear one. KN95 respirators will be provided for school health personnel, custodians, and also staff providing personal care assistance at the beginning of the school year and upon request thereafter. At the start of the second semester in 2022, KN95 respirators were also offered to all staff. Plexiglass barriers are installed in offices and are available in classrooms as requested to support traffic in high-frequency areas (i.e. offices), testing and evaluations, and small group instruction. Hand sanitizer is available in each classroom and school bus, and dispenser units are placed outside of bathrooms and high traffic areas. Physical distancing will be promoted through floor markings, room set-up, and verbal reminders by staff.

Communication: The LCPS Communications Department will use multiple channels of communication to ensure staff, parents, and students are aware of all policies and procedures pertaining to the school division's response to COVID-19, including videos of superintendent messages, letters and emails, virtual staff meetings, a page on the division website dedicated to COVID-19 resources, Code of Conduct/parent handbook COVID-19 section, and staff and community Google form submission monitored by the communications department for submission of questions and concerns. At the time of this posting, June 1, 2023, LCPS has kept the 2021-2022 information available.

2. New Instruction for All Students

Louisa County Public Schools conducted surveys of all teachers to evaluate new content and standards that were not addressed during the 2020-2021 school year due to the blended and virtual models' meeting structures. The data collected from this survey was provided to all teachers impacted by the information. The information was then used to develop updated pacing guides and curriculum maps to spiral the content into the 2021-2022 school year curriculum. Literacy and Math specialists were integral in developing these pacing guides to support the new schedules. Consideration for specific populations was given during this process in order to provide equity in instruction for all students.

a) Students with Disabilities

Students with disabilities have the same options for learning models as students without disabilities. Within 30 days of the start of school, each student with an IEP will have an addendum meeting during which the impact of school closure and blended learning or full virtual learning during 2020-2021 will be considered. Services and accommodations in both the in-person and virtual learning models will be determined through the IEP/504 teams as applicable.

For virtual instruction, guidance for co-teaching in a virtual format has been provided for collaborative teachers. For some students, learning off-site may be best characterized as remote learning if the virtual learning format of Google Classroom and/or SeeSaw or other online platforms are not accessible for a student. Instruction at home can vary with technology being a supplement or tool instead of the mode of instruction. Remote learning may be task-based, be an extension of activities in synchronous sessions or in home-based instruction, and/or may be provided through methods specific to the identified disability such as guidance documents shared for working with students with autism and students with significant intellectual or multiple disabilities. Home-based instruction may also be most appropriate for some students who are medically fragile. This instruction may be through virtual instruction, remote learning, or direct instruction.

b) ESOL Program

As is required each year, every English learner (EL) at LCPS will have a Language Instruction Educational Program (LIEP) plan written for the 2021-2022 school year. During these meetings, which will include the ESOL teacher, the ESOL building administrator, general education teachers, the student's parent, and, if appropriate, the student, the yearly goals for the student will be determined to include consideration for the disruption of learning and blended learning/virtual learning models during the 2020-2021 school year. The team will also determine the modifications, supports, and services required for the student to attain the LIEP goals. Assessment data will be used to help determine the instructional needs of the students and design LIEP plans as LCPS was able to complete the 2021 ACCESS for ELLs 2.0 testing prior to the school closure and has received the data from those assessments. LCPS recognizes that for some students, this assessment data represents their skill levels at the end of an usual school year, so levels may have changed. Therefore, other diagnostic measures may be used to identify additional areas in which the student needs assistance. As the student receives instruction, a variety of formative assessments, including teacher observations, written tests, and practice items, will be used to monitor student progress and inform instructional plan modifications.

The LCPS ESOL program will provide new instruction through two modalities. The first will focus on those students who have chosen the school-based, face-to-face option. At the elementary level, students will receive ESOL services through either a push-out or pull-in model. The types of services will be determined by the student's LIEP team. Push-in services may include but are not limited to, EL-focused reading groups and individualized assistance with the content. Pull-out services may include but are not limited to, individualized reading instruction and the use of Fundations to develop reading skills in Kindergarteners and newcomers with very limited English proficiency.

