



# Reopening for the 2020 School Year Staff Guidance Document

We'll get through this...together!

The ECKCE theme for this year is...We'll get through this....together! Safety to our students and staff is our number one priority, while also understanding the need to open schools is a priority to our students and community. As new guidance is provided and districts pivot, this document will also adapt.

This document is separated into the following sections to help answer questions specific to your job performance as a special education provider. Local districts will have policies and practices that should be followed specific to their district.

Updated August 12, 2020

## Building Operations at the ECKCE Office:

When staff need to come to the ECKCE office, they are to make an appointment with Kim, Shelly, or Kelly based on the reason for the visit. Staff are required to wear masks, use hand sanitizer upon entry, and have their temperature checked. Whenever possible, conduct your business electronically to minimize the risk of spread.

## Classrooms:

- ❖ All students in all districts are required to wear a mask. (Because Executive Order 20-59 specifically exempts ECE students NOT in an elementary building, Eudora West will be encouraging all students to wear them, out of solidarity, but not mandated.) If students will not wear a mask, staff will not make the student, due to the nature of the disabilities but work to make behavior plans as necessary.
- ❖ Staff will do everything within their control to keep students in stable groups. This means that the attempt will be to keep students with the same staff and students throughout the day. This includes recess, bathroom, PE, lunch and transportation.
- ❖ Schedules within the building for staff and students will be strictly followed. This will allow for appropriate and quick contact tracing. Schedules cannot be altered without prior approval and documentation by the building principal.
- ❖ Students that receive an individual or group related service or therapy session will 1) receive the service via teletherapy, as applicable and or 2) staff will make every effort to have individual sessions with disinfecting to occur before and after student leaves and handwashing before and after student leaves by staff. Students will be required to hand wash (preferred) or sanitize upon entry and leaving the session.
- ❖ Staff will do everything within their control to keep themselves and students 6 feet apart. Some spaces do not provide ample spacing; therefore, this will be attempted but not a guarantee.
- ❖ Staff will do everything within their control to ensure each student has their own set of supplies and that supplies are not shared. In the event that there are materials that must be shared, staff will disinfect before and after use (such as a computer or ipad).
- ❖ Staffing of classrooms -
  - In some districts, staff will maintain group stability throughout each day. This means staff will be assigned to one room for a day with one group of students, if possible. This will ultimately be at the discretion of the principal and must be approved by the principal.
  - A plan will be proactively developed and shared in the event that staff are absent. These plans should be ready and available for a two-week span.

## **BEHAVIORS:**

It is likely, due to the nature of children, that behaviors will occur. The fear of COVID should not inhibit the job description of ensuring students are in a safe and secure environment. Behaviors will still have to be a priority in the building. With that being said, the wearing of masks by students is not a battle worth having, particularly if daily screening, social distancing, and disinfecting are occurring as prescribed.

- ❖ Staff are required to wear a mask, correctly, at all times. It is recommended that staff wear the masks provided that can tear away easily if the mask is grabbed by a student. Masks will be provided when needed.
- ❖ As always, an ESI, such as restraint, should be a last resort. Staff should use all other measures to proactively not touch a student. Staff will always put preventive measures in place as well as watching for triggers/signs of anxiety/emotional dysregulation and using verbal de-escalation/non-restrictive strategies.
- ❖ If a seclusion occurs, the seclusion room should be disinfected immediately upon the exit of the student, and particularly before another student enters the seclusion room.
- ❖ If touching, biting, spitting by a student occurs, as soon as the behavior is maintained, the staff should wash their hands and other affected areas. It is also recommended that an extra set of clothes is on hand so staff can change if student body fluid gets on the clothing of staff.
- ❖ Staff will not leave their stable group to check out a behavior in the hall or other space unless requested by a certified staff.
- ❖ Discussion about COVID and/or safety around COVID should not be discussed during a behavior.

