

Safe Return to Schools: **Guidelines for Self-Contained ESE Classrooms**



Student Services Program Support

Jill Minuse – Resource Teacher, Emotional Behavioral Disabilities

Rose Ann Roth – Resource Teacher, Autism Programs

Mallory White – Resource Teacher, Intellectual Disabilities

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Procedures and Guidelines for Self-Contained ESE Classrooms

Preventative

- Maintain log/sign-in sheet of classroom visitors (Speech Language Pathologists; Occupational Therapists; Physical Therapists; etc.) for contact tracing (visitors will sign-in when entering/exiting classroom)
 - [Sample Sign-In Sheet](#) to be Posted Near the Door (on a clipboard) for Classroom Visitors
- Personal Protective Equipment (PPE) is expected to be worn by classroom staff (see list below)
 - CDC Visual - [Sequence of putting on and safely removing PPE](#)
- Good hand hygiene and respiratory etiquette is expected to be utilized
- Temperature checks at the discretion of classroom staff
- Keep a clean change of clothing and change clothing immediately, if contaminated
- Have long sleeve shirts or arm sleeves available in the event of crisis intervention
- Utilize/teach verbal de-escalation strategies
- Utilize gloves if physical contact (skin to skin) with a student is necessary
- Utilize safe social distancing whenever possible
- Consider using an “end of day” cleaning [checklist](#)
- [Practice/teach alternative strategies for physical contact](#) (i.e. hand over hand, high 5’s, fist bumps, hugs, etc.)
 - [Visual for why we cannot shake hands/high five.](#)

Personal Protective Equipment to be Considered for ESE Self-Contained Classroom Staff

<ul style="list-style-type: none"> • Disposable face masks 	<ul style="list-style-type: none"> • Arm sleeves/long sleeves
<ul style="list-style-type: none"> • Nitrile gloves (latex-free) 	<ul style="list-style-type: none"> • Hand sanitizer
<ul style="list-style-type: none"> • Apron 	<ul style="list-style-type: none"> • Thermometer for every room
<ul style="list-style-type: none"> • Disposable PPE Gowns available for use 	<ul style="list-style-type: none"> • Face shields (+1 extra in each classroom) and disinfectant for immediate cleaning

Tiered Classrooms for Disposable PPE

Disposable PPE Tier 1 Classrooms	Disposable PPE Tier 2 Classrooms	Disposable PPE Tier 3 Classrooms
<ul style="list-style-type: none"> • VE (150+ classrooms) 	<ul style="list-style-type: none"> • Intermediate VE-Supported (18 Classrooms) 	<ul style="list-style-type: none"> • Pre-K VE (49 classrooms)
<ul style="list-style-type: none"> • VE-SC (9 classrooms) 	<ul style="list-style-type: none"> • Middle School VE-Supported (15 classrooms) 	<ul style="list-style-type: none"> • Primary VE-Supported (15 Classrooms)
<ul style="list-style-type: none"> • VE-Behavioral (19 classrooms) 	<ul style="list-style-type: none"> • High School VE-Supported (38 Classrooms) 	<ul style="list-style-type: none"> • VE-Participatory (8 classrooms)
<ul style="list-style-type: none"> • BLAST (5 classrooms) 		
<p><i>The expectation of the rate of usage/reordering of disposable PPE would be less frequent in a Tier 1 Classroom versus a Tier 3 Classroom.</i></p>		

Classroom Materials/Equipment Needed for ESE Self-Contained Classroom Staff

<ul style="list-style-type: none"> Duct tape/painters' tape to create visual boundaries 	<ul style="list-style-type: none"> Bag/container to store PPE (i.e. three drawer storage container)
<ul style="list-style-type: none"> Surface cleaner/disinfectant for changing tables, desks, high touch surfaces, and instructional manipulatives/materials (drooling; soiling; etc.) 	<ul style="list-style-type: none"> Adequate locking storage for cleaning/sterile materials
<ul style="list-style-type: none"> Appropriate disposal bins for hazardous/waste material (trash cans with closing lids for materials containing bodily fluids) 	<ul style="list-style-type: none"> Chucks (disposable pads)
<ul style="list-style-type: none"> Plexiglass/clear overlays for non-consumable instructional materials 	<ul style="list-style-type: none"> Container to disinfect instructional materials
<ul style="list-style-type: none"> Computer keyboard covers/silicone keyboard 	<ul style="list-style-type: none"> Disposable toilet seat covers
<ul style="list-style-type: none"> Line ropes for social distancing while in lines 	<ul style="list-style-type: none"> Pencil box/Rubbermaid box to store individual student sensory items/materials
<ul style="list-style-type: none"> Sandwich size Ziploc bags (daily mask storage) 	

