



**Covington Christian School
2020/2021 Re-entry Plan**

Updated July 28, 2020

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Document Overview

Considerations outlined within this document were established based on the state of Indiana's Considerations for Learning and Safe Schools (IN-CLASS) document. This document is intended to provide guidance for preparing school operations under the current pandemic environment. The conditions, current medical landscape, and growing body of knowledge surrounding COVID-19 continue to evolve. This reality presents challenges to planning, preparing, and guiding school operations. **Therefore, expect document revisions accordingly.** The Indiana Department of Education (IDOE) will continue to coordinate with the Governor's Office, the Indiana State Department of Health (ISDH), and the Indiana General Assembly (IGA) to provide guidance. CCS will communicate with local authorities and review recommendations for school reentry.

In light of this new pandemic environment, schools must understand two key factors: 1) the school's ability to maintain a safe and healthy school environment, and 2) the prevalence of COVID-19 in their community. Schools will need to constantly evaluate these two key factors as schools and communities will most likely fluctuate between the various phases of disease transmission over the coming months. CCS will work with the Fountain/Warren County Health Department to assess the schools ability to implement the necessary health and safety measures required to prevent the spread of disease.

Considerations for Covington Christian School

It is the intention of the members of the Covington Christian School school board to work with appropriate stakeholders to focus on the immediate needs to prepare for school operations under the current pandemic. The following items are provided for consideration during the planning process.

- Ensure information on the COVID-19 federal leave is posted in *all* buildings.
- Encourage staff to update contact information, verify the health and safety of employee and employee families, and communicate to staff a return-to-work plan at the beginning of the school year and/or at other necessary returns. Work with your human resources department and/or local school attorneys.
- Review and revise the 2020-2021 school year calendar and build in contingencies. *Districts should anticipate and plan for 180 days of instruction.*
 - The mandatory 180 days of instruction can consist of onsite, virtual, or blended (hybrid) instruction.
 - Shorter or longer breaks should be considered.
 - Semester calendar discussions and/or approval, rather than the entire school year calendar approval, might also be an option for some.
 - Be purposeful in staff PD days considering the possibility of intermittent or permanent building closures impacting instructional days.
- Review an alternative command structure if administrative and/or key employees are unable to work.
- Review policies and procedures included in handbooks to provide more flexibility and remove punitive measures for absences when there is determined illness, a localized outbreak, or exposure of a contagious disease.
- Review the plan and supply inventory to thoroughly clean and disinfect all buildings, desks, equipment, and other surfaces prior to students and/or staff returning and after return.
- Review and revise your district/school's *School Safety Plan*.
- Review Drill Consideration Guidance for the following drills: fire, man-made, tornado.
- Review procedures for buildings to prepare and provide daily health reports to the superintendent or central office in order for him or her to be informed and make

determinations.

- Track reasons for student and staff absences.
 - Report positive cases of COVID-19 (one or more) to the Fountain/Warren County Health Department for additional closing guidance and contact tracking.
- Develop screening procedures by following guidance.
 - Review student and staff daily schedules to provide adequate time for handwashing, sanitizing desks, and other good hygiene practices.
 - Review school clinic procedures to minimize infection.
 - Provide a separate room or holding area for students/staff who might have COVID-19 or other communicable diseases and are waiting for pickup. The room needs to be disinfected frequently and restricted to authorized staff/students.
 - Review personal wellness inventory and order necessary supplies.
 - Touch-free thermometers
 - Sanitizers/cleanser, hand soap, and tissues
 - Touch-free trash cans, receptacles, and other supplies
 - Review guidance related to serving students with special needs.
 - Review and/or create student health plans. Work with families and/or related physicians to determine if education services and/or health plans need to be revised to address the need to minimize infection and account for mental health-related issues.
 - Review and/or create staff health plans. Work with physicians to determine if working conditions should be revised to address the need to minimize infection. The work environment should be kept as safe as possible.
 - Review and revise the district/school's relevant human resource policies and handbooks for clarity to address attendance issues related to potential COVID-19 exposure, illness, and concerns.
 - Review and revise job descriptions for appropriate duties during future school closure.
 - Review and revise the district/school's technology plan and examine what steps can be recommended to the school board to expand the number of students with fast and reliable home Internet access and take-home devices in preparation for intermittent and/or continuous remote learning.
 - Review and revise the district/school's *Continuous Learning Plan*. Updated plans need to be completed in anticipation of calendar interruptions during the 2020-2021 school year.

