

Wood County Board of Developmental Disabilities

# Wood Lane School Reset and Restart Plan 2020-2021

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## Underlying premise

- The plan must be flexible to address the needs of the students, staff, families, and community.
- Consistency in all areas of operations is preferred.
- Safety protocols will be implemented as realistically as possible.
- Communication with the Wood County Health Department will help promote continued safety for students and staff.
- Students and staff will be required to participate in daily health assessments (temperature, questions, etc.). Individuals with a temperature over 100 degrees F, or other flu-like symptoms, will be asked to stay home or will be sent home if symptoms develop during the school day.
- An understanding needs to be held that some level of risk will always be present when school children and board/district staff occupy similar space during a school day.
- Opportunities for student learning are a priority.
- The school staff is committed to using a variety of approaches to best serve the “whole” student throughout the pandemic.

## Benefits of the proposed plan

- The plan allows Wood Lane School to open to all enrolled students whose families desire some face-to-face instruction, and it also addresses fully remote schedules.
- The plan allows Wood Lane School to increase face-to-face opportunities if the environmental health of the county will support additional face time.
- The plan provides for fluidity to address the needs of students/staff who may become ill and require additional remote supports.
- The plan allows the school to expand services in the second semester if the environmental health of the county supports such action.
- The plan makes every effort to ensure students work in classroom groups, which are same/limited small groups, to avoid intermixing services and/or supplies. This reduces the need to close the entire school building in the event identified cases or exposure to COVID-19 arise.

## Facility Preparations

- Cleaning protocols for wiping up/sanitizing individual workspaces have been in place since the beginning of the pandemic in March 2020
- The custodial staff currently uses stringent cleaning protocols for classrooms, bathrooms, and shared workspaces
- Entrance A will be the primary point of student entry to the school building. Staff will need to take turns as people come and go to avoid walking in each other's personal space. The staff will use the premise of "walk on the right".
- During bus times from 8:30-8:45, staff wishing to exit will defer to students/staff entering from the bus. Students will use "single file" to enter and to promote appropriate social distance during this process.
- During bus times from 3:00-3:15, staff wishing to enter will defer to students/staff exiting the building to the bus. Students will use "single file" to promote appropriate social distance during this process.
- Large common spaces (such as the cafeteria, gym, ILS) will be closed to the school at-large. These spaces will be scheduled by a specialist based on class grouping, need for hands on instruction, or therapy session required. The specialist will wear appropriate PPE. Following the instruction, appropriate cleaning/sanitizing will take place. Specialists will be prepared with a clothing change after serving all the students from a class close interaction was required during the instruction.
- Small common spaces (such as quiet room sensory room) will be scheduled for individual or classroom use and will be cleaned/sanitized prior to the next individual or group entering.
- The shared hallway will be divided as a "road" and students/staff will be directed to "drive" on the right-hand side of the road to reduce people congregating in a single area. The use of arrows will also help to remind everyone of the "correct" flow of traffic.
- Extraneous furniture will be removed from the classrooms to enhance the opportunity to honor social distancing.
- Restrooms will be assigned to specific classes.
- All students and staff will be expected to wash hands upon arrival at school. There are sinks in each classroom to help facilitate this practice. Hand sanitizer is also readily available in all school locations. Students will be supervised by staff or receive modeling from staff to ensure healthy handwashing practices. Staff will receive retraining for safe handwashing practices.
- The Media Center/ILS will be closed to students. Staff will be able to bring books to the classrooms for student use. Staff will be able to check out the SMART board for classroom use. Media Center items will be cleaned prior to return to the Media Center.
- PPE is readily available to all persons in the building. A supply of PPE will be kept in each classroom.
- Entrance A will remain the primary point of entry until the new entrance is built at which time the plan may be revised. A temperature-taking station will be established in the vestibule.

- An additional temperature-taking station will be established near the front display cabinet for use by students/staff as part of daily temperature checks.
- Each student will have an individual tub or bin that will include his/her instructional materials used throughout the school day. These items will be cleaned before being returned to shelves or cabinets.