Students who have chosen to participate in the LCPS Virtual Academy will be provided with services, but these services may look different than those being provided to students choosing the face-to-face model. ESOL teachers will provide new instruction to these students digitally through the use of Seesaw and/or Google Classroom. Efforts will be made to provide directions to LEP parents in their primary language so that they may help their child complete the work. Additionally, teachers are expected to communicate with students minimally every 48-72 hours to provide extra assistance as needed.

c) Students in Foster Care and Experiencing Homelessness

If determined through a Best Interest Determination meeting that a student in foster care should attend LCPS, the same options for learning will be provided to that student. Students experiencing homelessness as defined by the McKinney-Vento Act will be supported through attendance in their school of origin and provided transportation to that school of origin as social

distancing allows. All students will be assessed at the beginning of the school year to identify any learning gaps; learning plans and instruction will be impacted by the data collected from these assessments. Family engagement will be a focus to provide wraparound support. All staff has been trained on trauma-informed approaches. Specific social and emotional supports are available through interventions with access to support personnel (school social workers, counselors, and psychologists).

d) Talented and Gifted Program

Louisa County Public Schools believes in meeting the needs of all students which includes providing enrichment and advanced educational opportunities. At each school, there are designated Talented and Gifted (TAG) teachers who are primarily responsible for collaborating with core classroom teachers to enrich the curriculum and lessons. Additionally, TAG specialists provide gifted services and oversee the eligibility assessment process for students. Talented and Gifted teachers will continue to work with students this coming school year by supporting students in the face-to-face environment, as well as through virtual instruction.

In addition, Louisa County High School Students who are in TAG and are participating in the Blue Ridge Virtual Governor's School Program (BRVGS) will be afforded the opportunity to take classes online that are supported through BRVGS. Students will take a portion of their courses at LCHS for local credits, as well as courses through BRVGS for the Governor's School diploma.

e) Title I Services

Title I services will continue to be provided in both the school-based, face-to-face learning environment and LCPS Virtual Academy.

At the elementary level, the Title I program for LCPS serves four eligible elementary schools, which are all school-wide programs. The Title I teachers provide services to identified students in grades K-5. The service models vary among the four elementary schools based on the needs of their student populations. Some use a push-in/collaborative model, but the majority use a pull-out model for small group services. All four schools serve students in reading in grades K-5 and use diagnostic assessments and data to identify struggling readers' deficits and work to address those deficits in small group work. Progress on mastery of these skills is measured at least twice a month. Students who demonstrate mastery of the subskill then move to the next subskill. When all subskills are mastered, students may be transitioned out of Title I direct services but kept on a monitoring status.

In math, a similar process is used. At Thomas Jefferson Elementary, Trevilians Elementary, and Moss-Nuckols Elementary schools, Title I staff also provide math services for students in grades

K-5. Struggling math students are identified through data analysis, including the MAP Math assessment, and Title I math teachers provide supplemental services to address deficits.

Both reading and math Title I services will continue this school year regardless of the determined phase for school opening or further closure. In the event that students select full virtual learning without face-to-face instruction or if schools should return to Phase 1, teachers will incorporate Title I services through synchronous instruction, as well as other various supports and materials.

f) Young Learners

All students in LCPS in grades PK-12 will be assigned a school device (PK-1: iPad, grades 2-12: Chromebooks) in order to participate in the delivery of instruction. Students in grades PreKindergarten through first grade will have access to iPads during the school day but will not be taking the devices home. Students in the LCPS Virtual Academy will be provided with division devices according to their grade level.

Literacy support for young learners is particularly critical for student achievement and is promoted more effectively in a face-to-face environment. All efforts to provide opportunities for face-to-face instruction will be made in the scheduling process. If all students must participate in a remote learning environment, interventions will be applied to the online learning modules and synchronous sessions. For students participating in virtual learning in grade K-3, access to literacy support will be available through instructional assistants and interventionists in addition to their online teacher.

