

ACLD School Re-Opening Plan

Agency Name: Adults and Children with Learning and Developmental Disabilities
ACLD, Kramer Learning Center and Spiegel Children's Center

BEDS Code: 580501880003

Administrative Address: 807 South Oyster Bay Rd., Bethpage, New York 11714

Program Site Address: Kramer Learning Center: 1428 Fifth Ave.
Bay Shore, New York 11706

Spiegel Children's Center: 67 Greenwood Rd.
Bay Shore, New York 11706

Program(s) provided at this site:

- 4410 (Pre-school Special Education
 - Special Class
 - Special Class in an Integrated Setting
 - Multi-Disciplinary Evaluations
- 853 (School Age Special Education
- Other:

Contact Person (Name, Title): Robert Goldsmith, Executive Director
Noreen Clemens, Principal

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Website where this plan and any plan updates will be posted: www.acld.org



Adults and Children with Learning and Developmental Disabilities

Children's Services

Kramer Learning Center

Spiegel Children's Center

School Re-Opening Plan

July 31, 2020

Introduction

At ACLD's Children's Services programs at the Kramer Learning Center and Spiegel Children's Center, our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, in-person school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our two schools and aligns with the regulations developed in collaboration with the CDC guidance, NYSDOH, OCFS and the NYS Education Department.

The areas outlined in this plan represent the myriad of considerations ACLD will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on educational and therapeutic instruction to enhance student performance and address regression. An emphasis on the social-emotional needs of our students is a priority and therefore have been addressed within our plan.

This plan includes procedures that will be followed in the following schools:

Kramer Learning Center: 1428 Fifth Ave. Bay Shore, New York 11706 631-665-1900, www.aclid.org

*Spiegel Children's Center: 67 Greenwood Rd., Bay Shore, New York 11706 631-647-9577
www.aclid.org*

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students, their families and employees feel comfortable and safe returning to our schools. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations/guidance and potential for stay-at-home orders from NYS Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Robin Stevens, Assistant Principal-Kramer Learning Center and Linda Eisen, Assistant Principal-Spiegel Children's Center will serve as the School COVID-19 Coordinators. They will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the program is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan developed throughout New York State, this document is fluid and will change as necessary based on guidance from the NYS DOH, OCFS, CDC, and NYSED. Input in the form of surveys have been conducted and include considerations of our families and staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles

The development of this plan is guided by and grounded in, the following principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, staff, school districts and regulatory agencies;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students and families caused by school closure; and
7. Considering and supporting diversity in our schools as we provide necessary education and therapeutic interventions is essential.

Communication/Family and Community Engagement

To help develop our reopening plan, the program has sought feedback and input from stakeholders, including administrators, staff, parents/guardians of students, local health department officials, OCFS and school districts. Engagement efforts included online surveys, virtual forums, phone calls, e-mail and one-on-one conversations.

The program remains committed to communicating all elements of this reopening plan to parents and guardians, staff, regulatory agencies and school districts. The plan is available to all stakeholders via the agency's website at www.aclد.org, and will be updated throughout the school year, as necessary, to respond to local circumstances.

The program has developed a plan for communicating all necessary information to program staff, parents/guardians, essential visitors and school districts. The program will use its existing communication modes – including *its website*, hard copies, postings at the schools, the Remind App, e-mail and phone calls. Training will be provided to support the dissemination of consistent messaging regarding new COVID -19 protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic. Communications will be translated to Spanish and other languages when necessary. A sign language interpreter will be engaged if needed.

ACLD's Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, OCFS, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access or obtain technology and receive technical support to assist with utilization and maintenance of equipment.

ACLD developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that include:

- Agency website
- Blackboard Connect
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by the agency
- Town Hall Meetings (Zoom, WebEx, Google Classroom, etc.)

Health and Safety

The health and safety of our students, our staff and their families are our top priority. We want students and employees to feel comfortable and safe returning to school. Our reopening plan incorporates recommendations and guidance from the Office of Children and Family Services (OCFS), [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in our schools for the 2020-21 school year. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at each site: Spiegel: eisenl@acld.org or 631-647-9577 and at Kramer: stevensr@acld.org or 631-665-1900.

To ensure employees and students comply with communication requirements, ACLD will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules to the extent possible, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, essential visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the agency must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

Facility Entry

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through a designated main entrance to a reception check-in point.
- A face covering, must be worn by all staff and visitors on ACLD property when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- All individuals may choose to utilize their own face covering, however face coverings can and will be provided by ACLD daily.

