



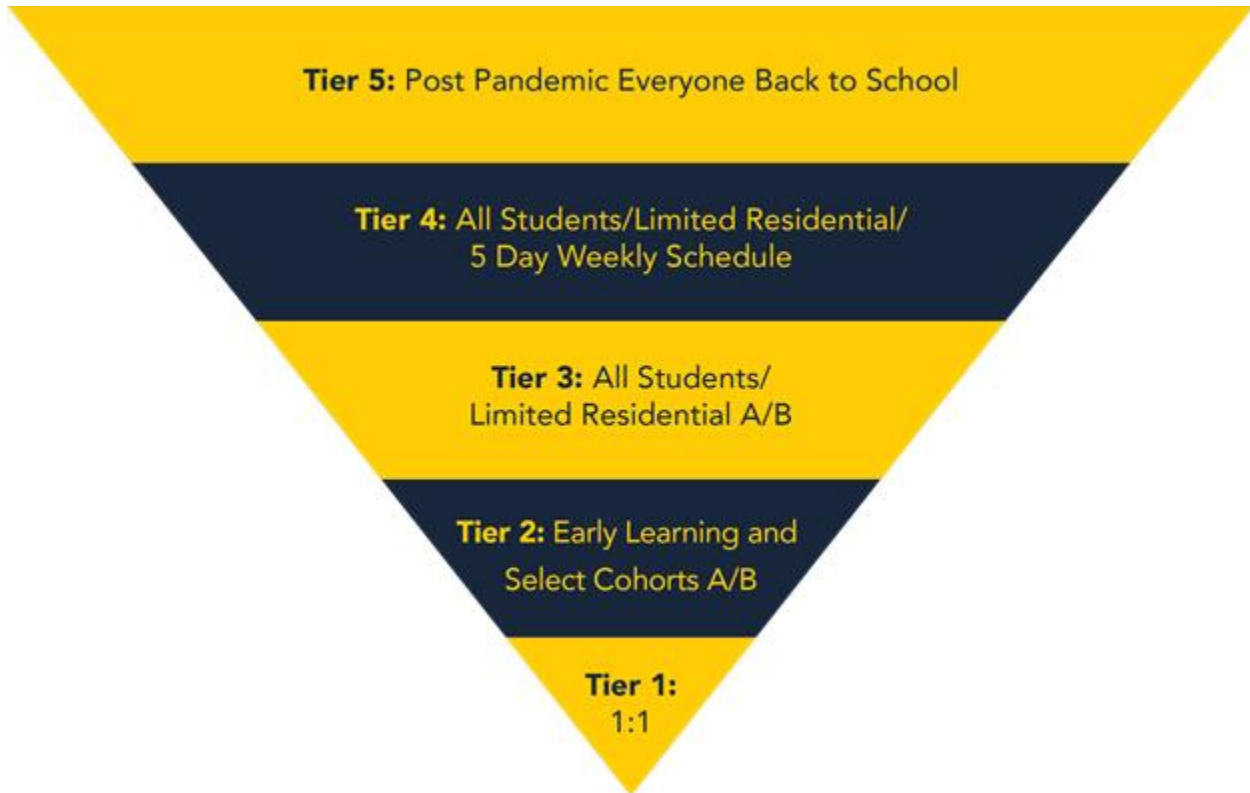
The Maryland School for the Blind

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Tier 2 Learning Recovery Plan

Introduction



MSB's Tiered Reopening Plan

Assumptions

1. Each tier assumes an increased level of public safety based on improved infection rates and guidance from the scientific community, but no relaxation of safety protocols.
2. With successful implementation of each tier, MSB will transition to the next tier.
3. If circumstances improve dramatically, MSB could skip tiers, such as if infection rates decrease significantly or when a vaccine is successfully developed.
4. If circumstances worsen, MSB could revert to an earlier tier with decreased numbers of students on campus, or to virtual instruction.
5. Families will always have the option to continue remote instruction throughout this crisis.

Given what we know about student developmental stages and needs across ages and grades, our Tier 2 reopening will start with Pre-K through Grade 3 students on alternating schedules (explained below). As we can safely introduce more students back to campus, we will continue to add additional grades starting with Grade 4 and moving up.

Learning Expectations

For students at all levels, attendance will be taken by the teacher and tracked by MSB to ensure all students are receiving educational services and supports they need to access their education. This will include students who are on campus for in-person instruction and those receiving services through virtual instruction. If a student is not available for a class or instruction, parents should communicate with the teacher. If additional supports or technology are required, the parent or student should communicate with the teacher as soon as possible so that a solution can be found and implemented.

