

# **The Center for Autism and Dyslexia**

## **Remote Learning plan**

### **2020-2021**

In March 2020, when schools began closing because of the Covid-19 pandemic The Center for Autism and Dyslexia, a Specialized Education Services, Inc. (SESI) school, responded immediately and remarkably. Through the collective efforts of the Assessment, Curriculum, and Instruction (ACI) Team, SESI Leadership, the Remote Learning Solutions Team (created specifically in response to the pandemic and resulting school closures), and feedback and input from our school-based practitioners, SESI developed and implemented a rigorous and comprehensive approach to continuing to support our students' learning.

### **Continuum of Learning**

**First day of school for in-person learning and online/remote learning: September 8, 2020**

The Center for Autism and Dyslexia's administration has categorized reopening into phases that correlate with the Ohio Public Health Advisory System. These designations will provide a common language and a data driven process on how our schools will safely re-open:

### **Center for Autism and Dyslexia Re-Opening Options**

1. **Online Learning** – Full-time online learning option for students who choose to remain at home (minimum of one semester commitment)
  - ELA/Math Synchronous learning with Intervention Specialist
  - Science/Social Studies – Asynchronous lessons
  - Electives – Asynchronous lessons
  - 80% attendance required
  - Asynchronous assignments completed and turned in on Google Classroom/In-person at school
  - Must complete 70% of assigned activities with a passing grade to promote
  
2. **In-Person Learning**
  - **Yellow** – 5 days/week in person schooling following social distancing guidelines
  - **Orange** – 4 days/week (Monday through Thursday) in person schooling following social distancing guidelines. Remote learning on Fridays
  - **Red** – Hybrid Model (Group A attends Monday/Tuesday, Group B attends Wednesday/Thursday, Friday all Remote learning), following social distancing guidelines
  - **Purple** – All remote learning

### **Points of Consideration:**

- When the county in which the school is located changes color, the changes to educational model will go into effect the following Monday of the announcement.
- Temporary closures/disruptions to schedule may occur upon the recommendation of the local health department due to Covid-19 exposure/confirmed cases, high rates of student/staff illness

## **Online Learning Option**

### **Key Features Include:**

- Each student will be contacted via Zoom, phone, or e-mail by school staff daily
- At the onset of remote instruction, standardized assessments will be conducted to ensure the identification of learning gaps and to pair curriculum choices to best support learning.
- All instruction is individualized according to students' four-step plans and daily plans.
- IEP meetings, evaluations, annual reviews, and amendments (if necessary) will be done in accordance with the sending district's schedule.
- Platforms used include Google Classroom, Zoom, and workbooks/packets, all of which have strong support from the SESI instructional and informational technology teams.
- Teachers and staff attend relevant professional development opportunities provided to support remote learning.
- Teachers and staff continue to attend weekly meetings and have evaluations during remote learning.

### **Data Collection Guidelines:**

- Collect behavior data across all subjects and sessions using a [point sheet aligned with expectations](#) (defined specifically for the remote learning environment).
- Log grades and assignment completion using the Gradebook feature in ABLE.
- Log attendance and participation (both synchronous and asynchronous) for all activities and related services in ABLE.
- Log all communication with students and families.

### **Attendance and Grading Guidelines:**

- Students must attend 80% off all synchronous learning sessions
  - Asynchronous assignments must be completed and turned in on Google Classroom
- Students must complete 70% of assignments with a passing grade

