

School Re-Opening Plan**Submitted: 7/31/2020****Revised 9/23/2020 (Effective 10/1/2020)****Revised 10/29/2020 (Effective 11/2/2020)****Revised 11/20/2020 (Effective 12/7/2020)****Agency Name:** NYSARC, Inc. Suffolk Chapter – Saul & Elaine Seiff Educare Center**BEDS Code:** 580507999853**Administrative Address:** 2900 Veterans Memorial Highway, Bohemia, NY 11716**Program Site Address:** 45 Crossways East Road, Bohemia, NY 11716**Program(s) provided at this site:**

- 4410 Preschool Special Education
 - Special Class
 - Special Class in an Integrated Setting
 - Multi-Disciplinary Evaluations
- 853 School Age Special Education

Contact Person (Name, Title): Andrea Nickdow, Director, Children's Services**Contact Phone Number:** 631-218-4949, Ext. 207**Contact Email Address:** anickdow@suffahrc.org**Website where this plan and any plan updates will be posted:** <https://www.ahrCSuffolk.org/>**INTRODUCTION**

This plan was developed to conform to the guidance provided by the New York State Education Department (NYSED) in their July, 2020, document entitled: Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance. This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and all of the new requirements and regulations which may emerge over time. We solicited input and involvement from the families we serve and our staff during the original drafting of our re-opening plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

We realize our program must be as flexible and as responsive as possible to the needs of our students, families, and staff members. We will closely monitor the effectiveness and appropriateness of our plan as the conditions of our community as the COVID-19 pandemic continues to evolve. Our sincere commitment to our students and our determination to provide the highest possible quality of educational programming and related services has not changed, even during these difficult times.

The goal of the plan is to guide the delivery of high-quality educational services as safely as possible whether that service delivery is in-person, through a remote learning platform or a blended combination

of remote and in-person services. Our focus and concerns extend to the social and emotional needs of our students, families and staff members. By diligently working together and remaining focused on the outcomes, we can find solutions to the many challenges ahead.

Our plan includes all the required elements identified by NYSED and follows the structure of the guidance by addressing the following areas as they apply to our students with disabilities and their families:

1. Communication/Family and Community Engagement
2. Health and Safety
3. Facilities
4. Nutrition
5. Transportation
6. Social Emotional Well-Being
7. School Schedules
8. Budget and Fiscal
9. Attendance and Chronic Absenteeism
10. Technology and Connectivity
11. Teaching and Learning
12. Career and Technical Education
13. Athletics and Extra Curricular Activities
14. Special Education
15. Staffing
16. Teacher and Principal Evaluation System
17. Student Teaching

Any suggestions, concerns and/or questions about our plan should be directed to the contact person identified at the beginning of this document.

A. COMMUNICATION / FAMILY AND COMMUNITY ENGAGEMENT

1. **What participants involved in the Reopening Plan's creation may be involved in any possible future revisions? Identify the job titles/groups at your school who were involved in crafting the original re-opening plan and who will participate in future revisions of this plan:**

A variety of staff members, parents, AHRC Suffolk leadership, and the Administrative team collaborated to put the reopening plan into place. With each revision of the Reopening Plan, the team will work collaboratively with Parents / Guardians and School Districts.

What community-based groups or individuals were involved in your plan's creation or could become involved as the plan is modified or enhanced?

The Suffolk County Department of Health, school district personnel, and transportation companies also may provide input into the evolving plan.

2. Moving forward how do you plan to consistently communicate with and provide information?

Teachers and therapists are required to contact parent / guardians regularly. These contacts must be documented in event logs, which are submitted for filing in the students' permanent record on a quarterly basis.

Additional communications to parents will be sent through backpack mailings, text messages, e-mails, postal service, School Messenger robocalls and regular social media posts. Records of correspondence will be maintained in the student's chart in the main office.

Parents / Guardians will be provided with a Student & Family Safety Guidelines booklet in their preferred language. The Student & Family Safety Guidelines booklet will be mailed to students' homes following updates or revisions.

3. Describe how you will ensure that all students are taught or trained how to follow each of the following COVID-19 protocols safely and correctly

- **Hand hygiene**
- **Proper face covering wearing**
- **Social distancing**
- **Respiratory Hygiene**

Given the wide range of abilities our students possess, staff members will model and assist students with hand hygiene, proper face covering wearing as tolerated, social distancing and respiratory hygiene throughout the school day.

Signs are posted throughout the building regarding hand washing, sanitizing, social distancing, and wearing PPE correctly.

4. Describe how you will use verbal and written communication to encourage students, staff and visitors to adhere to Center for Disease Control (CDC) and Department of Health (DOH) guidelines regarding the proper use of face coverings when social distancing is not possible

Parents / Guardians will be provided with a Student & Family Safety Guidelines booklet in their preferred language. The Student & Family Safety Guidelines booklet will be mailed to students' homes following updates or revisions.

In addition, staff have been provided with a Staff COVID-19 Safety Guideline booklet which includes all applicable procedures and CDC infographics.

Signs are posted throughout the building regarding hand washing, sanitizing, social distancing, and wearing PPE correctly.

5. Describe how you will provide communications in languages other than English?

A staff member is assigned to provide translation for Spanish speaking families. All written communication will be provided in English and Spanish.

6. Describe how you will communicate with members of the school community with visual and/or hearing impairments

Information will be provided in written and verbal modalities as applicable.

B. HEALTH AND SAFETY

NOTE: Students and staff will return to in-person instruction only when governmental authorities permit in-person education. Additionally any return to in-person instruction will necessitate that the school's leadership also determines the number of students and staff allowed to return in person based on: the ability to maintain social distancing; the availability of PPE, including the availability of cloth face coverings and face masks; availability of safe transportation; local hospital capacity according to the local Department of Health

1. Describe your plan/protocol to instruct staff to observe for signs of illness in students and staff and requires that symptomatic persons to be sent to the school nurse or other designated school staff member.

The AHRC Suffolk Nursing Department provide health checks twice daily to all students.

A member of the Nursing Department will check for any of the following: atypical behavior, abnormal skin color or temperature, eye or nasal discharge, abnormal breathing, and coughing.

Classroom staff are instructed to contact the Nursing Department if they suspect any symptoms of illness, injury or communicable disease. The Nurse will assess the situation and administer care as appropriate.

The Classroom Teacher will immediately notify the School Nurse if the Parent / Guardian reported any abnormal occurrences including change in sleeping pattern, eating / drinking, and voiding. The School Nurse may also read the daily communication book for any other information the Parent / Guardian may have provided.

2. Describe your school's protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

Upon their arrival each day, Educare students, staff and contractors will have their temperature taken with a no-touch thermometer which will be wiped with an alcohol wipe between uses.

Additionally, staff members will be asked the following questions:

- In the past 10 days, have you been tested for the virus that causes COVID-19, also known as SARS-CoV-2? If you were tested, was the result positive OR are you still waiting for the result?