Suggested Guidelines for Daily Routines

Diapering/Toileting

Diapering

- Prepare changing table by wiping it down with a sanitizing cloth and/or placing protective paper/chucks on the surface
- Prior to bringing student to changing area, ensure that all the necessary equipment and supplies are available in the area (including PPE, chucks, disinfectant, wipes, diapers, etc.)
- Staff is expected to wear appropriate PPE – consider the use of a disposable gown and face shield as social distancing is not possible when a student requires toileting assistance
- Bring student to the changing area/bathroom
- Ensure visual schedules/task analysis cards are available and referenced for a toileting routine and communicate with student about each step in the task
- Consider having visuals placed in the bathroom for students to keep their hands (stars on the wall on either side of the toilet for them to place their hands)
- Remove contaminated diaper if necessary and place in a covered trash can or biohazard waste container
- Clean student, as needed, using wipes, soap, and water
- If gloves become contaminated, replace gloves prior to cleaning student
- Place clean diaper on student
- Ensure the student is appropriately dressed in clean clothing
- Transfer student from changing area
- Prompt student to wash hands while providing a 20 second time and visual schedule/task analysis to follow a handwashing routine
- Dispose of disposable PPE between students, PPE protocol found [here](#)

Toileting

- Prepare toilet by wiping with a sanitized/disinfectant cloth and/or placing protective paper
- Prompt student to changing area
- Put on PPE – gloves (gowns if necessary; face shield if student requires physical assistance or social distancing cannot be maintained), CDC PPE protocol found [here](#)
- Ensure visual schedules/task analysis cards are available and referenced for a toileting routine and communicate with student about each step in the task
- Consider having visuals placed in the bathroom for students to keep their hands (stars on the wall on either side of the toilet for them to place their hands)
- Assist student with clothes
- Transfer and/or assist student to toilet
- If required, stabilize student on toilet seat
- Clean student when finished
- Dispose of contaminated gloves and put on clean pair of gloves
- Transfer student from toilet
- Dispose of disposable PPE between students, CDC PPE protocol found [here](#)

Feeding

- Prepare table by wiping it down with a sanitizing cloth
- Prior to bringing student to mealtime area, ensure that all the necessary equipment and supplies are available in the area (including PPE, disinfectant, wipes, etc.)
- Consider using tape to section of the space for each student to place mealtime objects
- Wear appropriate PPE (gloves/gown/mask/face shield) when students require assistance with feeding, especially when social distancing cannot be maintained
- Change PPE as they become contaminated
- Dispose of PPE at end of mealtime
- Clean table with disinfectant/sanitizing cloth

Face Coverings

- Review student health plans for underlying health conditions that preclude from mask wearing
- Special considerations, case by case, for those with sensory dysregulation, anxiety, physical or mental impairments, or documented medical conditions that preclude wearing face coverings
- Present lessons on use and care of masks in the classroom
- Incorporate Social Stories on mask use as repeated instructional strategy

Social Story A (Low-Level)	Social Story B (Mid-Level)	Social Story C (High-Level)
<u><i>We Wear Masks</i></u>	<u><i>Wearing a Mask to School</i></u>	<u><i>Wearing a Mask</i></u>

- Masks are expected not mandatory, this should not be a discipline issue
- Utilize behavior techniques and social stories to promote positive consequences
- Students who are unable to remove without assistance should not wear a cloth face covering
- Face shields should be used when working with students unable to manage secretions
- Individual student face coverings should be marked with name to prevent use by others should they be found off student
- If circumstances allow, offer outside mask break with students socially distanced (6ft) and all facing forward
- Staff should ensure each student can store mask (i.e. Ziploc baggie; lanyard with clip) when not in use (i.e. Lunchtime)

- For additional visuals supporting face coverings, [click here](#)

Face Coverings Visuals
How to put on a mask
Please Wear A Face Mask
How to Safely Wear and Take Off a Cloth Face Covering-CDC
Dispose of gloves/masks 1
Dispose of gloves/masks 2

Hand Washing

- Handwashing protocol to include washing with soap and water for 20 seconds, is to be taught and reviewed frequently using social stories, videos, modeling, and practice

Social Story A (Low-Level)	Social Story B (Mid-Level)	Social Story C (High-Level)
Hand Washing	Hand Washing 2	Covid-19 I Can Help

- Multiple handwashing opportunities built into daily schedule at times most feasible for class routine/schedule
- Handwashing protocol should be done after toileting, prior to eating, after blowing nose, coughing, or sneezing- if soap and water are not available and hands are not visibly contaminated, use hand sanitizer until soap and water available
- Step by step visual support laminated and posted by handwashing area
- When non-consumable materials are used, handwashing is to be done immediately after use of said materials if possible (if not possible, hand sanitizer should be used)
- Students requiring assistance with handwashing due to developmental age or medical condition, should be assisted by staff wearing PPE
- Staff handwashing should be done according to same guidelines as students
- For additional visuals supporting handwashing, [click here.](#)

Handwashing Visuals
Supporting Handwashing Photos
Supporting Handwashing Clip Art
Supporting Handwashing Words
Wash Your Hands- CDC