Daily Health Screening

Staff:

- Staff temperatures will be taken upon entry to the building. Designated office personnel will sign in staff member upon arrival and departure for necessary record-keeping.
- If a temperature is registered 100.0 or more, entrance to building will not be permitted.
- Necessary COVID-19 screening questions will be asked of all staff reporting to work within the school buildings.
- Staff should survey their own signs and symptoms (and potentially temperature) prior to each workday to ensure that they are well enough to report to work.

Students arriving by bus:

- Buses will discharge students at a designated entrance.
- Students will have their temperature taken by designated screeners prior to, or upon immediately upon entrance to the building. (due to cold weather thermometer inconsistency)
- Students who have a temperature of 100.0 or higher will be assessed by the school nurse for further evaluation and kept in isolation until they can be picked up by a parent or emergency contact.
- The OCFS required daily health check will be performed upon entrance to the classroom and additional temperature checks may be conducted throughout the day.

Students arriving by car:

- Students driven by parents will be dropped off at a designated location.
- Arrival times will be staggered to ease traffic and congestion.
- In accordance with OCFS guidelines, temperatures will be checked and screening questions will be asked prior to entrance into the building. If a student has a temperature of 100 or more they will not be permitted to enter the school building.

Necessary Visitors/Contractors/Vendors:

- All necessary visitors, parents, contractors and vendors will report to the reception desk where they will have their health screening including a temperature check and screening questions.

Social Distancing:

- All individuals on ACLD premises will maintain social distancing to the extent possible. It is understood that social distancing cannot always be maintained within the preschool classroom environment.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is possible, such as in an isolated office or large meeting space, the individuals may remove their face covering. At all other times, face coverings must be worn by staff, to include travel to and from the school buildings when in small groups.

- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity (such as preschool classroom work) requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings.
- Social distance separation will be designated using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held via a virtual platform or in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene.

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolize germs);
 - Use of no-touch/foot pedal trash can where feasible;
 - Addition of hand-washing routines in classroom schedules to encourage frequent hand washing.
- Students and staff should wash hands as follows
 - Upon entering the building and classrooms;
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a child with toileting;
 - Before going out to the playground and upon return:
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available children and staff may use a hand sanitizer. In order for the sanitizer to be effective, it must contain a minimum of 60%

alcohol. Children will always be monitored and supervised by staff when using a hand sanitizer. Use of hand sanitizers will include:

- Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
- Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Necessary Visitors/Vendors

- All necessary visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All essential visitors must check in at the Reception desk for temperature screening and must answer the security questions.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately leave the building and seek medical attention.

Training

ACLD will train all personnel on new protocols and frequently communicate and update safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

ACLD will ensure staff are educated to and following all COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Children will be assisted to the greatest extent possible, in the following and completion of handwashing and respiratory hygiene protocols. Training and education will include:

- Proper respiratory etiquette, including covering coughs and sneezes.
- Provide employees and families with up-to-date education and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE)
- All COVID-19 necessitated policies and procedures

Training for Screeners

ACLD will designate and train individuals on CDC, and DOH guidelines in each building who will be trained screeners. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering while taking temperatures. Training of all designated screeners will be provided by the school nurse.

Signs and Messages

Signage will be posted in highly visible locations (e.g., school entrances, restrooms, classrooms, kitchens and hallways) that promote everyday protective measures and describe how to stop the spread of germs. Signage will be visible throughout the school buildings to indicate social distancing and use of face coverings.

Space Design and Capacities

General Office Area

- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced as much as possible and additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided.
- Face coverings will be worn in these multiple use office settings.
- Will stagger health screenings and building entry to eliminate employees from congregating when reporting for work and from overcrowding at entrances and exits
- Will reduce tasks requiring large amounts of people to be in one area
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

Conference Rooms

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- Social distancing among participants will be required

Break Rooms and Lunch Rooms

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside areas.
- Areas and amenities of high contact frequency, such as microwaves, water coolers, copy and other office machines, coffee makers, and vending machines will have adequate cleaning supplies, posted signage and cleaning/disinfecting supplies made available.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

Elevators

- One person in an elevator at a time.
- Children will not have use of the elevator unless absolutely necessary.
- Elevators will be frequently disinfected.