- In the last 14 days, have you: Traveled internationally to a CDC level 2 or 3 COVID 19 or traveled to a state on the NYS Travel Advisory List?
- In the past 14 days, have you been designated a contact of a person who tested positive for COVID-19 by a local health department?
- Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0 F in the past 14 days? (The most recent list of symptoms can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Parents / Guardians will be required to complete a health questionnaire one time attestation form. Parents / Guardians will be encouraged to review the following questions prior to sending their child to school each day:

- In the past 10 days, has your child been tested for the virus that causes COVID-19, also known as SARS-CoV-2? If they were tested, was the result positive OR are they still waiting for the result?
- In the last 14 days, has your child: Traveled internationally to a CDC level 2 or 3 COVID 19 or traveled to a state on the NYS Travel Advisory List?
- In the past 14 days, have your child been designated a contact of a person who tested positive for COVID-19 by a local health department?
- Has your child experienced any symptoms of COVID-19, including a temperature of greater than 100.0 F in the past 14 days? (The most recent list of symptoms can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

3. Describe your school's plan to have ill students and staff assessed by the school nurse or other qualified medical professional engaged by the school. Confirm that if a qualified medical professional is not available at the school that the ill student and/or staff member will be sent home for follow up with a health care provider.

The Educare Center has three full time Registered Nurses on duty.

Any student who presents with a temperature of greater than 100°F will be sent to the Educare Boardroom (Isolation Room) for monitoring by a member of the Educare Center Nursing Department. The student's temperature will be rechecked after 30 minutes and if the child still presents with a temperature over 100°F after the second check, a parent or guardian will be contacted and arrangements must be made for the student to be picked up from school. Parents/Guardians will wait in the vestibule for the student to be brought forward.

Staff members who present with any symptoms of illness after reporting to work will be sent home with instructions to contact their healthcare provider or the Department of Health.

4. Describe your school's protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated

isolation area where students are supervised, prior to being picked up or otherwise sent home.

Staff are instructed to contact the Nursing Department if they suspect any symptoms of illness, injury or communicable disease. Any student who presents with a temperature of greater than 100°F or symptoms of COVID-19 will be sent to the Educare Boardroom for monitoring by a member of the Educare Center Nursing Department. If the Nursing Department determines a child should be sent home, Parents / Guardians will be contacted and arrangements must be made for the student to be picked up from school. Parents / Guardians will wait in the vestibule for the student to be brought forward.

Staff members who present with any symptoms of illness before or after reporting to work will be sent home with instructions to contact their healthcare provider or the Department of Health.

5. Describe your school's protocol for how you will conduct health screenings of visitors, guests, contractors, and/or vendors to the school.

Upon arrival each day, Educare staff / contractors / vendors / guests will have their temperature taken with a no-touch thermometer which will be wiped with an alcohol wipe between uses. Additionally, they will be asked the COVID-19 screening questions via Google form or by a member of the Educare Nursing Department or designee.

6. Describe your school's protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

Parents / Guardians will be required to complete a health questionnaire one time attestation form. Parents / Guardians will be encouraged to review the following questions prior to sending their child to school each day:

- In the past 10 days, has your child been tested for the virus that causes COVID-19, also known as SARS-CoV-2? If they were tested, was the result positive OR are they still waiting for the result?
- In the last 14 days, has your child: Traveled internationally to a CDC level 2 or 3 COVID 19 or traveled to a state on the NYS Travel Advisory List?
- In the past 14 days, have your child been designated a contact of a person who tested positive for COVID-19 by a local health department?
- Has your child experienced any symptoms of COVID-19, including a temperature of greater than 100.0 F in the past 14 days? (The most recent list of symptoms can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Additionally, COVID-19 Student & Family Safety Guidelines will be mailed home to families with pertinent information.

7. Describe your school's protocol and appropriate signage you use to instruct staff and students in correct hand and respiratory hygiene.

Signs are posted throughout the building regarding hand washing, sanitizing, social distancing, and wearing PPE correctly. Staff will model appropriate hand and respiratory hygiene and assist students with providing the necessary prompt level.

8. Describe how your school plans to ensure that all persons in school buildings keep a social distance of at least 6 feet whenever possible.

Every effort shall be made to ensure six feet of distance between students. Given the level of care our students need, and the nature of the specialized school environment, closer contact will often be required. Any time a staff member is closer than six feet from another individual, a face covering must be worn.

In order to clearly monitor the physical distancing between students, markings on classroom floors, tables and in treatment areas will be established, and observed by all staff and students, to the extent possible.

Seating, desks and equipment will be spaced at least six feet apart. Desks must face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.

With the exception of the front hallway, all Educare corridors will be designated as one-way, with arrows to indicate direction. In cases such as medical/behavioral emergency the one-way designation may not apply.

During mealtime, the sharing of food will be prohibited and students will remain socially distanced.

Staff and students must also practice social distancing while outdoors, as feasible. Markers on the sidewalk will indicate appropriate social distance. In an effort to relieve congestion morning arrival will be allowed at the Main Entrance as well as emergency exit doors 2 and 3, which access the bus lane.

9. Describe your school's protocol explaining how your school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Schools will need to make accommodations and be able to accommodate the needs of these students in the school community.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;

- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Every effort to accommodate high risk staff will be made including, but not limited to enhanced PPE, assignment change, or if applicable, remote work options.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers and their child's treatment team so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.

If the parents/guardians choose not to send their child back to school, the Educare Center will provide instruction remotely.

10. Describe your school's protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

Face coverings must be worn before entering the building; they must fit snugly and cover the nose and mouth.

Face coverings are to be worn when within 6 feet of another person and in common areas, like classrooms and hallways.

Washable masks should be laundered when they are soiled or wet. Disposable masks should be replaced daily and when soiled or wet.

If a staff member does not have a face mask, they may request one from the School Nurse. If staff members have any issues obtaining a face mask, their HR Representative should be contacted immediately.

While masks must be worn in classrooms and common areas, breaks may be taken when coverage allows.

Students will be encouraged but not mandated to wear face coverings.

11. Describe your school's protocol for allowing students to take "mask breaks".

Students will be encouraged but not mandated to wear face coverings.

As per Department of Health Guidelines, face coverings should not be used by children under the age of 2, or for anyone who is unable to medically tolerate such covering, including students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction.

Should a student be able to tolerate a mask, teachers will schedule periodic mask breaks.

12. Describe your school's plan for obtaining and maintaining an adequate supply of cloth face coverings/masks for school staff, students who have forgotten their masks as well as all of the PPE needed by your school's health professionals.

Staff members may request necessary PPE by completing the PPE Request Form and submitting it to the Nursing Department.

Weekly burn rate and inventory will be monitored by the Nursing Department and orders will be made as necessary.

13. Describe what actions your school will take if there is a confirmed case of COVID-19 in the school.

The Saul & Elaine Seiff Educare Center will maintain a continuous log of every person, including employees and students, who may have close contact with other individuals at the school; excluding deliveries that are performed with appropriate PPE or through contactless means.

The Educare Center Nursing Department will immediately notify state and local health departments if an employee or student tests positive for COVID-19 to await further guidance.

If the Department of Health recommends a building closure, the following steps must be taken:

The Program Director will notify the Executive Director and the Office of Children and Family Services.

Parents / Guardians and Staff will be notified through School Messenger that the Educare Center will be closed as per Department of Health recommendation.

The Program Administrator will contact all school districts and the Suffolk County Dept. of Health to notify them of the immediate change to remote instruction.

The Education / Transportation Coordinator will contact all bus companies to notify them of the building closure.

The Building Administrator will contact the Administrator of Buildings and Grounds to arrange for the AHRC Suffolk Maintenance Department and a professional cleaning company to thoroughly clean and sanitize the Educare Center per CDC and New York Department of Health guidelines.

Teachers and Therapists will contact Parents / Guardians to establish expectations for Remote Instruction using Google Classroom and consent for telepractice. Teachers and Therapists must follow the Children's Services Guidelines for Remote Instruction.