## Illness

- Students and staff should stay home and “call off” if they have a temperature over 100 degrees F, cough, flu-like symptoms, aching joints, nausea, etc. Staff should notify the school principal (419.575.9715) and the administrative assistant (419.297.2429) if they will be absent. Families should contact the transportation office (419.353.4307) and the school office (419.352.6885) if a student will be absent.
- Students and staff may return to school after being fever free for 72 hours (3 days) without the use of fever reducing medications.
- If symptoms persist, the individual/family is strongly encouraged to contact a family physician for additional guidance. Communication with the school regarding symptoms and outcomes is critical to guide school personnel in making informed decisions regarding school/community health. A doctor’s note may be required for return to school/work depending on the nature or severity of the illness.
- If students become ill at school, families will be contacted to pick up the student. The cooperation of the family in planning to pick up the sick child within one hour of notification is appreciated.
- If students must wait for family members to arrive at the school, the child will be isolated as much as possible in a quiet area (clinic, gym, etc.). Staff waiting with the student will use appropriate PPE while waiting for the parent/guardian.
- If staff members become ill at school, the staff person will be immediately sent home.
- After the student/staff member has exited the building, stringent cleaning protocols with appropriate PPE will be implemented to reduce spreading germs.
- The children’s services nurse will work with the local health department to determine if quarantine by some/all is required.
- Students who are not sick but require medical attention will be treated by the children’s services nurse during the school day and information about the treatment will be shared with the family via phone, text, or email. If the student is treated in the clinic, the clinic will be cleaned/sanitized following the encounter. If the student is treated in the classroom, the nurse will use appropriate PPE to reduce bringing contaminants into the room and the needed locations within the room will be appropriately cleaned.
- Medicine distribution and other medical tasks will continue via nursing staff and trained delegated staff to reduce the number of people going in and out of classrooms.
- Every effort will be made to reduce the number of students coming into the main office of the school.
- An up-to-date Emergency Information Form is critical to the success of working with all students, especially those who may be medically fragile. Parents are urged to contact the children’s services nurse (419.352.7568) with updated information as it is available.

- If a family is under quarantine, the children's services nurse will work with the local health department to determine an appropriate plan of action (child remains at home, classroom quarantine, other?).
- Family members are required to report exposure or quarantine. This information may be reported to any staff member. When a staff member is informed of illness, he/she will then report cases to the principal and/or children's services nurse. An Unusual Incident Report (UIR) will be completed. As required by law, the children's services nurse will contact the family for details related to the pandemic and then contact the local Department of Health. Documentation of the case will be handled per health department directives. (What type of form?) Each case will be handled individually based on the guidance from local health authorities.

## Communications

- Should immediate communication be needed during the school day, the “Instant Alert” contact system will be used to inform parents of needed information regarding student or school safety concerns. Additionally, individual phone calls will be made to families to follow up on initial information from the Instant Alert message and provide opportunities to ask questions.
- Once approved, a summary of this plan will be posted on the agency website for external partners and on the agency pandemic plan site within SharePoint for internal partners.
- Policy and procedure changes will be announced via the planned agency communication schedule.
- Wood Lane students require unique and individualized methods of communication/training whenever new learning is required. The students will be supported by the staff at the school to learn new behaviors and procedures through supports identified in the individualized educational plans.
- A “hard copy” of the approved plan will be emailed to parents. Individual phone calls/follow up will take place after the plan is shared to enable families to ask questions and/or seek additional clarification.
- When “in home” instruction (remote learning) is required, parents/students will be provided with activities and materials based on their unique individualized learning plan. Virtual platforms will be used as appropriate. An individual’s photo release form and permission for internet access will be followed.
- Fire, tornado, and lock down drills will continue as required for Ohio school buildings with modifications for egress based on the need to reduce individuals clustered at exits. Every effort will be made to recognize speedy access to the safe locations as well as the need for social distance.
- Communication about the approved plan will be made with the local school district partners.
- When Wood County is identified as level 3 (red) students and staff will participate solely in their class groups without direct interaction with others outside the class group. When Wood County is identified as level 4 (purple), students and staff will provide instruction remotely for the full week. Parents will be notified of changes when they are announced by the Ohio Department of Health. Changes will go into effect the following Monday after the announced change.
- COVID-19 cases will be reported to families as a communicable threat using similar written methods employed for other communicable diseases to which children may be exposed at school. In addition to written communications, personal contact will be made to those most likely to be affected by the illness.
- Staff members will be provided with information about outbreaks so they can factually answer questions from families with the intent to lessen rumors or minimize panic.

## Entry to the Building

- Students will be temperature screened upon entry to the bus in the morning as well as at mid-day. Transportation staff will do the temperature screening in the morning. Delegated staff will complete the screenings mid-day.
- Students who are transported to school by parents or by a provider will be temperature screened by delegated staff prior to entry to the building.
- A final temp-screen will take place at the end of the day to reduce the chance of sending sick students on the bus.
- Staff will be required to complete a self-administered temperature screen and answer specific health questions upon arrival at work. The children's services nurse will conduct a temperature screen mid-day.
- Parents entering the building will complete a self-administered temperature screen and answer specific health questions upon arrival at entrance D. The administrative assistant on duty will work with the parent to determine if entry to the building is required or if the parent can be assisted from the remote entrance. Parents will receive notification of this procedure prior to the start of the school year.
- All students and staff will enter the building from Entrance A. Parents will enter the complex from Entrance D.
- Volunteers, including university students and community volunteers are not permitted for the first semester of the school year 2020-2021. This practice will be reviewed for the second semester.

