

UPSTATE) CEREBRAL P A L S Y

Education Reopening Plan
September 2020

Version 2 – August 20, 2020

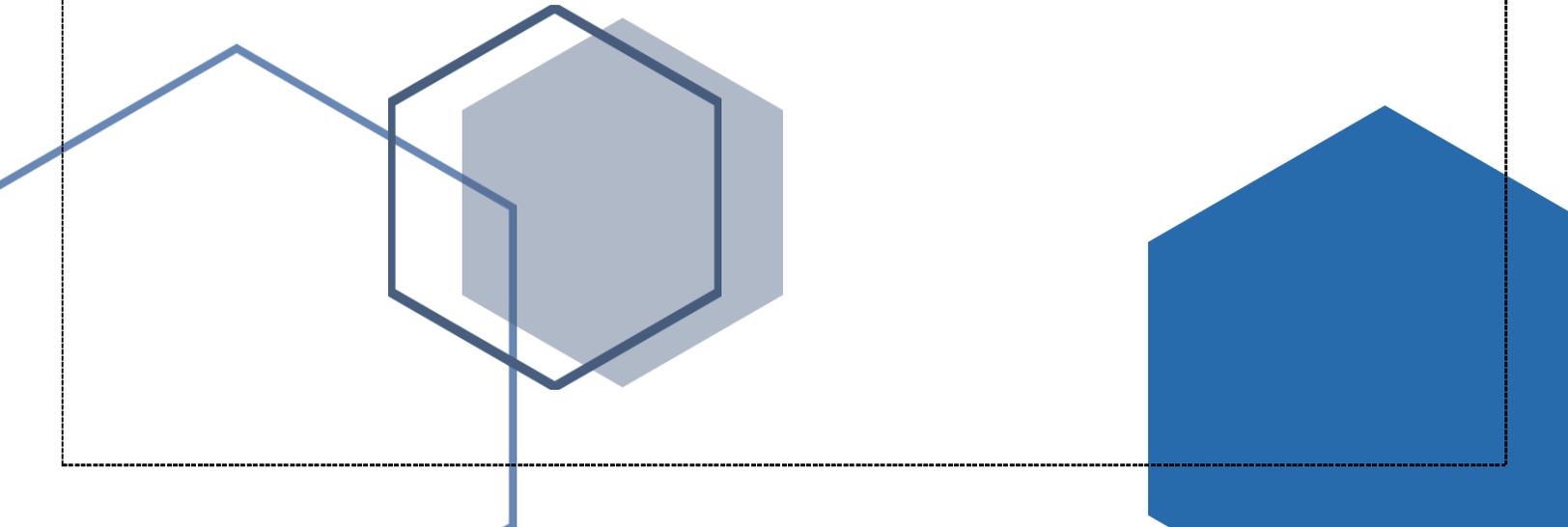


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INTRODUCTION

It is difficult to comprehend how much our world has changed since March of 2020. The COVID-19 pandemic has impacted our students, their families, our staff and our schools in ways many of us have yet to fully understand. During these unprecedented times, we must reflect on the end of the 2019-20 school year to learn from our decisions to help inform our actions for the year ahead.

There is no doubt that the 2020-21 school year will provide its own set of unique challenges. It is our goal to utilize this document to prepare our staff, students, families and partner counties and school districts for the wide variety of situations that we may face in the year ahead.

This document was developed through the collective efforts of Upstate Cerebral Palsy staff, including key program administrators, and staff representing the Nursing, Clinical, Therapeutic, Information Systems, Security and Maintenance Departments. Feedback on the initial draft of this document was obtained from key community stakeholders, including: partner school district superintendents, school district CPSE/CSE chairpersons, representatives from the local County Department of Health, the Agency Medical Director, parents with children in our program, agency staff and members of the Upstate Cerebral Palsy Board of Directors. Feedback from these key community stakeholders is integrated into the final version of this document. Upstate Cerebral Palsy sincerely thanks each person who played a role in the development of this document.

It is anticipated that this document will be updated, as additional guidance is provided by the Centers for Disease Control (CDC), the New York State Department of Health (DOH), the New York State Education Department (NYSED), and our Local Health Department as our collective understanding of the COVID-19 virus evolves.

It is Upstate Cerebral Palsy's goal to utilize this document, with its included safety procedures, to keep our students, and staff, as safe as possible as we reopen our programs. If we each accept our role and responsibility to implement the practices set forth, we will be able to achieve our goal to reduce the risk of spreading COVID-19, and to create an environment where our students can achieve their greatest level of independence.

PROGRAM OVERVIEW

UPSTATE CEREBRAL PALSY

Upstate Cerebral Palsy is a 501(c)(3) nonprofit organization providing innovative programs and services that support people and create opportunities to fulfill life choices...one person at a time, through everyday miracles. The breadth of the agency's programs extends from serving newborns, early childhood, school age and adults, and focuses on services to support individuals with intellectual disabilities as well as those with mental and behavioral health needs. The organization is dedicated to "Empowering People Through Exceptional Opportunities."

NEW DISCOVERIES LEARNING CENTER

Upstate Cerebral Palsy's New Discoveries Learning Center is a New York State Department of Education approved 4410 preschool program. Preschool programming is provided in an integrated setting where children, ages three to five years, with various developmental delays have the opportunity to learn in classrooms with their typically developing peers. In addition to being approved by the New York State Educational Department (NYSED), these programs are also licensed with the New York State Office of Children and Family Services (OCFS).

We educate approximately 200 students in our special education preschool program across six locations. Upstate Cerebral Palsy owns and operates its own preschool facilities in Rome and Utica, and leases space from the Oneida, Sauquoit, and Westmoreland School Districts. In addition, space is leased from the Apple Tree Daycare Center in Whitesboro, New York. It should be noted that Upstate Cerebral Palsy will work with the Oneida, Sauquoit, and Westmoreland School Districts to ensure that our staff are abiding by policies and procedures set forth by our partner school districts. It should also be noted that not all portions of our partner schools' plans will be appropriate for our student body, and in those cases, Upstate Cerebral Palsy will follow this document.

The New Discoveries Learning Center is dedicated to the education and development of all children. Students at different developmental levels work and learn together in an inclusive setting at each site. Curriculum and instruction are based on developmental levels of the children. We are a play-based program that provides a nurturing environment for the children focused on making learning fun, engaging and exciting. Current class size approvals are for nine students with disabilities, one Certified Teacher, three aides and up to nine typically developing peers with one daycare head of group (9:1:3:9:1).

TRADEWINDS EDUCATION CENTER

The Tradewinds Education Center of Upstate Cerebral Palsy is an approved New York State Department of Education 853 school and Children's Residential Program (CRP). We educate approximately 200 students in our school program across three locations: Rome, Utica, and Chadwicks. Of the 200 students that attend the Tradewinds program, 72 live with us; 36 on the Utica Campus and 36 on the Rome Campus.

Tradewinds exclusively educates students with cognitive disabilities. Over 80% of the students enrolled have a diagnosis of Autism Spectrum Disorder. Many of our students have additional co-occurring communication, medical, psychiatric, dietary, and physical disabilities/needs. The majority of students are referred to our program due to behavior and learning challenges exhibited in a less restrictive environment.

Tradewinds schools focus on teaching meaningful skills to assist every student to move to the next level of independence academically, socially, behaviorally and vocationally. We offer two different class size ratios depending on the level of supports needed and the age of the student. At our Utica and Rome sites, the class size is six students, one Certified Teacher, and 3.5 aides and assistants (6:1:3.5) and at our Chadwicks site the class size is six students, one Certified Teacher, and three aides and assistants (6:1:3). In addition to classroom instruction, students at each of our sites also have the opportunity to engage in specialty classes, such as art, music and adaptive physical education.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

Ensuring effective communication methods are in place is of the utmost importance during this time. The following sections detail the ways in which correspondence will occur to ensure that stakeholders, parents/guardians, students, faculty and staff stay informed of the latest protocols. Methods of communication include but are not limited to: phone calls, emails, text messages, G Suite applications, Agency website postings, news outlets, emergency notification software, and mailings. It should be noted that a variety of communication methods will be utilized to communicate information to key stakeholders, based on the recipient's preference.

COMMUNICATIONS WITH STAKEHOLDERS/COMMUNITY MEMBERS

Upstate Cerebral Palsy views the key stakeholders of its education programs to include: partner school district leadership, School District CPSE/CSE chairpersons, representatives from the local County Department of Health, the Agency Medical Director, parents/guardians with children in our program, staff and members of the Upstate Cerebral Palsy Board of Directors.

As the current educational environment is ever-changing, it will be critical to maintain open and honest communication with each of these key stakeholder groups. Specific information relative to each community/program partner will be transmitted in a variety of methods, including phone calls, emails and mailings. Decisions will be made by Upstate Cerebral Palsy's program leadership team as to who will communicate with each group, based on the information to be shared.

PARENT/GUARDIAN COMMUNICATIONS

The classroom teacher, or designated classroom staff member, will perform frequent outreach to students, and their families, to ensure necessary supports are in place for academic success. This communication will be conducted through phone calls, text messaging, video conferencing, social media posts, mailed communications, and/or any combination of these methods,

depending on family preference. Parents/guardians will be provided contact information for staff working with their child, including teachers, therapists and program administrators to further strengthen rapport and ensure open lines of communication. Families will be encouraged to communicate with the education team as any questions, comments, or concerns arise.