Subject/ Curriculum	Providers	Delivery Description Suggestions			Data Collection
		Limited Technology	Moderate Technology	Technology-Dense	
<b>ELA</b> I-Ready Teacher Toolbox (K-8)  I-Ready Online Instruction  Lexia Core 5 Lessons and Skill Builders  Lexia Power Up Lessons and Skill Builders  Lexia Core 5/ Power Up-Online Instruction  HMH Collections  Apex Learning (6-12)  Trade books (for read-aloud)  Newsela  Unique Learning Systems (BEST)  <b>Math</b> I-Ready Teacher Toolbox (K-8)  I-Ready Online Instruction  Apex Learning (6-12)  HMH Integrated Math 1/ Integrated Math 2  Unique Learning Systems (BEST)	Certified Special Education Teacher  Support Staff	<p>Weekly, teachers create and send home (or arrange for pick up) individualized work packets based on 4-step/daily plans, i-Ready Teacher Toolbox Tools for Instruction, Lexia Lessons, Lexia Skill-Builders, Apex, HMH, etc.</p> <p>Packets may include list of home-based tasks relevant to instruction or related services, reading assignments, suggested physical activities or movement breaks, suggested schedules, and links to online learning activities.</p> <p>Assignments returned to school and/or mailed back; new work provided.</p> <p>Teachers schedule calls with students a minimum of 1x/week to deliver instruction; support staff participate in call as possible to support instruction and monitor behavior.</p> <p>Teachers create pre-recorded instructional videos for families to access via flash drive on a Smart TV or a school iPad; these can be mailed home or picked up by families.</p>	<p><b>Google Classroom (GC):</b> Relevant worksheets from instruction shared via GC (e.g., student edition pages of Teacher Toolbox Tools for Instruction, Lexia Practice Sheets).</p> <p><b>Office Hours:</b> Teachers have set office hours when students and families can call in for additional 1:1 support for academic assignments.</p> <p>Support staff participate in phone conference to support instruction and monitor behavior.</p> <p><b>ELA:</b> Teachers record read-aloud for students, post on Google Classroom.</p> <p>Written expression: photos or scans of completed work uploaded to student's folder on <b>GC</b>.</p>	<p><b>Zoom:</b> Teacher creates a designated time for students to log on for Zoom video conferencing for instruction; teacher delivers skills-based instruction to visible groups of students (e.g., i-Ready Teacher Toolbox Tools for Instruction, Lexia Lessons, Lexia Skill-Builders).</p> <p>Support staff attend video conference to support instruction and monitor behavior.</p> <p><b>Individual Web-based intervention:</b> assigned students complete 30 min of (a) i-Ready Reading/Math; (b) Lexia Core-5 or Lexia Power-Up daily; or (c) Apex Learning daily (teachers align lessons with IEP objectives).</p> <p><b>ELA:</b> Written expression based on teacher-directed prompts completed via Google Docs.</p>	<p>Points tracked via remote learning point sheet (ABLE).</p> <p>All communication with students and families logged using ABLE.</p> <p>Attendance logged (including synchronous, asynchronous, office hours) in ABLE.</p> <p>All grades and assignment completion are logged using the Gradebook feature in ABLE.</p> <p>IEP Matrix Tracking completed monthly (ABLE).</p> <p>Teachers maintain a record of all lessons delivered on Zoom or phone via Excel.</p> <p>All lessons use an exit ticket activity; teachers record data on completion and progress towards IEP objectives.</p>

