Spectrum Center Schools & Programs

Lindbergh Middle School

Guidelines for Re-Opening 2021

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Subject to revision by Federal, State, and Local guidelines

Introduction and Overview

This document contains a series of public health guidance for Spectrum schools and programs as we reopen for in-person instruction. These should be read in conjunction with all relevant local, state, and federal laws, as well as school reopening guidance from the state and federal government.

This document includes those guidelines that must be in place, should be in place, and specific actions that may be taken at each campus to ensure the health and safety for students, staff, and families during in-person instruction and are developed to accommodate any changes or disruptions in schedule. COVID-19's impact on the educational environment is ever-changing, and this guidance will be revised accordingly.

Must Have	Should Have	Campus Specific Actions
Actions that Spectrum requires all campuses to have in place for in-person instruction. These are guidelines that *must* be followed.	Actions that Spectrum recommends are taken to ensure health and safety during in-person instruction. These are suggestions that may be used where practical.	Specific examples on how the campus is implementing the guidelines.

I.   Preventative Measures

Because there is currently no vaccine to prevent COVID-19, the Center for Disease Control (CDC) recommends that individuals: practice recommended hygiene measures, maximize physical distance from others, limit proximity to others, cover mouth and nose with masks when around others/cover coughs and sneezes, and clean and disinfect regularly.

Preventative measures may vary based on age, settings, or student tolerance level. For example, creating a stable cohort for students in a functional classroom may limit contact, but the students may not tolerate wearing face coverings consistently and may require close support from a staff to participate in educational activities while other students may maintain social distancing guidelines and use face coverings consistently. Therefore, Spectrum staff are encouraged to put those measures in place that meet the needs of the students while protecting the health of all.

a. Hygiene Measures

Spectrum schools are required to:

- Post signage in high visibility areas to remind students and staff of when and where face coverings are required and appropriate use of face coverings.
- Communicate with all staff and families regarding expectations for use of face coverings at school.
- Teach students on the proper use of face coverings.

	Must Have	Should Have	Additional Notes
Face Coverings: Staff	All adults must always wear a cloth face covering while on campus, except while eating or drinking. Staff excluded from this requirement are those that require respiratory protection according to OSHA standards.	• If staff has trouble wearing his/her face covering, allow the individual to remove his/her face covering for a short period of time. • Provide face coverings for staff who lose their face coverings or forget to bring them to school. • Teachers may consider using face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations.	Persons excluded from face covering requirements include: anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance, anyone with a medical condition, anyone who is hearing impaired or communicating with a person who is hearing impaired, and anyone for whom wearing a face covering would create a risk to the person related to their work.

| Face Coverings: Students | All students are required to wear cloth face coverings:
- while arriving and departing from school campus
- in any area outside of the classroom (except when eating, drinking, or engaging in physical activity)
- while waiting for or riding on a school bus/van
- when in the classroom unless otherwise stated

Students in functional skills classrooms and/or are elementary aged are encouraged, but not required, to wear a face covering while in the classroom. | Include students from the classroom if they occasionally fail to wear a face covering, or if a few students in the classroom are consistently unable to wear a face covering, when required.

Provide face coverings for students who lose their face coverings or forget to bring them to school.

If a student has trouble wearing his/her face covering, allow the individual to remove his/her face covering for a short period of time. | Students excluded from face covering requirements include: anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance, students who are unable to tolerate a face covering, anyone with a medical condition, anyone who is hearing impaired or communicating with a person who is hearing impaired, and anyone for whom wearing a face covering would create a risk to the person related to their work. |