## Instruction

- Students will attend by class in two groups (Monday-Tuesday or Thursday-Friday). Students will stay in classroom groups and be served by the adults assigned to the classroom. Class sizes will be two to four students. On the alternate days when students are not attending face-to-face, hands on instruction will be sent home in advance to match the curriculum presentation of the grade/group. Specialists/therapists will provide face-to-face and/or “virtual” lessons with the student using appropriate supports. Guidelines established for cleaning, sanitizing, and use of PPE will be followed.
- Classes will have their own instructional and PPE supplies that stay in the classroom.
- Instruction will be delivered in a combination of face-to-face presentations (two days) and hands-on/home-based presentations (three days).
- When students need to leave the room, they will travel with classroom staff and follow the designated traffic flow whenever possible.
- Some students will bring their own personal communication devices or electronic communication devices to school from home. These items will be cleaned in the morning and at least mid-day when they are at school.
- Students are discouraged from bringing items from home to school (other than communication devices). If extraneous items are brought to school, the staff will clean the item and put it in the backpack to take home at the end of the day.
- Transition programs will be designed on an individual basis and will be subject to the same scrutiny as other learning opportunities during the school day.
- Progress reports will be developed based on the data collected by the classroom staff and the therapy staff during both classroom and remote encounters. All gathered data will be reviewed. As appropriate, the IEP will be amended to reflect the appropriate learning needs of the student.
- If appropriate, the teacher may conduct lessons/classes outside the school building (at other locations on the Board campus) such as playground, sensory trail, etc.
- Parents will be contacted prior to the start of school via mail and personal phone call to welcome the family back to the building and to answer questions they may have about the hybrid start to the school year.
- Parent/Teacher Conferences will be held virtually using the schedule outlined in the adopted school calendar.
- Students/staff may use the playground via a posted schedule. At times when no one is scheduled on the playground, any student, with assigned staff, may use the playground. The assigned staff should note this use on the posted schedule. The playground will be limited to four students (with staff) at a time.
- One hundred percent of the students served at Wood Lane School have significant complex disabilities. Meeting their individual needs will be the guiding principle by which the school operates within the guidelines established in this proposal.

- Students at Wood Lane School will require hands-on, adult-directed instruction. Throughout the pandemic, the staff used the Ohio Early Intervention Model of “coaching” as an adult strategy to guide the learning of the child. This premise will continue to guide the remote instruction for the days when the students are not physically in the building. When students are learning in a remote setting, regular contact will be made with the family to assist with the learning opportunities provided. The staff will receive training in the adult coaching model prior to the start of the school year.
- Any supplies the students may need at home to access their learning activities will be sent home. These items will typically be delivered on Tuesday or Friday afternoons (reflective of the student’s assigned attendance days) and/or on Wednesdays. Transportation staff may be asked to make additional drop offs, if required, to ensure the students will have access to needed supplies.

## Curriculum

- Teachers and assistants will provide instruction in multiple ways designed to meet the needs of the student and family. These may include face-to-face instruction, virtual platforms, phone calls, video modeling, adult coaching, hands-on materials, sensory integration, visual and tactile supports, and many more.
- Teachers and assistants will determine at what level students are returning to instruction using observation and hands on tasks during the in-class interactions. Since all instruction is individualized, the classroom staff will begin to rebuild skills the student may have lost during the mandated closure. Careful monitoring/documenting of progress will take place to determine how long it takes to help the student recoup skills. Failure to regain skills may result in a revision of the IEP. Communication with both the family and the local district will be required.
- The teachers will continue to work on instructional/curriculum mapping to address coverage of all the Ohio Learning Standards – Extended.
- Curricular tools are included in the current school year budget and will be purchased on an “as needed” basis using the students’ instructional needs as the basis for purchase.

