

THE CENTER FOR DISCOVERY  
**REOPENING PLAN**  
2020-2021 School Year

Created July 30, 2020  
Revised September 11, 2020



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# REOPENING PLAN

2020-2021 School Year

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**REOPENING PLAN**

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OVERVIEW

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## **Overview**

### Stakeholders consulted in development of the reopening plan.

The Center for Discovery has developed policies consistent with recommendations made by the Centers for Disease Control (CDC) and New York State Department of Health (DOH) guidelines. We have worked collaboratively with the New York State Education Department (NYSED), school districts, medical directors, school nurses, facility administrators, clinicians, teachers, parent/legal guardian(s), security, maintenance and transportation departments, as well as our finance department to develop best practices for reopening our schools. While taking into consideration classroom size, safety plans for use of common spaces, flexible instruction, workforce and training, infection control and prevention, communication with school districts and families, fiscal considerations and quality assurance, the Center has outlined a flexible plan that is responsive to the health and safety of students, staff, parents, and visitors.

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), Local Health Department, and, as our collective understanding of the COVID-19 virus evolves.

### Purpose & Goals

COVID-19 Pandemic, also known as novel coronavirus or Sars-Co V-2, has been identified as a specific hazard that could imminently disrupt the operations of The Center for Discovery (TCFD), the national health care system and society. Appropriate planning is required to ensure all staff, residents, students and parents are equipped with the knowledge, skills, and resources to respond to the pandemic. This plan has been developed to guide The Center for Discovery employees, residents, students and parents in their response to the COVID-19 pandemic and the re-opening of the school program.

This plan has been designed as one component of The Center for Discovery's emergency plan. It reflects current scientific knowledge and planning based on information provided by the New York State Department of Health (NYSDOH), CDC, WHO, and NYSED. Pandemic planning is an ongoing process; the plan will be reviewed on a regular basis in conjunction with The Center's Emergency Plan to ensure it remains aligned with national, state and local guidelines and reflects current knowledge on pandemic COVID-19.

### Goals of Pandemic Response and Reopening Plans

1. To provide a high quality education and clinical services while adhering to state and federal protocols for education programs.
2. To protect the health and safety of TCFD staff, students, parents, guests, and our surrounding communities
3. To minimize serious illness and the spread of the virus at The Center for Discovery.
4. To minimize disruption to essential services at The Center for Discovery as a result of the COVID-19 pandemic.
5. To contribute to an integrated health response at TCFD and the community.
6. Recognize that all members of TCFD share the responsibility of keeping our community healthy and safe.

The information contained in this plan applies to each school building located at the following addresses:

- 31 Kinnebrook Road, Monticello, NY 12701
- 51 Kinnebrook Road, Monticello, NY 12701
- 83 Kinnebrook Road, Monticello, NY 12701
- 8 Discovery Blvd. Monticello, NY 12701
- 70 Tekene Road, Monticello, NY 12701
- 84 Tekene Road, Monticello, NY 12701
- 92 Tekene Road, Monticello, NY 12701
- 56 Discovery Ridge Road, Hurleyville, NY 12747

## Communication:

Ensuring effective communication systems are utilized is essential to the operation of the school program. Each section of this document contains detailed instructions of the communication plan to keep all stakeholders informed in a variety of circumstances. Methods of communication include but are not limited to: phone calls, emails, text messages, agency website postings, news outlets, emergency notification software, Class Dojo, and mailings. Updates are also provided to families through webinars. Interpretation services are utilized for families whose primary language is not English.

A dedicated phone number, 845-707-8461, has been established and distributed to parents/guardians to call and obtain relevant information at any time. Calling the phone number will allow parents/guardians to hear a pre-recorded voice message containing the most current school information and updates. Calls during school hours will be answered and/or returned the same day by a designated staff.