14. Describe your plan that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Include in your description how you plan to coordinate with the local health department.

In the event of a confirmed COVID-19 case, the AHRC Suffolk Educare Center Nursing Department will seek guidance from the Suffolk County and New York State Department of Health.

If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

15. Describe you school's protocol to clean and disinfect the school following CDC guidance.

In an effort to reduce and eliminate the spread of the Coronavirus at AHRC Suffolk we continue to clean and disinfect objects regularly to limit the spread of germs or if someone at one of our facilities is sick. As per CDC guidelines, AHRC Suffolk will ensure regularly touched objects are disinfected daily; such as doorknobs, toilet flushers, desks, light switches and chair armrests.

At AHRC Suffolk we are using a diluted bleach solution or products approved by EPA to kill coronavirus. Throughout the workday there are assigned staff who are ensuring those regularly touched surfaces and objects are disinfected on a daily basis.

Classroom & Treatment Areas:

Classroom Teachers and Related Service Seniors are responsible for assigning duties to fulfill the required tasks on the Cleaning and Disinfecting Log.

Assigned staff must document the time of cleaning and initial in the indicated space on the daily cleaning log.

At the end of each week, the Cleaning and Disinfecting Log will be reviewed by the Classroom Teacher or Related Services Senior Therapist and submitted to the Program Assistant for filing.

Floors & Bathrooms:

Adult Day Services Cleaners are responsible for dust mopping hallway floors and mopping classroom floors. They are also responsible for cleaning common and classroom bathrooms daily.

Assigned staff must document the time of cleaning and initial in the indicated space on the daily cleaning log.

At the end of each week, the Cleaning and Disinfecting Log will be submitted to the Children's Services Program Assistant for filing.

High Touch Areas:

The Maintenance Department Staff are responsible for cleaning and disinfecting high touch areas in the Educare Center products approved by EPA to kill coronavirus which include hand rails, door knobs and light switches. They are also responsible for cleaning and disinfecting the Educare Center Boardroom.

In the event that the Educare Boardroom is used as the isolation room, a designated staff member will

- Open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.

Assigned staff must document the time of cleaning and initial in the indicated space on the daily cleaning log.

At the end of each week, the Cleaning and Disinfecting Log will be submitted to the Children's Services Program Assistant for filing.

Additional Cleaning:

Positioning equipment stored in the hallways (supine boards, lifts, gait trainers, dynamic standers, strollers, etc.), therapy and classroom mats and the Nursing Office will also be cleaned daily by the Educare Center Equipment Aides.

Assigned staff must document the time of cleaning and initial in the indicated space on the Cleaning and Disinfecting Log.

At the end of each week, the Cleaning and Disinfecting Log will be collected by the Building Administrator for review and submitted to the Program Assistant for filing.

16. Describe how you will conduct required school safety drills (i.e., fire drills, lockdown) with the modifications which will be necessary to ensure social distancing between persons.

Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Procedure for Fire Drills:

Prior to a fire drill, an announcement will be made that odd or even numbered rooms will exit the building for the fire drill. If a student is receiving a related service at the time of the drill, the therapist will follow the procedure for the child's classroom. Immediately following, the alternate grouping will complete the fire drill. One member of the Nursing Department and one Administrator will remain in the building with the alternate group. Staff and students will be instructed that in an actual emergency, evacuation will be the main priority and social distancing will not be required.

Procedure for Lockdown Drills:

Lockdown drills will be conducted without "hiding"/"sheltering" but staff must provide an overview of how to shelter or hide in the event of an actual lockdown.

17. If your school operates before or after school care, describe you plan to implement health and safety protocols.

Not applicable. The AHRC Suffolk Saul & Elaine Seiff Educare Center does not operate a before or after care.

- 18. Identify by name, title and contact information the COVID-19 safety coordinator your school has selected to be responsible for continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.**

Andrea Nickdow, Director, Children’s Services
 Email: anickdow@suffahrc.org
 Phone: 631-218-4949, Ext. 207

- 19. Health related considerations prior to reopening:**

- a) Identify by name, title and contact information the COVID-19 resource person your agency has identified to assist your site(s) and the community.**

- a. Deborah Macdowell, R.N. – Senior Nurse
- b. dmacdowell@suffahrc.org
- c. 631-218-4949, Ext. 234

- b) Describe if and how your school will limit visitors to school grounds and/or buildings.**

AHRC Suffolk Educare Center will restrict visitors.

- c) Describe the steps that will be taken to instruct parents/guardians in screening students at home for signs of illness by multiple means which may include written communication, short videos and parent forums.**

Parents / Guardians will be required to complete a health questionnaire one time attestation form. Parents / Guardians will be encouraged to review the following questions prior to sending their child to school each day:

- In the past 10 days, has your child been tested for the virus that causes COVID-19, also known as SARS-CoV-2? If they were tested, was the result positive OR are they still waiting for the result?
- In the last 14 days, has your child: Traveled internationally to a CDC level 2 or 3 COVID 19 or traveled to a state on the NYS Travel Advisory List?
- In the past 14 days, have your child been designated a contact of a person who tested positive for COVID-19 by a local health department?
- Has your child experienced any symptoms of COVID-19, including a temperature of greater than 100.0 F in the past 14 days? (The most recent list of symptoms can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Regular reminders will be sent home, along with COVID-19 Student & Family Safety Guidelines in the preferred language.

- d) If your school's plan relies on parent/guardian screening before school, the school should take into account the parent/guardian's ability to access internet or complete a written checklist accessible in the language spoken by the family.**

AHRC Suffolk Saul & Elaine Seiff Educare Center requires a parent/guardian to sign a one-time attestation regarding screening of students before school. Written reminders, which include screening questions, will be sent home in the preferred language weekly.

- e) If your school's plan is to screen students before they enter your school, describe how your protocol will: meet CDC requirements for PPE and social distancing; have sufficient supplies to conduct screenings; ensure that waiting students are supervised.**

AHRC Suffolk Saul & Elaine Seiff Educare Center requires a parent/guardian to sign a one-time attestation regarding screening of students before school.

Prior to entering the building, students will have their temperature checked by a member of the AHRC Suffolk Nursing Department with a no-touch thermometer which will be cleaned with an alcohol wipe between uses.

In order to promote social distancing and to prevent crowding at the Main Entrance, admittance will also be permitted for students through emergency exit doors 2 and 3 which access the bus lane. Students who are transported to/from school by a Parent / Guardian must use the main entrance so that the student is signed in at the reception window. Students may only be brought into the building by an aide from their own classroom. During arrival, staff will ensure that all entrances are monitored and locked after use.

- f) Does your school's plan encourage students to wear a cloth face covering at all times, unless otherwise inadvisable?**

Students will be encouraged but not mandated to wear face coverings.

As per Department of Health Guidelines, face coverings should not be used by children under the age of 2, or for anyone who is unable to medically tolerate such covering, including students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction.

Should a student be able to tolerate a mask, teachers will schedule periodic mask breaks.

- g) Does your school's plan include a requirement that school health personnel wear PPE when assessing ill students or conducting specific respiratory treatments?**

Yes.

- h) Which room in the facility has been identified for isolating ill persons?**

The Educare Center Boardroom has been identified as the facility for isolating ill persons.

- i) If your school has a nurse or other health professional, what room (separate from the isolation room) has been identified as their space to administer medication and/or nursing treatments?**

The Educare Center Nursing Office will be used to administer medication and nursing treatments.

