Fall 2020
School Year Guidance
Elementary
Mabank ISD

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PLEASE NOTE: The details in this document are subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change.

Student & Staff Safety Protocols

Protocols for Screening and Isolation

General

All students and staff will be screened for COVID-19 symptoms regularly and individuals who present with symptoms will be separated and sent home.

Screening Protocols

- Staff will be required to self-screen for COVID-19 symptoms prior to reporting to work each day.
- Parents/guardians are expected to screen their students for COVID-19 symptoms each day prior to sending their student to school.
- Teachers will monitor students and refer to the nurse if symptoms are present.

Isolation Protocols

Student or Staff Displaying COVID-19 Symptoms:
- When a student has displayed symptoms of COVID-19, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home.
- Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus contacted the student's parent/guardian.
- Other students will be removed from the classroom and taken to an alternate location on campus (e.g. go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected.
- District communication will be provided to the parents of students who came in contact with a COVID-19 positive student or staff member.

- Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.
- Students and staff who have tested positive for COVID-19 will be required to submit a letter of good health from a physician's office prior to returning to school.
- Students or staff who come into "close contact" with a COVID-19 positive individual will be asked to self-quarantine for 14 days and may not return to campus during that time. This document refers to "close contact" with an individual who is lab-confirmed to have COVID-19. The definition of close contact is evolving with our understanding of COVID-19, and individual scenarios should be determined by an appropriate public health agency. In general, close contact is defined as:

  o a. being directly exposed to infectious secretions (e.g., being coughed on); or
  o b. being within 6 feet for a cumulative duration of 15 minutes; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomology may affect this determination.

  Either (a) or (b) defines "close contact" if it occurred during the infectious period of the case, defined as two days prior to symptom onset to 10 days after symptom onset. In the case of asymptomatic individuals who are lab-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming lab test and continuing for 10 days following the confirming lab test.

Protocols for Face Coverings

Per the mandate in effect, face coverings will be required for all individuals 10 years of age and older when social distancing is not possible.

Students' individual needs will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.

Protocols for Campus Visitors

General

Campuses will utilize virtual/phone meeting options to limit campus visitors when possible. All visitors who enter the building will be required to wear a face covering unless otherwise instructed. Individuals who proceed beyond the reception area will follow specific guidelines for visitors.

Visitor Screening/PPE Requirements

- Individuals proceeding beyond the reception area will be subject to the following guidelines:
- All visitors will be subject to screening by way of a symptom screening form.
- Virtual/phone meetings will be available when possible.
- Visitors and staff will maintain physical distancing for ARD and other meetings in smaller conference areas.

Protocols for Disinfecting and Hand Sanitizing

General

Frequent disinfection and hand sanitization will ensure health and wellness of students and staff.

Hand Washing/Sanitizing Expectations

- Alcohol-based hand sanitizer will be available at the entries to the campus, in classrooms, in the cafeteria, and in common areas throughout the campus.
- Staff will be expected to regularly wash or sanitize their hands.
- Requirement for hand washing and/or use of MISD-provided hand sanitizer:
  o Provide hand sanitizer upon entry to building and periodic teacher reminders during instructional day.
  o Thorough hand washing after recess, before eating, following restroom breaks.

Disinfecting Expectations

- Staff will have access to disinfectant to sanitize high-touch and working surfaces and shared objects regularly.
- Staff will limit the use of shared supplies when possible.

Protocols for Campus Cleaning and Disinfecting

General

Frequent cleaning and disinfecting will promote a healthy learning and work environment for students and staff.

Daily Campus Cleaning

- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected daily.
- Cleaning cloths will be changed for each classroom and common area to maximize room to room cleanliness.
- Custodians will wear masks and gloves during work hours.

- The cafeteria will be disinfected between lunch periods.
- Staff will have access to disinfectant to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Additional Cleaning Measures for Covid-19 Positive Cases on Campus

- If a classroom or facility is closed due to COVID-19 spread, disinfectant, which is recommended for use on the virus that causes COVID-19, will be used to disinfect.
- Custodial staff will disinfect classrooms, restrooms, the athletic areas, and all additional areas in the entire building.