Additional measures to keep families informed, include:

GOOGLE CLASSROOM

Upstate Cerebral Palsy will utilize G Suite as the preferred platform to host virtual learning. While Google Classroom is utilized for instructional content, assignments, and curricular activities, the suite also includes correspondence applications. Google Classroom Stream, Google Meets, Google Chats, as well as other applications, allow two-way communication opportunities between parents/guardians and education staff. Education team members are able to use any combination of these tools for announcements, or for one-on-one conversations. These modules include several options for information exchange such as video, voice, or text, to accommodate family preferences. Upstate Cerebral Palsy may also employ G Suite to post resources for families throughout the upcoming academic year.

ONE CALL NOW NOTIFICATION SYSTEM

As is it sometimes necessary to communicate time sensitive information to large groups of parents/guardians, and faculty and staff, a mass notification system has been put in place. One Call Now is a software system that will be used to create and send routine or emergency messages to groups of users via automated text message, phone call, and/or email.

Parents/guardians will be given a permission form to opt in to the service, and will provide a primary phone number and email address to which they would like to receive notifications. Parents/guardians will have the option to choose which type of notifications they receive: routine notification, emergency notification, or both as described in further detail below. Parents/guardians also have the ability to opt out of this communication method at any time.

Routine notifications – these are communications that do not directly deal with the safety of students or staff. These may include, but are not limited to:

- Change in program model
- Reminders related to health and safety protocols
- Information on upcoming events
- The cancellation of a school activity
- School closings or delays

- Absenteeism

Emergency notification only – these are communications sent only during critical incidents in which a child’s or staff member’s safety may be in immediate jeopardy. These calls may include, but are not limited to:

- Lockdowns
- Evacuations
- Relocations

One Call Now also includes the ability to translate messages into numerous different languages to ensure families get the information they need in their native language.

One Call Now will be a primary tool used to communicate relevant information to parents/guardians and staff. As not all stakeholders will opt into this method of communication, additional low-tech options, will also be utilized.

LOW-TECH COMMUNICATION OPTIONS

For families that do not have access to technology, or decline the use of technology despite best outreach and supportive measures, low-tech communication options will be deployed. Mailed packets, communications, and/or materials will be sent through the United States Postal Service, and/or with students in their backpacks.

PARENT/ GUARDIAN HOTLINE

A dedicated phone number, **315-927-3300**, has been established, and will be distributed to parents/guardians to call to obtain relevant information at any time. Calling the phone number will allow parent/guardians to hear a pre-recorded voice message containing the most current school information and updates. Parents/guardians may choose to leave a voicemail message which will be forwarded to a designated member of the education team for further response.

PARENT/ GUARDIAN EMAIL

A dedicated email address, families@upstatecp.org, has been established, and will be distributed to parents/guardians to send messages to ask questions related to their child’s program, including questions specifically related to COVID-19. The email inbox will be monitored by multiple Agency staff and any questions received will be forwarded to the appropriate Agency resource who can best answer the question.

SOCIAL MEDIA AND NEWS OUTLETS

Upstate Cerebral Palsy may choose to communicate with families via social media platforms including but not limited to: Facebook, Twitter, LinkedIn, and YouTube. Family participation in this type of communication will be optional. Choosing to participate in such will be perceived as the family's consent to receive information via social media applications.

Where applicable, the creation of private groups or subgroups through media channels may help streamline announcements specific to a relevant program. If and when parents/guardians choose to accept invitations to these groups, or request access to such, Upstate Cerebral Palsy will receive this as consent to proceed with communications through the appropriate platform.

Correspondence through social media may include:

- Announcements regarding program events or closures
- Details and/or surveys regarding health and safety procedures
- Guidelines from the CDC and DOH
- Resources for families regarding physical and mental health

As not all families have access to the various social media platforms, this will not be the primary method of communication, rather, will be used as a supplement to other forms of communication.

Program information, such as closures, may also be reported through local news outlets, which can be accessed through radio, television, and web-based connections.

AGENCY WEBSITE

The Upstate Cerebral Palsy website may be utilized for mass communication measures. The agency website may be used to post general information about health and safety standards with guidance from the CDC and DOH, as well as changes in the program model.

As this method relies on parents/guardians checking the website for updated information, it will not will not be the primary method of communication. Rather, it will be used as a supplement to other forms of communication.

TRANSLATION/INTERPRETING SERVICES

In the event parent/guardians require translation or interpreting services, Upstate Cerebral Palsy will work collaboratively with local translators, and/or with the student's home school district to provide such measures. This will help to ensure parents are properly informed of the educational services provided.

COVID-19 PROTOCOLS & SAFETY FOR STUDENTS

Students enrolled in an Upstate Cerebral Palsy program have complex needs that may make it difficult for them to fully understand and/or fully comply with established COVID-19 safety protocols. As such, staff will need to provide frequent reminders of the established protocols, and will need to create opportunities for our students to practice these tasks. All students will be encouraged to wear a face mask provided by their parent/guardian. Upstate Cerebral Palsy will provide masks to students that do not arrive at school with their own mask. All students will have multiple opportunities to practice hand washing, sanitizing personal items, and social distancing from other students and staff members. Visual cues will be provided to indicate appropriate distance within the classrooms and when transitioning in the hallways. For students requiring a more individualized approach for tolerating wearing a face mask, the clinical and educational teams will work together to assess and teach toleration skills.

HAND WASHING

To ensure students follow the steps to thoroughly wash their hands throughout the day, individualized teaching procedures will be developed in collaboration with the clinical team. These procedures will be taught utilizing prompt fading that is specific to the student and may include video modeling, task analysis, visual charts, etc.

FACE MASK WEARING

The educational and clinical teams will first consult with the nursing team to ensure the students can demonstrate the pre-requisite skills for mask wearing, including independently removing the mask and the ability to communicate difficulty breathing or distress. Following the assessment of these pre-requisite skills, individualized procedures will be developed to teach wearing a face mask, increasing the amount of time that a mask is tolerated, and wearing the mask for extended periods of time.

Students with a medical concern that should not wear a mask, nor work on toleration skills towards wearing a mask should obtain a note from their healthcare provider detailing why the student cannot wear a mask.

Teaching procedures may utilize shaping, in which staff reinforce the small steps that lead to appropriately wearing the face mask. While teaching this skill, the students will be provided with multiple opportunities to make a choice, including what mask they would like to wear, how they would like to wear it, choices of preferred items to engage with while wearing the mask, and whether or not they want to participate in the mask wearing lesson.

STAFF AND VISITORS

STAFF COMMUNICATION AND TRAINING

Upstate Cerebral Palsy staff members have an agency email account that can be accessed at any time, in any place that offers internet connection. This will be utilized as the main form of communication to disseminate information to staff in Upstate Cerebral Palsy's education programs. Faculty and staff have also been instructed to send any COVID-19 related questions, comments, and/or concerns to a dedicated COVID-19 email address, to be answered by the appropriate designated Agency department (administration, Human Resources, Maintenance, Information Systems, Nursing, etc.).

Staff members are also included in the One Call Now communication system and can choose to opt in to receive routine or emergency notifications via text, call or email. All users can choose to opt out of this communication at any time.

Verbal announcements using the PA system will be utilized when staff members are on campus. Mailed or printed materials may also be handed out to staff or mailed to the home if needed.

A Learning Management System (LMS) will be utilized to conduct online trainings related to relevant information for staff regarding health and safety procedures that help promote the safety of all involved. As appropriate trainings are developed, they can be assigned to specific employee groups. Completion of assigned trainings will be monitored and program administrators will follow up with any staff that fail to complete the assigned trainings.

VISITORS

Upstate Cerebral Palsy will actively limit the number of visitors allowed in school buildings depending on the nature of the visit. Every attempt will be made to schedule visits in advance when there are no students in the building. In the event that a visit must be scheduled during hours of student attendance, all efforts will be made to eliminate, or minimize the opportunity for interaction between the visitor and students. Staggered schedules for visitors may also be put in place, if deemed necessary, to reduce the overall number of individuals in a building at any given time. All visits or work that must be done in person, and cannot be conducted in a technological or remote fashion, will be subject to the following guidelines:

- Single point of entry, visitors may only enter the building through a designated door with an appropriate health check point.
- Visitors will be subject to temperature checks and health screenings.

- All visitors will be required to wear a mask for the duration of their stay. If they do not have a mask, one will be provided.
- Visitors will be asked to provide basic contact information to assist with contact tracing efforts, if necessary.
- Social distancing protocols will be enforced.

When visitors or vendors are in the buildings, they will be reminded of these provisions verbally during screening, through signage throughout the building, and receive further guidance by building staff if and when necessary.

In the event of a change in the school status, vendors may be notified by school staff or via the PA system which can be heard throughout the campus. Security Resource Officers may also play a role in communicating building safety procedures for those visiting the campus.

VISUAL REMINDERS FOR CDC AND DOH GUIDANCE

Visual reminders of CDC and DOH guidelines will be posted at building entrances and health check-points for reference for students, staff, and visitors entering the school buildings during the screening process upon entry. Signs will also be posted throughout each building to reiterate social distancing, proper mask application and removal, hygiene protocols, and the importance of self-monitoring for any signs or symptoms of COVID-19.