Handwashing and Other Hygiene Measures			
	• Teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes. • Post signage in high visibility areas to remind students and staff of proper techniques for handwashing and covering of coughs and sneezes and other prevention measures. • Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers (with at least 70 percent ethyl alcohol) for staff and students who can safely use hand sanitizer. • Minimize the sharing of supplies and equipment among staff and students to the extent feasible. When items must be shared, clean and disinfect items between uses. • Minimize staff's and students' contact with high-touch surfaces	• Add handwashing protocol upon entry into the building. • Model, practice, and monitor handwashing. • Develop routines to ensure students wash their hands or use hand sanitizer upon arrival to campus; after using the restroom; after playing outside and returning to the classroom; before and after eating; and after coughing or sneezing. • Have students and staff wash hands at staggered intervals to minimize congregation around handwashing and hand sanitizer stations. • Proper handwashing is more effective at preventing transmission, but hand sanitizer is an acceptable alternative if handwashing is not practicable. • Provide hand sanitizer in each classroom, in any other indoor space used by students or staff. • Students may require adult supervision in using hand sanitizer. • Suspend or modify use of site resources that necessitate sharing or touching item.	• Students will wash hands in bathrooms upon entry. • Staff will wash hands in staff bathrooms upon entry. • Model, practice, and monitor handwashing. • Students and staff wash hands on regularly scheduled intervals during transition periods, after restroom usage, and before and after mealtimes. • Students will have individualized supply boxes with handheld materials (i.e., pencils, calculators). Shared materials should be sanitized after use. • Hand sanitizer provided at entry points and within classroom. • Staff designated to open doors where possible and minimize student contact with high touch areas. Students should use restrooms alone.

b. Cleaning and Maintenance

	Must Have	Should Have	Campus Specific Actions
Cleaning and Maintenance	Staff will use the Daily Maintenance Checklist to confirm daily routine disinfecting. At least daily, and more frequently if feasible, clean and disinfect frequently touched hard surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copiers, bathroom surfaces, drinking fountains, and playground equipment) and shared objects (toys, games, art supplies, books) pursuant to CDC guidance.	• Provide employees training on cleaning supply manufacturer's directions for use in accordance with the Materials Safety and Data Sheet, as applicable. • Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do thorough cleaning when students are not present. If using air conditioning, use the setting that brings in fresh air. • After an illness, limit access to areas used by the sick person (e.g., a student's desk or a staff member's office) until cleaned and disinfected. • Limit use of items that are difficult to clean and sanitize. • Establish a cleaning and disinfecting schedule.	• Shared materials sanitized after each use. • Desks and stationary furniture in classroom wiped down and sanitized during transition periods. • High touch surface areas wiped down at regular intervals or after each use if possible (i.e., copiers). Supplies to be stored near or on these areas for convenient access but should be out of reach of children.

CDC guidance for cleaning and maintenance can be found here. CDC re-opening guidelines can be found here.

c. Physical Distancing

Spectrum schools and programs should maintain maximum distance between students. This distance may not always reach 6 feet.

	Must Have	Should Have	Campus Specific Actions
General (includes common areas)	• Communicate with all staff and families regarding physical distancing requirements and recommendations. • Train staff and students on protocols for physical distancing for both indoor and outdoor spaces. • Post signage reminding students and staff about physical distancing in prominent locations throughout the campus. • Allow only necessary visitors and volunteers on the campus and limit the number of students and staff who encounter them. • For outside organizations utilizing facilities outside of school hours, ensure that they follow all required health and safety measures.	• Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms. • Serve meals in classrooms or outdoors, wherever practicable. • Consider holding recess activities in separated areas designated by class and/or staggered throughout the day. Limit use of shared playground equipment. • Hold physical education classes outdoors whenever possible, maintaining separation of classes and with appropriate physical distancing within groups. Face coverings should not be worn during exercise. • Minimize congregating in hallways and vestibules as much as possible. For example, stagger passing times when necessary or when students cannot stay in one room and establish designated one-way walking paths. • Limit the number of staff who can be in the break room at a given time. Encourage or require staff to eat meals outdoors or in large, well ventilated spaces. • Space desks to the maximum extent possible.	• Office supplies in common areas should be placed at a distance from office staff located in these areas. • Students should enter building at designated entry point (i.e., end of hallway). • Students may not access office space. • Students may access restrooms from hall doors closest to respective gendered restrooms. • Student personal items should be stored outdoor spaced out from one another. • Visitors must check in with Spectrum office to complete wellness check. Only visitors attending educational meetings should be allowed on campus. • Parent visitors must remain in office space only. • Outside service providers should remain in designated areas with students and must follow all health and safety protocols.