Work and Learning Environments

Classroom Configurations and Procedures

- Desks or tables will be socially distanced as much as instructionally possible.
- Group or pair work can be implemented while maintaining physical distancing.
- When possible, technology can be utilized when the use of manipulatives is needed. Teachers will consider assigning cohorts of students specific manipulatives in order to reduce the possibility of exposure or consider creating individual bags of supplementary aids and/or manipulatives for student use that could also be sent home in the event of school closure.
- School supplies will be per student, not communal.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain at least 12 feet of social distance from other classroom groups.
- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus. Additionally, supplemental services will be grouped by grade level when possible.
- The recommended procedures will be applied to all classroom settings, including special education services locations when possible and appropriate. Students' individual needs will be addressed on a case-by-case basis.

Common Areas

- Common areas include spaces that are used for meetings and collaboration. This includes computer labs, flexible spaces, campus libraries, conference rooms and other meeting rooms.
- Campuses will develop schedules and protocols for the use of common areas, including how to sanitize space between use. When needed, students will bring personal supplies from the classroom. All students and staff will be required to use hand sanitizer when entering and exiting common areas.
- In-person meetings will maintain social distancing. Face coverings will be required when social distancing is not feasible.

Restrooms

- Proper handwashing technique will be taught to all students and consistently reinforced.
- Efforts will be made to limit the availability of toilets, urinals and sinks to certain times to comply with health agency recommendations and social distancing.
- The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure teacher monitoring of social distancing guidelines.
- A system will be implemented to identify the number of occupants utilizing each restroom to mitigate the chance of exceeding maximum occupants per social distancing.
- After a restroom break, students will be required to wash their hands before returning to the classroom.

Transitions

- Where possible, one-way traffic corridors will be established throughout campus.
- Walking pathways throughout the building will be designated *Stay to the Right*. This includes the entrance and exit doors.

- When possible, it is recommended that students make transitions outside of the building.
- For grade levels that implement departmentalization of subject areas, student groups will remain consistent for transitions in instruction.

Arrival

- It is highly encouraged that all students wear a face covering upon entry and exit of the building.
- Early bird arrivals are strongly discouraged. Any students dropped off before the building is open will not be allowed inside the building. Any exceptions would need to be specifically arranged with campus administration.
- Separate entrances will be utilized for car riders, bus riders, walkers and daycares.
- All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts.
- When social distancing is not possible in a centralized holding area, students will go straight to the classroom upon arrival.
- Parents will not be allowed to walk students to classrooms; however, a staggered schedule will be created for Pre-K and Kindergarten students on the first day of school for no more than two parents/guardians to accompany their child to their classroom. Face coverings will be required for all parents/guardians.
- There will be bus procedures, based on campus specific needs.

Dismissal

- It is highly encouraged that all students wear a face covering upon entry and exit of the building.
- Sibling connections will be done outside the building.
- Campus will designate staggered dismissal groups. Staggering the groups of walkers, car riders, bus riders and daycare students will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.

- Separate entrances will be utilized for car riders, bus riders, walkers and daycares.
- Bus procedures will be based on campus specific needs.

Breakfast

- Students that need breakfast will be able to purchase a meal to eat in their classrooms.
- Teachers will monitor in the cafeteria and hallways to ensure social distancing to the greatest extent possible.

Lunch

- Lunch visitors will not be permitted.
- Depending on the number of students enrolled in grades K-4, plans for lunches to be eaten in the cafeteria as well as the classroom will be developed accordingly.
- No outside meals will be allowed to be delivered. If a child is bringing his or her lunch, he/she needs to bring the lunch to school when he/she arrives.
- Six-foot distance around all occupiable assigned seats will be provided while maintaining the student's consistent cohort for "in person" lunches.
- Lunch times will be staggered by class with sanitation blocks between hallway cohorts.