Preschool and preK students will have an opportunity to:

- Receive synchronous instruction from their teacher for at least 30 minutes per day, 4 days a week
- Receive asynchronous instruction for at least 5 core and expanded core activities per week
- Have a weekly social skills opportunity
- Students on campus will continue those activities that students participating from home will complete asynchronously

Kindergarten students will have an opportunity to:

- Receive synchronous instruction for at least 45 minutes per day, 4 days per week (including whole and small group)
- Receive asynchronous instruction for at least 5 core and expanded core activities per week
- Have a weekly social skills opportunity
- Students on campus will continue those activities that students participating from home will complete asynchronously

Each day, elementary students will have an opportunity to:

- Receive live, virtual or in-person instruction from their teacher for between 45 and 90 minutes each day, 4 days each week.
- Students attending in-person instruction will attend 5 days per week and complete asynchronous activities with staff support, attend related services and address continuing instructional and support needs
- Join their classmates for class meetings and social-emotional learning.
- Engage in small groups for instruction as needed.
- Work independently and with support on assignments and projects.
- Take movement breaks and screen breaks throughout the day.
- Have lunch and playtime with classmates while maintaining appropriate physical distancing and following all safety protocols.
- Participate in special area class instruction in music, library, technology and physical education through a virtual platform.
- Receive related services as indicated in their current IEP, i.e. physical therapy, occupational therapy, speech therapy, orientation and mobility. To maintain the health and safety of students, many related services will continue to be delivered through virtual instruction. Parents can expect to hear from the individual service providers associated with their child's IEP. More information can be found below in the [Related Services](#) section of this document.

Four afternoons and evenings per week, all students will have the opportunity to:

- Participate in virtually-guided movement activities
- Participate in virtually-guided leisure/ social activities

Attendance

One of the most significant factors contributing to success in school is attendance. Regular attendance is a responsibility to be shared by the parents, the student, and the School.

Excused absences must be documented by a written statement from the parent or guardian. This documentation should be provided to the teacher at the time of the student's return to school. Students are permitted to make up work if an absence is excused.

Excused absences may include:

- Personal illness or doctor's appointment
- Serious illness or death within the student's immediate family
- Special religious holiday
- Emergency or hazardous weather conditions and/or state of emergency
- Lack of authorized transportation
- Suspension
- Other emergencies or set of circumstances which, in the judgment of the Director of Education or his/her designee, constitute a good and sufficient cause for absence from school

Unexcused absences are all those which do not fall within the previously described definition of excuses. When unexcused absences become excessive, the School will communicate with parents and the local school system (LSS) to determine if additional support may be needed. Attendance will be reported on quarterly progress reports.

Truancy

The parent/guardian is responsible for notifying the Education Office when his/her child is going to be absent from school.

- The Education Office collects attendance daily. Student absences and reason codes are documented in MSB's attendance monitoring system.
- If the Education Office does not receive notification from a parent/guardian as to why a student is absent, the Education Office will attempt to contact the parent/guardian for a reason.

- On the **3rd day** of absence, the student's Case Manager and Social Worker are notified and make contact with the parent/guardian.
- On the **5th day** of absence, the Principal and Director of Education are notified by the Case Manager and Social Worker. Continued solutions to the issue will be pursued.

Academic and Related Service Scheduling:

Students in Tier 2 will be returning to campus on an alternating day, for Preschool and Kindergarten, or alternating week schedule, for all other grades. Student schedules will be split between in-person and virtual instruction. See information in the [Pods and Cohorts section](#) for details.

In general, the current classroom and related services schedules will remain in effect as we transition to hybrid instruction; however, there may be some changes based on the specific days a student is scheduled for in-person instruction. These changes will be arranged with individual parents, teachers and therapists. This will allow those students remaining on virtual instruction to stay current with their classmates and ensure all students are getting the support and instruction they need. Wednesdays will continue to be used for small group instruction and individual appointments, related services and other interventions. Students in grades 1-3 will come to campus on Wednesdays and work with staff.

Preschool and Kindergarten students will follow a virtual schedule on Wednesdays. Some students may be scheduled for individual sessions with teachers or related service providers, on or off campus

Scheduling and other information are available in our [COVID-19 Return to School Plan](#) and [Virtual Learning Recovery Plan](#).

Health and Safety Protocols

Adherence to strict health and safety protocols is integral to the success of returning to in-person instruction. Health and safety policies and procedures are based on guidance from the Center for Disease Control, Maryland Department of Health, and the Maryland State Department of Education as well as guidance from MSB's Medical Director.

COVID-19-like Illness Response Plan

To help mitigate the risk of infection, staff and students who have symptoms that present as COVID-19-like illness and those exposed to them (within 6 feet for 15 or more minutes total in 24 hours) will be required to leave campus immediately.