Social Distancing

- Social distancing will be done to the maximum extent possible, across settings, and with consideration of student Individual Health plans, IEPs, BIPs, and 504s
- When social distancing cannot be achieved at BPS recommended guidelines, it is expected that face coverings (mask or face shield) will be worn by staff unless medically contraindicated
- When social distancing cannot be achieved at BPS recommended guidelines, it is expected that students will wear a face covering if developmentally appropriate and feasible (exceptions for students with documented medical or sensory conditions that would adversely impact wearing of mask will be made on a case-by-case basis)
- Student individual learning space (desk area) should be outlined on the floor with marking tape- allowing 3-foot radius for each student area (distance between two student areas would be 6 feet when possible)
- Small group instruction in areas outside of individual student space should be arranged to allow social distancing to the maximum extent possible and visual markers (Tape/Marker) should be used to delineate boundaries/personal space
- Direct instruction of social distancing lessons that may include social stories, videos, modeling, and practice

- Direct instruction of lessons on personal space that may include but are not limited to social stories, videos, and visual supports

Social Story A (Low-Level)	Social Story B (Mid-Level)	Social Story C (High-Level)
<i>Giving People Space</i>	<i>Social Distancing</i>	<i>Social Distancing 3</i>

- Use of floor tape/visual markers/floor decals/directional arrows (should be consistent with what is used throughout school) applied at routine classroom areas- doorway to line up, sink area to note wait space
- Visual Supports with pictorial reference to social distancing in areas with most routine foot traffic in classroom
- If feasible, consider routine traffic pattern in classroom that limits individual proximity to each other
- For visuals to support social distancing, [click here](#)

Transitions

- Services - Consider working with service providers indicated on the IEP to deliver services in the classroom to limit transitions out of the classroom.
- Suggest use of line ropes when movement in group outside of classroom, hand sanitizer immediately after use
- Cafeteria – Consider eating in the classroom or outside
- For visuals that support transitions, [click here](#)

Entering the Classroom

- All classroom visitors should have a need enter room
- Post school-based protocol to enter classroom, outside/inside
- Face coverings are expected to be on prior to entry into classroom
- Temperature checks before entering (teacher discretion)
- Sanitize/wash hands for 20 seconds

Exiting the Classroom

- Post school-based protocol to exit the classroom
- Face coverings are expected to remain on until classroom has been exited
- Sanitize/wash hands for 20 seconds before exiting

Instructional

- Anticipate loss of instruction time and social emotional development
- Maintain social distancing guidelines when possible during instruction
- For small groups and 1:1 instruction, staff and students are expected to wear face coverings
- When using non-consumable materials (manipulatives, reinforcement activities), staff should develop cleaning protocols that meet the needs of the environment
- Suggest that students have personal headphones
- Teachers should develop routine cleaning procedures for headphone and computer use

Community Based Instruction/Community Based Vocational Experiences/LEAP

- Consider utilizing school-related community-based instruction activities first
- Follow procedures/guidelines for entering/exiting classroom
- Temperature checks prior to leaving school to go to community site
- Reduce group size to maintain social distancing
- Wear face coverings when in transport
- Wear face coverings when in the community
- Research/teach site-based protocols PRIOR to engaging in a community experience
- Follow site-based protocols

Social Emotional Learning

- Access school based SEL curriculum for use in ESE classrooms, if feasible/appropriate
- Suggested reading for staff on Trauma- [Trauma Informed Care Resource Guide, CPI](#)
- Develop and utilize daily emotional check in routine to help in monitoring student
- If additional resources outside of class/school based SEL curriculum is needed, contact district support
- Visual to support SEL can be found [here](#)

Behavioral

- Additional time will be needed while transitioning back into the school setting
- Suggested reading for staff on Challenging Behaviors- [Remain Calm & Respond Right When a Student Challenges](#)
- Consider accommodations and supports for students having difficulty concentrating and/or experiencing anxiety
- Consider taping off a section of the room for students that need to pace

Crisis Management

- Teacher is expected to have a preplanned location for classroom evacuations in the event of a student engaging in crisis behavior
- Utilize safe social distancing whenever possible
- Utilize verbal de-escalation strategies as a primary response, while physical interventions should be used as a last resort, de-escalation strategies found [here](#)
- Always wear necessary PPE (i.e. mask, sleeves, gloves)
- Sanitize PPE and wash hands following the behavioral crisis

Transportation

- Visual indicator of assigned seating
- Face coverings are expected to be worn by students and BPS staff on bus unless developmental age is not feasible or medically contraindicated
- Special considerations, case by case, for seating for those individuals that have documented sensory dysregulation or documented medical conditions that preclude them from sharing a seat, and/or wearing face coverings

Additional considerations:

These supplemental guidelines have been developed using considerations from CDC, AAP, and BPS Reopening Plan. They are intended to offer additional guidance if needs be, knowing that each classroom and school may have site based expected protocols.

Individuals with Developmental Disabilities may misinterpret or misunderstand societal rules. This in turn can lead to anxiety which can present itself in behaviors. As new “norms” in societal behavior are expected, repeated instruction on these “norms” is a benefit to skill acquisition and decreasing anxiety.

BPS, Program Support will offer classroom guidance to teachers when student circumstance may require creative solutions or special considerations on case by case basis.

To access Brevard Public Schools’ Covid-19 webpage, [click here](#)