Recess

- Campuses will consider limiting the number of students per recess group. Staggered schedules can be utilized when needed.
- All students and staff will be required to use alcohol-based hand sanitizer before entering the playground and upon exiting the playground.
- Brain breaks will be implemented as needed, at the discretion of the campus/teacher.

Specials

- PE classes will be conducted outdoors whenever possible. Appropriate social distancing measures will be followed.
- Students will use their own art supplies.
- Music and PE equipment will be sanitized and wiped down after each use.
- Having specials in the classroom or outdoors is recommended.

On and Off-Campus Student Activities

Off-campus field trips will be scheduled as appropriate to meet curricular needs while maintaining proper social distancing requirements. Virtual field trips will be considered as often as possible.

- PTA event and fundraising information is pending.
- After school club information is pending.

Campus Events

- No in-person assemblies will be held in the fall.
- Meet the teacher, open house, parent conferences, etc. will be held virtually.
- Parents will be allowed to attend class parties and performances virtually.

Elementary Virtual/Remote Learning

General Instructional Information

The Texas Education Agency (TEA) has given guidance to school districts to provide different instructional models so parents have learning options for their students during the COVID-19 health crisis. The TEA has given school districts maximum flexibility with these options should the need arise for a temporary closure of facilities.

Mabank ISD will provide in-classroom (face-to-face) and virtual/remote (asynchronous) learning using an online learning platform (Google Classroom). Mabank ISD acknowledges the challenges this creates for students, parents, and guardians. The district seeks to ensure educational decisions support all student populations with an emphasis on student progress, student comprehension of the Texas Essential Knowledge and Skills (TEKS), and the continuation of learning.

Whether attending in-classroom (face-to-face) or virtual/remote (asynchronous) learning, students may receive instruction in one of the following ways: coursework assignments, hands-on activities, video lessons, projects, skill tests, assessments, etc.

Instructional Models

In-Classroom (Face-to-Face Learning)

Students will attend class 5 days a week with additional safety measures in place that are aligned with state and federal guidelines and recommendations. In-classroom (face-to-face) instruction will consist of direct teacher instruction and utilization of Google Classroom. Students who attend in-classroom (face-to-face) learning at school may move into virtual/remote learning for a period of time if needed for school closure; otherwise, students who utilize in-classroom (face-to-face) instruction will continue until the end of the grading cycle. At the end of the grading cycle, students and parents will have the option to change to virtual/remote learning.

Virtual/Remote (Asynchronous) Learning

Students will receive instruction through **Virtual/Remote (Asynchronous) Learning** opportunities. Students will be able to receive assignments and direct instruction through the use of Google Classroom. Recorded lessons and live-streamed lessons will be available to virtual/remote (asynchronous) learners. Families should be prepared to support their student's active participation in all online learning activities, and teachers will be available through remote conference times and live streaming to support continuous learning in each instructional course. Students will follow an established learning schedule.

Virtual/Remote (Asynchronous) Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom. Live-streamed (synchronous) instruction will be available to students throughout the instructional day, and students and parents will communicate with the teacher when in need of additional support or tutoring.

Engagement Requirements for Virtual/Remote (Asynchronous) Learning

Virtual/Remote (Asynchronous) Learning requires parents be actively engaged in supporting their students.   Parents who select virtual/remote (asynchronous) learning will complete an enrollment form with this option and commit to remote learning for the entire grading period. Engagement minutes allocated per day for virtual/remote (asynchronous) learning follow TEA's guidelines for virtual/remote (asynchronous) Learning.

Required Minutes per Day for Virtual/Remote (Asynchronous) Learning

- Full Day Pre-K/Head Start no less than 180 instructional minutes
- K through 5th Grade no less than 180 instructional minutes
- 6th through 12th Grade no less than 240 instructional minutes

Engagement minutes are measured by the equivalent time the activities, lessons, or discussions would take place in an in-classroom (face-to-face) instructional setting. Teachers may document engagement minutes by stating estimated time to complete activities in plans and/or directions for students. These guidelines recognize that in-classroom (face-to-face) instructional time is built into the day to accommodate breaks, lunch, recess, etc.
Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via virtual/remote (asynchronous) learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.