## **MAINTAINING HEALTHY SPACES:**

- ❖ Staff and students will have training on the proper way to wash hands and wear face masks.
- ❖ Staff and students will be expected to wash hands each hour.
- ❖ Classrooms will be disinfected by all staff that work in that room at the end of the day. This includes disinfecting all desks, chairs, shared supplies, and cleaning of door knobs.
- ❖ Staff will be assigned to clean the bathrooms on an hourly rotation. This cleaning is only a disinfecting wipe around the toilet seat, toilet flush handle, faucet handles, and door knobs.
- ❖ If students and/or staff leave their stable group, these spaces will be disinfected immediately (such as therapy space, seclusion room space, sensory room space, etc).

- ❖ All staff should take responsibility for the disinfecting of spaces. A plan should be in place so each staff understands their roles and responsibilities.

#### **INSTRUCTION:**

- ❖ Before any academic instruction can occur, all staff must ensure that children feel safe and the environment conducive for learning. It will take time for staff to teach the children about the new protocols in school and support them with positive behavior supports.
- ❖ Instruction should be planned to use time as a commodity. Students have essentially been out of school for 6 months and much time has been lost. Our students cannot afford to lose more instructional time. Instruction needs must be identified immediately, targeted and then progression must occur with research-based interventions provided with fidelity. Know your students, know your curriculum, know interventions and strategies and provide them with fidelity. Data should be taken frequently to guide instruction.
- ❖ Remote learning will likely occur at some point during the 2020-2021 school year due to quarantine requirements by the County Health Departments, KDHE and CDC. All staff and parents should know the process that will occur when this situation occurs. Considerations in this planning and communication should be:
  - When is a quarantine going to happen?
  - Will a quarantine impact all classrooms or only a few?
  - How will all staff be notified?
  - How quickly will the pivot from classroom to remote learning occur? (1 day)
  - How will students and staff access remote learning?
- ❖ Schedules and instruction should be developed in order to ensure safety and a sense of security, but also in order to pivot to a remote model, if needed for health and safety reasons. Teachers, paras, and other staff should have plans developed, written, and shared with the principal in case of staff absence due to quarantine, etc. Remote plans should also be developed if the school were to move to a remote learning setting for a time. Parent and student phone numbers and accessibility should be known so immediate contact can occur.

\*\*\*\*We will begin to write these plans after the start of the school year. Wait for further guidance from Dan and Lorelea.

#### **BUILDING OPERATIONS: ITINERANT STAFF**

Some Itinerant Staff have a unique situation of moving from building to building and district to district. Moving from each of these spaces is a challenge with the current pandemic in

knowing each settings' local requirements and keeping each set of students safe as travel occurs.

This section will still have to be individualized to meet specific student needs and staff schedules. Teams will decide when virtual, remote therapy is appropriate.

#### **GENERAL HEALTH:**

- ❖ Prevention of Spread:
  - All employees will wear a mask correctly while in the building or home.
  - All employees will wash hands for 20 seconds (preferred) or sanitize hands upon entry and exit to any new environment.
  - Each employee will complete a self- screening before going to work. The COVID-19 Flow Chart will be used for this screening. (see last page of this document)
  - Employees should not come to work if they are sick or have symptoms related to COVID-19.
- ❖ Movement from school to school or district to district:
  - All employees will be required to follow the strict protocols put in place by each district and building to ensure the safety of students and staff.
  - Itinerant staff will be required to sign in at the front desk (due to contact tracing requirements), get their temperature taken (Executive Order 20-59) and wear a mask appropriately (Executive Order 20-59).
  - Wear your name badge so there is no question that you are an employee. (Guests will be limited in buildings.)
  - Itinerant staff will wash hands for 20 seconds (preferred) or sanitize hands upon entry and between each interaction with a student, staff, or other person.

#### **SCHEDULES and SCHEDULING:**

- ❖ Set a schedule to limit travel from one district to the next, if possible. The IEP will still dictate service time.
- ❖ Limit work to one district per day, if possible.
- ❖ If limiting district to district travel is not possible within a day, limit the travel by half days. During the split, sanitize hands and clothing, if possible.
- ❖ Avoid sharing supplies from one district to another. If limiting supplies is not possible, such as for a Physical Therapist, then sanitize items before moving them to another district or location.
- ❖ Each provider should set a schedule for themselves and para(s), if applicable, that is rigid and followed. This will assist with contact tracing.
- ❖ Districts will have an onsite option and a remote option for students. In addition, when a student or staff tests positive for COVID, classrooms and/or districts will pivot to a remote option. Providers will need to have a plan in place for this event. If a closure and/or outbreak occurs, student services are still an obligation per the IEP and IDEA.