COMMUNICATION CONSIDERATIONS

As described above, various methods of correspondence have been identified to maintain communication and rapport with families of the students we serve. Emails, phone calls, voicemails through the hotline, teleconferencing, and social media platforms all extend opportunities for two-way communication and feedback submissions. Regular contact with the education team is imperative for student engagement and success.

All forms of communication will contain the most updated information if and when schedules, guidelines, or safety measures are adjusted.

Resources and measures will be implemented to grant technology access to all families based on available resources. However, it should be noted in the event the family declines technology usage, a lack of resources occurs, or internet is not available in the area, low-tech solutions will be deployed.

COVID-19 COORDINATOR

Upstate Cerebral Palsy's designated COVID-19 Safety Coordinator is Denise Williams, RN. Denise has led the Agency's COVID response, including working closely with the Department of Health and Medical Director since the start of the pandemic in March 2020. Denise can be contacted via email at denise.williams@upstatecp.org.

All key stakeholders mentioned above are encouraged to contact Denise Williams, RN, or a designee should questions, comments, and/or concerns arise. It is recognized that each key stakeholder group may have a closer relationship to the staff and/or administrator for the program that the student participates in. As such, these stakeholders should feel comfortable reaching out to those resources for assistance. Education program administrators and staff can help facilitate the lines of communication to garner further clarification or resolution if needed.

HEALTH AND SAFETY

Any interaction with the general public carries an inherent risk of contracting COVID-19. It is important to acknowledge that infection control measures are designed to minimize the probability of exposure but cannot completely eliminate all risks.

Upstate Cerebral Palsy is committed to ensuring the health and safety of all students and staff enrolled in our education programs, and recognizes and accepts its responsibility as an employer and provider of services. Upstate Cerebral Palsy will implement procedures, based on current best practice guidelines, to create as safe and healthy a workplace and learning environment for all staff and student as possible.

Upstate Cerebral Palsy has implemented the following health and safety protocols, in accordance with guidance from the New York State DOH, NYSED and CDC. The highest standard in health and safety management will implemented and considered an integral part of how our schools operate. These practices will be implemented, across all work activities and across the wide range of educational activities delivered, and at all Upstate Cerebral Palsy education program locations.

PROGRAM OVERVIEW

New Discoveries Learning Center

Site Location	Number of Classrooms	Possible Number of Students*
Armory Preschool 1601 Armory Drive Utica, NY 13501	4	44 SPED** 36 Daycare
Rome Preschool 130 Brookley Road Rome, NY 13340	5	55 SPED 45 Daycare
Apple Tree Preschool 8595 Westmoreland Rd Whitesboro, NY 13492	3	33 SPED 27 Daycare
Westmoreland Preschool 5176 NY-233 Westmoreland, NY 13490	2	22 SPED 18 Daycare
Sauquoit Preschool 2640 Sulphur Spring Rd Sauquoit, NY 13456	2	22 SPED 18 Daycare

Oneida Preschool 205 East Ave Oneida, NY 13421	2	22 SPED 18 Daycare
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Tradewinds Education Center

Site Location	Number of Classrooms	Possible Number of Students*
Utica Tradewinds Program 1601 Armory Drive Utica, NY 13501	16	101
Rome Tradewinds Program 130 Brookley Road Rome, NY 13340	8	51
Chadwicks Tradewinds Program 3390 Brooks Ln Chadwicks, NY 13319	7	45

* It should be noted that the above referenced “Possible Number of Students” reflects the total number of students that could be enrolled at a program location based on current NYSED approvals. The actual number of students participating in in-person programming at any given time during the 2020-21 school year may vary based on decisions regarding which program model (in-person, virtual/remote or hybrid) is implemented. Please refer to the “School Schedule” section of this documentation for more information on these program models.

** SPED – Students with Special Needs

Communication Plans

Parents/guardians play a vital role in the health and safety of students. Pre-screening students at home, before their arrival to school can decrease the spread of COVID-19. Printed information packets will be provided to families with instructions detailing the steps to be taken to screen student health each morning before school. This guidance will be developed in accordance with the most current CDC, NYS DOH and NYSED guidelines.

Families will be instructed to:

- Check the temperature of the child/student before placing them on the bus for transport to school;
- Look for and monitor the child/student for any signs or symptoms of COVID-19 as described in further detail in the sections below.

Periodically, families will also be required to answer the following regarding the child/student:

1. Has the student knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19?

2. Has the student been tested for COVID-19, and/or has tested positive through a diagnostic test for COVID-19 in the past 14 days?
3. Has the student experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days?
4. Has the student travelled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory?](#)

This information will be collected using a variety of methods and will be adjusted accordingly based on family feedback and/or efficacy.

Collection methods may include:

- Paper checklists sent home with students in a communication folder in their backpacks that are to be returned to the school
- An Office 365 Forms survey that can be submitted via any device with an internet connection
- Notification software with a surveying mechanism such as One Call Now;
- Other software solutions that may ease accessibility for parents/guardians and/or staff

Reminders to complete the screening documentation will be sent in a multitude of ways. Teachers may opt to send reminders through Google Classroom, printed daily notes, emails, text messages, or phone calls. One Call Now can also be utilized to send reminders to parents/guardians.

As responses are received, the information will be submitted to the designated team for further evaluation. In the event it is deemed unsafe for the student to stay in school based on the responses provided to the survey questions, parents/guardians will be promptly notified, and additional protocols as detailed in the following sections will be followed.

It is possible that not all parents/guardians will have the capability to return such information in a timely manner despite best efforts and reminders put in place. All parents/guardians and students will be treated fairly and respectfully in such situations.

INSTRUCTING STAFF ON SIGNS AND SYMPTOMS OF COVID-19

All education division staff will receive training in accordance with the NYS Department of Health, NYSED and CDC guidelines. The following trainings will be offered utilizing a combination of in-person and remote/virtual platforms;

- Signs and symptoms of COVID-19 (fever $\geq 100.0^{\circ}\text{F}$, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion, nausea, vomiting, diarrhea, flushed cheeks, rapid, or difficulty breathing, frequent use of the bathroom).
- Hand hygiene (washing hands frequently throughout the day with warm water and soap for at least 20 seconds and using paper towels to thoroughly dry hands). For staff, when hands cannot be washed, an alcohol-based hand sanitizer, with at least 60% alcohol, should be used.
- When to call the RN.
- When to isolate a child until they can be picked up.
- How to complete necessary paperwork for reporting sick staff and children to the building administrator, Director of Nursing (DON), Vice President of Nursing and COVID-19 Safety Coordinator for tracing and tracking purposes.
- Agency policy for staff illness and COVID-19 return to work policies.
- Universal Precautions.

TESTING

Upstate Cerebral Palsy will work in accordance with the CDC and NYSED guidelines to ensure any staff or student who shows symptoms of COVID-19, or has an exposure to someone who tested positive for COVID-19, is assessed by their medical provider and tested if testing criteria is met. Regular, ongoing routine testing of staff and students will not be conducted. If testing is ordered by a physician or the Department of Health, staff and/or students will be directed to one of several testing sites within our local community. Those staff and/or students who test negative will be allowed to return **ONLY** if they have been symptom free for 72 hours without any medication, and if they submit a letter of release from their Doctor. If an order of quarantine or isolation was given by the Department of Health, the staff or student must provide a letter from the Department of Health releasing them from quarantine or isolation allowing them to return back to school.

DAILY HEALTH SCREENINGS FOR STAFF/ VISITORS/ VENDORS

Upstate Cerebral Palsy has implemented daily temperature checks and COVID-19 screenings for ALL staff prior to the start of the work day. The screenings will be completed by the nurse or designated staff person according to CDC guidelines. Any staff who are ill, running a temperature $\geq 100.0^{\circ}\text{F}$ or fail the COVID-19 screening questions will be assessed by the school RN. If RN is not available, they will be sent home immediately until they meet all required criteria to return. All staff will be required to follow up with their health care provider prior to their return.

Staff can return to work if they have been diagnosed with a condition other than COVID-19 under the following conditions:

- They have a written note from a healthcare provider stating they are clear to return to work.
- They have been fever-free, without the use of fever reducing medication.
- They have felt well for 24 hours.

All three conditions must be met for a staff to be permitted to return. If a staff cannot provide a written note from a health care provider stating they are clear to return, the staff must be symptom-free and fever-free for at least 72 hours, without the use of fever-reducing medication, prior to their return.

If a staff member is tested for COVID-19, as a result of displaying symptoms, and the test result comes back negative, the person will need to submit proof of the negative test result before being allow to return to work/school. If placed in isolation/quarantine by the Department of Health, the individual will need a note from the Department of Health releasing them back to work regardless of a negative test result.

SCREENING PROCESS

- Every building will have a designated single point of entry for all staff, visitors and vendors.
- Screenings and temperature checks will occur daily at the point of entry and information will be recorded on the corresponding Agency form as a pass or a fail. Non-contact thermal scanners will be used to reduce the opportunity for spread of the virus.
- Screening forms for visitors and vendors will ascertain name, address and phone number in the event the visitor needs to be contacted for contact tracing purposes.
- Screening questions follow NYS DOH and SED required screening questions, including whether the individual has
 - knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19.
 - tested positive through a diagnostic test for COVID-19 in the past 14 days.
 - has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
 - has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.
- The completed forms will be scanned and stored electronically on a designated internal Agency folder, specific to each school building. The program will maintain a hard copy of

the completed forms on-site, in a designated binder, for 3 months. The RN or DON will review the forms prior to disposal to make sure forms have been uploaded.