Restrooms

- All bathrooms regardless of size will be limited to one (1) person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- When assisting a child in a toileting routine, the adult present must be wearing all applicable and recommended personal protective equipment, such as disposable gown, face covering and face shield.
- Automatic hand dryer use will be discontinued and replaced with touchless paper towel dispensers, where possible.
- Touchless water fixtures will be installed, where possible.

Classrooms

- Occupancy in each classroom will be specific to designated class ratios and is determined as per NYSED/OCFS regulations.
- Modifications and re-arrangement of space utilized within classrooms and storage of individually designated teaching materials and supplies, consistent with OCFS/CDC/NYSED guidance will be accomplished
- Where necessary, clinical and support staff will travel to the classroom to provide instruction so that classroom cohorts can be maintained
- Remove any toys and items that are not possible to disinfect.

Nurse's Office

- All staff are required to wear appropriate face coverings.

○ N95 mask use for nurses should be limited to situations of suspected COVID-19
 Students that receive daily medication will be treated separately from students presenting with symptoms of illness. Nebulizer treatments will be conducted in a separate isolated space with adequate fresh air circulation.

- Isolation Room
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.

Isolation Rooms

- Where applicable, separate, independent room/s with a door and/or ventilation to the outside.
- These rooms have been identified in each building
 - Kramer Learning Room- Room #5
 - Spiegel Children's Center - Room #102
- Staff assigned to the isolation room will be equipped with appropriate PPE, including use of N95 masks, disposable gown and face shield.

Reception areas

Security/ Health screening stations will remain at all entrances of each building.

- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been installed to protect all individuals.
- Floor demarcations have been installed to indicate where individual should stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials and those not essential (toys, magazines) have been removed.

Environmental Considerations

- Portable hand wash stations have been installed at identified key sites within each building.
- Alcohol based hand sanitizer is available in each entry, all corridors, and each classroom.
- Bathrooms
 - Limited to one occupant at a time.
- Reception Areas
 - Polycarbonate barriers are installed to provide protection for ACLD staff and individuals presenting
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six (6) feet of separation between all individuals
- Temperature Screening Equipment

Ventilation

ACLD will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Air handling systems have been inspected and modified to include the highest rating of MERV filters possible.
- Spaces where fresh air is limited, fresh air will be introduced through open windows and doors.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

ACLD will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, OCFS, NYSED regulations. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include

- Bathrooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Common areas
- Classrooms
- Maintenance offices and work areas
- Large meeting areas
- Playgrounds

Staff are trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The program will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made, for example, staff will apply hand sanitizer to the child's hands.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed. The school will ensure regular cleaning and disinfection of adult and child bathrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

Disinfectants are [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19. Commercial products currently used in classrooms (not in the close presence of children) include Oxivir, Virucide, and CDC/OCFS recommended bleach solutions. Area rugs are steam-cleaned frequently and are sprayed with an approved disinfectant prior to return to the classroom.

Suspect or Confirmed COVID Cases

- *Emergency Response* - Students with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess children as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the

same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient.

- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate and defined PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. Children should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; a note from the child's health care provider will be required for school return.
- Other considerations include:
 - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area
 - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, staff and visitors. All necessary actions will be coordinated with NYSDOH, NYSED and OCFS. Notification will be made by ACLD's Chief Compliance Officer.

Contact Tracing

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school and its employees comply with contact tracing and disinfection requirements, ACLD will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.

- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space.

Return to School after Illness

ACLD has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when children and staff, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes, at minimum:

1. Documentation from a health care provider following evaluation
2. Symptom resolution, or if COVID-19 positive, release from isolation after 14 day quarantine, medical clearance required to return

The agency will refer to ACLD’s Human Resources Temporary Employee Procedures for COVID-19 period (effective 3/17/20, revised 12/720).

The agency requires that individuals who were exposed to the COVID-19 virus complete 14 day quarantine and be free of symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with ACLD’s Human Resource Department and NYSDOH.

Closure Considerations

When an individual has been identified and confirmed or suspected to be COVID-19 positive; the process at ACLD could include:

- Having school administrators collaborate and coordinate with local health officials and ACLD Executive Leadership to decide if schools or an identified classroom should be closed.
- If the Governor of New York determines that schools should be closed, or instruction modified, ACLD will provide Remote or a Hybrid model of instruction until in person attendance can be reinstated.
- Decision making for school closure to in person learning will include assessment of the impact of identified positive COVID-19 cases and required quarantines on staffing, service delivery and the continued safe operation of classrooms.