## **HEALTHY SPACES:**

- ❖ Staff and students will be expected to wash hands each hour.
- ❖ Learning environment will be disinfected before working in an environment and after.
- ❖ If students and/or staff leave their stable group, these spaces will be disinfected immediately (such as therapy space within a school).

## **EXPECTATIONS OF ALL STAFF: MASKS**

- ❖ All staff will follow the district protocol that they work in.
- ❖ All staff will wear masks.
- ❖ Some staff one:one instruction will have an optional clear face mask \*(SLP and EC) or a plexiglass divider (School Psychologists).
  - *Face shields were not approved by the local health department as a replacement for masks. They must be worn together except when providing one:one instruction.*
- ❖ Masks will be provided by the districts.

If other PPE is necessary or needed, please contact Dan.

## **EXPECTATIONS OF ALL STAFF: DISINFECTING BETWEEN GROUPS**

- ❖ Staff and students will be expected to wash hands each hour.
- ❖ Classrooms will be disinfected by all staff that work in that room at the end of the day. This includes disinfecting all desks, chairs, shared supplies, and cleaning of door knobs.
- ❖ If students and/or staff leave their stable group, these spaces and supplies used will be disinfected immediately (such as therapy space, seclusion room space, sensory room space, etc).
- ❖ All staff should take responsibility for the disinfecting of spaces. A plan should be in place so each staff understands their roles and responsibilities.
- ❖ Disinfectants will be provided by the districts.

## **EXPECTATIONS OF ALL STAFF: ATTENDANCE**

If there is ever a year that attendance will be important, it will be this year. If you are sick, you must stay home. If you are not sick, then you need to come to work. Your school, your co-workers, and your students need you at school if at all possible. It is anticipated that districts will not have the substitute resources that have been available in the past. Combine this with the fact that staff may be quarantined periodically throughout the year. With Covid

related absences such as exposure testing and quarantines, FFCRA leave will be granted prior to staff using discretionary days.

Please make every attempt to schedule appointments before or after school or on a day that school is not in session.

Each staff receives 12 sick days per year (prorated depending on if part-time). A rule of thumb is that after you have used 10 sick days, then you are out of sick days. Administrators will be monitoring attendance closely this year in an effort to ensure we have staff working when they are not sick or in a quarantine.

We also understand that due to a quarantine, many staff will be out. See guidance later in this document about sick leave with COVID-19.

### **EXPECTATIONS OF ALL STAFF: ODDS & ENDS**

This will be a different year. Just because you have always done something does not mean you can do it this year. Please make sure you check in with your building administrators on topics that they haven't addressed regarding COVID-19.

For example, many of our classrooms use cooking and food as an experience. It is very likely that this may not be allowed this year – check with your administrator.

Community Based experiences are typically part of transition plans. Each district has an expectation of how this should occur to maintain a stable environment in the school setting. Again, if this isn't clear, then check with your building administrator.

#### Community Based Training expectations by district for the 2020-2021 school year:

All Districts have indicated that their policies would remain the same as the mitigating policy connected to COVID-19 and the Local County Health Department recommendations. This includes minimizing social circles, mask wearing, proper social distancing, and hand washing/sanitizing.

These situations will be addressed on a case by case basis providing the student(s), families, administrator, and the business all allow.

Here is what the administrators are anticipating for their buildings regarding work experience and community based experiences:

- ❖ Wellsville Middle School and High School- No restrictions at this time other than COVID guidelines
- ❖ Eudora High School- No restrictions at this time other than COVID guidelines
- ❖ Eudora Middle School- No community based experiences at this time. Open to reevaluation based on COVID factors
- ❖ Baldwin Junior High and High School- No restrictions at this time other than COVID guidelines

## **STUDENT AND STAFF SITUATIONS TO BE PREPARED FOR**

Planning instruction for many scenarios will be imperative this year. There are many scenarios that must be considered as you begin to plan.