- ❑ Review and revise the district/school's professional development plan to provide relevant training for certified staff, non-certified staff, and substitute teachers. Suggestions include:
 - Plan for training on symptoms of COVID-19, prevention techniques, and district/school procedures.
 - Best practice for remote learning as determined by *Continuous Learning Plans*.
 - Best practices in math and literacy remediation.
 - Best practices to assess academic loss.
 - Signs of mental health stress in students and staff, trauma-informed practices, best practices to address social, emotional, and behavioral wellness.
 - Individual staff members' discussed responsibilities if shutdown occurs during the school year.
 - Train custodial staff on effective methods of cleaning and disinfecting work and play areas and the time schedules for cleaning.

- ❑ Review school supply lists to ensure lists are sensitive to the current economic circumstances of the community.

- ❑ Review policies and procedures to address volunteers, visitors, and deliveries.

- ❑ Review and/or revise the district or school's facilities usage plan.

- ❑ Plan and prepare for academic and social, emotional, and behavioral wellness.
 - Considering academic loss from 2019-2020, read this document regarding identifying skill gaps.
 - Considering social, emotional, and/or behavioral wellness needs.

- ❑ Prepare for the possibility of an increased need for substitute employees in all positions given substitutes can be very difficult to secure. Plan for reduced staff operations and increased costs.

- ❑ Develop a district/school communications plan to account for the fluidity of the COVID-19 situation.

Health Protocol for Covington Christian School

It is essential for the school community to work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while still providing a quality education program.

State statute gives school districts the authority to exclude students who have a contagious disease such as COVID-19 or are liable to transmit it after exposure (IC 20-34-3-9). In addition, the Fountain/Warren County Health Department has the authority to exclude students from school and may order students and others to isolate or quarantine (IC 16-41-9-1.6). As such, districts/schools are encouraged to work closely with their local health departments.

Symptoms Impacting Consideration for Exclusion from School

Employees will be trained to recognize the following COVID-19-related symptoms:

- A fever of 100.4° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Students and employees should be excluded from school if they test positive for COVID-19 or exhibit symptoms of COVID-19.

Return to School After Exclusion

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC. Currently those guidelines are:

Untested

Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:

- They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since your symptoms first appeared.

Tested Positive- Symptomatic

Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:

- The individual no longer has a fever (without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since symptoms first appeared; or
- The individual has received two negative tests at least 24 hours apart.

Tested Positive- Asymptomatic

Persons who have not had symptoms but test positive for COVID-19 may return when they have gone 10 calendar days past their test without symptoms and have been preferably released by a healthcare provider. Students may also return if they are approved to do so in writing by the student's health care provider.

Screening

The current CDC guidelines recommend screening all students and employees for COVID-19 symptoms and history of exposure. Screening can consist of self-screening, school-based screening, and/or medical inquiries. The type and extent of screening is at the discretion of the district/school.

- ***Self-Screening***
Parents and employees are required to self-screen before coming to school. Students and employees exhibiting symptoms of COVID-19 (See Appendix A-Symptoms Impacting Consideration for Exclusion from School) without being otherwise explained, are prohibited from coming to school, and if they do come to school, they should be sent home immediately.
- ***School-Based Screening***
 - ***Temperature Screening***
Students/staff/visitors will have their temperatures screened as they are entering the building using touch-free thermometers and other medical devices to conduct the screenings. CCS may take the temperature of students, employees and visitors on school property on a random basis or in situations where there is reason to believe that the person may be ill.
 - ***Observational/Self-Reported Screening***
CCS will provide professional development regarding the recognition of COVID-19 symptoms and screening. Students and employees exhibiting symptoms of COVID-19 without being otherwise explained, are prohibited from coming to school, and if they do come to school, they should be sent home immediately.

Medical Inquiries

Federal law typically limits the type of medical inquiries that can be made, but given the nature of the pandemic more leeway has been given to districts/schools in this circumstance to make additional medical inquiries of staff and students than would otherwise be allowed.

- If a parent tells the district/school that a student is ill, the district/school may ask the parent whether the student is exhibiting any symptoms of COVID-19.
- If an employee calls in sick or appears ill, the district/school can inquire as to whether the employee is experiencing any COVID-19 symptoms.
- If a person is obviously ill, the district/school may make additional inquiries and may exclude the person from school property.