The Maryland State Department of Education and CDC have defined COVID-19-like illness to be a new onset cough or shortness of breath OR at least two of the following: fever of 100.4 or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea).

- If students or staff symptoms meet the criteria for COVID-19-like illness, they will be required to leave campus immediately and should consult with healthcare professionals.
- They will be isolated until they are able to leave campus.
- Others in close contact (cumulatively 15 minutes or more over a 24 hour period within 6 feet) will also be asked to self-isolate for 14 days from the date of exposure unless otherwise notified.
- The staff member will be contacted by HR and offered resources, instructions and recommendations to seek further medical care and/or to obtain a COVID-19 test.
- Staff and students who have been isolated will be able to return to campus when they have satisfied the 14 day isolation period and are fever free for 72 hours without the use of fever-reducing medication.

Laboratory Confirmed Cases of COVID-19 Response Plan

- If a confirmed case of COVID-19 is identified, internal contact tracing will be conducted by a certified contact tracer who will investigate possible exposure to other staff, students, and the areas of the campus that may have been exposed. All information will be given to the Maryland Department of Health.
- The affected areas will be closed for 24 hours and then sanitized.
- Others in close contact (cumulatively 15 minutes or more over a 24 hour period within 6 feet) will be asked to self-isolate for 14 calendar days from the last date of exposure.
- People who are positive for COVID may return to MSB after 10 days and are fever free for 24 hours without medication and improvement in COVID-19 related symptoms.

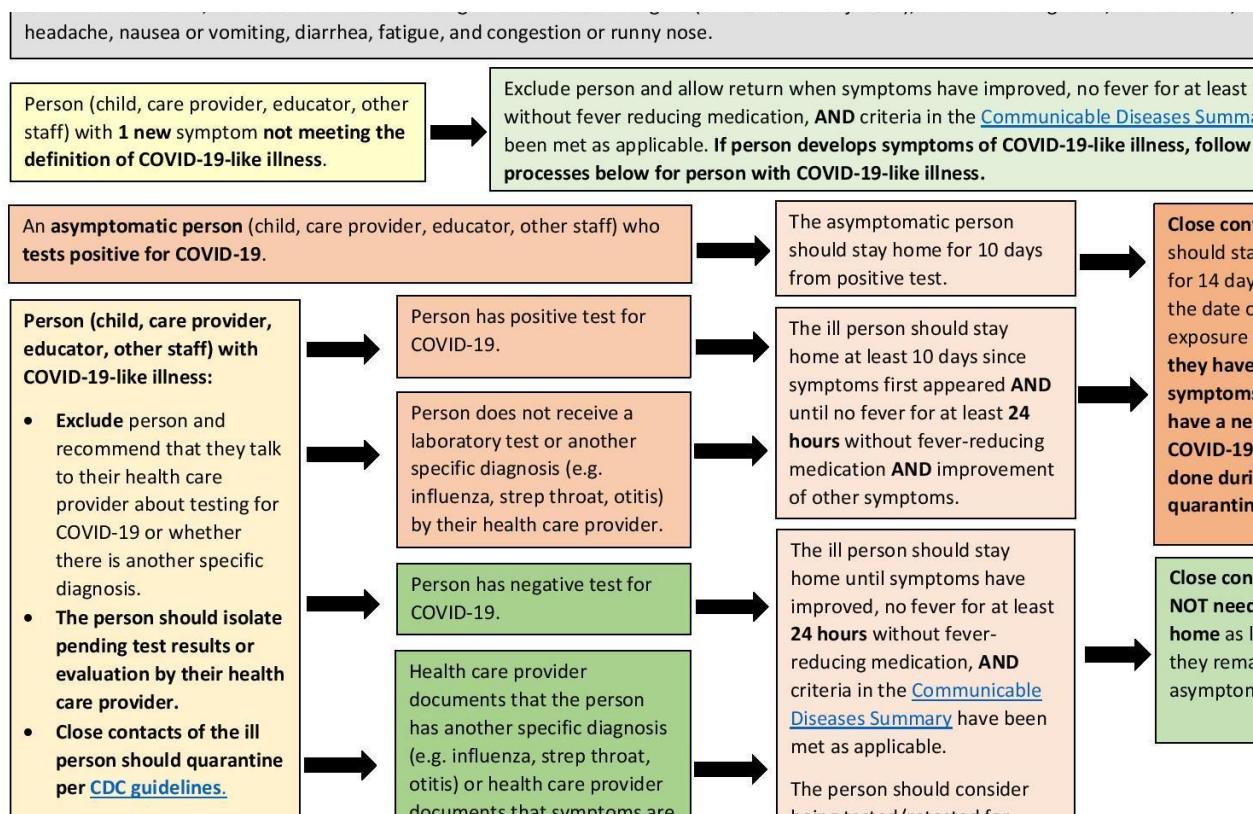
Confirmed Cases within Pods and Cohorts Response Plan