- j) Confirm that your school's health office will use disposable equipment and supplies as much as possible.**

The school's health office will use disposable equipment and supplies, as feasible.

- k) Confirm that your school will provide appropriate PPE to custodial or other personnel cleaning or disinfecting your site if such protection is required by the manufacturer of the cleaning/disinfecting agent being used?**

PPE is available to all personnel for cleaning and disinfecting our site. PPE may be requested from the Educare Center Nursing Department.

- l) Confirm that your school has created a daily checklist for use by school personnel to inspect their work area and ensure that they have sufficient supplies every day (i.e., face covering, tissues, hand hygiene supplies and cleaning supplies, etc.).**

AHRC Suffolk, Saul & Elaine Seiff Educare Center has created a daily checklist for use by school personnel. The checklists will be collected weekly and maintained in the Educare front office.

- m) Confirm that the individual selected as your school's COVID-19 resource person:**
- a. Has a health background (i.e., school nurse) or is a school administrator familiar with the reopening plan?**

Andrea Nickdow is the Director of Children's Services and a licensed Speech-Language Pathologist.

- b. Will be the main contact upon the identification of positive COVID-19 cases and be responsible for subsequent communications?**

Andrea Nickdow will be responsible for all communications.

- c. Has been identified to the entire school community and that the community has contact information for the COVID-19 resource person?**

The Educare Center school community may contact any member of the Administrative team or Nursing Department with questions regarding COVID-19. Andrea Nickdow has been identified as the COVID-19 resource person.

- d. Has been involved in the development of the school's reopening plan?**

Yes. The reopening plan has been a collaborative effort. Staff members, Parents, AHRC Suffolk Leadership, and the Administrative team worked together to put the reopening plan into place.

- n) **If your school has a before and/or afterschool program, do they support social distancing, PPE usage, cleaning and disinfection protocols, and the risk of COVID-19 transmission?**

Not applicable.

- o) **If your school has a before and/or after school program have they considered maintaining the cohorts students are in during the day?**

Not applicable.

- p) **If your school has a before or after school program have they considered grouping members of the same household together?**

Not applicable.

C. FACILITIES

1. **If you have to rearrange, repurpose, modify or expand facility space to implement social distancing or other safety measures, please describe:**

In order to observe social distancing during Physical Therapy sessions, one-half of our Multi-Purpose Room will be designated as an additional PT gym.

2. **Are all of the changes you described in response to #1 above in compliance with fire, building, child care and any other applicable codes, regulations and legal requirements?**

Yes.

3. **Have the school's written emergency plans (i.e., fire drills, evacuation, lockdown) been modified to reflect and facilitate social distancing?**

Yes.

4. **Describe any changes to time management and schedules of facility usage which are planned to reduce congestion and promote social distancing:**

In order to clearly monitor the physical distancing between students, markings on classroom floors, tables and in treatment areas will be established, and observed by all staff and students, to the extent possible. Seating, desks and equipment will be spaced at least six feet apart. Desks must face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart. With the exception of the front hallway, all Educare corridors will be designated as one-way, with arrows to indicate direction. In cases such as medical/behavioral emergency the one-way designation may not apply. Staff and students must also practice social

distancing while outdoors, as feasible. Markers on the sidewalk will indicate appropriate social distance. In an effort to relieve congestion morning arrival will be allowed at the Main Entrance as well as emergency exit doors 2 and 3, which access the bus lane.

- 5. Will doors which do not have automatic closure mechanisms and/or are not fire-rated be maintained in an open position to increase air flow?**

Not applicable. All doors at the Educare Center are fire-rated.

- 6. Has your school installed plastic separators or other dividers? If so, please describe:**

Not applicable

- 7. Describe your determination regarding the adequacy of hand-washing facilities. Have added additional sinks and/or mobile handwashing facilities? If so, please describe:**

AHRC Suffolk Educare Center was built to code in 2001. The building is equipped with 20 lavatories and 15 sinks, each with hand soap and paper towel dispensers.

- 8. Have you installed any hand sanitizer dispensers? If so, where and are those dispensers in compliance with all applicable fire codes?**

Yes, hand sanitizer dispensers are installed throughout the building in classrooms, treatment areas, restrooms and common spaces. These are regularly checked and refilled by the maintenance department.

- 9. Have you installed dividers anywhere in the facility to control groups and/or manage the possibility of crowding?**

No.

- 10. Have you made any changes to drinking fountains or drinking water access for students in response to COVID-19? If so, please describe:**

The school's drinking fountains have been disabled. Bottled water is available to all students.

- 11. Describe your plan for increasing ventilation and air flow (natural and/or mechanical):**

AHRC Suffolk Educare Center is equipped with an HVAC system comprised of six rooftop units which are maintained by a contracted HVAC company. Classroom windows may be opened to increase airflow, if weather permits and there is no risk to the students' health or safety.

- 12. Describe your plan for enhancing and maintaining higher efficiency air filtering and any re-balancing of air flow necessitated by filtration changes:**

The Saul & Elaine Seiff Educare Center is ventilated by an HVAC system consisting of six rooftop units. AHRC Suffolk Maintenance Department coordinates regular inspection and

upkeep of the system. There are MERV rated 13 filters on each unit which are maintained by the HVAC vendor.

In addition to the building-wide system, smaller free-standing air cleaning units, which are verified by AHAM, will be provided upon request.

- 13. Have you installed any new air purification technologies? If so, do those devices meet or exceed safety standards, including being listed/labeled as having been approved for the intended use by a nationally-recognized testing laboratory?**

Interior (windowless) spaces, in addition to the building wide HVAC system, have been provided with free-standing air cleaning units, which are verified by AHAM.

D. NUTRITION

- 1. Describe how you will work with the school district(s) and school food authorities (SFAs) to ensure that all eligible children have access to school meals:**

AHRC Educare does not provide food service; meals are parent-provided. In the event that a child arrives at school without food, the Social Worker or School Psychologist will provide a meal from the emergency food pantry and follow up with the family. If the family is in crisis, the Social Worker/School Psychologist will provide resources and a referral will be made for school district support.

- 2. Describe any changes to your health, safety, sanitation and/or food-handling procedures in light of the COVID-19 public health emergency:**

Family style mealtime, common tableware, community utensils and sharing of food is prohibited. Staff who are preparing individual student meals must wear PPE and wash hands and change gloves between each students' meal preparation. Students must remain socially distanced, as feasible, during mealtime. Staff who are working closely with students (i.e. feeding) must wear all appropriate PPE. Spaces will be cleaned and disinfected before and after mealtime.

- 3. Describe how children with food allergies will be protected as meal and snack procedures are revised to promote social distancing:**

The Allergy and Alerts list is posted in the classroom, where mealtimes are regularly occurring. Staff who are familiar with the students in each class are responsible for meal/snack prep and ensuring there is no exposure to allergens. In the event an individual in a classrooms has a significant food allergy, parents are notified and asked to avoid sending such food.

- 4. Describe how and where food and meals for students will be served and consumed:**

Parents / Guardians provide all meals and snacks for their children, which are prepared and consumed in the classroom. In the event of an emergency, the Social Worker / School Psychologist will provide food from the school pantry.

5. Describe how students will be located while eating:

Students will be socially distanced and all facing the same direction, as feasible. Given the significant level of support which many of our students require, staff may be required to work closely with students and therefore will be provided necessary PPE to ensure health and safety.

6. Describe how appropriate hand hygiene will be promoted before and after serving or eating:

Staff will model appropriate hand hygiene through the day and students will be encouraged to perform appropriate hand hygiene, given the necessary prompting, including hand-over-hand assistance, before and after meals.