## Special Education Services

- One hundred percent of the students attending Wood Lane School have significant, complex learning and/or medical needs. Every procedure at the school addresses the students' needs related to communication, behavior, academic functioning, social-emotional needs, mobility, etc.
- Services will be delivered in a hybrid approach with two days of face-to-face instruction and three days of remote learning. Teachers, specialists, and assistants will document student progress based on both in-class performance and information gained through parent coaching opportunities.
- Parents are integral to the success of the both the students and the staff. Parents will be informed of the coaching opportunity and remote learning plan. Parent communication can take place through notes home, mail, email, text, conference calls, and/or video conferencing. Many options are available to families as one-size does not fit all.
- If families need technology for communication or instructional purposes, Wood Lane School will work with the family to assess the needs and develop a plan for minimizing this need. Equipment can be loaned when other solutions fail.
- ETR and IEP meetings will continue as scheduled. Video and phone conferencing can be used successfully for this purpose. Local districts are critical to the success of these plans. Districts will be able to have access to the documents and to the students for observation and assessment when required. Video platforms will be explored first as a method of providing needed student information to the district. If this information proves inadequate, a plan will be developed with the family and the local district for more direct interaction with appropriate PPE if needed.
- Students whose families have concerns for the medical safety of the child in a group setting and prefer to keep the child at home (with physician's documentation) will be provided instruction five days a week using a remote model. If needed, the IEP will be amended to reflect this change in LRE.
- It is the intent of the Wood Lane School Staff to meet all federal and state guidelines for the delivery of service for the students.
- Parents are considered partners in the educational process and will be consulted with ideas and changes as they arise. It is expected that a collaborative relationship will be maintained.
- The school will provide communication to the home/residential program daily regardless of the type of service provided.
- As previously stated, the school will employ an adult "coaching" model to provide parents and caregivers with methods of continuing instruction in remote situations.
- The Wood County Board of Developmental Disabilities previously adopted a remote learning policy, and this will be continued throughout the pandemic. Remote learning is different than home instruction. The minimum standard for home instruction is one hour of face-to-face instruction per day.

- The school staff will establish a schedule for remote consultation with the family/residential program to successfully meet the needs of the students and their caregivers. Flexible scheduling will be considered as needed.
- The need for compensatory services will be addressed individually. The staff will evaluate each student's progress at the time Quarter 1 Progress Notes are reviewed to more accurately respond to this need. Communication with the family and with the local district is expected.
- Based on the changing educational, social-emotional, and/or medical needs of the child, this plan will remain flexible and students may return to face-to-face instruction or change to full remote instruction at any time. Formal IEP amendments will be made as needed.
- Home visits for educational purposes will be considered on a case-by-case basis as appropriate with consideration for PPE and social distancing.

## Translation Services

- Wood Lane School supports families whose native language is not English. Translation services have been successfully used in the past and are available to be scheduled, both remotely and face-to-face.
- If students would enter Wood Lane School with limited English language comprehension, AAC and a total communication approach would be employed to address this specific need.
- Communication with the local district and with the family would be used to address the specific language needs of the student.
- Technology may be used to maximize instruction.

## Transition

- Students loop with the same teacher for multiple years to maximize the teacher's familiarity of the students' learning needs and other educational factors including interests, instructional supports, and growth factors.
- Transition plans will be handled on a case-by-case basis to meet the needs of the student and continue to address healthy safety measures.
- Current transition policy and procedures are flexible based on student goals and interests.

## Social Emotional Learning

- Staff will receive training in trauma competent practices.
- Social emotional learning supports are built into each student's daily routine (familiarity with staff, same group activities, etc.). The local district, positive behavior support specialists, service and support administrators, as well as local mental health resources can all be used to further support students experiencing trauma as a result of the pandemic.
- Students and staff will benefit from a consistent schedule as well as familiar activities within the routine of the school day. Numerous supports are typically provided during classroom instruction and will continue to be available during both face-to-face and remote learning opportunities.

## Discipline

- It is recognized that students at Wood Lane School may not always understand school rules or procedures. An important premise of instruction at the school involves teaching students about certain rules and behaviors. Failure to follow a specific rule or behavior is not a reason for punishment, but rather an opportunity for instruction. “School discipline” in the traditional sense is not followed at Wood Lane School.
- When students need a “break” from instruction, staff will always accompany the student to a new/safe location. Appropriate cleaning/sanitizing procedures will be applied as appropriate based on where the student has traveled within the building.
- Redirection is almost always the first strategy used to provide new behavioral options for students. This also includes redirection for transportation concerns.
- Students will be encouraged to try masks and face shields but will not be punished if they are unable to tolerate these health safety options. Staff will wear protective facial coverings.
- Staff will be retrained in using positive behavioral supports at the start of the school year.
- Restraint is not a common practice at Wood Lane School and would only be employed in a life or death situation. The use of this procedure will result in an unusual incident report followed by investigative action.