One confirmed case within a single cohort

- All members of the cohort and any related service providers who were exposed (cumulatively 15 minutes or more over a 24 hour period within 6 feet) will revert to remote instruction and isolation for 14 calendar days from the date of exposure.
- Related service providers working in more than one cohort will revert to remote instruction for all students on their caseload, whether in the affected cohort or not.
- If any of the related service providers from the affected cohort are providing in-person service to other cohorts, and their interaction with others in the additional cohort/s has been within 6 feet for longer than 15 cumulative minutes over a 24 hour period, those individuals will also need to isolate for 14 calendar days from the date of last exposure.
- Parents and staff will be asked to closely monitor for COVID-19 symptoms during the period of isolation.
- Related service providers and teachers who are in isolation and healthy will continue to provide instruction remotely.
- If there are no other cases identified during the isolation period, students and staff in the cohorts may return to on-campus instruction, following the required period of isolation and at least 24 hours of remaining fever and symptom-free without the use of symptom-reducing medications.

More than one confirmed case or more than one cohort exposure

- Two or more confirmed cases within a pod, and/or exposure to different cohorts within a pod, will result in everyone in the pod being required to revert to remote instruction and self-isolate for 14 days and monitor for COVID-19 symptoms while a contact tracing investigation is completed.
- If contact tracing and medical professionals determine that each person contracted COVID-19 outside of MSB then their individual cohorts who were exposed will continue in remote instruction while the other cohorts will be allowed to return.
- If it is determined that the source of the infection was a staff member who worked in multiple cohorts, then all of those cohorts would remain in remote instruction as they self-isolate. Any cohorts that were not exposed may return.



Communication with Parents

If a student has been exposed, is exhibiting COVID-like symptoms or is in a pod or cohort that must isolate, parents will be called to pick up their child immediately. Students who must leave campus are **not** able to be transported home on the bus and parents must come as soon as possible to transport their child home. An initial phone assessment will be performed between the teaching staff and health center staff. The information gathered from this phone call will determine where the student will proceed to next. If they are exhibiting COVID-19 symptoms, they will be escorted to the COVID triage room. A physical assessment will then be performed by a licensed nurse. If the physical assessment shows that the student is exhibiting symptoms of COVID-19, they will be moved to the COVID isolation room. The COVID isolation room has approximate space for 4-5 students while safely providing for physical distancing. The health center staff will call the parents and arrange for the parent to pick-up the child in a timely

manner. The procedure for the Early Learning Center will include notification to the Baltimore City Health Department representative and child care licensing specialist who will provide isolation and quarantine guidance. The Health Center will also be contacted. If the student is exhibiting COVID-like symptoms, they will be moved to the designated room located in the Early Learning Center until the parent arrives to pick up the student.

Physical Distancing

Physical distancing means keeping space between yourself and others outside of your home. Limiting close face-to-face contact with others is the best way to prevent the spread of COVID-19 infection.

- COVID-19 spreads easily among people who are in close contact.
- Spread happens when a person with COVID-19 coughs, sneezes or talks and droplets are launched into the air and land in the mouth, noses or eyes of others nearby or if these droplets are inhaled into the lungs.

Practice physical distancing

- Stay at least 6 feet (about 2 arm's length) from other people. The CDC recently published that remaining within 6 feet of an individual for 15 cumulative minutes within a 24 hour period increases the risk of contracting COVID-19.
- Avoid gathering in large groups
- Stay out of crowded places and avoiding mass gatherings
- People are particularly vulnerable for exposures due to mask removal for eating and drinking - remain at least 6 feet away from another person while consuming food and drinks.
- Arrange student furniture to promote the 6 feet safe physical distancing.
- In-classroom or remote therapy services whenever possible to avoid small enclosed rooms and maintain pod/cohort model.
- In shared offices where staff cannot telecommute or offices with significant in-person interaction, barriers will be provided.

Masks and Face Coverings

- Every adult entering a building will be required to wear either a surgical/procedural or cloth face mask.
- Every student should wear a face covering with the following exceptions: face masks or cloth face coverings should not be placed on children under age 2 or any student who has trouble breathing or is otherwise unable to remove the mask or covering without assistance. Safe alternatives may be hats with face shields. Parents are encouraged to experiment and practice mask wearing at home with their child(ren).
- Face masks or coverings must be worn in any public area.
- Procedural masks must be worn when providing direct student care. All student service staff (teachers, therapists, paras, residential staff, overnight staff, education office staff, principals and supervisors) will wear a basic procedural mask. Procedural masks can be used until wet or visibly soiled or damaged.