- Staff conducting the screenings will utilize proper Personal Protective Equipment (PPE), including masks, gloves and face shields, and follow procedures including cleaning the thermometer with alcohol pads after each screening.
- If a visitor or vendor has a temperature, symptoms, and/or fails the COVID-19 screening, they will not be permitted to enter the building/pass beyond the screening checkpoint. Visitors will be limited to only those absolutely necessary for the safety and wellbeing of our students.

DAILY HEALTH SCREENINGS FOR STUDENTS

- Any child attending one of our education programs will be screened prior to entering their classroom for signs and symptoms of COVID-19. The screening will be completed according to DOH and NYSED guidelines. Social distancing will be maintained while screenings are completed. Children will be supervised by their parent or direct care staff while waiting for their screening to occur. Non-contact thermal scanners will be used to reduce the opportunity for spread of the virus. Any child who has a fever, a temperature of $\geq 100.0^{\circ}\text{F}$ and/or shows symptoms related to COVID-19 will be marked as having failed the health screening. If the RN is present, sick students should be assessed by RN.
- Every building will have a designated single point of entry for all students. Temperature checks will occur daily at the point of entry as students are taken off the bus, or as parents arrive to drop the students off for school. All information will be recorded on the corresponding Agency form as a pass or a fail. Non-contact, thermal scanners will be used, to reduce the opportunity for spread of the virus.
- The completed forms will be scanned and stored electronically on a designated internal Agency folder, specific to each school building. The program will maintain a hard copy of the completed forms on-site, in a designated binder, for three months. The RN or DON will review the forms prior to disposal to make sure forms have been uploaded.
- Staff conducting the screenings will utilize proper Personal Protective Equipment (PPE), including masks, gloves and face shields, and follow procedures including cleaning the thermometer with alcohol pads after each screening.
- If a student has a temperature or symptoms:
 - And was transported to school by their parent/guardian, they will be denied entry to the building.
 - And was transported to school on a bus, they will be masked and moved to a supervised isolation location, ensuring that they are kept separate from others who are not displaying symptoms, until a parent/guardian can pick the student up.

- In the event of a student not passing the temperature check, the parents will be instructed on all criteria that **MUST** be met prior to their child returning to program. Minimal criteria for returning would be:
 - The student has a written note from a health care provider stating they are clear to return, AND
 - The student has been fever-free, without the use of fever-reducing medication, for 24 hours, AND
 - The student has felt well for 24 hours.
- OR
- If the parent/guardian cannot provide a written note from a health care provider stating the student is clear to return, the student must be symptom-free and fever-free for at least 72 hours, without the use of fever-reducing medication, prior to their return.
- If COVID testing is completed, the Department of Health would need to release the child back to school.

STAFF ASSESSING ILL STUDENTS/STAFF

When a nurse is completing an assessment on an ill child or staff, or supervising students under isolation until parents arrive, that nurse will wear all appropriate PPE. This should include:

- A face mask (either surgical or N95)
- Gown
- Gloves
- Face shield/eye protection
- Disposable health office supplies (as possible)

A separate room will be utilized for isolation of sick children, separate from the nurse's office where all children are seen. The isolation room will be cleaned according to CDC guidelines between children.

PROVIDING RESPIRATORY TREATMENTS

All necessary PPE, including masks, face shields and gloves will be utilized when providing nebulizer treatments. In situations where the nurse must have up-close contact, a gown will be worn. The nurse will assure no other students are present when a nebulizer treatment is occurring. The nurse's office and equipment will be cleaned prior to another student entering the room.

PARENTS/ GUARDIANS

Parents will be notified of their responsibility with regards to promoting health and safety in our building and helping to limit the spread of COVID-19. Information sent home to and available for parents will be translated, if needed, to ensure understanding. Parents will be asked to sign and return an agreement to comply with the following expectations:

- Take their child's temperature each day before sending them to school
- Keep their child home if they have a temperature greater $\geq 100.0^{\circ}\text{F}$
- Keep their child home if they have any symptoms of COVID-19
- Keep their child home if anyone in the home has tested positive for COVID-19, has symptoms of COVID-19, and/or has come in contact with someone who has tested positive for COVID-19
- Pick their child up from school if he/she develops a temperature, or symptoms of COVID-19 while at school
- Limit items sent to school with their child to essential items only
- Place any items sent to school in a plastic resealable bag
- Only send their child to school on their designated days, if a hybrid model is implemented
- Have their child's temperature taken when he/she arrives at school.

PROPER SIGNAGE TO INSTRUCT STAFF AND STUDENTS

All Upstate Cerebral Palsy education program locations will hang signage, in prominent and highly visual areas including, but not limited to, on parent information boards, school entrance doors, cafeterias, bathrooms, administrative offices and janitorial staff areas. These signs will include information on:

- When to stay home if sick
- Effective hand washing
- Proper respiratory hygiene and cough etiquette
- Required social distancing protocols
- Proper mask usage
- CDC signs and symptoms related to COVID-19 illness
- Reporting expectations for any signs and symptoms of COVID-19
- Proper cleaning and disinfecting guidelines

SOCIAL DISTANCING

Keeping space between yourself and others is one of the best tools we have to avoid being exposed to COVID-19 virus, and to slow its spread. Since people can spread the virus before

they know they are sick, it is important that they social distance from others whenever possible, even if they have no symptoms. Social distancing will be required by Upstate Cerebral Palsy, especially to help protect people who are at higher risk of getting sick. Everyone in our school building will be expected to follow social distancing practices of 6 feet or more. Staff and students will be encouraged to:

- Stay at least 6 feet apart from others whenever possible
- Not gather in groups
- Stay out of crowded places and avoid large gatherings
- Engage in non-contact methods of greetings that avoid handshakes
- Stagger breaks and meal times during the day
- Use designated areas and maintain at least 6 feet of separation for meal times
- Keep the same cohort of students assigned to the same classroom each day
- Stagger the use of restrooms
- Have students eat in their classroom while maintaining social distancing. No students will transition to the cafeteria for meals.
- Stagger playground use so that only one classroom is present at a time. Children and staff will wash their hands before and after using the playground and will maintain 6 feet social distancing whenever possible.

Within our classrooms, desks will be turned to face same direction instead of facing each other to prevent transmission caused by droplets. Teachers will attempt to maintain one-way traffic flow in their rooms to keep to social distancing guidelines

It should be noted that while all attempts to maintain social distancing with our students will be made, given that the core function of our schools is to provide special education services to students with very complex behavioral needs, maintaining proper social distancing may prove to be challenging. As such, staff will be masked at all times when in a space occupied by students and/or when in common areas of the building. Due to our student's special needs, if a student is medically frail, and unable to maintain 6 feet social distancing, the parent should work with their child's medical provider to determine if in-person instruction is appropriate.

ACCOMMODATIONS FOR HIGH RISK STUDENTS

Upstate Cerebral Palsy provides care and education to a population of students with diagnoses and disabilities that more often than not require special needs care. Due to this factor, we will treat all of the students within our programs as special needs students when it comes to COVID-19. It should be noted that if a student is medically frail and unable to maintain 6 feet social distancing, the parent should work with their child's medical provider to make a decision whether in-person instruction is appropriate, or whether it is more appropriate for the student to participate

in a virtual/remote learning option. We will follow all CDC and Department of Health guidelines on caring for a special needs or immunocompromised student.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

Upstate Cerebral Palsy will supply PPE to all employees and to students who do not or cannot supply their own. PPE including, but not limited to, disposable masks, gloves, face shields, gowns, hand sanitizer, hand soap and cleaning supplies will be maintained by the nursing staff assigned to each building. The nurse at each site will maintain contact with administration and the Agency Purchasing Department to ensure adequate supplies are on-site, when needed. A checklist will be utilized for all PPE including masks, gloves, tissues, hand hygiene supplies and cleaning supplies, to ensure an adequate quantity is on hand. Upstate Cerebral Palsy will provide PPE as needed to all employees, including custodial staff for cleaning.

REQUIRED USAGE OF MASKS BY STAFF

All Upstate Cerebral Palsy staff, and visitors who enter a school will be required to wear a face mask at all times while in the classroom, therapy room, and any time he/she is in a space occupied by a student. Surgical masks will be required and will be provided by Upstate Cerebral Palsy. In the event that surgical masks become difficult to obtain or the agency makes the decision to allow reusable, fabric masks, staff will be notified of that change. Staff must wear the mask appropriately, covering the entire mouth and nose. Masks must be changed throughout the day if they tear or become soiled. Staff will be trained on the proper ways to don and doff masks to prevent contamination. Failure to follow the Agency mask policy can lead to disciplinary action.

USAGE OF MASKS BY STUDENTS

Upstate Cerebral Palsy will provide masks/face coverings for all students. However, due to their developmental disability, and/or young age, many of our students may not tolerate face coverings. As such, students will not be required (but will be encouraged) to wear masks/face coverings. Prior to wearing a mask independently, a student must demonstrate that they can remove the mask independently and must be able to communicate difficulty breathing or distress. For the students demonstrating these skills, the clinical and educational teams will work on building tolerance to wearing a mask throughout the school day. Precautions including but not limited to, social distancing and limiting sharing of materials will be utilized with students who will not or cannot wear masks.