## Before-School and After-School Programs

- Wood Lane School does not utilize before-school and after-school programs.
- When a student refuses to board the bus, the student will remain at school, supervised with at least 1:1 adult supervision until the appropriate transportation arrives to take him/her home or to the residential setting.

## Enrichment Opportunities

- Wood Lane School does not utilize co-curricular and extracurricular activities.
- Field trips will not be scheduled for the first semester of school year 2020-2021. This practice will be reviewed for the second semester.
- Students do not participate in fundraising.
- Classrooms may engage virtually with each other for learning or “club” activities. Face-to-face interactions between classrooms will not take place for the first semester of school year 2020-2021. This practice will be reviewed for the second semester.
- Visitors/volunteers are not permitted for the first semester of the school year 2020-2021. This practice will be reviewed for the second semester.
- School assemblies in both classrooms and the gym/auditorium will not be scheduled for the first semester of the school year 2020-2021. This practice will be reviewed for the second semester.

## School Culture

- The staff will engage in retraining opportunities to help the students “connect” to the school.
- The staff will participate in virtual opportunities to “connect” with each other.
- A regular schedule based on the current adopted school calendar will provide structure for the hybrid plan provided for in this proposal.
- Providing students and staff with a feeling of belonging in the school will enhance the feeling of safety and security in a changing community health pandemic.

## Staff

- New staff will be given the opportunity to work in the assigned classroom individually and in consultation with the direct supervisor beginning August 1.
- For students transitioning to a different classroom, “sending staff” will virtually share relevant information regarding student success with the “receiving staff” prior to the student arrival in the fall.
- Teacher meetings will be held every Wednesday, beginning with the first week of the student attendance in the building. Meetings will primarily be held virtually. Space is available in large spaces to bring all staff together for these meetings with appropriate social distance.
- An additional staff day is being requested for Friday, August 14. A Memorandum of Understanding has been established with the Wood Lane Education Association to address this change. The purpose of the day will be to address trainings and transitions required for the success of both students and staff during the upcoming school year. A variety of personnel may offer the trainings based on the expertise needed.
- Substitute staff will be on-boarded individually based on their current needs and experience. Substitutes will be invited to all trainings offered to the full-time staff. Substitutes will be provided with individualized trainings in each classroom to learn to meet the individual needs of the students.
- When assigned, substitutes will work in only one room per day to reduce the likelihood of “cross-contaminating” groups.
- Staff will maintain daily contact with parents via classroom notes, phone calls, email, text, conference calls, video conferencing, etc.
- Teachers will develop a schedule for all classroom staff to take a “break” during the school day. The staff will honor the existing break schedule or develop a modification of it. Staff will need to work together to ensure everyone has a break. The time away from instruction will be critical in helping the staff remain recharged to assist the students in close and sometimes challenging work.
- A committee to address the social-emotional needs of the staff will be developed. It is hoped the committee will develop monthly “social” activities for the purpose of supporting staff social-emotional health.
- Top governmental figures have named teachers and those who serve in classrooms as essential employees. This plan identifies the need for all staff to report in person, even if students are required to receive remote instruction. Should full remote instruction be required, school staff will continue to report as allowed. Staff members who may become ill or may be required to quarantine will be addressed on an individual basis to ensure the safety of the adults working in the building and to enable student learning to continue as efficiently as possible.

## Human Resources

- New positions will be posted virtually as they become available.
- Candidates will be interviewed virtually as an initial encounter. Should additional interviews be required, these will be scheduled face-to-face with appropriate social distance and facial coverings.
- The current association agreement with WLEA primarily addresses “me too” language. The staff follows policy as they are designed for the agency. Telecommuting was approved during the mandated school closure at the start of the pandemic in March 2020. The procedure can be used in the event the building is once again subjected to a mandated closure.
- For the start of the school year 2020-2021, all staff will report daily to the building.
- The school administrator will work from the school building as permitted by public health officials.
- The school administrator will expect to reach staff who are telecommuting during the pandemic any time during regular school hours (8:15-3:45)
- Staff members may contact parents in a variety of ways: notes home, email, text, phone calls, conference calls, virtual platforms, video conferencing, etc. Staff members may interact with students during these parent communications. Staff members are reminded of the importance of professional manners and ethics during these interactions. Staff members are encouraged to have parents/caregivers present during student interactions from the home.
- Should a staff member have a concern about a communication with a parent/student, the staff member should contact the direct supervisor (school administrator) immediately.
- Board equipment and personal equipment may be used for connecting with parents during school closures and remote learning opportunities.