7. Describe how food/beverage sharing and family-style meals will be discouraged:

Family style mealtime, common tableware, community utensils and sharing of food is prohibited. Students must remain socially distanced, as feasible, during mealtime. Staff who are working closely with students (i.e. feeding) must wear all appropriate PPE. Spaces will be cleaned and disinfected before and after mealtime.

8. As applicable, confirm that your school is in compliance with the Child Nutrition Program and any other SFAs your agency works with:

Not Applicable

9. Describe how you will communicate with families, including those using a language other than English, about nutrition and meal//snack issues:

All written communications will be provided in the student's native language. A Spanish language translator will be provided to communicate via telephone as needed.

E. TRANSPORTATION

NOTE: Transportation for students with disabilities enrolled in 4410 and/or 853 programs are provided by the school district. School programs, however, are involved in the embarking and disembarking of students.

1. Describe changes to student disembarking/arrival procedures and locations to promote social distancing:

In order to promote social distancing and to prevent crowding at the Main Entrance, admittance will also be permitted for students through emergency exit doors 2 and 3 which access the bus lane. Social distance markers are painted on the sidewalk in the front of the building. Students who are transported to/from school by a Parent / Guardian must use the main entrance so that the student is signed in at the reception window. Students may only be brought into the building by an aide from their own classroom. Staff will ensure that all entrances are monitored during arrive and locked after use.

2. Describe changes to student embarking/dismissal procedures and locations to promote social distancing:

In order to promote social distancing and to prevent crowding at the Main Entrance, bus numbers will be called individually for bus dismissal. Students will be brought to their bus by a member of the classroom staff. Social distance markers are painted on the sidewalk in the front of the building.

3. Describe any changes made to stagger arrival and/or dismissal times:

Not applicable

4. Discuss the impact of social distancing on the length of time required for arrival and dismissal:

Not applicable.

5. Discuss your plan for managing scheduling and social distancing when/if students are transported by their families by car, public transportation and/or walking:

Students who are transported to/from school by a Parent / Guardian must use the main entrance so that the student is signed in at the reception window. Students may only be brought into the building by an aide from their own classroom.

6. Describe student hand-washing and/or hand sanitizer use during arrival and dismissal:

Students will wash their hands upon arrival and before dismissal.

F. SOCIAL EMOTIONAL WELL-BEING

1. List any school-wide plans/policies related to student well-being and/or behavior management:

- Requesting Psychological Intervention
- Team B Procedure
- Elopement Procedure
- Child Abuse and Neglect Policy
- Family Service Meeting
- Parent Training / Support Procedure
- Social Emotional Well Being
- Psycho-Social Meeting

2. In light of COVID-19, have qualified professionals reviewed those plans and determined if they meet current student needs?

Yes, the Family Services Department consisting of the Program Administrator, Social Worker, School Psychologist, Behavior Intervention Specialist and Nursing Department, meet regularly to review plans and policies to ensure student needs are met.

3. As applicable, describe your plan for revising/updating your existing procedures and protocols to address student, staff and family needs in light of the pandemic:

During bi-weekly Management Meetings, the Educare team will review the COVID policies and procedures to determine efficacy and amend as needed. Updated procedures will be distributed to staff and families as applicable and included in the COVID plan posted to the Agency website.

4. **Describe your plans to form an advisory council which will include families, community members, professionals and staff members to share in decision-making and future planning regarding: sustaining a positive school climate; mental health; initiatives to promote social/emotional wellness; trauma-responsive care; restorative practices; social/emotional learning (SEL); professional development; increased family/community engagement:**

Social media, website, parent surveys and weekly staff meetings may be used to involve stakeholders in the development of school programs as practicable.

5. **Describe how your school will provide referrals for mental health, behavioral and emotional support programs, resources and services:**

The Family Services Department will provide support to families and may provide resources for mental and physical health, emotional counseling, food banks, community outreach, and respite services, among others. A Spanish language translator will be available as needed.

6. **Describe your plans for professional development which will enable personnel to best support students, families and staff during and after the COVID-19 public health emergency while developing coping and resilience skills in students and staff:**

The Saul & Elaine Seiff Educare Center incorporates three staff conference days into the school calendar. In addition to mandated trainings such as policy and procedure review, supplemental topics may be offered. Additionally, Educare staff may use Google Classroom where free access to coping, mindfulness and dealing with anxiety information is posted.

7. **Describe how you will communicate to all stakeholders that social emotional well-being and learning is a priority for your school:**

As policy and procedures are updated, new COVID Safety Handbooks will be provided to families and staff. Regular social media posts, website updates, backpack mailings, and other correspondence will be used to provide details regarding social emotional well-being and opportunities for support.

G. SCHOOL SCHEDULES

1. **Describe any planned changes to class hours for students or work hours for staff:**

All staff will report to work at their regularly assigned days and times.

Based upon classroom ratio and enrollment, and in order to observe social distancing, the following plan will be in place until further guidance is issued:

All Preschool Programs and School Age ABA Program:

Due to classroom ratio and enrollment, students in Rooms 1-5 will be provided with full time in-person instruction and related services. If a Parent / Guardian requests distance learning / telehealth, services will be provided remotely. **Every effort will be made to implement Parent and School District special accommodations.**

School Age Non-ABA Program:

Based on classroom ratio, current enrollment and the number of remote instruction only requests, students in Rooms 6-12 will be provided with instruction and related services five days per week. If a Parent / Guardian requests distance learning / telehealth, services will be provided remotely. Should in-person enrollment increase, the previous hybrid plan will be re-implemented. Every effort will be made to implement Parent and School District special accommodations.

2. Describe how you will limit in-person presence to only those staff members who are necessary to be at school during normal school hours:

All staff have been designated as essential to the operation of the program and must report in person.

3. Describe how you will promote, increase and or maintain a remote workforce to accommodate social distancing:

Direct care staff have been designated as essential to the operation of the program and must report in person. Administrative Staff are able to observe social distancing while at work due to the availability of private office space. The need for remote workforce is limited.

4. Describe how you will stagger schedules or make other time adjustments to reduce congestion in hallways, walkways and/or buildings:

The Educare Center, as an ungraded school does not have a fixed schedule or periods. As such, congestion is minimal. With the exception of the front hallway, which may accommodate social distancing, all corridors have been designated as one way.

5. Describe any planned use of “cohorts” or class schedules to accommodate social distancing:

Each class will be assigned one PT, one OT and one ST to serve all the students in that class.

To reduce comingling, related service providers are responsible for their own caseloads, including make-up sessions. Therapists are not permitted to treat students on another therapist’s caseload.

Students who are mandated for group sessions may only be grouped with students from their own class and must observe social distancing except when safety or the core function of the activity requires shorter distance.

6. Describe how you will involve all stakeholders in the school community (staff, families, etc.) in your consideration of alternative scheduling?

Social media, website, parent surveys and weekly staff meetings may be used to involve stakeholders in the development of school programs as practicable.

7. Describe how you will communicate with families, including those who use a language other than English, and staff when schedules need to be changed/adjusted or instruction transitioned back to all remote:

All written communications will be provided in the student's native language. A Spanish language translator will be provided to communicate via telephone as needed.

8. Describe how your scheduling decisions and instructional models promote equity and access a priority for all, including English language learners, those experiencing homelessness and students with disabilities:

Given the high level of support required by Educare students, the need for in-person services is evident. In order to maintain appropriate social distance, a hybrid (in-person and remote services) model has been developed. Exception will be made based upon classroom ratio and/or enrollment.