- Students can wear disposable surgical masks or reusable fabric masks.
- Masks will be provided for those students who wish to wear/will tolerate a mask as well as for students whose education team is beginning to address mask-wearing as a goal.
- Students who will not wear masks/cannot tolerate wearing a mask for an extended period of time, will work with their education team to address mask-wearing as a goal while at school.
- Students who will wear a mask will be provided regular mask breaks at individualized intervals decided upon by the educational team. During a “mask break,” staff facilitating MUST be wearing a mask, initiate the break in a socially distant and safe environment, assist the student in removing his/her mask in a safe manner, and assist in replacing it once finished.
- If a student has a medical condition or diagnosis that prohibits them from wearing a mask, the student will not be mandated to wear one.
- Masks will be replaced if they become torn or soiled.

RETURNING TO SCHOOL AFTER A POSITIVE CASE OF COVID-19

Staff and students testing positive for COVID-19 will be directed to work with their county's Department of Health. The Department of Health will determine the length of time that person must be under isolation/quarantine. Upstate Cerebral Palsy will prevent the person from returning for at least 10 days from when symptoms started if the Department of Health is not involved. The parents of students or staff will be required to submit documentation from the Department of Health releasing them from isolation/quarantine before they can return to the program/work.

All staff and students must:

- Provide documentation of release of isolation/quarantine from DOH
- Have been 10 days since first having symptoms
- Be three days since symptoms have improved including cough and/or shortness of breath
- Be fever-free for at least 72 hours without the use of medication.

If a staff or student is placed under quarantine due to contact with other COVID-19 positive individuals, the same protocol will be followed.

RETURNING TO SCHOOL AFTER NON-COVID-19 ILLNESS OR AFTER RECEIPT OF A NEGATIVE COVID-19 TEST RESULT

Staff and students that are not diagnosed with COVID-19 can return to school:

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

If a staff member or student is tested for COVID-19, as a result of displaying symptoms, and the test result comes back negative, the person will need to submit proof of the negative test result before being allow to return to work/school. If placed in isolation/quarantine by the Department of Health, the individual will need a note from the Department of Health releasing them back to work regardless of a negative test result.

CONTACT TRACING

Upstate Cerebral Palsy will work in accordance with the CDC and NYSED to support and supplement any contact tracing efforts conducted by the Department of Health. Data will be collected when a staff or student is symptomatic, or, tests positive for COVID-19. Information will be collected to include each individual with possible contact with an individual with a confirmed or suspected case of COVID-19. Data will be placed on the *Upstate Cerebral Palsy COVID-19 Health Staff or Student Tracking Form* and all pertinent information will be submitted to the Department of Health and Upstate Cerebral Palsy's COVID-19 Coordinator.

Upstate Cerebral Palsy will track all staff and student reports of illness and maintain this data to better aid in trace reporting to the DOH. The information provided to the DOH will include, but is not limited to, name, date of birth, phone number and address of all persons with a possible exposure. Upstate Cerebral Palsy will follow directions provided by our local Health Department to ensure each staff and student can return to school as quickly and safely as possible. If any exposed staff or student tests positive, they will need to follow the orders of the Department of Health for all isolation and quarantining requirements.

CLEANING AND DISINFECTION

Education staff, administration and custodial crews will be trained on proper cleaning and disinfecting procedures related to COVID-19. A cleaning checklist will be utilized to ensure continuity and compliance in accordance with NYS DOH and NYSED guidelines. Several times throughout the day, staff will provide additional cleaning of high touch points such as:

- Door handles
- Electronic devices
- Tables
- Surfaces in classrooms
- Adaptive equipment will be cleaned if used by multiple children
- Bathrooms (as needed)

Staff will clean an area they use after each use. Classroom staff are expected to clean and disinfect all areas/materials inside their classroom; the teacher is responsible to ensure that all items are recorded on the in-room cleaning log. Therapists are responsible to clean and disinfect all areas/materials inside the therapy room; the therapist is responsible to ensure that all cleaning is recorded on the in-room cleaning log. Each staff person will be expected to clean all areas their personal work space as needed.

SAFETY DRILLS:

NYS Education Department mandates that emergency drills be conducted 12 times per year. Emergency drills must include, at least, 8 evacuation drills and 4 lock down drills. These drills will continue during all scheduled in-person instruction times. Special care will be taken to ensure that children that attend any in-person sessions experience drills and practice for emergency situations. This will be critical as there is a possibility that not all students will be in attendance each day in the event that a hybrid model of instruction is used. Staff should ensure that safety precautions are taken throughout drills to allow for practice and experience without causing unsafe situations.

- When a drill is initiated, one staff per door will be assigned to dismiss each room individually. This will allow for the most students to evacuate at one time without overcrowding at the exit or in the halls.
- Classrooms will line up and exit their rooms following the markers on the floor indicating appropriate distancing between students.
- A log sheet will be created to record emergency drills, including a space to identify the group of children present at the time of the drill, (i.e., A-group or B-group). It will be the responsibility of program administration to ensure that drills occur at various times so as to include all students.
- Lock down drills may also be modified to maintain safety of all staff and students. If space permits, students can be moved to a safe place in the classroom where social distancing can occur. When space does not permit social distancing, a lockdown drill may eliminate “hiding/sheltering” and instead be practice for the students to engage in a quiet activity and a review of the lock down procedures with all staff.

- In the case of a real emergency, getting children to safety immediately will take precedent over all other guidelines.

BEFORE AND AFTER PROGRAMS

Upstate Cerebral provides before and after school daycare in accordance with Office of Children and Family Services policies and guidelines. During all before and after school daycare, all regulatory standard for Office of Children and Family Services and the NYS DOH will be maintained.

DESIGNATED COVID-19 SAFETY COORDINATOR

Upstate Cerebral Palsy's designated COVID-19 Safety Coordinator is Denise Williams, RN. Denise has led the Agency's COVID response, including working closely with the Department of Health and Agency Medical Director, since the start of the pandemic in March 2020. Denise can be contacted via email at denise.williams@upstatecp.org.

In addition, Upstate Cerebral Palsy has created an email address, covid19@upstatecp.org, to be used for specific questions related to the COVID-19 pandemic. This email address is monitored by Agency staff and questions are routed to the specific department, or individual, within the Agency who is best able to answer the question posed.

FACILITIES

When students and staff return program locations, it will be vitally important that the physical spaces occupied are configured and maintained in a way that provides the maximum possible protection from spreading COVID-19.

GENERAL HEALTH AND SAFETY ASSURANCES

Upstate Cerebral Palsy will follow all guidance related to health and safety through the procedures outlined in the Health and Safety section of this document. The Agency will adhere to guidance on space usage and will modify the number of students receiving in-person programming at any given time to meet the requirements set forth by the NYSED, DOH, and/or Office of Children and Family Services (OCFS).

CHANGES TO SPACE UTILIZATION AND/OR ALTERATIONS & FIRE CODE COMPLIANCE

Upstate Cerebral Palsy will assess all space available in its school buildings and make determinations as to whether space can be reconfigured or utilized differently to maximize opportunities for social distancing.

Any changes related to space usage, alterations to the physical space and/or facilities will be submitted to the Office of Facilities Planning (OFP), local municipalities and/or codes enforcement officials to ensure review, approval and/or compliance with applicable codes.

VENTILATION

Upstate Cerebral Palsy has worked with its vendor to ensure that the fresh air ventilation rate is increased in the buildings owned by the Agency. In addition, the Agency will encourage staff to open external windows, to increase ventilation, at times when it is safe to do so.

NUTRITION

A successful nutrition program is a key component to a successful educational environment. Upstate Cerebral Palsy works with its local school district partners to obtain meals for the students attending the Upstate Cerebral Palsy programs. Partner districts deliver meals to Upstate Cerebral Palsy program locations, and, Upstate Cerebral Palsy staff serve the provided meals to students attending our program.

HYGIENE

All students will wash their hands with soap and water prior to eating and again after they eat. If necessary, staff will assist students with this task to ensure proper handwashing techniques are utilized. Shaping and prompting procedures will be utilized to promote independence with this task. Sharing of food between students will not be allowed.

LOCATION

Meals, including any snacks during program hours, will be delivered from the kitchen area to the classrooms by designated Upstate Cerebral Palsy staff. Students will consume food in their classrooms.

Upstate Cerebral Palsy's New Discoveries Learning Center sites are peanut and tree nut free. A list of each child's known allergies is kept in the classroom and is accessible to staff. In the event of a known food allergy, students with allergies are seated at a table separate from their peers to prevent the possibility of contact with a known allergen.

Upstate Cerebral Palsy's Tradewinds Education Center sites keep a list of each child's known allergies in the student's classroom and is accessible to staff. Students will eat at their own desks while in the classroom, safely distanced from their peers. In the event a known food allergen is brought into the classroom by another student, the student(s) with known allergies will be closely monitored by staff prevent the possibility of contact with a known allergen.

TRANSPORTATION

Upstate Cerebral Palsy is not responsible for the transport of students attending our program. The Agency will work with local Department of Health officials to ensure proper communication for preschool student transport, and with the local partner school district representatives to ensure proper communication for school-age student transport.