Virtual/Remote (Asynchronous) students must participate in discussions or assignments each day, and teachers must respond daily as part of required documentation of daily attendance and/or engagement minutes.

Attendance

Mabank ISD will be required to take daily attendance with both in-classroom (face-to-face) and virtual/remote (asynchronous) learning models. This means students will have to be present in-person and/or engaged in learning each day to be counted as present for credit purposes. Daily Engagement Measures are required for attendance. "Engagement" is defined by TEA as daily progress or completion, submission of assignments, and/or communication with the teacher.

- For Virtual/Remote (Asynchronous) and/or Live-streamed (Synchronous) Learning, attendance requirements (as required by the TEA) will be documented by the interactions with educators and the engagement level with lessons and assignments within Google Classroom. There will be required times for log-ins to Google Classroom as well as required Live-streamed (Google Meet) sessions.
- Per Texas Education Code (TEC) 25.092, students must attend 90 percent of a course in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year.
- Given the public health situation, student attendance may be earned through the delivery of virtual/remote (asynchronous) learning instruction.

Schedule

When attending MISD virtual/remote (asynchronous) learning, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. Students who struggle with time management should contact their teachers for additional assistance.

Teachers will structure the instructional day to follow the MISD Elementary/Secondary Daily Instructional Minute Schedule. Within each instructional block, teachers will plan for students to participate in virtual/remote

(asynchronous) learning with live-streamed (synchronous) opportunities embedded in the learning model. Teachers may utilize small group time as necessary based on student needs.

For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives.

Intervention and Enrichment

Intervention and Enrichment time will be scheduled daily for students to best meet their academic needs. During this time, students may engage in assigned group activities, projects, and small group instruction. Teachers will communicate with students their plan for the designated time.

Role of Stakeholders within Virtual/Remote (Asynchronous) School Model and Grading Guidelines

Teachers will be responsible for grading, monitoring progress, making accommodations, etc. Coursework expectations and grading for in-classroom (face-to-face) and virtual/remote (asynchronous) learning will be the same. As required by TEA, "school grading policies for remote student work must be consistent with those used before COVID for on campus assignments". MISD Virtual/Remote (Asynchronous) Learning will follow all district grading policies as outlined in the Mabank ISD Student Handbook. Students will be responsible for completing assignments, projects, and assessments and graded on the same scale as in-classroom (face-to-face) learners.

Students will show proof of participation in daily virtual/remote (asynchronous) instruction by satisfactorily completing assignments to demonstrate evidence of student learning and/or assignment completion. Not all lessons will have assignments for completion, and teachers will have discretion on the number of assignments per MISD grading guidelines. The teacher will work with special

education, ESL, and intervention staff to ensure all MISD requirements are met. Daily scheduling may require some live-streamed (synchronous) components to provide these services and interventions.

Teachers will:
- Prepare for face-to-face instruction and virtual/remote (asynchronous) learning for each nine weeks.
- Schedule live-streamed (synchronous) lessons for teacher-led instruction and peer interaction.
- Ensure daily assignments and assessments are entered in the gradebook each week.
- Introduce the virtual/remote (asynchronous) learning platform (Google Classroom) to face-to-face students during the first nine weeks of school.
- Schedule office hours to assist students/parents with virtual/remote learning.

Parents/Guardians will:
- Choose the appropriate method of instruction for their students, face-to-face or virtual/remote (asynchronous) learning.
- Ensure their students complete all daily assignments.
- Maintain communication with teachers by phone, email, and/or online meetings.
- Ensure a distraction-free learning environment for their students
- Ensure their students complete assignments.
- Ensure their students are available for the required components of instruction that will occur during the regularly scheduled school day. Times for live-streamed (synchronous) instruction will be scheduled in advance and notice will be given. Teachers will have weekly times when students must participate in live-streamed (synchronous) instruction.
- Help your child own their learning. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged.