Family Engagement and Communication with Stakeholders

School, division, and community advisory groups have committees that have met to discuss the plans outlined by the Superintendent for the structure of reopening and general school operations. The LCPS Communications Department will use multiple channels of communication to ensure staff, parents, and students are aware of all policies and procedures pertaining to the school division's response to COVID-19, including videos of superintendent messages, letters and emails, virtual staff meetings, a page on the division website dedicated to COVID-19 resources, Code of Conduct/parent handbook COVID-19 section, and a staff and community Google form submission monitored by the communications department for submission of questions and concerns.

LCPS communicated with families beginning in March 2021 to assess the needs and choices of parents as to which learning model they preferred for their student(s). In this survey, parents/guardians were asked about their ability to access the Internet if they were selecting the LCPS Virtual Academy. This helped LCPS identify those families who had access to the Internet at home and which families were able to access the Internet at another site, such as a

family member's home or workplace, a public Wi-Fi network, school parking lots, or an LCPS Wireless on Wheels (WOW!) unit. This information allowed LCPS to provide information regarding opportunities to access the Internet to those families as access to reliable Internet is an expectation in the LCPS Virtual Academy.

Families were asked to choose which instructional model was desired for their children. The two options provided to them were the 5-day a week, face-to-face instruction, and a full virtual model or LCPS Virtual Academy. A final survey issued in May of 2021 allowed families to change their initial learning model choice. Families may request to change the learning model at any time during the school year; however, approval is based upon spacing and permission by the school administration.

Professional Development to Support New Instruction

Instructional Professional Learning: A Google Classroom has been developed to provide teachers with independent, self-paced professional learning opportunities as well as resources on specific aspects of virtual instruction and learning. The focus of this professional learning is to assist instructional staff in virtual learning to address the needs of all students. All LCPS teachers have access to this resource to support the development of virtual learning through Google Classrooms. All teachers have accounts with Virtual Virginia set up which allows them access to the design and content of the courses. In the event that all teachers must teach remotely, they will have access to the Virtual Virginia courses and content to support their instruction.

To address and mitigate achievement gaps developed as a result of COVID-19 impacts on instruction, teachers of young learners will have the opportunity to participate in Orton-Gillingham training to support literacy instruction during the spring and summer of 2021. Furthermore, teachers in K-5 may participate in math professional development with an emphasis on math fluency and important math tasks critical for young learners. Teachers at all levels have the opportunity to participate in curriculum development to align curriculum maps, assessments, and lessons to reflect the transition to 5-day, face-to-face instruction, as well as full virtual instruction for those teaching in the LCPS Virtual Academy.

New Teacher Mentor Program: The LCPS New Teacher Induction Program was developed to support new teachers between zero and three years of experience, as well as those teachers who are new to the division. A hybrid model, using various mentoring and professional learning strategies has been incorporated into the LCPS New Teacher Induction Program. Santa Cruz, Harry Wong's *First Days of School*, Morning Meeting Book, Just Ask, and Responsive Classrooms are all implemented during the mentoring process. The mentor program is led by two coordinators who are dedicated to coordinating support all year. They collaborate with the

Human Resources and Instructional Departments to develop activities and support for the participants. A New Teacher Orientation Week is held every year during which all levels of the school system from the central office administration to school-based leaders are involved to provide support to new employees through building relationships, communicating division-wide expectations, policies, and systems, and providing access to professional learning opportunities. This year's new teacher orientation week is scheduled to be held in person with social distancing in place during the week of July 26, 2021.

Special Education: Professional development will be provided in person or through Google Classroom or virtual staff meetings to provide best practices for service delivery, documentation procedures for returning to full in-person learning, and instructional strategies for virtual learning (as applicable). A Google folder of resources has been available to teachers and support personnel since school closure.