SOCIAL AND EMOTIONAL WELL-BEING

In order to meet the social and emotional needs of both our students and staff at Upstate Cerebral Palsy's New Discoveries Learning Center and Tradewinds Education Center, we will ensure the intentional and meaningful inclusion of strategies that include social-emotional learning. We will continue to use established protocols in order to create happy, relaxed, and engaging environments in which learning can occur. Furthermore, professional development will include ways to respond to challenging behavior displayed by our students using a thoughtful, trauma-informed process.

SCHOOL COUNSELING PROGRAM

Upstate Cerebral Palsy will review the school counseling program and update it to meet the current needs. Counseling services are provided by licensed clinicians for students as outlined in their Individualized Education Plan (IEP). Additional counseling services are provided based on the needs of the students and families. If a need develops for counseling services outside of what is prescribed on a student's IEP, education staff will work with the student's school district to modify the IEP.

Licensed clinicians, including our Family and Student Support Specialists are available to students throughout their school day. Any counseling services required outside of the IEP will be reviewed by the student's team and assessed by the school counselor(s) to determine appropriateness of service.

COLLABORATIVE WORKING GROUP

TREATMENT TEAMS

Each student's education, clinical, and therapeutic team meet weekly to review any concerns and/or unmet needs of students enrolled in our program. Meeting minutes are generated and shared with the leadership groups. Decisions are made regarding modifications in programming, to help better meet student's needs, based on the discussions during the treatment team meetings. The treatment team may decide to extend an invitation to a treatment team meeting

to one of Upstate Cerebral Palsy's various consultants for cases where a student's behavioral challenges are not successfully being managed by the current treatment protocol.

CHILD STUDY PROCESS/ SPECIAL REVIEW

If ongoing concerns exist from treatment team meetings, a child study process or a special review meeting is held. This meeting includes administrative and clinical leadership to ensure the proper resources and interventions are in place to address the issue. The Family Student Support Specialist may also be included to assist in any needs in the home or further communication with the family.

ADVISORY BOARD

Upstate Cerebral Palsy's New Discoveries Learning Center and Tradewinds Education Center has an established board of advisors utilized to address quality improvement within the school programs and individual student concerns (e.g., challenging behavior, educational needs, eating, and sleep). Additionally, this board of advisors has assisted with COVID-19 health and safety concerns regarding toleration skills and skill building for our students.

RESOURCES AND REFERRALS

Upstate Cerebral Palsy New Discoveries Learning Center and Tradewinds Education Center's Family and Student Support Specialists provide resources including but not limited to: social stories regarding face masks, social distancing, and COVID-19; visual schedules; and parent- and student-friendly presentations about life with COVID-19.

When additional support regarding students and families social-emotional well-being are needed, the Family and Student Support Specialists provide referrals to local mental and behavioral health agencies. Additionally, they work closely with the student's case managers to address any unmet needs or services within the home environment.

PROFESSIONAL DEVELOPMENT

Upstate Cerebral Palsy Tradewinds Education Center has established protocols utilizing a trauma-informed approach to improve our student's well-being by preventing escalation of challenging behavior and building trusting relationships with their direct support staff. These approaches improve our student's well-being, prevent escalation of challenging behavior and lay the groundwork for trusting relationships with their direct support staff. In general, the established treatment protocols encourage staff to: show positive regard toward students, invite students to participate in activities, minimize non-essential demands, enrich the environment, provide choices in activities and preferred items, follow the students lead, and thoughtfully

respond to challenging behavior. These protocols create a context in which learning is fun, motivating, and most likely to occur.

Furthermore, these protocols work to decrease the day-to-day stress of our staff and increase their overall well-being. Staff working within the school-age programs will receive training regarding these protocols as well as ongoing support from the clinical teams. The clinical teams work closely with the classroom teams to provide guidance and on-going support to address students' questions regarding COVID-19 and health and safety.

The New Discoveries Learning Center has an established program to teach social skills to preschoolers that will continue to be utilized and individualized based on the needs of the students. The program includes a class-wide approach that can be individualized for learners of different abilities.

Student Behavior Intervention Plans and pro-active strategies will be reviewed with staff to ensure the behavioral needs of the student are being met as well as the development of appropriate coping strategies.

Staff will receive a trauma-informed training regarding physical, mental, and emotional health. The training will include strategies to improve well-being both at home and work which may include mindfulness exercises, strategies to improve healthy habits, and resources to access additional services, such as mental health therapy.

Upstate Cerebral Palsy recognizes that these unprecedented times bring challenges for our staff as well as our students. Upstate Cerebral Palsy has an Employee Assistance Program (EAP), which all staff can access. Staff who are experiencing concerns with their own social and emotional well-being are encouraged to utilize the Agency EAP program, or, seek help from an outside provider. The Agency EAP can be accessed by calling 1- 800-327-2255.

SCHOOL SCHEDULES

Decisions regarding the scheduling of how programming is provided will be guided by information provided by the NYS DOH health and safety standards as well as the most up to date guidance from the New York State Department of Education. The needs of students, families, and staff, as well as the realities of available space and student enrollment, will be considered when making decisions regarding the programming model for each unique program location across the education division.

In general, Upstate Cerebral Palsy will utilize one of three scheduling models: in-person programming, virtual/remote programming, and/or a hybrid model of the two. It should be noted that Upstate Cerebral Palsy will make decisions regarding the type of program model utilized at the program-location level, as various factors may differ from one program location to another.

IN-PERSON SCHEDULING MODEL

In this model, all students will be in program, receiving in-person instruction, at the same time. Key considerations when implementing this model:

- Screening of both students and staff must occur as outlined in the “Health and Safety” section of this document.
- PPE must be utilized as outlined in the Health and Safety section of this document.
- Social distancing must be maintained as outlined in the Health and Safety section of this document.
- Student cohorts will be maintained together, where teachers/adults move from class to class and students remain in the same location throughout the day.
- No visitors/guests in the instructional environment while students are present.
- Hallways will need to have a flow pattern that allows social distancing to be maintained.
- Staggered arrival and departure times should be considered in order to limit the number of students arriving/leaving at the same time.

VIRTUAL SCHEDULING MODEL

In this model, all students will access all programming remotely, utilizing a variety of virtual mediums, including, but not limited to: Google Classroom, Zoom video-conferencing, and/or postal-delivered packet instruction.

Key considerations when implementing this model:

- Program may work with the child's school district to ensure that all students have access to high-speed internet and have the requisite equipment needed to engage in virtual instruction;
- A schedule of live, virtual instruction and/or parental support will be established with a goal of achieving at minimum one contact per day per student/family, based on student/family preference.
- Instructional activities will be congruent with the goals established through the CPSE/CSE process and found in each student's IEP.
- Any and all instructions for intended activities will be written in such a manner that each parent will be able to understand what the expected outcome is, how to best engage their child, and what to do in the event that they get stuck or cannot complete the activity.
- On-going communication will occur with the parent/guardian to assess progress and what modifications/accommodations need to be made in order to better facilitate student learning.
- Students will participate in tele-health remotely to receive IEP indicated therapeutic services in a manner per family preference.
- Upstate Cerebral Palsy will limit the number of personnel physically working in program, and maximize the number of staff working remotely, so as to follow the social distancing guidelines.

HYBRID SCHEDULING MODEL

In this model, all students will be brought back into program on a rotational ("Group-A" and "Group-B") basis with a goal to reduce on-site attendance to a maximum of 50% of normal student enrollment on any given day.

Key considerations when implementing this model:

- Students will be grouped into one of two groupings: "A" or "B."
- Group "A" students will attend program in person on Monday and Tuesdays with Wednesday-Friday education being provided via remote/virtual instruction.
- Group "B" students will attend program in person on Thursday and Fridays with Monday-Wednesday education being provided via remote/virtual instruction.
- Para-professional staff will utilize Wednesdays as a day where deep cleaning of each site can occur. Education, clinical and therapeutic staff will utilize Wednesdays to conduct remote/virtual instruction/programming/therapy for all students.

- Screening of both students and staff must occur as outlined in the Health and Safety section of this document.
- PPE must be utilized as outlined in the “Health and Safety” section of this document.
- Social distancing must be maintained as outlined in the “Health and Safety” section of this document.
- Student cohorts will be maintained together, where teachers/adults move from class to class and students remain in the same location throughout the day.
- No visitors/guests in the instructional environment while students are present.
- Hallways will need to have a flow pattern that allows social distancing to be maintained.
- Staggered arrival and departure times should be considered in order to limit the number of students arriving/leaving at the same time.
- Program may work with the child’s school district to ensure that all students have access to high-speed internet and have the requisite equipment needed to engage in virtual instruction.
- A schedule of live, virtual instruction and/or parental support will be established with a goal of achieving at minimum of one contact per day per student/family, based on student/family preference.
- Instructional activities will be congruent with the goals established through the CPSE/CSE process and found in each student’s IEP.
- Any and all instructions for intended activities will be written in the such a manner that each parent should be able to understand what the expected outcome is, how to best engage their child, and what to do in the event that they get stuck or cannot complete the activity.
- On-going communication will occur with the parent/guardian to assess progress and what modifications/accommodations need to be made in order to better facilitate student learning.
- Students will participate in tele-health remotely to receive IEP-indicated therapeutic services in a manner per family preference.
- On-going communication with the parent/guardian to assess progress and what modifications/accommodations need to be made in order to better facilitate student learning.