Students will:
- Remain in the selected instructional model until the end of each grading period.
- Follow the designated schedule communicated by their teacher to attend class during live-streamed (synchronous) times.
- Complete all assignments when they are due and as required by their teachers.
- Attend virtual tutoring sessions as needed.
- Adhere to the MISD school dress-code. Students participating in virtual/remote (asynchronous) learning will be visible to teachers and classmates during live-streamed lessons.

Bus Transportation

- Bus Drivers will be trained in COVID-19 safety protocols.
- Students will be required to wear a face covering/mask at all times when riding the bus.
- Students will be required to sanitize their hands upon entering the bus.
- Drivers and monitors will wear a face covering/mask.
- Seats, handles and high-touch areas will be disinfected between routes.
- When possible, bus windows will be opened to allow outside air to circulate in the bus.

Special Programs

Legal Requirement

Mabank ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

General Guidance

- Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs.
- Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, §504 Plan, etc. and who choose to enroll in Mabank ISD's Virtual/Remote (Asynchronous) Learning will be required to convene an appropriate meeting to revise their supports and services to ensure the District meets their individual needs.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face.
- Transportation for Virtual/Remote (Asynchronous) Learning students taking on-campus courses will not be provided, except as documented through an ARD/IEP if the student is eligible for special education transportation as a related service in order to access their special education services.
- In an effort to minimize potential exposure to our most vulnerable students, Mabank ISD will:
  o Focus on social distancing, handwashing with warm water or hand sanitizer for 20 seconds every hour, and wearing face coverings.
  o Require face coverings when social distancing is not possible.
  o Post visual supports throughout building to remind and support understanding of expectations.
  o Keep each student's belongings separated using student designated containers or areas.

o Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).
o Sanitize all used materials daily.
o Utilize protective barriers as appropriate
o Utilize grouping and scheduling strategies to reduce exposure.

Meeting IEP Service Recommendations

- Mabank ISD will review all health plans and IEPs prior to reentry into brick and mortar settings and revise them through an ARD with appropriate safety protocols as needed.
- Mabank ISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.

Special Education Services Face-to-Face

- Group sizes will comply with state and local regulations.
- Multiple groups may use a shared space only when the area is large enough to allow for all students and their respective desks to be six feet apart. The groups should not combine for activities at any time.
- Special education teachers should provide services by grade level rather than content area as much as possible.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
  ○ Face coverings and protective barriers should be used when appropriate.
  ○ Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
  ○ Clear barriers should be used for small group instruction and individual assessments as needed.
  o Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised

handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.

- o Employees should wear face coverings over the nose and mouth when appropriate, as delineated in the MISD Mitigation Guidance.
- o Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth as explained in the MISD Mitigation Guidance, except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.
- o Floor tape or dividers should be used to separate large areas into smaller spaces.

Related Services Face-to-Face

- Group sizes will comply with state and local regulations.
- When feasible and appropriate, it is preferable for students to receive services outside rather than inside to reduce potential spread of contagions.
- Providers will develop schedules that maximize time in a single classroom and minimize the number of rooms visited per day.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
  - o Face coverings and protective barriers should be used when appropriate.
  - o Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
  - o Clear barriers should be used for small group instruction and individual assessments as needed.
- Employees should wear face coverings over the nose and mouth when appropriate.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth, except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.

Provision of Resource, Co-Teach, and Inclusion Services

- Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.
- Mabank ISD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- For students who choose the Virtual/Remote (Asynchronous) Learning, teachers will:
  - Develop individualized lessons;
  - Provide direct instruction through scheduled synchronous sessions;
  - If a student is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how IEP will be implemented;
  - Provide links to virtual platforms for lesson participation;
  - Upload weekly lesson materials to the district-designated virtual platforms;
  - Document student participation and attendance on the student's log;
  - Collect data and monitor progress; and
  - Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.

Documentation of Services in the IEP

- The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for FAPE whether attending school face-to-face or virtually.

- Students with disabilities must have available an instructional day commensurate with that of students without disabilities.
- A contingency plan for services should be documented within the deliberations of every ARD/IEP outlining how services will be implemented during remote learning.
- Data should be collected weekly, at minimum, on IEP goals/objectives.