Trauma-Informed Approaches and Mental Health: All teachers and staff will receive professional development directly in person, through Google Classroom or virtual staff meetings, or SafeSchools training modules on recognizing and addressing mental health issues and the impact of trauma on students. Social and emotional learning supports will be incorporated into instruction and interventions. A Google folder of resources on supporting mental health has been available to teachers and support personnel since school closure. Parents and community members also have had access to a resources page on the school division website.

3. Identification of Instructional Gaps and Student Needs

Curriculum adjustments have already been made based on feedback from teachers as to which standards or content was not taught or taught to a satisfactory degree. Teachers examined the delivered content and determined what had been taught to students and what content could not be delivered. The components of the content that were not taught or taught satisfactorily have been shared with the next grade level teachers. These teachers will restructure content to build the missing standards into the current course. This process should help to ensure students are taught any missing foundational skills needed to be successful in their 2023-2024 classes.

LCPS also recognizes that students' instructional levels may not be at the levels where they should be due to the blended and virtual learning models during the 2020-2021 school year, as well as the closure at the end of the 2019-2020 school year. A Multi-Year Intensive Instructional Framework and Learning Recovery Plan has been developed to address any unfinished learning, achievement gaps, or need for enrichment.

Multi-Year Learning Recovery Plan

The framework incorporates a two-component approach to support the needs of all our students. The first component includes interventions to provide a targeted approach to address the achievement gaps and unfinished learning, as well as opportunities for enrichment. These interventions include: 1) after school learning extension and/or remediation, including LCPS Virtual Academy remediation 2) expanded summer school (both face-to-face and virtual), 3) Saturday School, and 4) in-school strategies and interventions inclusive of intensive tutoring. In order to put into action the interventions and strategies, LCPS has hired additional personnel. With the anticipated increase in academic and social-emotional needs, the addition of personnel makes up the second component. Additional temporary positions to mitigate the impact of COVID-19 are as follows: 1) Summer School teachers and instructional assistants to staff all four elementary schools and middle school; 2) Interventionists (Math and Literacy) for elementary and middle schools; 3) Administrative Interns for two elementary schools and middle school; 4) school counselors at the elementary schools and middle school; and 5) Elementary Virtual Teachers and Fuel Education online platform licenses for secondary students requiring LCPS facilitators. Furthermore, additional buses and bus drivers may be necessary in order to safely transport LCPS students to and from school in compliance with current mitigation strategies.

In addition to academic concerns, students have not had social opportunities with emotional and mental health structures in place that they typically have had access to in a typical in-person, 5-days-a-week environment. We anticipate an increase in student mental health concerns, as well as attendance and discipline issues. Region 10, the local mental health agency for Louisa County Public Schools, has indicated an increase in student crisis issues over the last year. Without daily contact, it has been more difficult for schools to appropriately observe, assess, and address student concerns. However, what is anticipated based on the latest research is that because of social isolation and the pandemic, anxiety in school-aged children has risen and will continue to do so. As a result of these anticipated issues, LCPS has taken steps towards increasing personnel to support students and address potential concerns.

Louisa County Public Schools is prepared to administer diagnostic assessments to provide teachers and administrators with the information needed to construct an effective instructional plan to address any regression or loss of learning. Additionally, starting in the fall of 2021, Virginia will be instituting a new assessment format to include a Computer Adaptive Test that reflects a shorter version of the Standards of Learning (SOL) test. This assessment may be used to establish where students are in terms of their understanding of the previous year's SOL test. Furthermore, this assessment may be used to determine growth for the spring 2022 SOL tests.

At the elementary level, diagnostic assessments will include Measures of Academic Performance (MAP) for math, Phonological Awareness Literacy Screening (PALS), Phonological Awareness

Kit (PAK), Phonological Awareness Skills Test (PAST), Assessing Math Concepts (AMC), curriculum benchmarks, as well as teacher-created pre-assessments. Some of these assessments, such as the MAP Growth assessment, will provide a broader understanding of the student's skill level and the areas in which they are prepared to learn. Other assessments, such as teacher-created content pre-assessments, will provide more specific information as to the student's background knowledge as related to specific grade or course-level standards.