Here is what you should plan for in the event of a student or staff quarantine:

### ❖ Student quarantine:

- **Situation #1:** Student has been exposed to COVID and is required to quarantine but has no symptoms. In this situation the student is not ill and may still be able to access instruction/therapy via a remote option. If possible, follow your current schedule and meet the student remotely at your scheduled time and follow your typical lesson plan. Immediate communication with the family should occur. Families should already be aware of this type of plan on the first day of school. The Contingency Plan in the IEP should address this situation. This change to remote learning must be documented on a [ECKCE Service Log](#)
- **Situation #2:** Student has or hasn't been exposed but showing symptoms of COVID and not able to take part in learning. This will only be known by having communication with the family. If student is ill and not able to participate, then this should be documented by the contact with the family and sessions missed on a [ECKCE Service Log](#)
- **Situation #3:** The school/classroom/district has had an outbreak that has required remote learning for a period of time. The student will be expected to participate in remote learning. Attendance must be taken daily and time documented. Parents should have your contact information, schedule for services, and what will occur when the remote learning takes place. Upfront communication should occur so confusion is limited when this pivot to remote occurs. The Contingency Plan in the IEP should address this situation. Attendance will be taken and tracked on a [ECKCE Service Log](#)

### ❖ Certified Staff quarantine:

- **Situation #1:** Certified staff has been exposed to COVID and is required to quarantine but has no symptoms. In this situation the staff is not ill and may still provide instruction/therapy. Immediately contact: Kim at [kbergan@eckce.com](mailto:kbergan@eckce.com), Dan at [dwrap@eckce.com](mailto:dwrap@eckce.com), as well as your district contact and supervisor. Please make sure they are all aware of your absence but that you are still working. It is recommended that you follow your current schedule and turn to your remote model with paras and students/families. You may use your paraprofessionals to help you access students in the school setting.
- **Situation #2:** Certified staff has or hasn't been exposed but showing symptoms of COVID and not able to provide instruction/therapy.

Immediately contact: Kim at [kbergan@eckce.com](mailto:kbergan@eckce.com), Dan at [dwrap@eckce.com](mailto:dwrap@eckce.com), as well as your district contact and supervisor to make them aware of your absence and that you are showing symptoms of COVID and ill. You will fill out the form “Request for [Emergency Sick Leave](#) attached at the end of this document. You should have a plan in place for this scenario so that your paraprofessionals know how to move forth with the daily lessons. If you do not have a paraprofessional, then you must have a contact plan so that you know who to contact at your schools or the families you need to contact (if Homebound). Document the missed time and have a plan to make up this missed time.

- **Situation #3:** The school has had an outbreak that has required remote learning for a period of time. The staff and students will be expected to participate in remote learning. Attendance must be taken daily and time documented on the [ECKCE Service Log](#) provided at the end of this document. Parents should have your contact information, schedule for services, and what will occur when the remote learning takes place. Upfront communication should occur so confusion is limited when this pivot to remote occurs. [Remote learning attendance of certified staff will occur at this link.](#)

## **EXPECTATIONS OF CERTIFIED STAFF: IEP MEETINGS**

### **BEFORE SCHOOL STARTS**

Each Case Manager will call and use the [Reopening Script](#). Take this initial phone call very seriously, understanding this may be your first contact with this parent. Each family will bring a different scenario so here is the timeframe that needs to be followed:

- ❖ Families of students that will be remote by parent choice must have a meeting *before* school starts.
- ❖ Families of students that have a medically fragile student must have a meeting *before* school starts.
- ❖ Families of students that have chosen on-site must have a meeting with a goal of *August 31 but no later than September 30.*

### **DEVELOPING THE IEP/AMENDMENT AND THE PWN**

The IEPs and Amendments written this year will still be written **as if school days are normal and on-site**. (For students that would typically be Homebound or other special setting, then obviously this would still be the location of service and setting code.) We do not change our offer of FAPE based on a pandemic. But we do document conversations and what will actually occur within the PWN – so be ready to listen and document and provide as indicated.

The IEP Program will have a module, during the pandemic, called Contingency Plan. This is the location that will document what service will look like if remote was chosen, or if a pivot occurs. This will be a narrative but should be clear. Adding the Contingency Plan will be through the Amendment process.