	Must Have	Should Have	Campus Specific Actions
Campus Arrival and Departure	Minimize close contact between students, staff, and families at arrival and departure through the following: • Designate routes for entry and exit, using as many as can be supervised appropriately to decrease crowding at entry and exit points. • Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should wait at the designated location to pick up or drop off the child. • Require adults to wear a face covering for in-person pick-up or drop-off. • Supervise students entering and exiting the campus to reduce gatherings.	• Place markings on the ground to denote the required physical distance of six feet or more at all entry and exit points and crosswalks near the facility if practical. • Consider having hand washing stations set up at or near entrances if practical. • Stagger start and exit times if possible. • Consider staggering arrival or departure times and designating multiple pick-up and drop-off locations to maximize physical distancing while minimizing scheduling challenges for students and families.	• Wellness checks, where applicable, should be completed by students and staff at entry points of gate ONCE inside campus gates. • All other visitors must complete wellness check through Spectrum office. • Signage posted to indicate entry and exit points. Signage on Spectrum office door posted to indicate alternative entry points. • Face coverings required for drop-offs and pick-ups and must be at designated entry point. • Staff supervise students transitioning from bus to designated entry point. • Students wait in classrooms until departure bus or alternative transportation has arrived.

| Transportation | • Ensure drivers, riders, and students always wear face coverings while on vans.
• Limit available seats to the extent practicable (e.g., one student per row, staggered seating, every other row available for seating).
• Students from the same family should be instructed to sit together whenever possible.
• Vans should be thoroughly cleaned and disinfected daily and after transporting an individual who is exhibiting COVID-19 symptoms. | • Place ground markings at bus stops to maximize physical distancing.
• Provide drivers with extra masks for students who lose or forget to bring their masks.
• Provide drivers with disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.
• The same person should drop off and pick up the child every day, if possible.
• Older family members or those with underlying medical conditions should not pick-up children, if possible, for families. | • Drivers, riders, and students wear face masks before entering busses. Sanitize hands upon entry with the help of bus aides.
• Provide bus aides with extra masks for students who lose or forget to bring their masks.
• Provide bus aides with disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day. |

	Must Have	Should Have	Campus Specific Actions
Classroom Settings	• Maintain stable classroom cohorts to the maximum extent possible considering age and instructional level. • Maximize the space between student desks and staff and student desks. • Create a specific seating chart for students to ensure that close contacts within classrooms are minimized and easily identifiable.	• Prioritize stability of stable classroom cohorts over physical distancing or face covering use. Given the social and educational needs of this age group, physical distancing and face coverings may be difficult to enforce. • Space students at least six feet apart, if possible, or consider placing barriers between students. • Class sizes should be as small as practicable. • Ensure adequate supplies to limit the use of high-touch materials. Clean and disinfect between uses. • Keep students' belongings separate. • Reduce the amount of furniture and equipment in the classroom to facilitate distancing and reduce high-touch surfaces. • Use non-classroom space for instruction (including regular use of outdoor space or multi-purpose rooms), if doing so will allow for greater distancing between students. • Place markings on classroom floors to facilitate physical distancing. • Have different teachers rotate into the classroom to teach different subjects to maintain classroom cohorts.	• Classroom cohorts remain consistent. • Minimize additional materials, unnecessary furniture in order to maximize classroom space. • Spread desks at least 6 feet apart from one another. Eliminate group worktables unless students can sit 6 feet apart. • Students utilize outdoor space wherever possible. • Student belongings kept in outside designated areas. Encourage students to bring only necessary items.