## Classified Staff

- The Board currently employs a variety of paraprofessionals (assistants) working in the classrooms. In addition, numerous 1:1 paraprofessionals are contracted via the local school districts. These paraprofessionals are essential to meaningful instructional delivery and the use of individualized methods.
- The paraprofessional staff will follow the teachers' and specialists' (intervention specialists' and therapists') guidance for individualized instruction. The paraprofessional staff may create individualized learning materials, contact families, interact virtually with students, make home visits, deliver materials, support instruction previously provided, and/or share information with families/caregivers. The list is not meant to be all-inclusive. It is understood the paraprofessional staff will communicate with the intervention specialist and/or therapists regarding all areas of instruction.
- The custodial staff has been of vital importance in maintaining building cleanliness. Their proactive approach about the return to face-to-face instruction has resulted in heightened cleaning strategies as well as the purchase of a "Clorox 360" total cleaning system and other electrostatic devices.
- The custodial staff will be part of the back-to-school training to ensure work surfaces, classrooms, and hard/soft surfaces are maintained at appropriate levels of cleanliness.
- A robust cleaning schedule currently exists for all classrooms and student spaces so few additional routines will need to be added.
- The custodial staff intends to thoroughly clean/sanitize all classrooms at the end of the day and restrooms twice daily. Buses will be cleaned/sanitized daily.

## Information Technology

- Staff will clean keyboards and electronic touch surfaces after student and staff use.
- The IT Department will provide retraining for these cleaning protocols.
- Staff will need additional access to video and audio devices for use in the classrooms and with families. Evaluation of these needs (together with appropriate purchases if required) will be completed prior to the students' arrival on August 18.
- "Go-To-Meeting" has been adopted as a preferred video platform for the agency. In addition, "Microsoft Teams" can be used for in-house meetings. "Docu-Sign" can be used to retrieve electronic signatures. UIRs will be written via Brittco. It needs to be determined if students not receiving service coordination could be added to Brittco. IEP Anywhere (SameGoal) will be used to write ETRs and IEPs. ETR and IEP meetings will be held via phone or video conference whenever possible.

## Transportation

- Bus routes will be altered to limit the number of students on a bus to a maximum of four students. The students will be transported by classroom groups rather than by region of the county.
- It is the goal to bring in about half of the school at one time (Monday-Tuesday or Thursday-Friday).
- Drivers and bus aides will have access to appropriate PPE.
- Students will be encouraged to try to use masks or face shields. The students will not be refused participation at school or on the bus if they refuse these facial coverings.
- Reducing the class size by half will create bus capacity of three to four students, one aide, and one driver. The bus staff will be able to socially distance this number of students whether using wheelchair tie-downs or having students assigned a seat on the bus. Tie downs can be alternated (zig zag) and there will not be more than one student per seat.
- The bus aides will temperature screen students prior to entering the bus.
- The school will work with other agencies/school districts to ensure students not riding in a bus are able to safely access transportation to school.
- Students being dropped off by parents or other providers will be temperature screened upon arrival at the school.
- All students will enter the school through Entrance A. This procedure may be revised after the completion of the school security entrance project.
- The bus staff will need to clean and sanitize buses daily for each route. A schedule will be developed from the custodial team, and the bus staff will be trained for this process.
- Students are picked up individually at their homes. Parents/caregivers will help bring the student to the bus from the home. Because the bus aide assists the student in the seat or with the wheelchair lift/tie down, social distancing rules may not be appropriate/apply. The bus aide will always wear a mask or face shield on the bus.

## Arrival and Dismissal

- When students arrive at school and leave for the day, they will be greeted by or exit to the bus with a “bus buddy” (a consistent adult for every transportation encounter).
- Half the school population will arrive at one time (approximately twelve to fifteen students). Because of the school security construction project, all students and staff will enter through Entrance A during school hours. Students coming into the building or going out of the building with staff will be given priority going through the door at Entrance A. Staff waiting without students will defer to the student teams still loading or unloading buses.
- Students and staff will practice “driving” on the right. Arrows defining the direction of travel will be provided in the hallway to provide a visual of this concept.
- Buses will pull to the front door. Students will be greeted and directed by staff upon arrival and until boarding the bus to leave. Students will not need to cross any roads or parking lots to enter or exit the bus.
- Attendance will be taken in the building. Staff will email the attendance to the administrative assistant.
- Students leaving early or arriving late will be greeted or exited by their bus buddy who will be called to entrance A. Parents will sign in or sign out the student from entrance A. Parents will not bring students to the classroom or pick up students from the classroom. As much as possible, the interaction with parents will take place in the vestibule.
- Parents will be informed of this procedure by mail when the information for the new school year is sent home. Individual phone calls can be used as a follow-up to the mailing.