The PWN will be very clear of what parent has chosen and what can actually be offered in a remote setting. Dates should not be included for start and end date regarding the move to remote, rather it can state “This will begin in the event the student must pivot to remote and will end when a student can return to the school; and here on after in the same case as the school may pivot back and forth to remote.”

Example 1: [PWN Example if no changes to IEP are being made and only Contingency Plan for a move to “pivot” is being developed and all services and supports are being provided. Contingency plan to match PWN also included.](#)

Example 2: [PWN Example if no changes to IEP are being made and only Contingency Plan for a move to “pivot” is being developed and some services and supports may be altered. Contingency plan to match PWN also included.](#)

Example 3: [PWN Example of Remote Option chosen by parents. Contingency plan to match PWN also included.](#)

Example 4: [PWN Example of Hybrid and Remote pivot. Contingency plan to match PWN also included.](#)

## **IEP MEETING**

The most important task during the IEP meeting is to listen and have meaningful conversations.

The PWN and Contingency Plan will be written and/or finalized with the IEP team during the meeting.

The offer of FAPE does not change in a pandemic. Typically, the brick and mortar school is the location of services.

If remote is chosen by parents, both documents will clearly state “Due to parent choice...”

See Examples from above for Developing the IEP/Amendment and the PWN.

Each district has an expectation of location of IEP meetings in an effort to decrease risk within the school building. Please follow this guidance and if it is not possible, please contact your building administrator.

IEP Location:

- Wellsville: at this time IEP meetings will be held remotely
- Eudora: at this time IEP meetings will be held remotely
- Baldwin: at this time IEP meetings will be held remotely

### **PAPERWORK TO TURN IN AFTER FINALIZING THE CONTINGENCY PLAN**

As in all paperwork situations, the original final copies must be turned in to Kelly at the ECKCE Office. The paperwork needed after an Amendment with the Contingency Plan is completed is:

- q Meeting Notice
- q Parent contact documentation
- q Amendment Form with Parent and LEA Signatures
- q Amended IEP which will include the Contingency Plan
- q PWN
- q Staffing Notes
- q Excusal Form, if applicable

### **WHAT YOU NEED TO KNOW IN THE BACK OF YOUR MIND IN AN IEP MEETING**

Special education providers will be inundated with questions and requests that will not be typical. The following are things you should have in your back pocket, just in case, but you do not need to share unless it comes up.

- ❖ If schools are *completely closed* for *all* students, then schools are not required to provide FAPE or any IEP service to a student with an exceptionality.
- ❖ If schools are closed for *all* students (in a classroom/school district), in this case due to COVID, but serving *all* students remotely, special education students will have the same opportunities and equal access.
- ❖ The remote learning option is not considered a Homebound Setting because the remote option is something offered to all students within that district. Setting codes should look as if student were in the brick and mortar school, such as C and G.
- ❖ The remote learning and/or on-site learning option is NOT an IEP team decision. This is a decision that each parent gets to make.
- ❖ The offer of FAPE is the original offer as is dictated in the IEP developed for a brick and mortar school. You do not adjust the IEP based on parent choices. The PWN and Contingency Plan will document what will occur based on parent choices vs the district's offer of FAPE.

- ❖ The IEP and Placement is not changing based on a remote option. The IEP Team makes the decision for services and placement.
- ❖ When a student is receiving remote, the FAPE that we have offered previously (as in brick and mortar) does not change. But the PWN and Contingency Plan do address the remote services.
- ❖ The IEP team must address what services, accommodations will be needed in the remote learning setting. This will be very individualized. This is even for a temporary move to pivot.

### ECKCE GUIDELINES:

If our staff are absent due to the following, they must follow typical district protocol and contact your district contact and Kim at [kbergan@eckce.com](mailto:kbergan@eckce.com).

- ❖ Test COVID-19 positive
- ❖ Classroom is on Quarantine.
- ❖ Untested but sent home or did not go to work due to COVID-19 symptoms.

You will fill out the [Emergency Leave Request form](#) and send to your district contact and Kim ASAP.