The secondary level will take a similar approach as the elementary schools. Students in grades 6-8 will be administered the unit assessments as a way to identify the strengths and weaknesses of the student as they are also cumulative in nature. This information will guide teachers in creating appropriate instructional plans. Students in grades 6-8 may also be given teacher and/or department-created diagnostic assessments to measure their skills in specific course curricula. High school students will not take the MAP test, but will be assessed through teacher and/or department-generated pre-assessments in order to determine the skill and knowledge levels of their students.

Throughout the 2023-2024 school year, formative assessments will be used by teachers of all grade levels to monitor student progress and inform instructional adjustments. The types of formative assessments will vary and will include quizzes, teacher observation, practice assignments, projects, and performance tasks.

Starting in the fall of 2021, the VDOE will initiate a new assessment expectation inclusive of two testing opportunities, one as a diagnostic tool and the other as a growth measurement tool. The first assessment will be a shortened version of the SOL from the previous grade in math and reading. This assessment may be used to measure growth from the year before as well as data to drive informed decision-making. Additionally, the spring will continue with the SOL and End-of-Course assessments.

The Multi-Year Learning Recovery Plan will be evaluated at the end of each semester (January and June) to provide progress monitoring feedback and analysis of expenditures on interventions and personnel. The Return to Learn Plan is under constant review as it reflects LCPS responses to local and community COVID-19 cases and scenarios, as well as changes to legislation pertaining to the operations of schools, executive orders from the Governor's office, and recommendations for the CDC, VDH, and Blue Ridge Health District. A more specific review of the plan will also take place at the end of each semester (January and June).

<u>Intervention Team Process</u>

Each LCPS school utilizes Virginia Tiered System of Supports (VTSS) practices through an intervention team. This collaborative problem-solving approach will incorporate analysis of

benchmarks and formative assessments to determine academic deficits and appropriate interventions to address those deficits. Behavioral deficits will also be addressed through analysis of disciplinary incidences. The intensity and frequency of interventions will be determined based on intervention goal progress. The trauma of the pandemic and the impact of school closure on a student's academic performance will also be considered.

Mental Health and Wellbeing Supports

LCPS considers positive and inclusive school culture to be a top priority. Supports for social and emotional learning include Olweus anti-bullying instruction throughout the division, Responsive Classroom and classroom guidance at the elementary level, career, and academic plans at the middle school level, and school team-building activities at the high school level. Some students also receive interventions through small group instruction to address character development such as resilience and responsibility, including *Why Try?* small groups with school social workers and referral to dialectical behavior therapy groups at the middle and high school through Region 10 Community Services Board.

Due to the disrupted learning environments because of COVID-19, LCPS anticipates an increased level of social-emotional needs on behalf of students. Students will experience a transition period as they return to a 5-day a week, in-person instructional model. For students who participated in the virtual model during the 2020-2021 school year, this may be the first time they have experienced a large social gathering or structured environment in 16 months. In response to anticipated needs, an additional counselor has been added to each elementary school and the middle school in order to provide further mental health support for students. Furthermore, a crisis counselor has also been added to the middle/high school complex as well as two mental health counselors at the elementary level.

4. Remote Learning

Expectations for instruction are continually communicated to staff and are supported through professional development. Teachers were surveyed to find out who would be interested in teaching full virtual learning classes for the LCPS Virtual Academy. At this time, instructional staff knows that they will need to teach in the in-person, face-to-face instruction 5-days a week. There will be six (6) elementary teachers who will teach in the LCPS Virtual Academy for grades K-5. At the middle and high school level, core SOL teachers, as well as other designated courses, will be offered in the LCPS Virtual Academy and taught by LCPS staff. All staff is prepared to provide virtual instruction in the event circumstances require a full closure of school. All teachers are expected to develop Student Learning Resources or remote lessons for the face-to-face learning model in Google Classroom or See Saw, depending on the grade and the

developmental level. Fuel Education and Virtual Virginia will be used for some courses in the virtual learning environment.