ATTENDANCE & CHRONIC ABSENTEEISM

Student participation and attendance will be tracked regardless of the education setting. The move to a virtual/remote learning environment or a hybrid model requires a multi-faceted approach to successfully monitor attendance and student engagement. In the event of a move to a virtual/remote learning environment or a hybrid model, students and their families will be supported with access to virtual instructional content at any time. Attendance, engagement, and communication will be tracked through the COMET (Comprehensive Mentoring Technologies) software system and reported to school districts and counties as applicable to each program. The data collected will also ensure that students are provided with ample opportunity to continue to make progress toward their academic, therapeutic and clinical goals.

ATTENDANCE CONSIDERATIONS & FLEXIBILITY

Virtual/remote attendance and participation options will eliminate the typical constraints of the school day to better accommodate the needs of families. Opportunities for student engagement will be accessible at any time through Google Classroom, other online learning tools, and printed materials mailed to the home where applicable. This allows flexibility for parents and students to complete their work as their schedules allow.

ATTENDANCE TRACKING

Upstate Cerebral Palsy will continue to utilize the COMET software system to track and monitor attendance records throughout the education division, regardless of program model. Teachers, or designees will enter classroom attendance records in multiple ways as detailed in the following sections. Therapists will also use this technology to record attendance in IEP mandated therapeutic services.

ATTENDANCE FOR REPORTING PURPOSES & REQUIREMENTS

Several COMET software modules will be deployed to record the multifaceted ways in which the education team is engaging with families.

CLASSROOM ATTENDANCE

The classroom teacher, or other designated classroom staff member, will enter present/absent recordings as applicable to each child enrolled in the program. This module will reflect the physical presence of students in the classroom on the appropriate scheduled days.

DISTANCE LEARNING OUTREACH

In addition to classroom attendance, the teacher or other designated classroom staff member will track student outreach measures. Customizable grids in the COMET system allow educators to track several types of correspondence for each student. The communication categories will be adjusted to meet program needs and could include items such as:

- Teleconferencing (Video Instruction)
- Phone Call - Successful
- Phone Call - No Answer
- Voicemail
- Google Classroom Post
- Paper Packet Mailed
- Text Message
- Email
- Unable to Contact

The data collected here will be compiled into several reports that provide a numerical summary of each correspondence. This information will be monitored and will help inform discussions amongst the education team regarding student/family engagement, attendance, communication and outreach.

DISTANCE LEARNING DETAILS

Members of the education team may also choose to track student engagement with further specificity. Within the distance learning details module of the COMET system, teachers, therapists, counselors, and other staff members as designated, can enter details regarding:

- Type of correspondence with the family/student
- Time and duration of interaction
- Narrative details regarding the goals being addressed
- Student progress details

All attendance entries as described above can be provided to school districts and counties on a monthly basis as applicable to the program.

CHRONIC ABSENTEEISM/ EDUCATIONAL NEGLECT/ PINS

In the event of virtual/remote programming or a hybrid model, the teacher or designated staff member will be responsible for contacting students on a daily basis via phone call, text message, email or other means of communication.

To support those students with extended periods of absences, or those that have failed to maintain contact with the education entity, the following protocol is to be followed:

IF CONTACT IS SUCCESSFUL

1. If a student is absent, or fails to engage with educational materials for three consecutive days or longer, the teacher will attempt to contact the parent/guardian to check in.
2. Reasons for the absence will be reported to the Education Director and the school Nurse to ensure that any necessary documentation or family support takes place.
3. The education team will continue to provide learning opportunities through virtual instruction, packets mailed to the home, or a combination of the two. The team will maintain contact with the student and family to continue to work toward curricular goals.

A known, or excused absence will not be penalized as chronic absenteeism.

UNKNOWN ABSENCE/ FAILED COMMUNICATION ATTEMPTS

1. If a student is absent for three consecutive days or longer, and the teacher or designee has been unsuccessful in reaching the family after five days, additional processes for outreach may be necessary.
2. The teacher will notify both the Education Director and the School Nurse.
3. The School Nurse will attempt to contact the family using multiple platforms as needed.
4. If the family is still unresponsive, the School Nurse will report this information to the Education Director as well as the Social Worker, Family Support Specialist, or other designee.
5. The program director, social worker, and/or family support specialist may opt to check in with the family via home visit.
6. If all communication attempts are deemed unsuccessful after a period of two weeks, Upstate Cerebral Palsy will contact the applicable school district or CPSE/CSE to discuss next steps/additional efforts that should be attempted.

7. During this time, educational content and curricular goals should still be made readily available through virtual instruction, packets mailed to the home, or a combination of the two.

EDUCATIONAL NEGLECT & PINS

Decisions regarding educational neglect and PINS (Person in Need of Supervision) will be made by Upstate Cerebral Palsy in conjunction with school district representatives. A determination will be made on a case by case basis, only after all factors are considered, and all possible resources have been utilized.

TECHNOLOGY AND CONNECTIVITY

The need for technology supports and solutions have never been more apparent. The Education team will put multiple resources in place to support technology usage in the home and classroom. It is imperative to work toward closing the digital divide by providing computing devices to students if needed. Students and families will be supported with direct communications, as well as pre-recorded video resources to ensure student engagement and academic achievement. Resources defined here will be flexible based on parent/guardian and student need.

ACCESS TO TECHNOLOGY

To help close the digital divide, students and staff will be provided multiple layers of technological support as resources allow.

REOPENING REQUIREMENTS: TECHNOLOGY

STUDENT AND FAMILY SUPPORT

As students are enrolled in Upstate Cerebral Palsy education programs for the 2020-21 school year, designated staff members will ask parents and/or legal guardians about student access to technological devices and internet connectivity. This survey can be conducted via phone call, text, email or other means of communication. If it is determined that the student is in need of a dedicated device to use for virtual learning, the following process is put in place:

1. The designated staff member will collect the student's name, parent or guardian's name, phone number, and address.
2. The contact information will be sent to the Information Systems department or designated technology staff, with an indication of what the family needs. This communication can be sent using Office 365 Forms, or via email communication.
3. If and when a laptop becomes readily available for student use, a member of the education team will initiate contact with the family. Families will be given an option as to whether they would prefer to pick up the laptop from the school, or if they prefer a staff

member to drop it off to their residence. In either scenario, mask and social distancing guidelines will be followed.

4. For families in need of internet connectivity within their residence, a member of the education team will make contact with the family and link them to local services within the area. Upstate Cerebral Palsy will work collaboratively with local providers, and/or with the student's home school district to support student needs. It should be noted that not all geographic locations have access to high speed internet.
5. Laptops will be given to families as resources are available. If the demand outweighs the supply of technology available, the education team members can reach out to the student's home school districts to seek further support.
6. When the student is no longer enrolled in the program, or no longer in need of the device provided, the laptop will be collected, disinfected, and reset for another student to use.

All laptops provided to students/families for use in their residence will include printed instructions explaining how to login to the laptop, as well as guidance for signing into Google Classroom. Additional training regarding the use of provided technology can be provided as needed and requested by a student/parent/guardian.

DECLINED TECHNOLOGY USAGE/ BARRIERS

In the event that parents/guardians decline the use of technological equipment, or if internet connectivity is not provided in the area, the staff member surveying the families will report such to the Information Services staff member as well as the classroom teacher. In this scenario, teachers, therapists and other education team members would create low-tech or no-tech solutions for delivering course instruction and curricular materials such as mailed packets, until further technological needs can be met as resources allow.

TECHNOLOGY IN THE CLASSROOM

Technology solutions are available in the classrooms and include but are not limited to:

- Interactive white boards
- Laptops
- Desktops
- iPads

Education staff members guide and facilitate technology usage within each classroom. Having this technology readily available provides opportunities for students to practice and develop technical skills while participating in an in-person program model. Furthermore, in a hybrid

program model, staff will utilize available technology within the classroom to allow students receiving in-person instruction the able to communicate with their peers that are participating in activities remotely from their homes.

Staff members can also assist students with logging into Google Classroom while physically present, to demonstrate the ways students can use the tool at home.

STUDENT PARTICIPATION AND DEMONSTRATION

Student assignments and activities are posted through Google Classroom as deemed appropriate based on the student's IEP. Some assignments may be submitted for formative evaluation by the teacher, while other assignments may require alternate means of assessment by working with families.

Students and families are also given the opportunity to participate in live video instruction sessions. Members of the education team may help instruct students and families in completing their educational tasks. The teacher in this instance would observe and document mastery of skills and may also work with parents to identify student progress and goal completion. If parents are not able to participate in the video session due to their schedules, pre-recorded content may be posted, and/or materials sent home to accommodate families.

EDUCATIONAL SOFTWARE AND WEBSITES

Due to the crisis, some educational websites extended home licenses to students impacted by COVID-19. Upstate Cerebral Palsy will seek opportunities of this nature and provide the information to families as an optional activity to reiterate skills that fit in with curricular goals. The education team may also choose to utilize education websites via screen share, during video instruction to observe student progress.

TEACHERS AND EDUCATION STAFF

Teachers, therapists, counselors, and any other faculty that need to provide direct services to students remotely or, otherwise will report to their direct supervisor if they do not have access to a computing device/ and or internet connection. Supervisors and/or the staff member will report technology needs to the Information Services department, or designee. Upstate Cerebral Palsy will utilize and arrange available technology resources as necessary to accommodate the staff member.