- Do not attempt to wash a procedural mask. Do not wash or clean procedural masks. When they become wet, they lose their electromagnetic charge and are no longer effective.
- Masks should be stored in a paper bag for reuse. An old mask should be presented for exchange for a new mask.
- Do not touch or adjust the outside of your mask to avoid contamination. If you must touch your mask, perform hand hygiene immediately before and after.
- Properly place your mask to cover your nose and mouth. Masks should not be worn on your forehead, chin, or around your neck or arms.
- Masks with exhalation valves or vents should NOT be worn to help prevent the person wearing the mask from spreading COVID-19 to others
- Neck gaiters used as masks should be made of a 2-ply cotton cloth, conforming to the standard set forth by the CDC. (rev. August 28)
- All administrative staff who do not work in student areas will wear a cloth mask.

Face Shields or Goggles in Addition to Masks

- Face shields or goggles are required when physical distancing of 6 feet is not possible.
- Face shields or goggles should be used with masks. They are not a substitute for masks.
- Face shields or goggles should be used to protect the eyes when providing direct student care such as toothbrushing or other hygiene or providing instruction or therapy where a distance of 6 feet or greater cannot be maintained, or working with students who cannot control their own secretions.
- Face shields or goggles are required during aerosol producing medical or speech therapy procedures
- Face shields or goggles can be reused by a single individual and can be used from one student to the next without removing and cleaning. Any time the face shield is removed it must be cleaned on the outside and inside.
- All personnel must also perform hand hygiene following any time they touch the face shield or goggles.

Gowns

Gowns are essential for lifting, transferring or otherwise interacting with students in situations where there is risk of secretions being expelled onto clothing. Not only does this help protect staff, but also other students who might be physically transferred or interacted with by that same staff member.

- Gowns should be used when partial or full body forward-facing direct contact is warranted; e.g., lifting, transferring students - beyond stand pivot
- Gowns should be used when performing direct care functions (toothbrushing, feeding, etc) with students who are dependent on adults for completion of the task
- Gowns should be used when working with students who engage in mouthing or other oral motor behavior

Soiled gowns must be changed and/or disinfected between students. While disposable gowns are not recommended to be used repeatedly, disinfecting a gown used by a single student can be done safely. If the gown is not soiled, it may be disinfected with Clorox disinfecting wipes, allowed to air dry and placed in a plastic bag for re-use with the same student. To disinfect, wash hands, wipe the gown while still wearing it, remove the gown and allow it to air dry before placing it in a plastic bag.

Dispose of gown if visibly soiled or torn (tie gown ties in a bow for easy doffing of gown). Gowns are to be removed by grasping the inside of the gown at the shoulder and peeling the gown downward so it is removed in an inside out fashion. The gown is to be rolled inside out, being careful not to touch the outside surfaces of the gown, and placed in designated receptacles. Disposable gowns go into designated trash bins. Reusable gowns go into designated laundry bins. Hands must be washed following doffing.

Gloves

Gloves should be used as per standard protocol – there is no new guidance on glove use particular to COVID-19. Wearing gloves is never a substitute for hand washing except when hand washing is not immediately accessible. COVID-19 and other respiratory infections do not infect bare skin. If gloves are used, staff should remove or change gloves between students or after working with a student to protect against the transmission of illness between students and staff.

Cleaning and Sanitizing

Housekeeping staff will stock all Tier 2 classrooms with cleaning supplies, daily. This will include multifold paper towels and spray bottles with Peroxide Multi Surface Cleaner and Disinfectant. This product is to be used by student service staff for all cleaning tasks throughout the day.

Every Monday, Wednesday and Friday an electro-static cleaning process will be performed in all Tier 2 classrooms, restrooms, therapy spaces and isolation rooms.

If there are non-emergency needs beyond those outlined below, a School Dude work order must be submitted. Unless there are extenuating circumstances, most work orders will be completed within 48 hours.

Classroom and Related Service Staff:

- **Responsibilities throughout the day:**
 - Disinfect surfaces and materials using approved materials and procedures within your classroom (i.e. wiping down tables, wiping the railings after students use the rail for traveling to their location, etc).

