



## BOARD OF DIRECTORS

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## PUBLIC HEALTH RELATED SCHOOL CLOSURE PLAN

### GENERAL INFORMATION

County: Camden County

Name of APSSD: Larc Norcross School

Chief School Administrator: Stefanie Riehl

Phone Number: 856.933.3725

- All personnel are responsible for completing contracted hours.
- Generally, the following applies unless program needs dictate otherwise:
  - Teachers and therapists - 8:30 a.m. to 3:30 p.m.
  - 1:1 aides - 8:30 a.m. to 3:15 p.m.
  - Paraprofessionals – 8:30 a.m. to 3:15 p.m.
  - Maintenance Supervisor - 7:30 a.m. to 3:30 p.m.
  - Administrative staff - 8:30 a.m. to 3:30 p.m.
- Professional staff have remote access to their school voice mail
- The general office voicemail is checked remotely several times a day
- Faxes have been re-routed to a general [info@larc.school.org](mailto:info@larc.school.org) email

### ESSENTIAL PERSONNEL (in case of a statewide shutdown)

|                        |                                      |
|------------------------|--------------------------------------|
| Stefanie Riehl         | Executive Director                   |
| Stacie Halscheid       | Principal                            |
| Karen Briggs           | Business Manager                     |
| Julie Campbell         | Staffing & Transportation Supervisor |
| Jayne Hershberg Layman | Staffing & Transportation Supervisor |
| Mark Cheeseman         | Maintenance                          |
| Benjamin Nieves        | Custodial                            |

### DISTRICT DEMOGRAPHIC PROFILE

Total Population: 106

% Preschool : 12%

% homeless: 0

% Low Socieconomic (LSE): 33%

% Students with Disabilities 100%

% ELLs: 8%

## **PROFESSIONAL STAFF RESPONSIBILITIES DURING REMOTE LEARNING**

### **Teachers:**

- Make contact with parents/guardians daily via Google Meet, Bloomz communication app
- Conduct virtual lessons
- Keep records of all communications with families & tasks. Log working hours
- Maintain time card
- Check Larc Norcross website daily
- Submit lesson/ home ideas to post on Larc Norcross website/Facebook to principal/supervisor for review
- Complete extended remote learning lesson plans
- Weekly contact with therapy service providers
- Individual status calls with paraprofessionals and 1:1s at least 1 time per week
- Email/call Supervisors weekly to provide update on any parental needs/concerns
- Meet defined deadlines for IEP planning- submit reports as per schedule
- Make IEP corrections/revisions
- Have IEP planning conference calls with team to plan IEP's
- Hold IEP and other district meetings remotely using conference calling
- Complete professional development and progress with PLC planning
- Work with Administration to develop plans for ESY
- Check Larc Norcross School website daily for important updates and information to share with families

### **APE Teacher:**

- Make contact with classroom teachers as needed to plan APE activities & IEP planning
- Make contact with parents/guardians 2 times per week to provide APE ideas via Google Meet, Bloomz communication app
- Check Larc Norcross website daily
- Keep records of all communications with families and tasks. Log working hours
- Maintain time card
- Submit APE lesson/ home ideas to post on Larc Norcross website/Facebook to Administration for review
- Complete extended remote learning lesson plans
- Email/call Supervisor weekly to provide update on any parental needs/concerns.
- Participate in the development of IEP planning- provide teachers with APE goals/objective ideas
- Complete professional development and progress with PLC planning
- Work with Administration to develop plans for ESY
- Work with Executive Director and grant team to progress with APE grants
- Check Larc Norcross School website daily for important updates and information

### **Therapists:**

- Make contact with parents/guardians 2 times per week via Google Meet, Bloomz communication app
- Conduct virtual sessions
- Check Larc Norcross website daily

- Keep records of all communications with families & tasks. Log working hours
- Maintain time card
- Submit lesson/ home ideas to post on Larc Norcross website/Facebook to Principal/Supervisor for review
- Complete extended remote learning therapy plans
- Email/call Administration weekly to provide update on any parental needs/concerns.
- Meet defined deadlines for IEP planning- submit reports as per schedule
- Make IEP corrections/revisions
- Have IEP planning conference calls with team to plan IEPs
- Hold IEP and other district meetings remotely using Google Meet platform
- Complete professional development/webinars and progress with PLC planning
- Complete SEMI logs for the month
- Consult with vendors/orthotics, etc. as necessary
- Work with Administration to develop plans for ESY
- Check Larc Norcross School website daily for important updates and information to share with families