Even without symptoms, if a student or employee has recently had contact with a person with a suspected or confirmed case of COVID-19, has someone in their home being tested for COVID-19, or has recently traveled from somewhere considered to be a “hot spot” by the CDC, the district/school may exclude the student or employee from the school building and recommend that they self-quarantine for 14 calendar days.

Wearing Masks and Other Personal Protective Equipment (PPE) - Non-students

The current CDC guidelines strongly recommend that all employees wear face coverings. In addition, Executive Order 20-37, which became effective July 27, 2020, mandates that face coverings be worn when social distancing is not possible. Therefore, CCS staff will be required to wear a mask and/or face covering unless a medical condition requires otherwise.

Note: A note from a health care provider is required if an employee has a health condition that inhibits them from wearing a mask.

The school corporation will provide face masks and other personal protection equipment (PPE) for staff upon request. Staff are welcome to provide their own face mask/covering as long as they meet the defined guidelines (see Face Covering/Mask Definitions below). When worn, shall be placed properly over the nose and mouth.

Face coverings/masks shall be worn when:

- Social distancing is not possible;
- Transitioning between classes, or in and out of a school facility;
- Working with a close interaction during a lesson or similar activity;
- Working in groups; and
- Other times as directed by administration.

Wearing Masks and other Personal Protective Equipment (PPE) - Students

The current CDC guidelines strongly recommend that all students wear face coverings. In addition, Executive Order 20-37, which became effective July 27, 2020, mandates that face coverings be worn when social distancing is not possible. Therefore, CCS students, 3rd grade and above, will be required to wear a mask and/or face covering unless a medical condition requires otherwise.

Note: A note from a health care provider is required if a student has a health condition that inhibits them from wearing a mask.

Students are welcome to provide their own face mask/covering as long as they meet the defined guidelines (see Face Covering/Mask Definitions below). CCS will provide a face covering/mask if the student does not have one. When worn, face coverings/masks shall be placed properly over the nose and mouth.

Face coverings/masks shall be worn when:

- Social distancing is not possible;
- Transitioning between classes, or in and out of a school facility;
- Working with a close interaction during a lesson or similar activity;
- Working in groups; and
- Other times as directed by administration.

Face Covering/Mask Definitions

A face covering/mask means a cloth which covers the nose and mouth and is secured to the head with ties, straps, or loops over the ears or is simply wrapped around the lower face.

A face shield is a mask, typically made of clear plastic, which covers the nose and mouth.

Clinical Space COVID -19 Symptomatic

CCS will have a room or separate space where students or employees who are feeling ill are evaluated or wait for pick up. All waiting staff and students will be required to wear a cloth face covering. Only essential staff assigned to the room may enter. A record will be kept of all persons who entered the room and the room will be disinfected several times throughout the day. Strict social distancing is required and staff must wear appropriate PPE. Students who are ill will be walked out of the building to their parents. If a student or staff member has a fever, for any reason, it is recommended that the district/school adjust their school policy to require staff and students to be fever-free, without the use of fever-reducing medications, for 72 hours before returning to school. Additionally, all staff and students with fevers or symptoms associated with COVID-19 should be encouraged to seek medical attention for further evaluation and instructions. Students and staff may return before the 72 hour window has elapsed if they are approved to do so in writing by their healthcare provider.

Clinic Space Non-COVID-19 Related

Students who do not display symptoms of COVID-19 can be seen and treated under normal conditions. These would include students who are injured during the school day or students with special health care needs such as those with chronic health conditions (i.e. - diabetes or seizures), those requiring medical treatments (i.e. - suctioning, tube feeding, or nebulizers), and those with individual health plans.

Confirmed Case of COVID-19 on School Property

When there is confirmation that a person infected with COVID-19 was on school property, CCS will contact the Fountain/Warren County Health Department immediately. It is important to also notify the Indiana Department of Education. Unless extenuating circumstances exist, CCS will work with the Fountain/Warren County Health Department to assess factors such as the

likelihood of exposure to employees and students in the building, the number of cases in the community, and other factors that will determine building closure.

It is the responsibility of the Fountain/Warren County Health Department to contact the person confirmed with COVID-19, inform direct contacts of their possible exposure, and give instructions to those involved with the confirmed case, including siblings and other household members regarding self-quarantine and exclusions. The individual who tested positive will not be identified in communications to the school community at large but may need to be selectively identified for contact tracing by the Fountain/Warren County Health Department.