H. BUDGET AND FISCAL

1. Have your internal budgeting and expense reporting been adjusted and expanded to forecast, track and account for COVID-19 related expenses?

The AHRC Suffolk Finance Department track and account for COVID-19 related expenses.

2. Describe any of the possible additional revenue sources you might tap into to meet the added expenses related to meeting COVID-19 related costs:

Grant dollars, FEMA, Office of Emergency Management and the AHRC Suffolk COVID-19 Relief Fund.

3. Describe some of the steps you may take if your tuition reimbursement is insufficient to meet the additional costs of providing services during the COVID-19 emergency:

AHRC Suffolk, as the umbrella agency, would absorb additional costs related to the COVID-19 emergency.

4. Briefly outline some of the steps you will take to maintain high levels of student enrollment:

Since student enrollment is based upon referral from local school districts, the Program Administrator will maintain regular contact with school district personnel.

Upon referral, Parents / Guardians will be offered virtual tours and an opportunity to discuss placement with their child's CPSE / CSE.

I. ATTENDANCE AND CHRONIC ABSENTEEISM

1. Describe how you intend to collect, document and report daily teacher/student/family engagement or attendance regardless of the instructional setting (in-person or remote):

For students who are receiving services in person, attendance will be taken by the Classroom Teacher and reported in EnterCLAIMS.

For students who are receiving services through distance learning, attendance will be taken using Google Classroom activities. Regular contact will be made by the students' treatment team.

In the event that a child's attendance is not reported for the day, the Program Assistant will make attendance phone calls.

2. Briefly describe how you will develop/sustain positive relationships with students/families to promote attendance and participation:

Regular contact will be made by the students' teachers and therapists. The Family Services Department will supply additional support as needed.

3. Briefly describe your outreach efforts when students and families are not participating in remote learning:

In addition to phone calls and emails, the student's home school district will be contacted and engaged as an additional encouragement to participate in remote learning.

4. Describe how you will involve the CPSE/CSE if students are not participating in remote learning:

The Program Assistant will work collaboratively with the Program Administrator with regard to student attendance. The Program Administrator will notify the CPSE / CSE to discuss options and encourage student attendance.

5. Describe how you outreach to families who speak languages other than English:

All written communications will be provided in the student's native language. A Spanish language translator will be provided to communicate via telephone as needed.

6. Are your staff members periodically reminded of their responsibility as mandated reporters to contact the Department of Social Services if they suspect child abuse or neglect?

Yes. Educare Staff receive annual mandated reporter trainings.

J. TECHNOLOGY AND CONNECTIVITY

1. Describe how your school will initially gather and periodically update information on the level of access students and staff members have to devices and high speed broadband at their places of residence:

Parents / Guardians have been and will be provided with periodic Google Surveys to gather and update information on devices and high speed broadband at their place of residence.

2. Describe how you will address the need to provide devices and internet access to students and staff members who do not currently have access:

Upon notification that a student does not have access to the internet or a dedicated device for distance learning, the Program Administrator will contact the child's school district.

3. What multiple means of participation might you employ so that students can participate and demonstrate mastery of the Learning Standards in remote and blended models when they may not yet have sufficient access to devices or high-speed internet?

Distance learning packets will be mailed to the student's home. Teachers and therapists will provide regular outreach via telephone, text or email.

4. Describe your plans for professional development in effective practices during remote instruction and learning:

Professional development will be provided through Google Classroom, weekly staff meetings, and peer support.

5. Describe your plan for providing information technology (IT) support to families and staff members who are experiencing IT issues and challenges:

Tech savvy staff members will provide ongoing support with technology to students, teachers and families. Additionally, the AHRC Suffolk IT Department may also be accessed for support in this domain.

6. Describe how you will ensure data privacy and security:

As per AHRC Suffolk policy: Identifiable personal information is not to be emailed to non-secure sites. Personal email, social media accounts, and personal mobile devices are not "secure" and should not be used to transmit any information to, from, or about people receiving supports, except if needed to seek assistance in an emergency situation.

Google Classroom is password protected and student / therapist specific.

7. Describe how you will assess the effectiveness of the digital tools and platforms you are using/will use:

Parents / Guardians will be sent regular surveys regarding the effectiveness of remote instruction and teletherapy.

8. Describe some ways you intend to promote equitable access and flexibility for students, staff and families during remote instruction and learning:

Upon notification that a student does not have access to the internet or a dedicated device for distance learning, the Program Administrator will contact the child's school district.

In addition, to Google Classroom activities, weekly distance learning packets will be mailed home to all students receiving distance learning / telehealth.

K. TEACHING AND LEARNING

1. Briefly describe your continuity of learning plan should state or local conditions warrant moving to/from in-person, blended and/or all remote instruction:

In order to provide continuity of learning, the students' teacher and related service providers will remain the same regardless of modality.

Activities, data collection and progress monitoring will also continue, whether services are in-person or remote.

2. Will instruction, regardless of the modality used, remain aligned with the outcomes in the New York State Learning Standards?

Yes, all instruction will be in keeping with the goals on the students' IEP and will align with the NYS learning standards.

3. Describe how your school will promote equity by making sure that all students have opportunities to access routinely scheduled instruction, interaction, feedback and support from teachers:

Students who are participating in a hybrid model or remote instruction will be offered telehealth opportunities, as appropriate and to the extent possible for related services and enhanced education.

Every effort will be made to provide synchronous instruction, as feasible. For example, a student receiving remote services may be provided the opportunity to participate in live classroom circle time.

Students who do not have technology will be referred to their school district for assistance. Paper distance learning packets will still be provided.

4. Will all students have opportunities for regular and substantive contact with qualified instructional personnel regardless of the delivery method (remote, blended, in-person)?

Yes.

5. Describe how you will engage families in the teaching and learning process:

Given the level of support that the students require, Parents / Guardians / Caregivers must be engaged in the teaching and learning process. Regular outreach to the families will be made by Teachers and Therapists.

6. Describe your communication plan so that students/families, regardless of their home language(s), have multiple means to contact teachers and, as applicable, related service providers:

Teachers and therapists are required to contact Parents / Guardians regularly. These contacts must be documented in event logs, which are submitted for filing in the students' permanent record on a quarterly basis.

Additional communications to parents will be sent through backpack mailings, text messages, e-mails, postal service, School Messenger robocalls and regular social media posts. Records of correspondence will be maintained in the student's chart in the main office.

All written communication will be provided in the Parent / Guardian's preferred language and a Spanish translator is available for phone conversations upon request.

7. Describe your plan for student support and family involvement to address the specialized needs of students whose educational experiences in 2019-2020 were disrupted due to school closures and who now require additional social, emotional or academic support to be successful:

AHRC Suffolk will collaborate with the CPSE / CSE to establish compensatory services for students whose educational experiences in the 2019-2020 school year were disrupted due to closures.

8. Describe how your school plans to help students to re-adjust to in-person instruction and the structure of school:

The child's treatment team will meet regularly to discuss student adjustment and progress. The Family Services Department will work collaboratively with the treatment team, Parents / Guardians and students to assist as needed.

9. Outline some of the things you will do to create a positive school climate of safety, comfort and routine in all program models:

Staff will be encouraged to adhere to schedules and established routines, so that students may feel comforted in "the new normal". Time for mindfulness and reflection will be established into the classroom schedule. The Administrative Team will regularly meet with department leads to evaluate the school climate and make adjustments as needed.