If staff travel to a travel hotspot and it was already on the list prior to departure, then quarantine days will not be paid. These are life choices that must be made during the pandemic. *\*Depends on if leave has already been taken for another quarantine or another quarantine occurs in the future because on the limited number of days allowed through the Families First Response Coronavirus Act.*

If you are on Quarantine, you should be at home and should follow all quarantine guidance.

### SICK LEAVE AND ABSENCES FAQ

- ❖ [What should I do if...](#)
  - Go to this document if you are unclear of your next steps.
- ❖ Will I be paid if I am required to quarantine based on exposure at school, without using my earned sick leave? Yes & you will continue to work remotely with your students.
- ❖ Follow typical district protocol and contact your district contact and Kim Bergan at [kbergan@eckce.com](mailto:kbergan@eckce.com)
- ❖ Will I be paid if I am excluded from work for having symptoms of COVID?
  - If you are actually not sick, then YES. Return to work following district protocol.
  - If you have COVID, but Asymptomatic and can work, then YES.

- If you have COVID, and have symptoms and can't work, then YES. (2 weeks paid)
- If you are sick, but not with COVID, based on a COVID-19 test, then you WILL USE your sick leave.
- NOTE: 10 days are provided if excluded from work due to COVID-19.
- ❖ Follow typical district protocol and contact your district contact at Kim Bergan at [kbergan@eckce.com](mailto:kbergan@eckce.com)
- ❖ Will I be paid if I travel to a hotspot and it was already on the list prior to departure?  
*\*Depends on if leave has already been taken for another quarantine or another quarantine occurs in the future because on the limited number of days allowed through the Families First Response Coronavirus Act.*
- ❖ Follow typical district protocol and contact district contact and Kim Bergan at [kbergan@eckce.com](mailto:kbergan@eckce.com)

**\*\*\* For each absence that a certified staff is working remotely, they must document on this sheet each day: [Remote learning attendance of certified staff will occur at this link.](#)**

## **REFERENCES**

All references are hyperlinked.

[Navigating Change: Kansas' Guide to Learning and School Safety Operations](#)

[Updates to Navigating Change by date](#)

[Documenting Frequency, Location, & Duration of Accommodations and Modifications on the IEP](#)

[School Year 2020-21 KSDE Guidance on Compliance with the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act for Re-Opening Schools during the COVID-19 Pandemic](#)

[Kansas Department of Health and Environment. How to Protect Yourself and Others. 7/17/20.](#)

[Families First Coronavirus Response Act](#)

[Teaching students how to wear a mask](#)

[Guidance for Workers that go into homes](#)

[Kansas Governor's Executive Order 20-59 to wear a mask](#)

[The Families First Coronavirus Response Act \(expires 12/31/20\)](#)

[KNEA Gating Document](#)

[Wellsville Reopening Plan](#)

[Eudora Reopening Plan](#)

[Baldwin High School Reopening Plan](#)

[Baldwin Junior High Reopening Plan](#)

[North Kansas City Schools COVID Flowchart](#)

#### Other Resources

Greenbush Training Camp

<https://continuouslearning.greenbush.org/greenbush-training-camp/>

Competency Based Learning Modules

[https://docs.google.com/document/d/1XQ7AP8bO\\_tjVTC7TdKQkXhez4flTQh5LuLnYeHhg0w/edit](https://docs.google.com/document/d/1XQ7AP8bO_tjVTC7TdKQkXhez4flTQh5LuLnYeHhg0w/edit)

Four Ways to Help With Mask Wearing

<https://consciousdiscipline.com/e-learning/webinars/four-ways-to-help-with-mask-wearing/>

Social Distancing Social Story Resources:

<https://vkc.vumc.org/assets/files/resources/Social%20Distancing%20Social%20Story.pdf>

<https://pautism.org/resource/social-distancing-social-story/>

<https://www.munsonhealthcare.org/blog/explaining-social-distancing-to-kids>

Creating Choice Boards with Google Slides

[https://simplek12.lpages.co/event-google-slides-choiceboards-v5/?cc=fb\\_Choice\\_Regs  
LLA\\_Convs](https://simplek12.lpages.co/event-google-slides-choiceboards-v5/?cc=fb_Choice_Regs_LLA_Convs)