If a closure is determined necessary, CCS will consult with the Fountain-Warren County Health Department to determine the status of school activities including extracurricular activities, co-curricular activities, and before and after-school programs.

As soon as CCS becomes aware of a student or employee who has been exposed to or has been diagnosed with COVID-19, the custodial staff will be informed, so that impacted building, furnishings, and equipment are thoroughly disinfected. If possible, based upon student and staff presence, the custodial staff will wait 24 hours or as long as possible prior to disinfecting. However, if that is not possible or school is in session, the cleaning will occur immediately.

Immunizations

Immunization requirements remain unchanged.

Preventative Measures

The priority for preventing the spread of disease in the school setting is to insist that sick employees and students stay home. Additionally, students and employees should remain home if someone in the household has COVID-19 symptoms or is being tested for COVID-19. CCS will make every effort to share this message with the school community and will have a policy in place that ill persons must stay home for a minimum of 72 hours before returning to school is the first and most important step district/schools should take.

Some people can be infected with COVID-19, but show no signs of illness even though they are contagious and can spread the disease to others. It is also unknown how contagious people are the day or two before they begin to exhibit illness symptoms. Thus, these employees or students may be present at school, will show no signs of illness, but be capable of transmitting the disease to others. In these situations, the three most important mitigation strategies are social distancing, frequent handwashing, and appropriate PPE.

Social distancing can be accomplished in many different ways and it is up to the district/school to determine which strategies would work best in their unique situation. Suggestions and guidance regarding social distancing can be found in Appendix B.

Handwashing and avoiding touching your face, eyes, nose, or mouth are also important steps a person can take to avoid becoming sick or spreading germs to others. CCS insists that employees and students wash their hands often and if soap and water are not readily available,

use a hand sanitizer that contains at least 60 percent alcohol. CCS will incorporate key times into the school day when all persons should wash their hands. Reinforcing healthy habits regarding handwashing is expected. These key times will be done in a staggered class pattern to maintain social distancing between students and include:

- Start of the school day
- Before eating
- After using the restroom
- After blowing nose, coughing, or sneezing
- After using shared equipment

Water fountains will not be utilized in schools until further notice. Students may bring their own containers for water. If a student does not have a container available, water will be accessible.

Exchange of Resources to and From School

Every effort will be made to reduce the amount of materials, supplies, and personal belongings going to and from school. The same consideration will be given to reducing student exposure to high-touch, shared resources at school.

Social Distancing in the School Environment

The following are measures that CCS will take to increase social distancing while still maintaining a level of face-to-face instruction. It should be understood that these protocols may evolve as they are implemented, and more information is obtained about COVID-19.

Review optional educational programming for alternatives that meet the needs of all students:

- In accordance with Indiana statutes concerning the Choice Scholarship program, CCS cannot operate primarily as a “virtual school.” Therefore, CCS will offer in-person instruction as the primary educational method and include remote instruction when necessary.

Review course sizes, structure, and classrooms to decrease infection:

- CCS will:
 - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff as much as possible.
 - Stagger use of communal spaces such as dining halls and playgrounds if possible.
 - Reorganize P.E., art, chapel, and other large classes to allow for smaller classes, social distancing, and other precautions.
 - Eliminate or reorganize assemblies, field trips, registrations, orientations, and other large gatherings to allow for social distancing.
 - Alternate recess to minimize the number of students on the playground, encourage social distancing, and allow time to disinfect equipment between uses.
 - Increase space between students during in-person instruction.
 - Move classes outdoors whenever possible.
 - Rearrange desks to increase space between students.
 - Face desks in the same direction.
 - Require students to remain seated in the classroom and assign seats.
 - Minimize activities that combine classes or grade levels.
 - Eliminate or minimize whole staff gatherings/meetings.
 - Eliminate or minimize students traveling to different buildings.
 - Eliminate or minimize employees traveling between buildings.
 - Consider a homeroom stay-in-place system where teachers rotate, as opposed to the students changing classrooms.
 - Limit or eliminate classroom visitors.

- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment, etc. assigned to a single child) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between uses.
- Avoid or minimize the sharing of electronic devices, toys, books, art supplies, and other games or learning aids when possible.
- Discourage the use of attendance awards or perfect attendance incentives for students.