### **SUPPORT STAFF RESPONSIBILITIES DURING REMOTE LEARNING**

#### **Social Worker:**

- Contact Administration weekly or as needed via phone or email
- Check Larc Norcross website daily
- Keep records of all communications with families & tasks. Log working hours
- Maintain time card
- Check and respond to emails
- Respond to phone messages
- Respond to parent needs with guardianship/Lauren Higgins Hope awards/ etc.
- Complete paperwork that is sent via email/PDF regarding social security/ guardianship etc.
- Development of Transition Plans
- Provide assist with school based projects
- Respond to new leads on parent tours
- Check Larc Norcross School website daily for important updates and information

#### **BCBA:**

- Remain in contact with Administration weekly or as needed via phone or email
- Check Larc Norcross website daily
- Keep records of all communications with families & tasks. Log working hours
- Check and respond to emails
- Respond to phone messages
- Check in with parents 1 time per week regarding behavior plans
- Contact teaching staff to gather info to develop behavior plans as per IEP due dates
- Develop behavior plans & rationales for upcoming school year
- Participate in IEP meetings via conference call as requested
- Check Larc Norcross School website daily for important updated and information

### **Technology Supervisor**

- Make contact with Executive Director 1 time per week
- Check Larc Norcross website daily
- Keep records of all communications with families and tasks. Log working hours
- Maintain time card
- Contact therapy departments 1 time per week to check in on any home needs to support
- Reach out to families as needed to provide home support on equipment/devices
- Advance in any paperwork for AAC devices to continue with process
- Complete professional development
- Complete any tasks provided by administration to support the staff or program
- Check Larc Norcross School website daily for important updates and information

### **HEALTH PROFESSIONAL RESPONSIBILITIES DURING REMOTE LEARNING**

#### **Nurses:**

- Check in with administration as needed
- Check in with staff as necessary
- Keep records of all communications with families & tasks.
- Maintain time card
- Report updates on progression of COVID-19 to administration
- Maintain contact with families
- Continue with nursing paperwork to meet required deadlines while temporary closure is in effect
- Work with administration to review/update health policies
- Check Larc Norcross School website daily for important updates and information to share with families

### **PARAPROFESSIONALS/1:1 AIDE RESPONSIBILITY DURING REMOTE LEARNING (employees may receive new assignments during remote learning depending on student/teacher need)**

#### **Paraprofessionals:**

- Speak with teachers at least once per week or as scheduled by teacher
- Interact with families as directed by teacher
- Conduct data collection as directed by teacher
- Check Larc Norcross website daily
- Keep records of all communications and tasks. Log working hours
- Maintain time card
- Participate in lessons via Google Meet
- Reinforce lessons as directed by teacher
- Communicate any concerns with classroom teacher
- Create instructional materials requested by the teacher for reinforcement of lessons
- Check email for updates and information
- Check Larc Norcross School website daily for important updates and information
- Complete professional development materials provided and reflection sheets

#### **1:1 Aides:**

- Speak with teachers at least once per week or as scheduled by teacher

- Interact with families as directed by teacher
  - Conduct data collection as directed by teacher
  - Check Larc Norcross website daily
  - Keep records of all communications and tasks. Log working hours
  - Maintain time card
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- Reinforce lessons as directed by teacher
  - Create instructional materials requested by the teacher for reinforcement of lessons
  - Work under the direction of the teacher to provide support to the family of the assigned 1:1 student on sensory plans and instructional supports
  - Make contact with parents via email/Bloomz at least 1 time per day. (teachers must be CCed: on all correspondence)
  - Participate in lessons with teacher via Google Meet
  - Support AAC usage at home
  - Communicate any concerns with classroom teacher
  - Check email for updates and information
  - Check Larc Norcross School website daily for important updates and information to share with families
  - Complete professional development materials provided and reflection sheets

## **DELIVERY OF REMOTE, VIRTUAL INSTRUCTION & TELEHEALTH**

### **Instructional Time**

- Instructional time is based around the length of the school day (8:45-2:30)
- Larc Norcross School will ensure that the length of the school day is in accordance with N.J.A.C. 6A:14-4.1(c) and includes at least four hours of actual school work instruction in accordance with N.J.A.C. 6A:14-7.6(i).
- Parents are provided with daily lesson plans for all content areas to support virtual instruction
- Individual student IEP objectives are aligned to each lesson
- Virtual Instruction is provided for 3 lessons per day for 45 minutes each using Google Meet
- Prerecorded content area/IEP goal-related instructional lessons will be provided (1 hour, 45 minutes) in duration to support daily instruction
- Written posts and photos using Bloomz, communication app to provide lesson supports
- Phone calls, emails, text messages are utilized to support families to complete remote learning
- All curricular content areas are covered in weekly lesson plans to include: Language Arts, Mathematics, Science, Social Studies, Comprehensive Health & Physical Education, Technology, Visual & Performing Arts, Life & Career Education