10. Describe how you will help staff members share information about individual needs and each student's responses to blended, in-person and/or remote learning:

Regular communication with staff via memorandum, email, face to face supervisory sessions, teacher and related service meetings, and conference days.

11. Describe how you will use diagnostic assessment to determine each student's academic, social and emotional needs:

In addition to annual reports and assessments, classroom data will be collected, and therapy log notes will be reviewed.

12. Programs for preschool students (4410s) should briefly describe how they will:

a) Manage meals without family-style service and with social distancing

Family style mealtime, common tableware, community utensils and sharing of food is prohibited.

b) Manage toileting and hand washing when classrooms do not have adjoining sinks and toilets

Classrooms are equipped with an individual bathroom with adjoining sinks and toilets.

c) Implement nap time, if applicable

Student cots will be placed 6ft apart in the classroom.

d) Modify center time to enhance social distancing

Social distancing markers will be placed in the classroom as a visual cue to students and staff. Centers will be placed around the room and the number of students assigned to each center will be limited.

e) Avoid children having to share materials

Classroom supplies will be individualized to the extent practicable. Manipulatives will be student specific. Shared items will be sanitized in between uses.

f) Follow sanitation guidelines during the day, i.e., after center time

In an effort to reduce and eliminate the spread of the Coronavirus at AHRC Suffolk we continue to clean and disinfect objects regularly to limit the spread of germs or if someone at one of our facilities is sick. As per CDC guidelines, AHRC Suffolk will ensure regularly touched objects are disinfected daily; such as doorknobs, toilet flushers, desks, light switches and chair armrests.

Classroom Teachers and Related Service Seniors are responsible for assigning duties to fulfill the required tasks on the Cleaning and Disinfecting Log.

Assigned staff must document the time of cleaning and initial in the indicated space on the daily cleaning log.

At the end of each week, the Cleaning and Disinfecting Log will be reviewed by the Classroom Teacher or Related Services Senior Therapist and submitted to the Program Assistant for filing.

g) Discourage practices which encourage physical contact, i.e. partners holding hands

Students will be encouraged will to remain 6 feet apart throughout the school day.

13. Describe how you will balance screen time and authentic learning experiences during remote learning periods:

In an effort to balance screen time during remote learning, distance learning packets will be mailed home. Parents will be provided with additional resources for distance learning to support remote learning objectives.

14. Describe how your program will control/limit volunteers and visitors (including parents/guardians) and, if they are permitted, how they will be informed of requirements for health and safety

Visitors / Volunteers will not be permitted in the building. In case of emergency, visitors (i.e. police, EMT), will complete the arrival questionnaire and have their temperature checked.

15. Describe how you will maintain students in a “cohort”/”pod” for in-person and blended learning:

Classrooms will be paired into cohorts for the purposes of Teacher Aide/ Assistant coverage in the event of staff shortage.

Each class will be assigned one PT, one OT and one ST to serve all the students in that class.

To reduce comingling, related service providers are responsible for their own caseloads, including make-up sessions. Therapists are not permitted to treat students on another therapist’s caseload.

Students who are mandated for group sessions may only be grouped with students from their own class and must observe social distancing except when safety or the core function of the activity requires shorter distance.

16. Describe some of the best practices which can inform/facilitate high-quality remote instruction?

Teachers & Related Services Providers will individualize student assignments based on IEP goals. Students will have access to Google Classroom assignments, telepractice, and distance learning packets.

17. Describe how students are assigned to a learning model and if, how and when they might be moved from one model to another:

Based upon classroom ratio and enrollment, and in order to observe social distancing, the following plan will be in place until further guidance is issued:

All Preschool Programs and School Age ABA Program:

Due to classroom ratio and enrollment, students in Rooms 1-5 will be provided with full time in-person instruction and related services. If a Parent / Guardian requests distance learning / telehealth,

services will be provided remotely. Every effort will be made to implement Parent and School District special accommodations.

School Age Non-ABA Program:

Based on classroom ratio, current enrollment and the number of remote instruction only requests, students in Rooms 6-12 will be provided with instruction and related services five days per week. If a Parent / Guardian requests distance learning / telehealth, services will be provided remotely. Should in-person enrollment increase, the previous hybrid plan will be re-implemented. Every effort will be made to implement Parent and School District special accommodations.

18. Describe how you will make all models as inclusive and culturally-responsive as possible:

Teachers and Related Service Providers will be encouraged to work collaboratively with the students' families to ensure inclusivity.

19. Describe your models for:

(Based upon classroom ratio and enrollment, and in order to observe social distancing, the following plan will be in place until further guidance is issued :)

a) Full Time in-person education, including details such as number of students/staff per classroom; length of session; and any other important information:

For students receiving full-time in-person services, session time and schedule will remain the same.

If a Parent / Guardian requests distance learning / telehealth, services will be provided remotely, see below.

b) Remote learning:

For students whose parents choose full time remote instruction and/or in the case of a mandated closure requiring all students to receive remote instruction, the Educare Center will provide the following:

Education

Weekly distance learning packets will include daily lessons (five lessons per week). A different subject matter will be chosen for each day. All packets will include specific materials necessary to complete the assigned activities. Classroom aides will assist in creating these packets.

Additionally, all lessons must be uploaded to Google Classroom so parents can access them electronically. Remote instruction will directly reflect in-person services.

Related Services

Weekly distance learning packets will include an activity for each mandated session. Activities will be goal-specific and varied from session to session. All packets will include specific materials necessary to complete the assigned activities.

For parents who choose teletherapy, a verbal consent is sufficient. If teletherapy is conducted at predetermined frequency that is less than mandated on the IEP, therapists will send home activities for the remaining sessions.

All therapists will upload at least one activity / parent resource onto their Google Classroom per week. Parents will be reminded of the availability of activities and lessons on Google Classroom in the weekly outreach.

c) **Blended/hybrid learning, including days and duration of in-person services, staffing for in-person portions and typical patterns and practices for remote instruction:**

Based on the square footage of the classrooms, social distancing guidelines and approved staff/student ratios, the number of individuals in any classroom will not exceed 18.

In order to meet this requirement, **should in-person enrollment requests increase to a number which would exceed 18 people per room**, each School Age 12:1:4 class will be divided into two groups:

Blue Group: Monday / Thursday / Alternating Wednesdays in person instruction; Tuesday / Friday remote.

Green Group: Tuesday / Friday / Alternating Wednesdays in person instruction; Monday / Thursday remote.

In-person instruction arrival and departure times will remain the same.

Related Services will be provided to the maximum extent possible on the in-person days. Teletherapy will be offered on remote instruction days to satisfy the IEP mandate. If teletherapy is declined, remote instruction will be provided through distance learning packets / Google classroom.

Every effort will be made to accommodate family and school district need with regard to grouping.

L. CAREER AND TECHNICAL EDUCATION

NOTE: CTE does not specifically apply to 4410 programs except for the basic Learning Standards which can be achieved in remote, blended or in-person preschool instructional models.

Any 853 programs engaged in a robust CTE programs, especially those with a “work-based” learning component should describe below some of the modifications which will be required to help students to make continued progress, especially in periods of remote or blended learning.

M. ATHELETCS AND EXTRA CURRICULAR ACTIVITIES

NOTE: While athletics and extra-curricular activities are generally not part of any 4410 program and may have only limited manifestation in an 853 program. However, should such events or activities be contemplated and permitted by governmental authorities, our agency will comply completely with the guidance and requirements set forth in the DOH Interim Guidance for Sports and Recreation during the COVID-19 Public Health Emergency. Should facilities under our control be used at any time by external community organizations, those groups will be required to follow State and local directives and health requirements regarding social distancing, hygiene and sanitation.