Review nutrition service procedures to minimize exposure:

CCS will minimize the amount of students in the cafeteria during lunch time. Students will have assigned seats to encourage social distancing during meal times. If possible, bagged or boxed meals should include all necessary utensils, condiments, napkins, etc. In addition, prior to any meal service, all children will utilize hand washing or sanitizing to ensure safe eating practices.

- To ensure student safety at lunch time, CCS will...
 - Provide napkins and silverware (disposable) directly by staff, not for individuals to grab.
 - Place tape marks on the floor to promote social distancing while waiting in line.
 - Prohibit food-sharing.
 - Classroom party items should be commercially prepared and prepackaged.
 - Provide hand sanitizer during lunch time.
 - Appropriate PPE will be provided to all lunchroom supervision staff
 - Alternate lunch times for different grade levels.
 - Ensure tables and chairs are sanitized immediately after use.
 - Work with the Fountain/Warren County Health Department officials to comply with all requirements.

Implement measures to decrease students congregating in one location:

- CCS will...
 - Assign students to use different entrances or create directional paths.
 - Stagger drop-off and pick-up processes.
 - Stagger times that classes are released.
 - Require students to stay in an assigned section of the schoolyard or playground as opposed to mingling with other classes.
 - Schedule restroom breaks to avoid overcrowding.
 - Rearrange furniture to avoid clustering in common areas.
 - In locations where students line up, place tape marks on the floor to indicate appropriate social distancing.
 - Naptime (preschool students) will be done in the classroom

supervised by the teacher.

Implement measures to decrease employees congregating in one location:

- CCS will...
 - Limit usage of the staff/teacher's lounge.
 - Encourage virtual meetings.
 - Make alternate plans for whole staff gatherings.
 - Rearrange workstations to encourage social distancing.

Take measures so persons exposed can be more easily traced by the health department:

- CCS will...
 - Use assigned seating when possible.
 - Use sign-in sheets for in-person meetings to document attendees.
 - Keep accurate records of any persons other than students and staff entering the building, their reason for entering, and the locations in the building to which they travel.

Minimize or eliminate the need for people to be in the building other than necessary employees and students:

- CCS will...
 - Restrict vendor access to the school to times when students are not present.
 - Prohibit family visits or minimize visits.
 - Restrict the number of people in the school building who are not students or staff to a minimal number and ensure that someone is assigned to enforce the rules.
 - Post lowered revised maximum occupancy numbers.

Special Education Overview

CCS will continue to collaborate, share information, and review plans with local health officials to help protect the whole school community, including those with special health needs. CCS plans are designed to complement other community mitigation strategies to protect high-risk populations, and the community's healthcare system, and minimize disruption to teaching and learning, while protecting students and staff from social stigma and discrimination.

CCS will develop a strong communication plan with families to discuss the delivery method of instruction for students with disabilities. An appropriate platform for delivery of special education-related services must be identified. CCS will ensure that adequate staffing is available to meet the needs of all students with IEPs within the school.

Case Conferences

Annual Case Reviews

At this time, there has been no waiver of the requirement to convene the case conference committee (CCC) annually to conduct the annual case review (ACR) consistent with the requirements of 511 IAC 7-42-5(a)(2). CCS will conduct the ACR within the one year timeline, regardless of school closure status.

Case Conference Committee Meetings to Review and Revise the IEP

CCC meetings with parents will be scheduled to review the provision of services and the educational progress of each student. Discussion will determine whether or not there is a need to adjust the frequency or duration of services.

Educational needs can be measured by considering:

- Whether the student participated in continuous learning opportunities provided by the school and district during the COVID-19 school building closure;
- Parent observations of the student's learning during the continuous learning opportunities provided by the school or district;
- Teacher observations of the student's learning in the continuous learning opportunities provided by the school or district;
- Whether there were services identified in the student's IEP prior to the school closure that the school or district was unable to provide during the building closure due to restrictions on in-person services;
- Whether the student continued making progress toward meeting his/her IEP goals;
- Whether the student experienced any additional or new social-emotional health issues during building closure and re-entry;

- Whether the student experienced any regression during the period of school building closure.