### **Class Assignments**

- Assignments are a blend of product and performance based tasks
- Classwork is offered in paper form, as requested, as well as utilizing technology to provide equitable access to all learners

- Daily lesson plans will be available online on the Larc Norcross School website, sent to parents/guardians via email, and mailed to the home, as requested
  - Students are to complete independent work with parental assistance as defined in teacher daily lesson plan when not engaged in a virtual lesson
  - Virtual Instruction is provided each week using Google Meet
  - Materials provided are to take 4-5 hours of time to complete.
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- School staff utilize learning websites, pre-recorded videos, printed materials to support learning, as requested.
  - Phone calls, emails, text messages are utilized to support families to complete remote learning
  - Completion of given assignments are assessed using written feedback, verbal discussions, and/or photos from parents are utilized to demonstrate completed assignments
  - Our pace of learning is based on the level of cognition of our student population, therefore there is much repetition in lessons to best meet the learning style of our students
  - Materials and specialized equipment to accomplish IEP goals and objectives are loaned to families for the duration of remote learning to fulfill the IEP to the greatest extent possible
  - Technology in the form of websites, pre-recorded videos are utilized to support learning
  - Data collection will consist of observational and performance based data. Parental narrative reports will all be included in data collection

### **Preschool**

- Daily lesson plans are provided
- Lesson focus is on experiential learning, socialization, play and sensory based skills
- Lessons are provided virtually and remotely
- Preschool lessons focus around the Preschool Learning Expectations
- Class assignments are linked to IEP goals and objectives
- Preschool classrooms conduct group lessons one time a week for cross socialization
- Support of 1:1 aides and paraprofessionals are provided during virtual lessons
- 1:1 aides connect daily with student
- Therapist provide teletherapy services as defined by the IEP
- Attempts are made by the teacher and therapeutic team to engage parents individually to provide support and knowledge
- Parents are provided with opportunities to connect with school staff individually for specific instruction and support to maximize student growth and learning

### **Elementary**

- Daily lesson plans are provided
- Lessons are provided virtually and remotely
- Lessons and class assignments are linked to IEP goals and objectives
- Support of 1:1 aides and paraprofessionals are provided during virtual lessons

- 1:1 aides connect daily with student
- Therapist provide teletherapy services as defined by the IEP
- Attempts are made by the teacher and therapeutic team to engage parents individually to provide support and knowledge
- Parents are provided with opportunities to connect with school staff individually for specific instruction and support to maximize student growth and learning

### **Secondary**

- Daily lesson plans are provided
- Lessons are provided virtually and remotely
- Lessons and class assignments are linked to IEP goals and objectives
- Support of 1:1 aides and paraprofessionals are provided during virtual lessons
- 1:1 aides connect daily with student
- Therapist provide teletherapy services as defined by the IEP
- Attempts are made by the teacher and therapeutic team to engage parents individually to provide support and knowledge
- Parents are provided with opportunities to connect with school staff individually for specific instruction and support to maximize student growth and learning

## **Teletherapy Guidelines**

During the time Larc Norcross School is closed in response to a public health emergency all related services to include, Occupational Therapy, Physical Therapy, and Speech Therapy will be provided to students remotely. A variety of platforms will be utilized to ensure each student receives therapeutic services as defined in the IEP. Below are guidelines for our teletherapy practice.

### **Delivery of Teletherapy**

- Therapists will communicate with parents to establish preferred contact times and means for therapy services
- Therapists to be as flexible as possible to accommodate the scheduling needs of the parent/student
- Parent interaction will be encouraged, but will not be a requirement to document service attempts as time toward required services
- A combination of teletherapy and activities to complete at home will cover the IEP time
- Services will be provided based on the frequency and duration in the IEP
- Therapists will communicate with families/students to provide services using virtual meetings, phone calls, emails, text messaging and communication app, Bloomz
- Therapists to inform parents they are obligated to provide therapy sessions and should the parent decline, the therapist is to notify administration

### **Reporting of Teletherapy Services**

- All connections with parents/students to deliver teletherapy are to be documented