	Must Have	Should Have	Campus Specific Actions
Food Services	• Follow distancing must haves regarding physical distancing in cafeterias and food service areas. If eating in a cafeteria is unavoidable, comply with local and state guidelines for group gatherings. • Follow all requirements issued by the county's health agency to prevent transmission of COVID-19 in food facilities.	• Serve meals in classrooms or outdoors instead of in cafeterias where practicable. • Serve individually plated or bagged meals. Avoid sharing of foods and utensils.	• Staff to retrieve student lunches and distribute accordingly. • Encourage students to bring lunches that do not require refrigeration or microwave. • Utilize outdoor space for meals.
Extracurricular Activities and Events	• Extracurricular activities in which physical distancing (to the maximum extent possible) and face covering use cannot always be maintained are prohibited. • Do not allow aerosol generating activities, including in-person choir, band due to increased risk of disease transmission. • Attendance at school events should be limited to students and staff or those participating in a presentation only (no visitors). • Field trips, assemblies, and other gatherings are permitted to the extent allowed under any applicable requirements for gatherings occurring by the district and community and as long as cohorts are maintained.	• Hold extracurricular activities to be conducted outdoors or virtually or while maintaining stable classroom cohorts. • Maximize the number of school events that can be held virtually or outside.	• Extracurricular activities should only be held with stable cohort group.

II. Monitoring

Spectrum schools will conduct passive health screenings, requesting parents acknowledge they will monitor and report any changes in their student's health daily. Spectrum will follow the local and to the extent possible the referring district's practices. For example, while temperature screening is not a Spectrum requirement, the referring district may require it, and Spectrum will implement those practices.

	Must Have	Should Have	Campus Specific Actions
Health Screenings	• Post signs at all entrances instructing students, staff, and visitors not to enter campus if they have any COVID-19 symptoms. • Use contact-less thermometers if temperature screening is required. • Contact thermometers should only be used when a fever is suspected and if appropriate PPE can be used (facemask, eye protection, and disposable gloves). Contact thermometers must be properly cleaned and disinfected after each use. • Students or staff with any identified COVID-19 symptoms and/or a temperature of 100.4 or higher must be sent home immediately until testing and/or medical evaluation has been conducted. • Communicate screening requirements to all staff and families. Provide periodic reminders throughout the school year.	• Any on-campus temperature screening (for students or staff) should be conducted using a contact-less thermometer with a physical barrier in place to separate the screener from individuals screened. Specifically, • Screening stations should be set up at least six feet apart from each other. • A physical barrier, such as a glass window or clear plastic barrier on a table, for the person taking the temperature to stand behind, should be put in place. • If a barrier cannot be put in place, the person measuring temperatures should be trained and wear appropriate PPE (facemask, eye protection, and disposable gloves).	• Post signs at all entrances instructing students, staff, and visitors not to enter campus if they have any COVID-19 symptoms. • Use contact-less thermometers if temperature screening is required. Designate one staff per group of students entering who must wear appropriate PPE. • Health screenings to be completed before entering bus. • Communicate screening requirements to all staff and families and encourage wellness checks at home. • Students or staff with any identified COVID-19 symptoms and/or a temperature of 100.4 or higher must be sent home immediately until testing and/or medical evaluation has been conducted.

	Must Have	Should Have	Campus Specific Actions

COVID-19 Testing and Reporting	If students are tested for COVID-19 and results are:
	■ Positive test results:
	  • Require that parents/guardians and staff notify staff immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
	  • Upon receiving notification that a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, take actions as required in Section 3.
	■ Negative test results:
	  • Symptomatic students who test negative for COVID-19 should remain home until resolution of fever (if any) and improvement in other symptoms.
	  • Asymptomatic non-household close contacts to a COVID-19 case must follow applicable CDC guidelines.
	  • Documentation of negative test results must be provided to school administration for students.
		• In lieu of a negative test result, allow symptomatic students to return to school with a medical note by a physician that provides alternative explanation for symptoms.
		
		• Provide parents and staff with information regarding nearby testing sites.
			If students are tested for COVID-19 and results are:
			■ Positive test results:
			  • Require that parents/guardians and staff notify staff immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
			  • Upon receiving notification that a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, take actions as required in Section 3.
			■ Negative test results:
			  • Symptomatic students who test negative for COVID-19 should remain home until resolution of fever (if any) and improvement in other symptoms.
			  • Asymptomatic non-household close contacts to a COVID-19 case must follow applicable CDC guidelines.
			Documentation of negative test results must be provided to school administration for students.