<p><b>Science</b> Apex Learning (6-12)</p> <p>HMH – Ed Your Friend in Learning (K-8)</p> <p>HMH Biology</p> <p>HMH Environmental Science</p> <p>HMH Earth Science</p> <p>HMH Chemistry/Physical Science</p> <p>Newsela (2-12)</p> <p>Unique Learning Systems (BEST)</p> <p>Social Studies</p> <p>HRW- US History, World History, Government, and Economics</p> <p>McGraw/Hill – Social Studies Impact (9-12)</p> <p>Apex Learning (6-12)</p> <p>Pearson – My World Social Studies Interactive</p> <p>Newsela (2-12) Unique Learning Systems (BEST)</p>	<p>Certified Special Education Teacher</p> <p>Support Staff</p>	<p>Weekly, teachers create and send home (or arrange or pick up) individualized work packets based on HMH, etc.</p> <p>Packets may include list of home-based tasks relevant to instruction or related services, reading assignments, suggested physical activities or movement breaks, suggested schedules, and links to online learning activities.</p> <p>Assignments returned to school and/or mailed back; new work provided.</p> <p>Teachers schedule calls with students a minimum of 1x/week to deliver instruction; support staff participate in call as possible to support instruction and monitor behavior.</p> <p>Teachers create pre-recorded instructional videos for families to access via flash drive or on a Smart TV; these can be mailed home or picked up by families.</p>	<p><b>Google Classroom (GC):</b> Relevant worksheets from instruction shared via GC (e.g., student edition pages of Teacher Toolbox Tools for Instruction, Lexia Practice Sheets).</p> <p><b>Office Hours:</b> Teachers have set office hours when students and families can call in for additional 1:1 support for academic assignments.</p> <p>Support staff participate in phone conference to support instruction and monitor behavior.</p> <p>Teachers record labs for students, post on Google Classroom.</p> <p>Written expression: photos or scans of completed work uploaded to student's folder on GC.</p>	<p><b>Zoom (high school):</b> small groups of 5 students meet with teacher via Zoom for instruction; teacher delivers skills-based instruction to visible groups of students.</p> <p><b>Zoom (elem/middle):</b> teachers create designated time daily for students to log on to Zoom instruction.</p> <p>Zoom instruction recorded and shared electronically with all families of students unable to log on for the video conference; students responsible for viewing material. Teacher or support staff responsible for following up with student.</p> <p>Support staff attend video conference to support instruction and monitor behavior.</p> <p><b>Science:</b> Teachers record labs for students; post on Google Classroom.</p> <p>Written expression based on teacher-directed prompts completed via Google Docs.</p>	<p>Points tracked via remote learning point sheet (ABLE).</p> <p>All communication with students and families logged using ABLE.</p> <p>Attendance logged (including synchronous, asynchronous, office hours) in ABLE.</p> <p>All grades and assignment completion are logged using the Gradebook feature in ABLE.</p> <p>IEP Matrix Tracking completed monthly (ABLE).</p> <p>Teachers maintain a record of all lessons delivered on Zoom or phone via Excel.</p> <p>All lessons use an exit ticket activity; teachers record data on completion and progress towards IEP objectives (e.g., IXL).</p>
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<p>Behavioral/SEL Supports</p> <p>Newsela Social Emotional Learning</p> <p>Why Try (or other SEL curriculum)</p> <p>Behavioral and academic reinforcement system</p> <p>Caregiver support (BEST model)</p> <p>Social-emotional learning curriculum (i.e., Move this World)</p>	<p>Certified Special Education Teacher</p> <p>Support Staff</p> <p>School therapists/social workers</p>	<p>Token economy: points earned for appropriate behavior (defined for students, e.g., participating in online sessions, completing work at home, phone calls) are tracked; data are shared with students and families and points are used to exchange for individual rewards, class- or school-based rewards, or raffles.</p> <p>Each school/site should:</p> <ul style="list-style-type: none"> <li>○ Use <a href="#">clear and precise definitions</a> of expected behaviors (shared with staff, students, and families) for remote learning.</li> <li>○ Documented incentive system and process for monitoring and evaluating.</li> </ul> <p>Families provided with <a href="mailto:behaviorsupport@sischools.com">behaviorsupport@sischools.com</a> email.</p> <p><b>Phone:</b> school therapist/social worker connects weekly via phone to maintain consistent individual communication with families and students and delivering services per the IEP.</p> <p>School therapists/social workers host weekly office hours via phone or Zoom where families can call in for support and questions.</p>	<p><b>Conference call:</b> school therapist/social worker hosts small group therapy sessions with students; lessons from SEL curricula or Newsela.</p> <p>Support staff participate in phone conference to monitor behavior.</p> <p><b>GC:</b> school therapist/social worker hosts GC to post group therapy assignments and family resources.</p> <p>School therapist/social worker contacts families of students who miss services and arrange makeup sessions.</p> <p>Share Move this World videos with student daily and, engage in activities as described.</p>	<p><b>Zoom:</b> school therapist/social worker connects weekly via Zoom to maintain consistent individual communication with families and students and delivering services per the IEP.</p> <p><b>Zoom:</b> school therapist/social worker hosts small group therapy sessions with students; lessons from SEL curricula or Newsela. Sessions recorded and shared with students who could not attend.</p> <p>Support staff attend video conference to monitor behavior.</p>	<p>Points tracked via remote learning point sheet (ABLE).</p> <p>All communication with students and families logged using ABLE.</p> <p>Attendance logged (including synchronous, asynchronous, office hours) in ABLE.</p> <p>IEP Matrix Tracking completed monthly (ABLE), including progress toward goals identified as part of BIP.</p> <p>School therapists/ social workers maintain records of therapies delivered via Zoom or phone.</p> <p>Record participation in Move this World Lessons.</p>
<p>Speech and Language Services</p>	<p>SLP</p> <p>Support staff</p>	<p>Phone calls to check in and make individual contact with students and families.</p> <p>Phone conferences with two students to deliver relevant curriculum, if appropriate.</p> <p>SLP contacts families of students who miss services and arrange makeup sessions.</p>	<p><b>GC:</b> SLP hosts GC to post general resources for families and students.</p>	<p><b>Zoom:</b> SLP delivers services (per the IEP) via videoconference and maintains individual communication.</p> <p><b>Zoom:</b> SLP hosts small-group speech sessions with students.</p> <p>Support staff attend video conference to monitor behavior.</p>	<p>Points tracked via remote learning point sheet (ABLE).</p> <p>All communication with students and families logged using ABLE.</p> <p>Attendance and services delivered logged in ABLE.</p> <p>IEP goal progress (ABLE).</p>
<p>Occupational Therapy Services</p>	<p>OT or OTA</p> <p>Support Staff</p>	<p>Students receiving OT services provided with materials (per IEP) to address fine motor skills.</p> <p>Sensory options provided based on student need and at discretion of OT.</p> <p>Students will be provided sessions to help them focus on what they can do at home.</p>	<p><b>GC:</b> OT hosts GC to post general resources for families and students.</p> <p>OT creates pre-recorded instructional videos for families to access via flash drive on a Smart TV or school Pad; these can be mailed home or picked up by families.</p>	<p><b>Zoom:</b> OT delivers services (per the IEP) via videoconference and maintains individual communication.</p> <p>Support staff attend video conference to monitor behavior.</p>	<p>Points tracked via remote learning point sheet (ABLE).</p> <p>All communication with students and families logged using ABLE.</p> <p>Attendance and services delivered logged in ABLE.</p>