- Therapists may document time spent developing indirect means of therapy for a student to include making of videos, posts on Bloomz, written communication with parents, as time towards the delivery of service
  - All virtual meetings and phone calls held with parents (to include group meetings with other staff) where the therapist provides services on therapeutic goals and objectives, family training or support will be considered a direct therapy service
  - If a parent must end a teletherapy session early, this will be counted as a complete session
  - For students with consultative sessions, the therapists will reach out to the parents according to the delivery of services for the consult
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- If a parent must cancel a virtual session, the therapist will make one attempt to make up a therapy session
  - Data collection will consist of observational and performance based data. Parental narrative reports will all be included in data collection
  - SEMI reports will be completed and sent to respective sending districts

### **Remote Learning Components and Expansion**

The cornerstone components of Larc Norcross School's Remote Learning Model include:

- Use secure web-based platforms (Google Meet, Bloomz)
- Access apps, websites for learning
- View pre-recorded videos for learning
- Access online daily lessons plans sent via email or on Larc Norcross website Parent Portal
- Make contact with staff via Bloomz communications app
- Participate in virtual lessons using Google Meet
- Show progress using photos sent to staff
- Communicate with staff using best means of access when available
- Conduct check-ins via phone, email, text messaging with staff and/or school social worker

Since the model was first adopted in March 2020, it has been further strengthened by expanding the role that paraprofessionals play. As such, as of May 5, 2020 all paraprofessionals now have a Larc Norcross School email address and have been trained on its use and how to use the Google suite of products. While primary and first instruction remains an appropriate role of the teacher, paraprofessionals are required to further reinforce the remote lesson. This supplemental instruction focuses on:

- Practicing already acquired skills with a focus on individually appropriate dimensions (e.g., accuracy, quality, latency, response rate)
- Minimizing educational regression
- Strengthening maintenance and generalization of learned skills

Some examples of how paraprofessionals are able to achieve these goals, include, but are not limited to, the following revised paraprofessional job requirements for remote instruction:

- Assisting teachers and special educators by preparing, gathering and/or posting materials
- Providing specific reinforcement of a lesson as directed by the teacher
- Phone check-ins with families from their classes who do not actively report attendance each day
- Keeping hourly logs of interaction and activities that can be shared with sending districts upon request

If a student's IEP requires a 1:1 aide, the 1:1 aide will employ additional supports to ensure active engagement in remote learning. Some examples include but, are not limited to, the following revised 1:1 job requirements for remote instruction:

- Assisting teachers and special educators by preparing, gathering and/or posting materials uniquely designed for the student
- Providing specific reinforcement of a lesson as directed by the teacher
- Phone check-ins with the family if student did not actively participate in remote learning or actively report attendance
- Keeping hourly logs of interaction and activities that can be shared with the student's sending district upon request

Since the start of the Larc Norcross School's remote learning, we have regularly communicated with staff to ensure that they have the equipment, materials, and internet access (e.g., Wi-Fi) needed to engage in the tasks we are asking of them in an effort to support students.

We did not automatically assume that our staff had access to the necessary computer equipment and internet connectivity required for certain tasks, given the diverse range of backgrounds and personal circumstances. As a result, in about half a dozen cases, Larc Norcross School provided staff with information on securing free or reduced cost WiFi, set up WiFi in homes, and, loaned computer equipment. In addition, all staff have access to technical support on a daily basis.

### **English Language Learners**

- Larc Norcross School serves students with varying disabilities with diverse backgrounds and cultures.
- Eight students are English language learners and Larc Norcross has 6 Spanish speaking staff members – one Principal, three paraprofessionals, one nurse, and one therapist.
- Google Translate is also being use to communicate with non-English-speaking parents, both through the audio feature and ability to translate documents.
- Larc Norcross School will continue to ensure that all individuals will be appropriately served and will evaluate paid translator services and additional translation equipment