III.   Response to Suspected or Confirmed COVID-19 Cases

If a confirmed case has entered a school, regardless of spread, the school might need to implement short-term closure procedures. The decision to open or close a school or program rests with local leadership in collaboration with local health officials and Regional Vice President or Senior Vice President.

	Must Have
Suspected and Confirmed Cases	Suspected COVID-19 Case(s): • Identify an isolation room or area to separate students who exhibit COVID-19 symptoms. • Students exhibiting symptoms should immediately be required to wear a face covering (unless they fall into an exclusionary category from above in this document) and wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay. Confirmed COVID-19 Case(s): • School administrators should notify the immediate supervisor and County Health Department immediately of any positive COVID-19 case. Working with SVP, notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws. (Information concerning confidentiality can be found here.) • Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation as recommended in Section 1.C. • Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities. A close contact is someone who has been within six feet of the case for a prolonged period (at least 10-15 minutes) regardless of face covering use. Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 14 days. • For all settings: Provide information regarding close contacts to the County Health Department upon request. • The CDC decision tree can be found here.

Must Have

Suspected and Confirmed Cases	Close contacts to confirmed COVID-19 Case(s):
	• Close contacts (household or non-household) of confirmed COVID-19 cases should follow the CDC guidelines.
	• No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
	• Those who test positive should not return until they have a physician's release or have met the Spectrum return guidelines.
	Return to Campus after Testing:
	• Symptomatic students who test negative for COVID-19 can return after resolution of fever (if any) and improvement in symptoms.
	    o Documentation of a negative test result should be provided to school administrators.
	    o In lieu of a negative test result, allow students to return to work with a medical note by a physician that provides alternative explanation for symptoms.
	• If they test positive, close contacts to confirmed COVID-19 cases can return after completing the required isolation period described above.
	• If they test negative, close contacts to confirmed COVID-19 cases can return according to local health and CDC guidelines.
	• Coordinate with SVP and Spectrum Communications department to develop a communications strategy surrounding a confirmed case or short-term closure.
	• In such a circumstance, it is critical to maintain confidentiality of the student as required by law (i.e., ADA, FERPA, etc.).
	Communicate with local health department and local/state department of education as required.

Campus Specific Actions		
Positive COVID Cases	A student either exhibits COVID-19 symptoms, answers "yes" to a health screening question or has a temperature of 100.4 or above.	Student sent home Student instructed to get tested. Refer to the returning to campus section above for next steps
	A family member or someone in close contact with a student (outside the Spectrum campus) tests positive for COVID-19	Student sent home and instructed to get tested If student is instructed to quarantine, student should participate in remote learning until criteria to return school is met SVP and referring district notified
	A student tests positive for COVID-19.	Student sent home if not already quarantined Student instructed to isolate per local health and CDC guidelines School-based close contacts identified and instructed to test and follow local health and CDC guidelines SVP and referring district notified Public Health Department notified
Negative COVID Cases	A student tests negative for COVID-19 after Scenario 1 (symptomatic)	Student may return to school 72 hours after resolution of fever and improvement in other symptoms
	A student tests negative after Scenario 2 (close contact)	Student must follow the local health and CDC guidelines for quarantine or other actions.
	A student tests negative after routine testing (no symptoms and no close contact to a confirmed COVID-19 case)	Can return to school immediately

IV.   Continuity of Instruction

Spectrum schools and programs must ensure that students have continuity of instruction so that students are able to continue learning in the event that students elect to remain home, there is short term closure due to confirmed case, or other situation that may require students to participate in remote learning.