Emergency Response Protocols & Drills

The 2020-2021 school year will require modification of standard drills to minimize risk of spreading infection and maintaining social distancing. Emergency response drills, including evacuation and lockdown drills, may be staggered across the different classrooms in both schools.

Emergency Response Protocols

- Evacuation
- Lockdown

Evacuation

Evacuation protocols will be routinely conducted with some minor adjustments:

- Evacuation drills will be conducted on a staggered schedule where classrooms evacuate separately or in small groups of classrooms
- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- Extra face coverings and hand sanitizer will be added to the Emergency Supply/evacuation bags

Lockdown

During a Lockdown, there may be a violation of the six (6) foot recommendation between people. In order to protect life safety.

- Conduct lockdown drill on a staggered schedule with smaller numbers of students/classrooms participating in order to maintain, to the maximum extent possible, social distancing.

Child Nutrition

All food will be sent with children from home, must be nut-free and will be kept in a lunch box in the child's cubby with an ice or thermal pack provided by the family, as needed. Food items will not be warmed by classroom staff, until further notice, so as to limit congregation in our small kitchen area and reduce risk of cross-contamination.

Children's food from home will be plated by a staff member using one pair of gloves per child. No children's lunch boxes will be left sitting on a classroom table surface. Meal/snack times are likely to be staggered to reduce congregation within the indoor space, and to allow for necessary supervision while eating. Students will be separated by 6 ft. while eating.

School refrigerators are for school provided milk containers, ONLY.

Storage of staff food items will not be allowed in the kitchen refrigerators and NO outside food deliveries will be permitted to the inside of our school buildings.

Transportation

ACLD does not provide transportation. Transportation is arranged through the child's school district and provided by Suffolk and Nassau County DOH. Parents do have the option to drive/pick up their child. Specific procedures from the county contracted bus companies are pending.

Social Emotional Well-Being

- ACLD has social workers and psychologists at all sites. A social emotional curriculum focused on enhancing a child's social/emotional skill development is in place in all classrooms. Social emotional learning continues to be an important component of both in-person and remote learning. We understand the stress that employees, students, and parents are faced with during these uncertain times. Public health emergencies are not easy for anyone to comprehend or accept.

Our Psychologists and Social workers are ready to assist and support children and families as needed. Plans and materials are individualized based upon identified needs. Staff have developed a library of videos, books, social scripts, and other supportive resources. This department will take leadership to:

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance
- Promote social emotional learning competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making

Weekly team meetings provide a supportive mechanism for staff to express and address social/emotional concerns. EAP resources are made available to all ACLD staff who may need and choose to access this supportive service.

School Schedules

To ensure social distancing practices, ACLD will stagger staff and student schedules for arrival and dismissal.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

ACLD will continue to take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in Enter Claims, our student management system based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, ACLD is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

ACLD will address chronic absenteeism as follows:

1. Nurturance of a culture of consistent attendance
 - Communicate clearly to families what the attendance policy is and expectations for participating based on the model of instruction
 - Explain the importance of attendance to the entire school community
 - Social Workers, Psychologists and School Nurses will reach out to families to assist in increasing engagement with services.
 - Parents have many opportunities to interact with staff using virtual platforms such as zoom, Microsoft teams, facetime, the Remind App, telephone calls, texts and e-mails
2. Creation of a positive school culture and a focus on engagement in instruction
 - Evaluate and address your students' engagement in learning
 - Provide teachers and school leaders with multiple levels of support to help students and families maintain engagement.
 - Whenever possible program staff will communicate with their families in their native language.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. ACLD has been committed to ongoing planning and implementation of technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. ACLD gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated their access to technology. The program will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the program will take the necessary steps to meet their needs where possible.
2. ACLD will maintain an inventory of equipment and other assets.
3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
4. ACLD will assess professional learning needs for teachers and continue to support their development of skills in a virtual learning environment.
5. ACLD will arrange a “Helpdesk” system for staff to report and trouble shoot technical issues that may be experienced by themselves or a family during remote learning.

Teaching and Learning

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plans assure that instruction continues to be aligned with the New York State Learning Standards and assures equity, as well as quality for all learners.

ACLD plans to offer an in-person program for all enrolled children, with an option for remote service delivery made available for families who prefer that model of service delivery for their child.