## Meals

- The cafeteria will be “closed”. Students will eat breakfast and lunch in the classroom.
- The food service assistant will deliver meals to the rooms and pick up the dirty dishes following the meal.
- The school cook is in consultation with the Wood County Health Department and has met the requirements related to serving meals in rooms, using permanent or disposable dishes, etc.
- Classroom staff will supervise students during meals in the classrooms. A break schedule will be developed by the intervention specialist to ensure all staff members receive a break during each school day.
- After eating meals, staff will wipe down and clean desks/chairs/trays, etc.
- The classroom staff will be trained for before-meal and after-meal cleaning protocols.
- Approved OSHA cleaning supplies will be stored out of student reach in each classroom. It will be the responsibility of the classroom staff to inform the custodial staff if more cleaning supplies are needed.
- A plan for meal delivery each Wednesday will accommodate the students for the three days of remote instruction being developed.
- Lunch counts will be sent to the school cook via email.

## Restrooms

- Each classroom will be assigned a restroom for its sole use. This restroom will be used only by the students in the classroom. The restroom will be used individually (not by groups of students) in addition to the single toilet/restroom located in some classrooms. Students are always accompanied by staff when using the restroom.
- Only one student with appropriate staff will in the restroom at a time.
- Staff members have already been trained to follow cleaning protocols after a student's use of the restroom. This procedure will continue as is.
- Water fountains (in the hall and in the classrooms) will be closed.

## Main Office

- Every effort will be made to reduce traffic through entrance A.
- Only one staff may use the copier at a time.
- Parents waiting for drop off or pick up of students will wait in the vestibule.
- ETR and IEP meetings will be held virtually whenever possible.
- Enrollment materials are being offered online.
- Paperwork will be sent back and forth virtually whenever possible.
- Attendance will be delivered to the administrative assistant via email.
- Only one person at a time will retrieve mail at the mailboxes.
- Lunch counts will be delivered via email to the food service staff.

## Budget

- It is understood this plan comes with additional cost. Actual costs are undetermined. A non-inclusive summary follows:
  - Food costs
  - The cost of an additional day for staff, August 14
  - Updates of instructional technology for five classrooms and five specialists to better facilitate video conferencing/instruction
  - Curriculum mapping training materials
  - Additional instructional materials to send home to facilitate remote learning
  - Face shields and masks for staff and students
  - Additional PPE

## Custodial Daily Disinfecting Plan

**Custodians/Staff will follow all prescribed use of disinfectants, PPE, cleaning procedures, electrostatic sprayers and changing protocols. Plans will be regularly reviewed and updated as needed to be in-line with local Health Department guidelines and recommendations.**

- To limit the number of social encounters, only one custodian will be designated to enter classrooms during the school day.
- Classroom staff will disinfect their room throughout the day. Educational equipment, toys, or other materials used by a student will be separated after use in a dedicated bin. Classroom staff will disinfect these items at the end of each school day. Custodians will clean and disinfect all classroom rest rooms after lunch.
- Custodians will be called as needed for special clean-ups, such as carpet extractions, body fluid spills using disinfecting procedures and equipment.
- All school touchpoints such as doorknobs, handrails, common sitting areas, push bars, push plates, light switches, hand sanitizing dispensers, water bottle filling stations, entry check-in station, lobby, etc. will be disinfecting by custodial staff on a rotation.
- All common rest rooms will be on a disinfection rotation with check sheets, ensuring adequate disinfection. Disinfectant sprays, paper towels, and gloves will be in every rest room and locker room.
- At the end of every school day, all classrooms/restrooms will be cleaned and disinfected by custodial staff. This will include the use electrostatic disinfecting sprayers.
- The clinic will be cleaned and disinfected at the end of each day by the custodial team and after sick patients by the children's services nurse. The children's services nurse will disinfect items as she uses them. The electrostatic disinfectant sprayer will be used in the clinic after each school day.
- Daily disinfection will be done in the gym after school by custodial staff - including touchpoints, mats, equipment and floor. During the school day, educational staff will disinfect individual gym items/equipment after each student use.
- School buses will be cleaned after each route and disinfected with the electrostatic disinfecting equipment at the end of each day.