	Must Have	Should Have	Campus Specific Actions

Continuity of Instruction	• All students must have access to learning with the same curriculum as in-person instruction and the ability to interact with a teacher or staff during remote learning.
	• All students must have access to synchronous or asynchronous learning.
	• Robust progress monitoring must be extended to all students and tiered supports provided to all students who are not making adequate progress.
	• Students who are receiving instruction through innovative teaching methods must be provided additional support and the opportunity to transition to another teaching method if they fail to make adequate progress.
	• Students with IEPs must be given the services necessary to ensure they experience a free and appropriate education.
		• Regardless of on-site conditions, distance/remote learning should be made available for the following students:
		   o Students who are medically fragile or would be put at risk by in-person instruction, or who are isolating or quarantining because of exposure to COVID- 19
		   o Students who live in a household with anybody who is medically fragile
		
		Families requesting distance learning due to medical fragility must provide a physician's note supporting such request.
			• Resume Distance learning protocol utilizing credentialed teacher or authorized substitute to lead synchronous lessons.
			• Student should be provided with work materials where appropriate in order to continue access to lessons at home.
			• Families must provide a doctor note indicating medical necessity for distance learning, if requested.

V.   Crisis Management

All Spectrum schools and programs should continue to practice de-escalation and preventative practices that promote the safe operation of the school day. However, situations may arise that require the use of physical procedures (in programs where the practice has been approved and the employees have been trained). While COVID-19 may present additional risk to staff and others, it does not change the circumstance, legal or ethical principles and guidance for when the use of physical procedures are permissible. Approved physical procedures may be used only if there is imminent risk of harm to the student or others <u>and</u> other de-escalation strategies have been attempted or are not reasonable for maintaining safety. When used, physical procedures should be proportionate to the risk involved and must end as soon as it is no longer required. Please refer to the Spectrum physical management policy for additional guidance.

	Must Have

Crisis Management	*Behavior Management Before a Crisis Incident***:**
	• Implement antecedent strategies identified in pre-planning discussions
	• Identify and respond using Verbal Escalation Continuum strategies for addressing defensive behaviors
	
	Behavior Management During a Crisis Incident:
	• Continue to utilize Verbal Escalation Continuum strategies to promote de-escalation of the situation
	• Determine if there is a need to move the student to a different location (or move other students) for the purpose of separation from others or provision of additional space.
	    o Only staff members needed to implement crisis intervention procedures should be in a room with a student that is engaging in behaviors likely to increase the risk of COVID-19 exposure (e.g., removing mask, touching or close proximity with others, screaming/yelling)
	    o Consider the use of outside space for de-escalation to provide additional opportunity for social distancing
	• Use personal protective equipment
	    o Staff must always wear face covering.
	    o Students are required to wear face coverings.
	    o Staff should consider if additional protective equipment is needed such as gloves, face shield, and/or long sleeves.
	    o Use of additional protective equipment must be balanced with other safety considerations. Rapid escalation of unsafe behavior may interfere with the opportunity to add protection.
	    o It is possible that a student may interpret staff putting on additional protective equipment as "getting ready" to implement a physical restraint. This may become a trigger for escalation of behavior. Staff should be aware of this and provide reassurance and verbal de-escalation if needed.

	Must Have

Crisis Management	• Manage supportive stance, position, posture, and proximity:
	    o Staff need to maintain their supportive stance and balance their posture
	    o Staff must position themselves off to the side of the student
	    o Staff need to manage their proximity by managing their space
	• Assess the situation and consider the least intrusive strategies that could be safely implemented
	
	Physical Restraint:
	• During a restraint:
	    o Assess the risk of restraint – identify if a low- or medium-level hold is appropriate instead of utilizing a high-level hold.
	    o Closely monitor the student's breathing.
	        ▪ The student's face mask may need to be removed if it is interfering with breathing or if wearing it leads to further escalation of behavior.
	    o Staff should avoid touching their eyes, mouth, and/or nose, and that of others.
	    o When possible, staff should avoid facing directly toward the student's face.
	    o Assess IF and WHEN disengagement is an option
	        • Prolonged restraint may increase the risk of cross-infection to staff and student alike. Personal protective equipment may also be damaged or inadvertently removed.
	
	After a Crisis Incident:
	• Allow staff, student, and the physical environment to sanitize (i.e., wash hands, change mask, wiping tables, etc.)
	• Debrief with student if applicable
	• Debrief with staff and review/modify plan
	• Document incident and follow incident report protocol if applicable.