The in-person model will allow the program to provide necessary services to our students while creating a safe, healthy environment for our students and staff. The planning for all (remote, hybrid, full in person) program models will allow the flexibility to change and adapt, should the need arise due to an increase in the infection rate.

In-person Instruction Model

It is our intention to provide in person services 5 days per week and to provide all related services in person during program hours. All students will attend school every day, in accordance with their IEP. All educational programming and therapies will be provided within the school and classroom environments, with attention given to maintenance of class cohorts and limiting of transitions for staff and children between defined classroom cohorts.

Arrival and dismissal times will be staggered to ensure proper social distancing and health screening. As necessary, class size may be reduced.

Children and staff will be maintained in classroom cohorts for as much of the school day as possible to reduce their exposure to additional students and adults. Whenever possible clinical and other support staff will push into the classroom.

Classrooms will be set up to maximize space and allow for social distancing. Activities in the classrooms will be provided in small groups and individually. Whenever possible, group activities will

be held outside. Students will have identified individual bins that contain their own materials. All materials will be cleaned and disinfected on an ongoing basis. Any shared materials will be set aside for cleaning and disinfecting.

Remote Instruction Model

In the event we have to convert to a remote model of instruction, we will follow these guidelines. Attendance process will be defined to all parents and staff to establish and monitor participation. During the initial contact with families, staff will assess technology preferences and accessibility.

In the event that students do not have sufficient access to devices and/or high-speed internet for learning, ACLD may be able to provide students with alternate methods to access materials and instruction to include:

- Weekly mailing/drop-off of packets to students' homes
- Daily group or individual Remind App., email or phone communication regarding learning activities

The Program will provide ongoing professional development and coaching from the Curriculum Coordinator on the methods that will enable children and families to participate in multiple ways. Forums for discussion and development of ongoing resources and tools necessary include weekly team meetings, bi-weekly work groups and monthly staff meetings.

Teachers and therapists will collaborate to individualize and provide each student's family with developmentally appropriate materials/resources. Classroom and therapeutic staff will maintain ongoing communication with families to conduct assessment of need and student progress.

Daily classroom lessons (synchronous) and 1:1 instruction (asynchronous) for students will be provided live in real time and videotaped in order to ensure flexibility and wider access to accommodate ever-changing family schedules. The platforms that will be used to conduct lessons will include Zoom and Microsoft Teams.

To allow for most effective and appropriate remote instruction families may be provided and engaged with the following:

- Materials: school supplies, visual supports (first/then, visual schedule), musical instruments, books, social scripts, PBIS activities and teacher prepared lesson supplements.
- Resources: YouTube channel links to classroom lessons, music and movement, art, motor skills, and science experiments, websites and online programs such as Boom Cards, Vooks, and Starfall to enhance skill development.
- Monthly individualized calendars to include daily activities and projects that address student's IEP goals across all domains.

- Weekly lesson plans developed by each child's service providers to address IEP goals and objectives in order to assess and measure goal mastery with the materials supplied by the school or easily found at home.
- Full accessibility to staff via email, Remind App. and online platforms to assure learning for all.
- Daily group and/or individually scheduled remote/video lessons through the family's chosen platform
- Speech, Occupational and Physical Therapies, weekly teletherapy sessions in compliance with the student's IEP via family preferred platform.
- Individual counseling as mandated by IEP and social skills small group instruction via family preferred platform.
- Ongoing health assessments conducted by the school nurse with families.

Hybrid Instruction Model

In the event we are advised that we have to lower the number of people in the building it may be necessary to go to a Hybrid Model of Instruction. A hybrid model is designed to alternate in person and remote instruction.

Our proposed hybrid model will offer three (3) days of full day school attendance for our most challenged students, anticipated to be predominantly all of those that enrolled in the 8:1:2 class structures, or those that may be identified to benefit the least (or not at all) from remote instruction. For those students remaining, anticipated to be most of the students enrolled in our 10:1:2 class structures, the hybrid will allow for two (2) full days of in person attendance.

On the remaining days of the week, remote instruction will be provided to each group of students.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Student Teachers and Interns

Our participation with institutions of higher learning in these programs will be suspended for the duration of the COVID-19 public health emergency, and evaluated for resumption at a later date, as situation will allow.

Key References

- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)
- [Temporary Employee Procedures for COVID-19 Period](#) (Effective 3/17/20, revised 12/7/20)