### **Disinfecting in between groups (Wednesday and Weekends)**

- The time in between groups will be spent thoroughly cleaning and disinfecting each area. Including desks, countertops, chairs, tables, walls, doors, restrooms, common touch points, sinks, faucets, dispensers, mats, cabinets, knobs, devices, toys, floors etc. These areas along with the hallways, lobby, all touchpoints, walls, floors will be disinfected. The electrostatic disinfecting equipment will be used in addition to routine cleaning/sanitization.

### **Playground equipment**

- The playground equipment will be cleaned at touchpoints after each use by educational staff (bars, chains). Staff will also sanitize non-porous picnic tables when used.

## Remote Learning Plan Requirements

- A description of how student instructional needs will be determined and documented.
  - The students' individual education plans (IEP) together with curricular expectations in the Ohio Learning Standards – Extended will guide instructors and the classroom paraprofessionals in developing instructional materials appropriate for the students.
  - Lessons will be individualized according to the students' learning needs.
  - The instructional staff will use a variety of formative practices including pre-assessment, observation, and task analysis to determine appropriate starting places when new units or learning experiences are begun.
  
- The method to be used for determining competency, granting credit, and promoting students to higher grade levels
  - The instructional staff will use data collected from work samples, performance assessments, remote observations, formal and informal (summative) assessments, curricular guidelines, etc.
  - Completion of curricular activities in combination with participation and growth on IEP goals will determine progress to succeeding grade levels.
  - When appropriate, the IEP is used as the method by which progress is measured for promotion.
  
- The school's attendance requirements, including how the school will document participation in learning opportunities
  - Participation in Remote Learning Activities will count as attendance.
  - Failure to participate in Remote Learning Activities will be counted as absence.
  - The Board has adopted a remote learning policy and will count participation as meeting the requirements for attending school.
  - Attendance expectations will be clearly communicated with each family via written and verbal methods.

- A statement describing how student progress will be monitored
  - One hundred percent of the students attending Wood Lane School receive individualized support as students with significant complex disabilities.
  - Remote Learning Activities will combine curricular expectations with individualized supports and unique learning tools to meet each student's learning needs.
  - Collected data will be based on observable, measurable performance and will serve as a representation of student progress.
  - Families will be provided with quarterly progress as identified through the Individuals with Disabilities Education Act (IDEA) and the Ohio Operating Standards for the Education of Children with Disabilities.
  - Instructional Staff will maintain daily contact with families to determine the student's progress or modifications required to the learning materials.
  - The instructional staff will use the Ohio Early Intervention Model of "Adult Coaching" when working with families and to ascertain progress.
  
- A description as to how equitable access to quality instruction will be ensured
  - One hundred percent of the students attending Wood Lane School receive individualized support as students with significant complex disabilities.
  - All Remote Learning Activities will be made available to all students as "hands-on" materials.
  - Any supplies the students/families require to complete the Remote Learning Activities will be sent home via transportation staff so the families can work with their students at home.
  - Methods of communicating with the student/family could include phone call, email, mail, text, notes home, conference call, video platforms, face-to-face home visits, etc.
  - Instructional staff will teach, clarify, support, and remediate as needed.
  - Families with access to technology will be provided with "links" to support the hands-on materials; families without access to technology will be able to borrow equipment from the school to help support the hands-on learning materials.
  - Online resources will be considered as supplemental or support rather than the primary source of learning; no student/family will need to go without this resource (see above).
  - Instructional staff will develop a schedule with each student's family for daily interaction when students are not in the building.
  - Remote learning activities will follow a similar scope and sequence as learning materials delivered in a face-to-face setting.
  - Wood Lane School will communicate with each family in both written and verbal formats the expectations of Remote Learning with the opportunity for families to ask questions or seek clarification.

- A description of the professional development activities that will be offered to teachers
  - Instructional staff will receive professional development in a variety of topics. The following list is not meant to be all-inclusive:
    - ✓ Adult coaching strategies
    - ✓ Assessment practices (formative and summative)
    - ✓ Curriculum development and alignment
    - ✓ Literacy and math support strategies
    - ✓ Hands-on approaches for learning
    - ✓ Using data to measure progress
    - ✓ Task analysis
    - ✓ Cleaning protocols
    - ✓ Social-emotional learning strategies
    - ✓ Trauma competent approaches

## Remote Learning Attendance Policy

It is the intent of Wood Lane School to offer remote learning opportunities throughout the school year 2020-2021. When students are engaged in the activities sent home by the classroom staff; and the parent/caregiver provides participation support for the student; attendance credit will be given for the day of remote learning. Ongoing communication between the home and the school is expected. Many methods of communication will be accepted such as virtual platforms, emails or notes, telephone/conference calls, etc.