Lack of Progress Guidance

- Whether face-to-face or virtual, special education teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.
- Special education teachers should consider alternate strategies/supports to ensure continued progress (i.e., more synchronous instruction; more small group support, etc.).
- Special education teachers should, after other interventions have been unsuccessful, request to convene an ARD/IEP committee meetings to address lack of progress.
- When face-to-face instruction resumes fully, annual ARD committees should address student-specific needs resulting from closure. On a case-by-case basis, this might include discussions of COVID-related compensatory services or a need for extended school year (ESY) services. ARD/IEP committees should:
  o Answer any questions and address any parent concerns regarding COVID-related compensatory services;
  o Determine what services, if any, are needed;
  o Document the discussion and decision in the deliberations, including:
    - Start and end dates,
    - Frequency,
    - Duration,
    - Area of service, and
    - Goals services will address.

- Provide prior written notice to parents following any offer of COVID-related compensatory services; and
- Indicate whether or not the parents agree with the recommendation of COVID-related compensatory or ESY services.

Times of Closure

Upon notice that a campus is closed:

- Contact/service logs will be maintained by special education staff;
- Material distribution procedures should be followed by service providers;
- Virtual learning guidelines and IEP contingency plans should be followed;
- ARDs will proceed virtually throughout closure, adhering to legal timelines; and
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the ARD committee convenes to review evaluation results and develop the IEP.

Exposure Prevention Strategies

Special education services are oftentimes delivered in a small group setting with hands-on support. Special education teachers and service providers will take care to reduce any unintentional exposure by:

- Creating supplementary aid and manipulative kits for each student
  - Update as needed per unit of instruction
  - Follow procedures for sanitizing items prior to adding to a student's bag
  - Laminate supplemental aids so they can be easily cleaned and reused
- Strategically scheduling students
  - Limit variation of student groupings
  - Minimize number of resource staff working with a particular group of students
  - Adhere to district guidelines regarding number of students and staff in a specific location at any given time
- Facilitating safe small group activities
  - Adhere to social distancing requirements

- o Ensure sanitization of space before and after each small group
- o Use dividers if students need to work in close proximity to complete activities
- o Wear appropriate face covering at all times during small group instruction
- Supervising transitions
  - o Follow district guidelines
  - o Enforce social distancing of students in hallways and other common areas
  - o Provide visual supports or schedules that highlight social distancing when transitioning between classrooms or activities

Instructional & Related Services

Service providers should:

- Provide indirect services virtually when possible;
- Provide direct service minutes in alignment with the IEP schedules of services;
- Provide direct services virtually during school day when appropriate;
- Adhere to district expectations for PPE and scheduling to minimize cross-contamination;
- Maintain assignments, activities and videos of lessons in the virtual platform used; and
- Maintain accurate contact/service logs, documenting minutes provided.

Emergency Closure Kits

- Supplementary aids and manipulatives should be prepared in ziploc bags ready to send home for students in the event the campus needs to close unexpectedly.

Guidelines for Community-Based Instruction

- Specific permission from parents/guardians allowing their student to participate in community-based outings during the pandemic must be provided in writing prior to the outing.
- Special Education Community Based Instruction (CBI) and Work Based Learning (WBL) guidance will be followed to ensure these learning environments are available to our students per ARD/IEP recommendations.
- Students will be pre-taught COVID-19 safety and hygiene routines prior to going out into the community (i.e., covering your mouth and nose with a cloth face covering when out in public; avoid touching eyes, nose, and mouth; disinfecting shopping carts; using touchless payment options and minimizing cash handling; immediately washing/sanitizing hands, etc.).
- Close contact with others will be limited and distance of at least 6 feet maintained when possible.
  - Staff will use verbal reminders and visual supports with students to maintain 6 feet distance from workers and customers.
- The CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission.

Guidelines for Work-Based Learning in the Community Setting

- Students and staff will review all community business return to work and social distancing procedures prior to outings and follow them when on the job.
- Support students' access and understanding of performing preventative measures related to their job or traveling using public transportation.