REFLECTION

Members of the Education team as well as Information Services staff members will analyze the current technology practices, and virtual learning protocols in place to determine efficacy. Changes will be made as seen fit to best support students and their families, as technological advances occur.

TECHNOLOGICAL CONSIDERATIONS

SURVEY DATA

Designated staff members, or teams of staff members, will be surveying parents and guardians about their access to technology and the availability of such technology to the student enrolled in our program. Members of the education team that may already have strong rapport with the family may also check in with the family regarding their need. It should be noted that not all families may be available for response. In this instance teacher and therapists may identify the need for technology support if students are not shown to be participating in live video sessions, or other digital activities. The School Social Worker or Family Support Specialist may also choose to do a home visit to support students in any way possible.

PROFESSIONAL DEVELOPMENT

Several live video trainings will be held to support staff members as they create content for the distance learning. These trainings will also allow time for specific, real-time questions about the tools being utilized. In addition to the live trainings, pre-recorded videos will be made available to staff for reference at any time. Written how-to documents will also supplement video instruction and training.

STUDENT DIGITAL LITERACY

Working within the hybrid schedule, teacher and education staff members will be able to model proper technology usage in the physical classroom. The physical classroom structure may also allow students to use available devices to complete work and navigate through assignments with teacher facilitation. Teachers can answer questions and assist students in real time.

For students learning from home, the teacher may need to work with parents/guardians to ensure they feel comfortable with the tools before they are able to help and support their child. If the parent/guardian needs further support than what the teacher can provide, the teacher can send a tech request through Office 365 Forms for family tech support/training directly with the parent/guardian.

Submitted assignments, activities, and observations of digital participation will be noted by the teacher and will demonstrate the student's level of digital understanding and skill. Digital literacy skills may also be observed through live video instruction sections, or parent reporting measures to the teacher.

TECHNOLOGY SUPPORT

Tech support will be provided in the following ways:

- Education staff members will be trained on accessing Google Classroom from the student perspective. These staff are often the first lines of communication the parent may have with the school and therefore may be able to assist with basic troubleshooting skills such as providing username and password information.
- In the event the Teacher or education staff member cannot resolve the tech issue with the family, they will submit a request for tech support through Office 365 Forms that will include the student's name, parent's name, phone number, and a brief description of the issue.
- A designated Information Systems staff member will reach out the family member in need of tech support and try to resolve the issue remotely using remote assistance and screen sharing if the parent/guardian allows.
- If the issue is still unresolved, the Information System staff member may choose to consult another technician and/or offer to meet with the parent/guardian and or student on the school campus for further support.
- In the event the problem must be resolved in person, social distancing and mask requirements will be followed.
- A video library will also be made readily available to students, staff, and parents/guardians including information and links to help add in successful access and engagement with the learning environment. These resources can be sent through any of the means described in the communication section of this document.

STUDENT PRIVACY

Student privacy is crucial in an online world. Working with the Upstate Cerebral Palsy compliance department, a Business Associate Agreement (BAA) was signed through G Suite. Parents will also be provided with permission slips for the use of Google Classroom, and a link to the applicable privacy policy. In addition to these steps taken, user accounts were pre-created for students and contain only their initials. Parents do have the option to change the way their student names appear on the site if they choose to do so. Upstate Cerebral Palsy will continue

to adhere strictly to all relevant provisions of the Family Educational Rights and Privacy Act (FERPA).

FLEXIBILITY

The Education team will provide students and families ample opportunity to access the instructional content either virtually, through printed packets mailed or sent home with students if they are attending on-site, or a combination of the two. Student lessons, classroom posts and assignments may be accepted/accessed on a rolling basis to fit family needs. For those parents that may not have availability during the typical school day, teacher and staff can provide pre-recorded instructional videos to be accessed at any time.

For those that may not have available technology in the home due to a poor connection area, or if parents declined technology resources, in classroom technology may work well. These students may be able to build digital skills in the physical classroom and complete provided paper assignment in the home.

All resources will be exhausted to provide students and families with engaging learning opportunities and accessibility.

TEACHING AND LEARNING

A combination of in-person, remote, and hybrid instructional models will be developed to support student learning, skill attainment, and goal achievement. Local stakeholders will be consulted to determine which approach best meets student learning needs throughout the 2020-2021 school year as part of individualized Continuity of Learning Plans. Students will be provided with instruction through remote opportunities and in-person instruction by a qualified teacher. Virtual Classrooms will be utilized for remote instruction. Students will be provided with daily teacher contact through activities and live instruction which align to the NYS Learning Standards and the student's individual IEP goals. Materials will be sent home for students to support and supplement virtual instruction. Additionally, instruction activities will be differentiated based on student needs and interest. Students will have access to necessary accommodations, modifications, supplementary aids, and technology.

PARENT/GUARDIAN COMMUNICATION

Parent/guardian involvement is of topic priority. All parents will be provided with teacher and therapists contact information. Parents will have access to teacher's/therapist's phone numbers, email addresses, and Google Classroom. Teachers will be readily available to communicate about student progress and to answer any questions. The school social worker will also assist families with community supports when necessary.

COHORTS CONSIDERATION

Students will be divided into a classroom cohort to limit potential exposure to the COVID-19 virus. Students will be self-contained in designated classrooms. There will not be intermingling between cohorts. Teachers and paraprofessionals will remain static in classrooms. Lunches will be served in the classrooms.

PROFESSIONAL DEVELOPMENT

Professional development will be provided to staff on reopening procedures and protocols prior to school resuming. The first day of school will be used as a professional development day for all staff. The procedures outlined in this document will be reviewed with education staff and time will be allotted for teachers and therapists to meet to discuss best practices with delivering instruction in-person and through distance learning modalities. Staff will review IEPs and individual considerations will be discussed to develop an individualized instructional plan to best

meet student needs in the various learning conditions. Support will also be offered to parents on instructional practices and utilizing technology at home for instruction. On-going professional development will occur on functional skill development, language acquisition, and best practices with virtual learning.

PRE-KINDERGARTEN CONSIDERATIONS

- Family-style eating will not be permitted.
- Napping materials will be sanitized daily.
- Centers with multiple students will be avoided.
- DOH sanitation guidelines will be followed after children have been at a center.
- Students will be provided with individual materials.
- Practices requiring physical contact will be avoided.
- Screen time will be limited during in-person instruction.
- Outside agency providers will be screened at the door and are to follow protocols outlined in this document when servicing students in our facility.
- No unnecessary visitors will be permitted.

UNITS OF STUDY

Units of study in a traditional sense does not apply as our school age students take the New York State Alternate Assessment. Over-all instructional focus is derived from the student's IEP and is geared toward facilitating individualized goal attainment.

ART INSTRUCTION

Art will focus on the development of fine motor skills through a variety of areas and activities. Each project is modified so as to allow students to participate given any physical/social/emotion limitation they may have.

PHYSICAL EDUCATION

Physical education will focus on the development of both gross and fine motor skill development as outlined in each student's IEP. All activities are developed with each individual in mind so that full participation is possible given any physical/social/emotion limitations.

CAREER AND TECHNICAL EDUCATION

This does not apply to our program as none of our students participate in CTE programs.

WORK BASED LEARNING

The Employment Transition Specialist will work collaboratively with the education team to design work-based learning experiences that align with student's individualized education program goals. The Employment Transition Specialist will collaborate with community business partners to identify and ensure safe and healthy work-based learning opportunities. Where practical, remote or hybrid experiences may be used towards work-based learning. Placements/work-based learning experiences within the school building will also be considered when appropriate. The Employment Transition Specialist will work with program administration, the education team, the student and community partner to establish and communicate clear safety protocols for any off-site work-based learning experience. PPE will be provided for students and instructors by Upstate Cerebral Palsy.

The Practical Assessment Exploration System will be used with some students where it is appropriate. The Practical Assessment Exploration System is a work skills curriculum with an embedded formative assessment of vocational and employment potential.

GRADING

Parents will be provided with quarterly reports. These reports will provide parents with progress based on established IEP goals. Neither numeric nor letter grades will be used to detail student progress and/or goal attainment.

ASSESSMENT

Formative assessments will be used to monitor student progress. IEP goals will be used as the measure to monitor student growth and progress. Ideally, data will be collected on goals when students are participating in the in-person program model. During remote learning, staff will work with parents to monitor goals and growth.

SPECIAL EDUCATION

Upstate Cerebral Palsy operates special education programs; as such, we will work with the local DOH and partner school districts to provide special education services to students enrolled in our programs. As outlined in this plan, it is critical that there be meaningful parental engagement to ensure the understanding of how our programs will be provided to their child. Collaboration and communication between each school district's Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and Upstate Cerebral Palsy will be critical in the year ahead to ensure the needs of each student are being met.

As described in this document, students that receive programming at Upstate Cerebral Palsy will have the proper access to the necessary instructional and technological supports to meet the unique needs of our student population. Upstate Cerebral Palsy will operate in partnership with the student's home school districts for technology needs required by families that may be above and beyond what our program is able to provide. Upstate Cerebral Palsy will also provide the proper documentation of programs, services and communications utilizing resources currently available and provide such documentation to parents and school districts as appropriate. Upstate Cerebral Palsy will utilize in-person, virtual/remote learning and a hybrid model to ensure best practice for the implementation of a student's IEP. Whenever necessary, contingency plans will be developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended issues due to COVID-19.