All instructional staff (teachers, instructional assistants, counselors, long-term substitutes, and administrators) were provided with ongoing virtual professional development in June 2021 with a specific emphasis on instructional technology to support virtual learning in Google Classroom or Seesaw. A Google Classroom has been developed to serve as the platform for accessing the different modules. The Ed Tech PD has two learning pathways - one for PK-1st grade teachers, and one for 2nd-12th grade teachers - which allow teachers to select the modules that best reflect the tools they will need for their grade level. This professional development also offers staff different options for how to participate in the modules. These modules remain available through the Tech Coaches' website so that all instructional staff can access them as needed.

All LCPS teachers have access to this resource to support the development of virtual learning through Google Classrooms. In the event that LCPS instructional staff will need to transition to virtual instruction, support and professional development have been provided and will continue to be provided throughout the 2021-2022 school year.

All teachers have been instructed to develop Student Learning Resources (SLRs) which are lessons and activities that students can take home in the event that schools have to close again. The purpose of the SLRs is to provide students with whatever is necessary to continue learning until they begin to work on Google Classroom or Seesaw assignments. Each teacher in the face-to-face learning model will have 10 days of lessons created and distributed to students. Teachers in the LCPS Virtual Academy will be expected to develop SLRs for 5 days in the event that it would be necessary to use them, such as inclement weather or other unforeseen circumstances.

To further support success with virtual learning for accomplishing required tasks in the Google platform, LCPS will provide orientation through "how-to" videos and the provision of handbooks for students and families. Handbooks include:
Google Classroom FAQ
Work on Google Doc, Sheets, and Slides Offline
Technology Assistance for Students and Families

5. Addressing Students' Academic, Social, Emotional, and Mental Health Needs

Louisa County Public Schools will ensure that the interventions implemented will respond to the academic, social, emotional, and mental health needs of all students, particularly those students

disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and students who are migratory. The additional staff hired through this grant will ensure that strategies and interventions will be appropriately implemented. Furthermore, progress monitoring of these interventions will take place by school-based leaders and designees, as well as division-level administrators. The student data will be monitored and the appropriate adjustments will be made.

LCPS ESSER III Learning Recovery Presentation
LCPS ESSER III Learning Recovery Plan

6. Consultation with Stakeholders and Opportunity for Public Comment

In developing the ARP ESSER Return to School Plan and the Learning Recovery Plan, Louisa County Public Schools conducted a consultation in the following ways:

- With stakeholders, including students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions
    - The Return to School and ESSER III Learning Recovery plans were presented to the following stakeholders:
        - Superintendent's Parent and Community Advisory Committee- This committee is made up of parents and various community members. Members of this committee were provided opportunities to provide feedback on the plan.
        - Superintendent's Employee Advisory Committee- This committee is made up of a classified and certificated employee from each school. Members of this committee were provided opportunities to provide feedback on the plan.
        - School-based leaders and division-leadership- Administrators from all six schools, as well as members of the division leadership team were presented the Learning Recovery Plan on multiple occasions and provided feedback.
        - School Board and Community - Members of the school board received multiple presentations about the Learning Recovery Plan. The community was also afforded the opportunity to hear the plan during a School Board Meeting
        - NAACP - A copy of the Learning Recovery Plan was provided to a representative of the local chapter of the NAACP

7. Making the Plan Available to the Public

Louisa County Public Schools has taken the following steps to make this plan available to the public:

- The Learning Recovery Plan is posted on the Louisa County Public Schools Website, ESSER III Learning Recovery Plan
- The Return to Learn Plan is posted on the Louisa County Public Schools Website, LCPS Return to School Instructional Plan
- Upon approval of ESSER III Application, the Learning Recovery Plan will be available in Spanish, Chinese, and Russian and posted on the LCPS Website.
- The plan may be orally translated for parents. Contact Dr. Justin Grigg, Assistant Superintendent for Instruction, 540-894-5115, to request translation; and
- This plan will be evaluated each semester for progress (June and December) monitoring and analysis of expenditures.
- Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Dr. Carla Alpern, 540-894-5115