Future Services/Compensatory Services

The United States Department of Education (USED) has advised, “[A]n IEP Team and, as appropriate to an individual student with a disability, the personnel responsible for ensuring Free and Public Education (FAPE) to a student for the purposes of Section 504, would be required to make an individualized determination as to whether compensatory services are needed under applicable standards and requirements.” QA-1 *Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak* (USED March 12, 2020).

This does not mean schools must immediately offer compensatory services to all students with IEPs; rather, it requires the CCC to lead a discussion of the educational needs of the student, including the potential loss of skills. Based on these individual needs, the CCC may consider the appropriateness of collecting data for an agreed-upon time following the student’s return to school and subsequently reconvening to discuss the need for future services at that time.

It is important school staff are documenting with specificity the special education and related services being provided to students with disabilities while monitoring and tracking individual student progress. This information will be necessary to inform the CCC in making a determination as to what future services or compensatory services are necessary to ensure the provision of a FAPE.

CCC Meeting Method Options

CCC meetings may be conducted virtually while school buildings are closed. As school buildings reopen, CCC meetings may be conducted in-person or through virtual means.

EdPlan Connect

In light of the COVID-19 pandemic, the Indiana IEP vendor, Public Consulting Group (PCG), has made EdPlan Connect available to IDOE to help facilitate IEP meetings. With EdPlan Connect, parents/guardians have a centralized, secure place to:

- Access student records online and in their native language;
- Sign documents electronically and save time;
- View historical documents in the student’s record; and
- Stay up to date with student progress.

Evaluations

Requirements for evaluations remain unchanged. Evaluations may be conducted virtually if the school psychologist has been appropriately trained in conducting virtual assessments and has access to the digital assessments. Additionally, the National Association for School Psychologists (NASP) has combined resources to support virtual evaluations.

Medically Fragile Students

Medically fragile students are at high-risk of severe medical complications if exposed to COVID-19, and therefore may be unable to attend school. Medically fragile students unable to attend school will be provided with educational services remotely. The determination of the services to be provided must be made by the CCC based upon the individual student's medical and educational needs. Special education and related services determined by the CCC could be provided online or in a virtual instructional format, through instructional telephone calls, or through other curriculum-based instructional activities (511 IAC 7-42-10). If the services are to be delivered through online or virtual instruction, technological competency and the need for additional assistive technology must be considered. The CCC must convene at least every 60 instructional days to review the IEP for every student unable to attend school in person (511 IAC 7-42-11).

Homebound Services

Districts and schools must provide special education and related services to a student with a disability who is absent for an extended period of time. QA-2 in *Questions and Answers on Providing Services to Children with Disabilities During a COVID-19 Outbreak* (USED March, 2020) states:

“It has long been the Department’s position that when a child with a disability is classified as needing homebound instruction because of a medical problem, as ordered by a physician, and is home for an extended period of time (generally more than 10 consecutive school days), an individualized education program (IEP) meeting is necessary to change the child’s placement and the contents of the child’s IEP, if warranted. Further, if the IEP goals will remain the same and only the time in special education will change, then the IEP Team may add an amendment to the IEP stating specifically the amount of time to be spent in special education. ***If a child with a disability is absent for an extended period of time because of a COVID-19 infection and the school remains open, then the IEP Team must determine whether the child is available for instruction and could benefit from homebound services such as online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, to the extent available.*** In doing so, school personnel should follow appropriate health guidelines to assess and address the risk of transmission in the provision of such services. The Department understands there may be exceptional circumstances that could affect how a particular service is provided.

If a child does not receive services after an extended period of time, a school must make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost.”

If the school has been provided a statement from the student’s physician that the student will be unable to attend school for 20 or more instructional days, Article 7 requires the school provide instruction to the student during the time the student is unable to attend school (511

IAC 7-42-12). For students with disabilities, (511 IAC 7-42-11) requires the CCC to determine the appropriate educational services to be provided.

Use of Homebound due to Infection in Student's Family

Once school buildings reopen, a student with a disability may be quarantined at home for an extended period of time due to a family member's infection. A school or district would follow the same homebound protocol identified above to ensure the provision of FAPE. School personnel should likewise follow appropriate health guidelines to assess and reduce the risk of transmission in the provision of such homebound services.

Use of Homebound Not Related to COVID-19

As schools reopen, students who were receiving services in a homebound placement pursuant to their IEP will remain in that placement until the CCC determines that a different placement is appropriate. Whether the location of the homebound services identified in the student's IEP is in the student's home or an out-of-school location other than the student's home, school personnel should follow appropriate health guidelines to assess and reduce the risk of transmission of COVID-19 (511 IAC 7-42-11).