					IEP goal progress (ABLE).
BEST Model Unique Learning Systems	Certified Special Education Teacher	Families pick up work from school and/or individualized work packets are mailed home; packets may include list of home-based tasks relevant to instruction or related services, reading assignments, suggested physical activities or movement breaks, suggested schedules, and links to online learning activities.	<b>BC:</b> upload relevant templates or social stories, visual schedules, and communication boards.	<b>Zoom:</b> individual discrete trial training focused on skills targeted in IEP and Catalyst.	Points tracked via remote learning point sheet (ABLE).
i-Ready Teacher Toolbox (K-8)	Support Staff	Assignments returned to school and/or mailed back; new work provided.	Weekly instructional videos uploaded to Google Classroom; new materials loaded on a weekly basis.	<b>Zoom:</b> teacher delivers skills-based instruction to individuals or dyads (e.g., i-Ready Teacher Toolbox Tools for Instruction, Lexia Lessons, Lexia Skill-Builders).	All communication with students and families logged using ABLE.
i-Ready Online Instruction		Assignments returned to school and/or mailed back; new work provided.	Teachers record read-aloud for students, post on Google Classroom.	Zoom instruction recorded and shared electronically with all families of students unable to log on for the video conference; students responsible for viewing material. Teacher or support staff responsible for following up with student.	Attendance logged (including synchronous, asynchronous, office hours) in ABLE.
Lexia Core 5 Lessons and Skill Builders		Families provided with (a) sample visual schedule to modify, (b) first/them chart; (c) relevant, requested, or IEP-goal-related social stories; and (d) home-based token economy.	Boom Learning card decks assigned weekly via Google Classroom.	Support staff attend video conference to monitor behavior.	All grades and assignment completion are logged using ABLE Gradebook feature.
Lexia Core 5 Online Instruction		<b>Task bins</b> available for pickup or sent home; families provided with new tasks once bins are returned.		<b>Individual Web-based intervention:</b> assigned students complete 30 min of (a) i-Ready Reading/Math; (b) Lexia Core-5 or Lexia Power-Up daily; or (c) Apex Learning daily (teachers align lessons with IEP objectives).	IEP Matrix Tracking completed monthly (ABLE).
Books (for read-aloud)		<b>Phone:</b> scheduled calls with students a minimum of 1x/week to deliver instruction; support staff participate in call as possible to support instruction and monitor behavior.			Data on DTT and other services provided logged via Excel.
Task bins					Service providers track all services provided via Excel.
Boom Learning					

## In Person Learning based on School's County Level

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Yellow	Orange	Red	Purple
<ul style="list-style-type: none"><li>•5 days/week in person schooling for all students</li><li>•Following social distancing guidelines</li></ul>	<ul style="list-style-type: none"><li>•4 days/week</li><li>•Monday through Thursday in person schooling for all students</li><li>•Remote learning on Fridays</li><li>•Following social distancing guidelines</li></ul>	<ul style="list-style-type: none"><li>•Hybrid Model</li><li>• Group A attends Monday/Tuesday - Remote Wednesday/Thursday</li><li>•Group B attends Wednesday/Thursday - Remote Monday/Tuesday</li><li>•Friday all Remote learning</li><li>•Following social distancing guidelines</li></ul>	<ul style="list-style-type: none"><li>•All remote learning</li></ul>

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### Cleaning, Sanitizing, Disinfecting, and Ventilation

To ensure the building is cleaned and ready to safely welcome back our staff and students, professional cleaning services will be utilized following OSHA and CDC guidelines. Disinfecting supplies will be procured through company internal resources. The building will be professionally cleaned daily. Protocols for cleaning and disinfecting throughout the school day will include wiping down shared surfaces after each use (i.e. bathroom fixtures, shared equipment, etc.) and periodic disinfection of frequently touched surfaces (doorknobs, light switches, desks, tables, etc.). All staff will receive training on cleaning, sanitizing, and disinfecting procedures prior to resuming in-person services. Families will be provided with a copy of our Health and Safety Plans via school website, as well as a detailed outline of our cleaning, sanitizing, and disinfection procedures.