- Students should not share materials or equipment. In cases where it absolutely cannot be avoided, the shared items must be disinfected following each use.
- **Related service providers** working with students outside of the classroom must disinfect surfaces and materials using approved procedures at the end of each session. This includes, but is not limited to rails, door handles, surfaces and materials.
- **Responsibilities at the end of the day:**
 - Bring any student equipment (standers, wheelchairs, etc.) that was used that day back in the classroom so that it can be treated with the electrostatic cleaning solution.
 - Exception: Early Learning Center Student Service staff will individually disinfect student equipment, using Peroxide Multi Surface Cleaner and Disinfectant, as the electrostatic cleaning solution cannot be used due to child care regulations.
 - Remove all items and debris from desks, tables and chairs prior to leaving for the day in preparation for deep cleaning by housekeeping after school hours.
 - Collect all trash from the classroom, offices or other spaces used throughout the day, tie bag and place in the hallway by designated time.
 - Housekeeping will collect bags in hallways at 2:30pm, prior to student dismissal.

Restroom Procedures

- **Classrooms with individual bathrooms- to be used only by students of that classroom:** Staff are to wipe toilet seats, flush handles, hand rails as well as faucet handles (high touch areas), before and after use of each student. Allow surfaces to air dry before the next student uses facilities.
- **Classrooms with shared/2 entry bathrooms- strict adherence to occupancy of the space MUST be practiced:** Staff are to wipe toilet seats, flush handles, hand rails as well as faucet handles (high touch areas), before and after use of each student. Allow the surface to air dry before the next student uses facilities.
- **Staff Restrooms:** Staff are to use staff restrooms and follow cleaning/disinfecting procedures before and after each use.

Break Rooms/Kitchens:

- Use of staff break rooms will be very limited.
- Staff must adhere to the physical capacity for the room.
- When finished using the room, wipe down the area/s used and disinfect with approved cleaning solution and procedures.

Housekeeping staff:

- **Procedures/Responsibilities:**

- A 'Cleaning Checklist' will be completed daily by each housekeeper outlining what has been done in designated areas including classrooms, therapy rooms, and restrooms.
- A log will be maintained by the Facility Supervisor to document use of an electro-static cleaning system.
- Housekeeping will collect trash from hallways at 2:30pm, prior to student dismissal.
- Housekeeping will clean and disinfect classrooms between 3:30-4:30 pm daily.

Housekeeping, maintenance and/or security staff will not be entering any student occupied space during the day, unless in the event of an emergency. Normal maintenance requests will either be done early in the morning or late in the afternoon. Staff should utilize School Dude as usual, but in the event of an emergency, please call extension 1237 for immediate dispatch.

Use of Outdoor Spaces

As much as possible and is safe, outdoor spaces on the MSB campus will be used during class time, meals, for recess, for related services and for recreational activities. It is important that all children be dressed appropriately for the temperature and weather conditions.

Most playgrounds will remain closed until further notice. Some outdoor equipment, however, may be used when proper precautions are followed. For example, individual swings, bikes and trikes may be used by one student at a time as long as they are thoroughly disinfected and allowed time to air dry between students.

The playground at the Early Learning Center will remain open for student use. Cleaning of the early learning playground equipment will occur between cohorts.

Planning for Hybrid Instruction (teaching in-person and virtual simultaneously)

As MSB begins to open its campus to more students, teachers, related service providers and other instructional staff will be seeing students in-person and virtually at the same time. With appropriate supports, students who are on campus will continue to access the virtual environment as well as in-person interventions so that the class can continue to work as a community.

Students who are attending on-campus **must** bring their devices with them to campus. Students and staff will not be permitted to share devices or materials. If a student does not have a device or the device is not working properly, please contact the teacher as soon as possible.

Teachers and other staff will be utilizing mobile devices, such as tablets and laptops, to work with students both on campus and at home. As we learn another new instructional model, all involved are asked to show patience as we navigate new and innovative tools.

Pods and Cohorts

To date, there is no published scientific study on optimal maximum or minimum cohort sizes in reducing SARS-CoV-2 transmission among students in a school setting in the United States. However, CDC modeling and examples from some European countries such as Denmark and Germany as previously stated demonstrate that smaller cohort sizes are generally associated with less transmission in schools.

To talk about our plan, we will use other words to discuss hierarchical categories of groups. This also helps to distinguish from traditional words and the preconceived notions associated with them. One of those traditional words is “classroom.”

We will use the term “cohort” to refer to student/staff groups

A cohort is similar to a traditional class but with notable differences: Cohorts will stay together throughout the day exclusively. They won’t have recess with other students. There will be no student mixing in gym, chorus, sport teams, common meals in dining rooms, assemblies or any other student gathering that would otherwise mix groups of students.

Related service providers, by necessity, will serve students in multiple cohorts. To preserve the integrity and the efficacy of the small group model in preventing spread of infection, we will need to limit the number of cohorts and the number of related service providers associated with those cohorts.

We will use the term “Pod” to refer to a collection of cohorts with the only common staff being related service providers.