Homebound Timelines

Schools and districts must ensure the CCC reconvenes at least every 60 instructional days (this instructional day count includes remote learning days used pursuant to the LEA's Continuous Learning Plan) when a student is receiving services in a homebound setting. 511 IAC 7-42-5(a)(7). Changes to the IEP related to a safer service delivery method during school closures and re-entry may be considered by the CCC at these 60 day reconvenes. 511 IAC 7-42-11.

Special Transportation

If districts and schools are providing in-person services and a student requires transportation, then the IEP should reflect this service. Collaboration with transportation vendors to implement a bussing plan that meets social distancing recommendations is imperative (including pick-up, in-transit, and drop off). It is also important to review cleaning and disinfection protocols. (See Appendix D)

Therapy

FAPE requires taking into account the needs of individual students. Therefore, at a minimum, school re-entry planning for providing IEP-required therapies in accordance with the CDC community-level guidance for schools must address:

1. Student-specific medical and special transportation needs for transitioning back into school settings such as classrooms, playgrounds, and day programs for therapy services;
2. Unique operating conditions, including:
 - Intensified cleaning and disinfecting of equipment and surfaces between therapy sessions;
 - Class and therapy group size reductions, staggered (alternate days/rotation) scheduling and/or spaced seating to facilitate physical distancing, restricted sharing of equipment/learning aids, and possible shifts to non-traditional class

- settings to improve ventilation;
 - Instruction about and observance of frequent handwashing and face covering recommendations;
 - Remote therapy needs, including assistive technology, as necessary, for special student populations who cannot yet safely return to congregate settings;
 - Contingency planning to continue services if COVID-19 transmission requires intermittent or extended school building closures.
3. Individual students' skills regression or lack of progress and communication with parents/families about IEP therapy service changes or additions to address regression.
 4. Anticipated backlogs in evaluations and possible need to prioritize new referrals before re-evaluations.
 5. Adequate staffing to meet all students' therapy needs, including:
 - Age and underlying medical conditions that may preclude qualified personnel from delivering services in the physical proximity of students and other staff;
 - Technology training and access for therapists to serve medically fragile students, such as those who are ventilator-dependent and have tracheostomies; (see USED and IDOE COVID-19 web resources on expanded options and Indiana Medicaid coverage for IEP therapy services); and
 - Flexible and adaptive scheduling to maximize therapy service provision despite personnel shortages, staff illness/isolation, and limited access to students.
 6. The district requirement to provide equitable services to parentally-placed students with disabilities attending reopened non-public school buildings within the district boundaries.

Appendix D

ISDH Mitigation Strategy Recommendations

Districts/schools are encouraged to work with their local health departments to help prevent the spread of COVID-19 among students, staff and teachers. CCS school officials will communicate with the Fountain/Warren County Health Department before school starts to ensure they have contact information for a public health nurse or the local health officer for consultation when needed.

Although evidence shows that most children infected with COVID-19 have mild symptoms, some children will develop serious illness, especially those children at risk because of underlying health issues. Discussion should occur with the child's health care provider to determine whether continued remote learning is the appropriate plan until adequate immunization can occur. Also, teachers and staff who are 65 years and older or who have underlying health conditions should consult with a health care provider.

Schools should be prepared to respond to COVID-19 cases when they occur in their facilities. This will require each school to develop a mandatory reporting system for all teachers, administrators, staff and students (parents/guardians) to report any documented positive cases of COVID-19 in their school.

Any student, teacher, administrator or staff who is symptomatic for infection should stay home and consult their primary care provider or seek testing. The state website www.coronavirus.in.gov has a list of over 200 testing facilities, their location and hours of operation. This list is updated frequently.

If an individual in one's home has COVID-19 or is isolated because of COVID-19, those in the household should also stay home for a minimum of two weeks. This could be longer if the student becomes symptomatic.

You will note that in the event of a documented positive case, short-term closure may be appropriate. Schools and local health departments are encouraged to keep schools open and operating as much as possible. The CDC Decision Tree has the school closing for potentially two-five days so the local health department or the Indiana State Department of Health can engage with your team to recommend further testing, cleaning, etc.; however, this health/medical review may be done on the same day as a positive case to reduce school closure time.