### Social Distancing and Other Safety Protocols

All classrooms will have furniture arranged to ensure 6 feet social distancing guidelines are met. Students will be expected to stay in their assigned area throughout the day. Schedules will be created to ensure that there is limited traffic in the hallways and lobby areas. Tape will be used to mark 6 feet distance within the hallways and outside of restrooms to ensure social distancing while waiting in line. All rotation rooms or shared rooms will have a schedule that limits how many classrooms are able to use that space and when they can use the space. The shared spaces must be cleaned prior to another classroom entering. Outdoor areas will be used as weather permits for recess and physical education of all students.

All staff and students will be required to wash/sanitize their hands upon entry into the school building. They will also wash their hands after they use the restroom and before and after eating. Staff must wash their hands between each rotation when working with a new group of students. Students and staff will be encouraged to wash their hands before leaving and upon return to their classrooms.

Visitors will be allowed by appointment only and must complete a health questionnaire, temperature and O2 check prior to entering the building. When possible, it is advised to set up online meetings or conference calls instead of in person meetings.

All student and staff as well as outside providers will be trained in social distancing and safety protocols prior to the beginning of the school year. These trainings can be accessed on PD Hub or delivered in person by a Program Director. Program Directors will routinely check to ensure all social distancing and safety protocols are being followed and conduct re-training as indicated.

### Monitoring Student and Staff Health

Students, staff, and visitors are strongly encouraged to stay home if they are feeling sick. Upon arrival everyone entering the building must complete a health screening questionnaire, temperature and O2 check daily. If a student, staff or visitor answers 'yes' to any of the questions on the health screening or have a temperature of 100.4 or higher (Findlay and Lima)\* 100 or higher (Bucyrus)\*, or are exhibiting any symptoms of Covid-19 they will not be granted entry into the building or they will be put into a quarantine room until they are picked up and taken home.

\*Please note: the differing temperature levels are determined by the local county department of health.

Students and staff who begin showing symptoms of illness throughout the day will be assessed immediately by a Program Director. Staff will be sent home and advised to visit their doctor for additional testing. Students will be placed in a quarantine room away from all other students and staff. One designated staff member will monitor the student while in full PPE until they are picked up from school.

Any student or employee who is diagnosed with COVID-19 may not return until released by their doctor. The duration of the isolation for anyone sent home and/or diagnosed with COVID-19 will be based on the current CDC guidelines. 14-day quarantine will be required for anyone who is determined to have "close contact" to someone who has COVID-19. "Close contact" is to be determined by the local health department.

When a student/staff member has been diagnosed with COVID-19 Communication will be developed by the local health department outlining the following actions to be taken by schools when someone is diagnosed with COVID-19. NO INFORMATION WILL BE RELEASED BY SCHOOLS UNTIL CONTACTED BY THE HEALTH DEPARTMENT. To be as transparent as possible, permissible information will be shared with parents and staff, while at the same time, maintaining required confidentiality, and countering potential stigma and discrimination. The communication will explain/define what is considered a close contact (within 6 feet for at least 15 minutes) to someone with COVID-19 that will result in quarantine.

### Other Considerations for Students and Staff

In accordance with the Ohio Department of Education guidelines and the Statewide Mask Order effective August 2020, **all staff members will be required to face coverings.**

- The order requires all K-12 students to wear a mask except:
  - Children under the age of 2
  - Any child unable to remove the face covering without assistance
  - A child with a significant behavioral/psychological issue undergoing treatment that is exacerbated specifically by the use of a facial covering (e.g. severe anxiety or a tactile aversion)



- A child living with severe autism or with extreme developmental delay who may become agitated or anxious wearing a mask
- A child with a facial deformity that causes airway obstruction
- Students who meet the exception criteria listed above will not be required to wear a mask to attend school. However, all other students who do not meet the exception criteria listed above must wear masks while in attendance.