Pods and Cohorts for Tiers 2.1 and 2.2 are as follows:

Early Learning Pod			
Cohorts: 4			
Classroom #	Teacher	Tier	Rotation
107 and 121	Guerreri	2.1	M, Th
113 and 119	Middlebrook	2.1	M, Th
102 and 128	Garrety	2.1	T, F
106 and 145	Rowland	2.1	T, F

MDB East Pod			
Cohorts: 1			
Classroom	Teacher	Tier	Rotation
216 (217 overflow)	Gadbois	2.2	A

MDB West POD			
Cohorts: 1			
Classroom	Teacher	Tier	Rotation
209 (overflow to 210)	Holland	2.2	B

ABP Upper Level West Pod			
Cohorts: 2			
Classroom	Teacher	Tier	Rotation
107 (108 for overflow)	Flowers	2.2	A
110 (112 for overflow)	Morton	2.2	B

Newcomer Pod			
Cohorts: 2			
Classroom	Teacher	Tier	Rotation
132	Browne	2.2	A
135	McArdle	2.2	B

Specials (PE, Music, Library, Technology, Braille)

Many of our teachers work across multiple grade levels and across many or all of our programs. This introduces the possibility of pods and cohorts being mixed by teachers visiting multiple classrooms and classes in a day or week. To avoid unnecessary cross-contamination, special topic areas, such as Physical Education, Music, Library, and Educational Technology will continue to be delivered virtually even for those students that are on campus in their classrooms. This will also include additional reading and braille interventions that many of our students receive.

Related Services

Similar to Special Area Teachers, Related Service Providers work across multiple grade levels and programs. In an effort to minimize risk of illness transmission and reduce the risk of multiple cohorts needing to isolate should there be a confirmed COVID case on campus, the number of related service providers delivering in-person service in each pod will be limited. As such, many Tier 2 students will continue to receive related services virtually, while others may experience a change in related service providers.

Note: Since most Social Work and Psychology services will remain virtual during these early stages of Tier 2, they are not included in the chart. As the need for in-person arises, those providers will be added.

In Person Related Service Providers by Pod

Pods	In-person Occupational Therapist	In-person Physical Therapist	In-person Speech Language Pathologist	In-person Orientation and Mobility Specialist
Early Learning	Hammil Nikkila	Borgmann Platt	Wilson	Grandfield
MDB East	Jones	Beam Martinez	Flynn	Keim Graf
MDB West	Nikkila	Martinez Beam	Tober	Graf Provost
ABP UL West	Hammil	Borgmann	Clark Tober	Morgan
Newcomer	Bigelow			Schlutz & TBD

Nursing Services

The Blanton Health Center will continue to serve as the hub for all medical services and medical communications. However, in an effort to minimize opportunity for congregating in the Health

Center, Certified Medication Technicians and Nurses will provide some services in the classroom. This not only aids in maintaining the integrity of the cohorts and pods, it also allows the Health Center to be used for triage and temporary isolation of individuals with COVID-like symptoms.

MEDICAL SYMPTOMS THAT CAN BE MANAGED IN THE CLASSROOM

	Illness/Condition	Injury	
Have student go to the bathroom, get a drink, put head down and rest, eat a snack	Stomach Ache/Nausea	Minor Cuts -Minimal bleeding	Wash with soap and water, apply band aid
Have student get tissue, drink of water and put head down to rest	Runny Nose/Congestion -Minor, associated with allergies or common cold	Nose Bleed -Minimal bleeding that does not saturate a tissue	Have student get a tissue and have them pinch their nose to apply pressure. If does not stop, call Health Center
Apply Vaseline with Q-tip	Chapped Lips or Dry Skin	Scratches/Scrapes -Skinned knees or elbows -Minimal bleeding	Have Student wash with soap and water, apply Band-Aid
Have student use supply of clothing in classroom. Remind them to clean area well.	Bathroom Accident -Able to clean and redress in classroom	Lost Teeth -Minimal Bleeding -Not related to trauma	If mouth is bleeding, have student rinse it out at the sink. Put tooth in container for student to take home

***** Send to Health Center if classroom interventions do not improve condition**

MEDICAL SYMPTOMS THAT SHOULD BE MANAGED BY THE HEALTH CENTER

Suspected Fever Persistent Cough or Sneezing Trouble Breathing Headache Stung by Bee/Wasp Allergic reaction Head Injury	Vomiting/Diarrhea Issues Related to Diabetes Potential Exposure to Food Allergy Significant Physical Injury
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Keeping students and staff safe is the primary concern of Nursing Services. Students and staff are expected to follow masking, physical distancing, hand hygiene and respiratory etiquette at all times. Parents, too, have a role in maintaining a safe and healthy school environment. Parent involvement and support is required in several ways:

1. Screening: Parents are expected to screen their children prior to sending them to school each morning. Screening involves assessing your child for signs of illness, including taking his or her temperature.
2. Keeping your child home when ill: If your child is not feeling well or exhibits any of the following symptoms, please do not send him to school: Fever of 100.4 or higher, cough, shortness of breath, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea).
3. Reporting findings of screening: Screening results must be reported to MSB Health Center each morning prior to your child's arrival at school.
4. Providing reliable contact information: Please ensure that we have current contact information for you AND an emergency contact person should we not be able to reach you.
5. Planning: It is critical that you have a transportation plan for picking up your child should an early dismissal be warranted.
6. Responding: Should a school nurse request that you pick your child up from school due to illness, please respond cooperatively and immediately. Our ability to keep students and staff healthy is dependent upon those with symptoms leaving our campus as expediently as possible.

Visitor Policy

At this time, only those individuals with a pre-scheduled appointment are permitted inside any of our campus buildings. Visitors with an appointment are to remain inside their vehicle and contact by phone the MSB representative with whom they are scheduled to meet. All visitors will be screened prior to entering the building. Once invited inside, the visitor must adhere to all campus safety rules, including but not limited to masking, physical distancing, hand hygiene and respiratory etiquette. All visitors are expected to exit the building immediately upon completion of their appointment.

Meals

The main dining halls will remain closed during Tier 2. Instead, breakfast and lunch will be provided in each classroom. Nutrition Service staff will deliver food in warmers and refrigerated carts to each pod hallway. Instructional staff from within each cohort will retrieve the number of meals needed for their cohort and serve meals to their students.

Specialized feeding equipment will also be delivered, daily, to each pod. Upon completion of the meal, instructional staff will place the feeding equipment into the food carriers for return to the main kitchen for washing. It is important that the equipment is returned promptly at the end of the meal so it is available for the next day.

Arrival and Dismissal

Morning Arrival

Early Learning Center, Newcomer Hall (Parent drop-off only), Multiple Disabilities Blind Building (students from the Multiple Disabilities Building, Newcomer and Case Hall) and Campbell Circle (Students from the Autism Blind Building)

- Parents and buses may begin unloading no earlier than 7:50 AM
- Cohort staff must pick up their cohort students only
- Students in Newcomer and Case Hall will enter through the “bus door” and not go through the MDB building
- Bus travel pattern: Buses with Early Learning students will start with the Early Learning Building, travel next to the MDB Building, and complete dropping off students at the ABP Building in Campbell Circle. Buses will exit campus by traveling in front of Newcomer Hall and exit through the main gate.
- Parent Drop Off:
 - Parent drop off will happen in front of Newcomer Hall
 - Parents should follow directions and call into phone number on signs
 - Parents are not permitted to enter buildings
 - Staff from cohort will meet student in front of Newcomer

Afternoon Dismissal

Early Learning Center, Newcomer Hall (Parent pick-up only), Multiple Disabilities Blind Building (students from the Multiple Disabilities Building, Newcomer and Case Hall) and Campbell Circle (Students from the Autism Blind Building)

- Dismissal will begin at 2:50 PM at the Early Learning Center and 3:00 PM for all other buildings
- Buses will call number on the signs outside buildings upon arrival
- Students are released following announcement of bus # arrival
- Cohort staff must release/accompany their cohort students only

- Students in Newcomer and Case Hall will leave through the “bus door” and not go through the MDB building
- Bus travel pattern: Buses with Early Learning students will start with the Early Learning Building, travel next to the MDB Building, and complete picking up students at the ABP Building in Campbell Circle. Buses will exit campus by traveling in front of Newcomer Hall and exit through the main gate.
- Parent Pick Up:
 - Parent pick up will happen in front of Newcomer Hall
 - Parents should follow directions and call into phone number on signs
 - Parents are not permitted to enter buildings
 - Staff from cohort will accompany student to the front of Newcomer
 - Parents will call the Newcomer office upon arrival and their student will be brought out to them

Choosing Virtual vs. In-person Instruction

Parent Decision

During Tier 2 of MSB’s reopening plan, parents will have the opportunity to choose whether or not they want their child to return to campus for in-person instruction or remain on virtual instruction. In order to plan staffing, resources and transportation, parents will be required to choose an option and remain with that instructional model until a predetermined date that will be communicated to parents and staff.

As national, state and local infection rates dictate, MSB may have to quickly revert to an all virtual model for a period of time. Additionally, if a student or staff member has a lab-confirmed or suspected case of COVID-19, a pod or cohort may have to self-quarantine and change to virtual instruction for a period of time (see information above).