### **ATTENDANCE**

- Parents/guardians are provided with a “Daily Attendance Survey” that asks parents/guardians to verify attendance.  
(<https://forms.gle/SrKS3a9CBZFWDpCY7>.) Survey closes each morning.
  - Survey asks for the following:
    - Date
    - Child’s Full Name
    - Child’s Teacher
    - Questions/Comments/Concerns
  - Survey link is posted in multiple locations for easy access for families; Bloomz, online classroom platform, and on the Remote Learning Resource page of Larc Norcross website.
  - Parents who cannot access the survey, can call the main office number at 856-933-3725 and leave a message indicating the same information that is contained in the survey.
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- Parents must call the main number or complete the survey by 9:30 a.m. each school day. Parents who do not indicate attendance receive a phone call from the school receptionist or school nurse to indicate status.
  - Teachers/Therapists are to make continued and multiple attempts to establish point of contact with parents/guardians to deliver education and therapy services and provide reports to administration should a parent be unreachable
  - Larc Norcross administration will contact parents/guardians that have not provided support for their child to participate in remote learning to ensure safety and wellness of student and family.
  - A letter from administration will be mailed home to establish point of contact should parent/guardian not be reached by phone
  - Administration to contact with case managers for students and families that cannot be reached, have difficulties or where there is a prolonged absence for medical reasons.
  - Five-day absence letters are provided when necessary, and attendance is submitted to sending districts on a monthly basis.
  - Students will continue to follow the attendance policies of the sending school district and will not be subject to disciplinary action or retention from Larc NorcrossSchool as a result of high absenteeism

### **VIRTUAL IEP MEETINGS & RE-EVALUATION MEETINGS**

- Professional staff continue to adhere to current timelines all for scheduled Individualized Education Program (IEP) meetings
- Sending districts make the final decision on how to proceed. As directed, Larc Norcross School participates in IEP meetings and conference calls remotely.
- Larc NorcrossSchool utilizes Google Meet as our preferred platform for IEP meeting should the district default to our virtual platform
- Conference calls and virtual meetings are also used internally to plan IEPs.
- Larc Norcross meets defined deadlines for IEP planning and submits reports as per schedule.
- Larc Norcross makes all IEP corrections/revisions as instructed by sending districts
- Larc Norcross will follow the lead of the sending district for all students in need of eligibility, re-evaluation meetings/testing

### **DELIVERY OF IEP TO EXTENT POSSIBLE**

- Larc Norcross School will remain in communication with sending school districts to ensure the needs of students are met in a manner that is consistent with the student's Individualized Education Program (IEP) and the Mandated Tuition Contract to the most appropriate extent possible
- Related services are provided through telehealth as explained above
- Modifications, accommodations and specialized equipment to meet IEP goals and objectives will be upheld and provided for student growth and learning to the greatest extent possible
- All possible means to avoid regression will be utilized to keep students propelling forward

### **DELIVERY OF SAFE MEALS**

- Larc Norcross School lunch program is suspended during emergency closures based on the driving distance of students who qualify for free and reduced lunches and their dietary restrictions. (Larc Norcross School accepts from six counties throughout New Jersey and almost all students require blended meals.)
- Families eligible for free and reduced lunches are directed to the sending school districts to secure meals
- Under the direction of sending districts, Larc Norcross will communicate with families about meal pick up spots.
- Larc Norcross School continues to comply with all requests from state agencies to supply information and data related to students authorized to receive free and reduced lunches.

### **DATA COLLECTION & PROGRESS REPORTING**

- Data collection will consist of observational and performance based data. Parental narrative reports will all be included in data collection
- Students will be asked to perform observable skills during virtual sessions
- Parents interviews will count toward data collection for both education and therapeutic goals
- Progress reports will be completed and provided to parents and sending school districts as per established reporting schedule
- Progress reports during remote learning to contain greater narrative reporting

### **COMMUNICATIONS AND REPORTING**

- Attendance is tracked daily per the procedure outlined above.
- Staff responsible for completing timesheets required by the New Jersey Department of Education.
- Teachers, therapists, 1:1 aides & classroom assistants keep records of all communications with families and tasks.

- Teachers hold meetings with parents to provide support and monitor student progress.
- Administration holds regular meetings with teachers and therapists to monitor student progress, collaborate and share information to continually refine remote learning practices
- SEMI logs are completed on a monthly basis and submitted to districts electronically with electronic signatures
- Larc Norcross School Executive Director provides weekly reports and updates via email to sending school districts

## **CULTURALLY RESPONSIVE, SOCIAL-EMOTIONAL, AND TRAUMA-INFORMED PRACTICES**

Larc Norcross School is committed to providing an inclusive, culturally responsive, and trauma-informed educational environment for all students, whether instruction is provided in person or through remote learning.

Professional development opportunities are provided to teachers, administrators, related service providers, counselors (as applicable), and support staff on topics including culturally responsive teaching practices, social-emotional learning, positive behavior supports, trauma-informed care, and strategies for supporting students with diverse backgrounds and experiences.