It is our intention to return all students to in person learning as safely and as quickly as possible. However, in the case of an outbreak where many staff and students are affected by illness, or in a case where the county in which the school resides goes to a purple advisory, we may need to transition to remote learning with little to no notice. In these circumstances' families will be contacted via text alert, e-mail, and phone calls. To make this school year as successful as possible the following steps will be put into place:

- Frequent communication between school and home to outline the continuum of learning plan for the school and next steps in the process of implementation.
- A "master schedule" has been created to indicate the way in which teachers will provide services throughout the week.
- Individualized student schedules, including daily plans, will be utilized through both in-person and virtual learning to making any transition process seamless and more easily accessible. Students will need to have a consistent schedule for daily participation.
- Three hours per day of assigned work is recommended. See sample daily plan schedules below as examples of the way in which a student's day might be structured.
- Attempt to maintain a schedule for students as close to the normal routine provided prior to the closures (i.e. same rotational schedules, etc.).
- Collaboration among professionals working with students virtually will need to occur. Special Education teachers, Social Workers, Speech & Language Pathologists, OT, etc. should discuss service delivery and coordinate schedules for the week.
- Ensure that all members of the teaching team have been provided access to ZOOM and Google Classrooms. ZOOM, Google Classroom, and Introduction to Remote Learning webinars
- Parents /families/students will continue to receive regular "check ins" from school personnel in the form of emails, phone calls, surveys, etc.
- Continued communication and training will be available to families/students regarding both academic instruction and social emotional wellness.
- Additional resources will be provided to families/students on a needs/request basis.

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
* <b>Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b>	<ul style="list-style-type: none"> <li>- professional cleaning services increased</li> <li>- daily cleaning/ sanitizing schedule created</li> <li>- drinking fountains not allowed to be used</li> <li>- building schedule and transition schedule created to minimize hallway interactions</li> </ul>

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
* <b>Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b>	<ul style="list-style-type: none"> <li>● Unnecessary furniture removed from classrooms to allow for 6 feet of separation between student desks/ tables</li> <li>● Limited chairs at tables</li> <li>● No large group settings: students eat lunch in classrooms</li> </ul>
* <b>Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b>	

<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> <p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> <p>Limiting the sharing of materials among students</p> <p>Staggering the use of communal spaces and hallways</p> <p>Adjusting transportation schedules and practices to create social distance between students</p> <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p>	<ul style="list-style-type: none"> <li>• Common area usage limited to number of students to maintain social distancing</li> <li>• Hygiene protocols posted- instruction in proper hygiene practices, schedule of hygiene (hand washing)</li> <li>• Visual aids posted to promote protective measures</li> <li>• Use of visual aids (markers on floors, personal boxes taped out) to assist with social distancing within the classrooms</li> <li>• Recess and shared equipment cleaned after each use</li> <li>• Students provided personal supplies (pencils, notebooks, texts, iPad, crayons etc.) when feasible</li> <li>• Building wide schedule created to minimize interactions during transition in hallways</li> </ul>
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**Monitoring Student and Staff Health**

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p>	<p>Self-monitoring required for all staff and students</p> <p>Any students, staff, or visitors entering building will be checked for:</p> <ul style="list-style-type: none"> <li>• Body temperatures</li> <li>• Oxygen saturation</li> </ul> <p>Any students or staff members exhibiting COVID-19 symptoms must isolate based on CDC guidelines</p> <p>Persons with a history of exposure must remain in self-quarantine for 14 days following exposure.</p> <p>Any person with a confirmed case of COVID-19 may return only when cleared by a medical professional with documentation</p> <p>Notifications will be made under the guidance of SESI leadership via:</p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Email</li> <li>• Phone contact</li> </ul>

**Other Considerations for Students and Staff**

Requirement(s)	Strategies, Policies and Procedures
<p>* Protecting students and staff at higher risk for severe illness</p> <p>* Use of face coverings (masks or face shields) by all staff</p> <p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p> <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> <p>Strategic deployment of staff</p>	<ul style="list-style-type: none"> <li>• Distance learning with increased rigor and live online instruction will be available to all students at higher risk for severe illness</li> <li>• Staff are required to wear face coverings when interacting in proximity of less than 6 feet with other individuals</li> <li>• Students are encouraged but not required to wear face coverings when interacting in proximity of less than 6 feet with other individuals</li> <li>• Increased staff presence during times of transition to assist in maintaining social distancing</li> </ul>