N. SPECIAL EDUCATION

1. Describe how students will receive FAPE, regardless of the service delivery model they are participating in:

For students whose parents choose full time remote instruction and/or in the case of a mandated closure requiring all students to receive remote instruction, the Educare Center will provide the following:

Education

Weekly distance learning packets will include daily lessons (five lessons per week). A different subject matter will be chosen for each day. All packets will include specific materials necessary to complete the assigned activities. Classroom aides will assist in creating these packets.

Additionally, all lessons must be uploaded to Google Classroom so parents can access them electronically. Remote instruction will directly reflect in-person services.

Related Services

Weekly distance learning packets will include an activity for each mandated session. Activities will be goal specific and varied from session to session. All packets will include specific materials necessary to complete the assigned activities.

For parents who choose teletherapy, a verbal consent is sufficient. If teletherapy is conducted at predetermined frequency that is less than mandated on the IEP, therapists will send home activities for the remaining sessions.

All therapists will upload at least one activity/parent resource onto their Google Classroom per week. Parents will be reminded of the availability of activities and lessons Google Classroom in the weekly outreach.

Blended/hybrid learning, including days and duration of in-person services, staffing for in-person portions and typical patterns and practices for remote instruction:

Based on the square footage of the classrooms, social distancing guidelines and approved staff/student ratios, the number of individuals in any classroom will not exceed 18.

In order to meet this requirement, **should in-person enrollment requests increase to a number which would exceed 18 people per room**, each School Age 12:1:4 class will be divided into two groups:

Blue Group: Monday / Thursday / Alternating Wednesdays in person instruction; Tuesday / Friday remote.

Green Group: Tuesday / Friday / Alternating Wednesdays in person instruction; Monday / Thursday remote.

In-person instruction arrival and departure times will remain the same.

Related Services will be provided to the maximum extent possible on the in-person days. Teletherapy will be offered on remote instruction days to satisfy the IEP mandate. If teletherapy is declined, remote instruction will be provided through distance learning packets / Google classroom.

Every effort will be made to accommodate family and school district need with regard to grouping.

2. Describe how parents will be meaningfully engaged in their preferred language or mode of communication regarding the provision of mandated services to their child:

A staff member is assigned to provide translation for Spanish speaking families. All written communication will be provided the preferred language.

3. Outline how your program plans to work collaboratively and communicate with the CPSE/CSE:

Program Administrator will maintain regular contact with school district personnel.

4. Will your reopening plan ensure access to the necessary accommodations, modifications, supplementary aids and services and technology (including assistive technology) to meet the unique disability related needs of students?

Given the unique skills and abilities of the Educare student population, access to the necessary accommodations, modifications, supplementary aids, services and technology will be provided by AHRC Suffolk and the child's home school district.

5. Describe how your school will document the programs and services offered and provided to students with disabilities to their parents/guardians in their preferred language/mode of communication:

Regular communication with parents regarding programs and services offered will be mailed home and posted on social media. A staff member is assigned to provide Spanish translation for families who require it. All written communication will be provided in the preferred language.

6. Describe how you could work with the CPSE/CSE to prepare contingency plans to address a student’s remote learning needs in the event of future intermittent or extended school closures:

AHRC Suffolk Saul & Elaine Seiff Educare Center’s contingency plan for extended closure will be shared with students’ home school districts. The Program Administrator will act as a liaison between program and school district to communicate specific student need.

7. Describe how your reopening plan prioritizes in-person services to the greatest extent possible for high-needs students:

Given the high level of support required by Educare students, the need for in-person services is evident. However, in order to maintain appropriate social distance, a hybrid (in-person and remote services) model has been developed. Exception will be made based upon classroom ratio and/or enrollment.

8. Will your program continue to monitor the progress of students, regardless of the service delivery model, and use that information to evaluate the effectiveness of the student’s special education services and inform parents of their child’s progress on a regular basis?

Yes. Regular progress monitoring and data collection will continue regardless of the service delivery method.

9. Describe any changes or additions to student data collection you anticipate because of the possibility of changing student needs and experiences over various instructional models and platforms:

No. We do not anticipate any changes in data collection.

10. Describe your plan’s important considerations and approach to related service provision over the various models you are planning (in-person, remote, hybrid/blended):

Related Services will be provided to the maximum extent possible on the in-person days. Teletherapy will be offered on remote instruction days to satisfy the IEP mandate. If teletherapy is declined, remote instruction will be provided through distance learning packets / Google classroom.

11. Describe how you will assign related service caseloads and provide related services to protect the integrity of student “cohorts”/”pods”:

Each class will be assigned one PT, one OT and one ST to serve all the students in that class.

To reduce comingling, related service providers are responsible for their own caseloads, including make-up sessions. Therapists are not permitted to treat students on another therapist’s caseload.

Students who are mandated for group sessions may only be grouped with students from their own class and must observe social distancing except when safety or the core function of the activity requires shorter distance.

O. STAFFING

1. Will all individuals hold a valid certification/license appropriate to their service assignment?

Yes. All staff members will hold a valid certification / license.

2. Will certifications and licenses be verified by the school using the internet-based tools made available by NYSED?

Yes. All certifications / licenses will be verified by AHRC Suffolk Human Resources and the Children's Services Director.

3. Describe any staffing changes which you might need to consider to meet instructional and operational demands during the COVID emergency period.

AHRC Suffolk does not anticipate any staffing changes.

4. Will the school be making "incidental" teaching assignments during the 2020/2021 school year? (After extensive and well-documented unsuccessful recruitment, a teacher can be given an "incidental" assignment for no more than ten (10) classroom hours per week to allow an otherwise unqualified teacher teach a subject which is not covered by their certificate.)

AHRC Suffolk does not anticipate any incidental teaching assignments.

5. Substitute teachers will have an important role to play upon reopening, especially if there are extensive or protracted staff absences or in certain staff intensive instructional models that blend remote and in-person learning.

AHRC Suffolk will undertake robust recruitment efforts to identify and process qualified substitutes. In the 2020/2021 school year, as permitted by NYSED, if qualified substitute teachers cannot be engaged, individuals with a high school diploma or equivalent, even those not working toward certification can first be engaged for up to ninety (90) days and then beyond the first ninety (90) day period through the end of June 2021, as long as the superintendent documents and attests that recruitment efforts did not identify a fully qualified substitute teacher. The superintendent must attest to the shortage of qualified recruits initially and then at the end of the first ninety (90) day period. Recruitment efforts will be extensively documented.

Staff members who are requesting an accommodation from reporting for in-person work due to concerns about their own health must notify the Human Resources department and then comply with submitting requested information before the agency can determine if a reasonable accommodation can be made based on applicable law, regulation and the agency's needs and resources.

P. TEACHER AND PRINCIPAL EVALUATION SYSTEM

NOTE: This required section of the reopening plan is not applicable since 4410 and 853 programs are not subject to the specific laws and regulations regarding professional evaluation cited in the NYSED guidance.

Q. STUDENT TEACHING

- 1. Since NYSED permits and encourages it, will your school welcome student teachers during the 2020/2021 school year to participate in-person and/or remote instruction?**

As the Educare Center's student population is comprised of many medically fragile children, student teaching placement will not be offered in the 2020 – 2021 school year.