Should Larc Norcross enroll a student who has been affected by forced migration from their home country, including refugees or asylees, the school will work collaboratively with the student's family, resident school district, and other appropriate agencies to identify the student's unique educational, communication, behavioral, social-emotional, and cultural needs. Staff will receive additional training and resources, as appropriate, to ensure the student receives meaningful access to instruction and related services during both in-person and remote learning.

Consistent with each student's Individualized Education Program (IEP), staff will implement individualized supports that promote emotional safety, trust, cultural sensitivity, and continuity of learning. Larc Norcross recognizes that students who have experienced trauma may require additional flexibility, relationship-building, and specialized instructional approaches to support their academic and social-emotional success.

The Executive Director and Principal will periodically review professional development needs and identify additional training opportunities to ensure staff remain informed of evidence-based practices related to culturally responsive education, social-emotional learning, and trauma-informed instruction.

## **CLEANING AND MAINTENANCE**

### **Cleaning Procedures**

Larc School uses an outside cleaning service to maintain and sanitize the building. The following are *routine* tasks that are completed when there is no public health emergency.

### *Daily Tasks*

- Empty All Trash
- Clean and Disinfect all Bathrooms
- Dust Mop Bathroom Floors
- Damp Mop Bathroom Floors
- Dust Mop all Classrooms
- Clean toilets/urinals
- Vacuum Classroom Carpets
- Fill all soap/paper dispensers
- Damp Mop All Hallways
- Dust Mop Cafeteria
- Damp Mop Cafeteria
- Dust Mop Kitchen
- Damp Mop Kitchen Floors and Mats
- Vacuum All Office Carpets
- Fill toilet paper dispensers
- Damp mop All Classrooms
- Refill sanitizer dispensers

### *Two Times a Week*

Twice a week, the office floor and sign-in area is also mopped. On a biweekly basis the gymnasium is dusted and mopped.

### *Weekly*

- Clean Classroom Window Sills
- Clean Classroom Baseboards
- Damp Mop Gym
- Dust Office Furniture (Upon Request)
- Clean All Interior Glass
- Dust Interior Frames
- Dust Lobby Furniture and Remove Cobwebs.
- Dust Inside For Cobwebs

### *As Needed*

- Spot clean carpets

### *Monthly*

- Buff hallways as needed

*Classroom Procedures to be Completed under Direction of Teacher*

- As required by the Board of Health, staff are encouraged to wipe down all tables, desks, chairs and mats must be washed down at the conclusion of each workday with an approved solution.
- Lysol sprays can be used at the conclusion of the day when the students have left the classroom. Spray and wipe to disinfect.
- Sinks, drain plugs, countertops, drain boards and trash can lids are to be wiped down at the conclusion of each day. A nonabrasive solution and sponges will be placed in the maintenance closet located near the restrooms in the original building to be used weekly on these areas.
- No cleaning disinfectants are to be kept in the classrooms.
- All classroom lunch utensils including bowls and plates should be labeled and placed on the cart located in the hallways. Please keep color coded tape on all kitchen items. The kitchen will sanitize these items in the dishwasher and return them in the morning.
- Dry erase boards outside the classroom doors and inside the classrooms should be cleaned daily. Dry erasers stain the board when left on the boards for an extended time. Dry erase boards are not to be used as bulletin boards. Do not tape or adhere items to boards.

In the case of the Adult Program, the lead staff member assigned to a room must also ensure that cleaning measures are also in place prior to a new group entering the area.

#### *In times of Public Health Emergency*

The Larc School Maintenance Supervisor will take extra care in monitoring the cleaning systems put into place to guarantee it is being done effectively. Regular cleaning practices continue to be maintained in addition to the following daily practices:

- Classroom and Adult Program staff use approved disinfectant solution.
- A container of the disinfecting solution will be in a designated station in the cafeteria. Classroom staff should fill their squirt bottles each PM and complete cleaning task after the students have been dismissed.
- Use non bleach wipes on all technology.
- Clean all solid surfaces- chairs, tables, counters, equipment, mats continually through the day
- Nightly cleaning crew will give special priority to nurses' offices and the isolation room.
- Nightly cleaning crew will clean bathrooms, floors, carpets, handrails, doorknobs daily.
- Nightly cleaning crew will take extra care in wiping floors, handrails, doorknobs.

#### *Sensory and other Common Spaces Cleaning*

The Sensory Room equipment, Sensory Gym equipment, cafeteria (for staff use only), playground, and isolation room should be wiped down after each using an approved solution which can be obtained through the filling station in the cafeteria.