Designated COVID-19 safety coordinator:

The Center for Discovery's designated COVID-19 Safety Coordinator is Susan Sayers, MSN, RN. Susan 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. Susan can be contacted via email at [covid-19@tcfd.org](mailto:covid-19@tcfd.org)

## **Health and Safety**

### Preventive actions, health checks, and screenings

#### Protocols

- Staff and parents will be educated about signs and symptoms of COVID-19.
- Each morning, prior to the start of the school day, staff will complete an electronic health screener which includes questions about current health status, body temperature and travel. If there are no concerns, the electronic passport will flash green and the staff should proceed to work. If there are concerns, in any area, the electronic passport will flash red and the staff are directed to call the COVID hotline. The COVID hotline is staffed with trained Registered Professional Nurses to further assess the staff members' condition and fitness for work.
- Each morning, prior to the start of the school day, parents/guardians of community students will be asked to complete a health screener about their child, which includes questions about their child's current health status, body temperature, and travel. A digital link to the health screener (and paper version as needed) will be provided to all parents/guardians. The digital screener can be found at the following link: [http://tcfddata.org/Student\\_Screener/](http://tcfddata.org/Student_Screener/)
  - Electronic Form: If there are no concerns, based on the information entered, the screener form will flash green and the student should proceed to school. If there are concerns, in any area, the screener will flash red and the student should remain home from school that day and the parent/guardian should call 845-707-8331. The parent/guardian should leave a voicemail with the student's name, the symptoms the student is exhibiting, and the best number to reach the parent/guardian. A registered professional school nurse will receive screener results/voicemails in real time and will reach out to the parent/guardian to discuss how to proceed to clear their student to return to school.
  - Paper Form: If a parent/guardian is unable to access the electronic form a completed paper copy should be sent with the student. If there is an answer of 'Yes' to any questions on the form the student should remain home and the parent/guardian should call 845-707-8331. The parent/guardian should leave a voicemail with the student's name, the symptoms the student is exhibiting, and the best number to reach the parent/guardian. A registered professional school nurse will receive the voicemail and will reach out to you to discuss how to proceed to clear the student to return to school.

- Upon arrival at school, all students will again have their temperatures taken to ensure that the individual has a normal (97.6-99.9 degree) body temperature. If the body temperature is 100 degrees or higher, the student will be sent home from school, and not able to attend until fever free for a minimum of 72 hours. Prior to returning to school the parent/guardian will need to speak with the school nurse to verify no additional signs or symptoms of illness have been observed and that the 72 hours fever free were without the use of fever reducing agents.
- All staff and students will complete a location tracker form so that if there is a positive case of COVID-19, staff and/or students who were exposed to the individual who tested positive can be traced and alerted to their exposure.

### **Personal Protective Equipment (PPE)**

#### Protocols

- All teachers, teacher associates, therapists, and other school staff are provided a new surgical mask upon arrival to their shift. In the event the surgical mask gets soiled or breaks, staff will immediately be provided a new mask. Staff are assigned eye protection, which gets disinfected after each use, and is stored in a plastic bag within the classroom. Staff will not be permitted to wear their own personal PPE.
- Staff have the option of wearing eye protection at all times if it makes them more comfortable. Eye protection is always used for toothbrushing, medication administration, and aerosolizing procedures. Eye protection may be required at all times if the level of PPE in a location increases per nursing directive.
- Due to the need for clinical staff to travel between classroom spaces, clinical staff are provided a surgical mask, eye protection and a surgical gown. Clinicians will wear their mask at all times and eye protection as deemed necessary based on the clinical intervention they are engaged in. Clinicians will don a clean surgical gown when they enter each classroom. Clinicians' schedules are organized so they provide services in only two classrooms per day.
- The use of masks by students will occur on an individual basis based on the students ability to safely use a mask. All masks will be provided to students. Students who are unable to wear a mask due to impact on their mental or physical health will be exempt from doing so. Social distancing and physical barriers will be used as outlined in this plan.

### **Social distancing protocols**

#### Protocols for staff/students in school facilities

Due to the complex medical and behavioral needs of the individuals who attend school at TCFD, staff will not be expected to completely socially distance from the student(s) to whom they are assigned. Care routines will require that staff come in close contact to the student, which is less than 6 feet, and includes being in direct hands-on contact with the students. Because staff will need to assist students at times by being in close proximity (less than 6 feet), staff will wear (at minimum) a surgical mask at all times, and additional protective eyewear with the mask will be required during activities of daily living such as toothbrushing. Gloves will also be worn as required by the task. PPE may be increased at the discretion of nursing and administrative staff (see PPE policy).

Staff are expected to practice social distancing (6 feet distancing) from one another in classroom settings, common educational settings and on pathways whenever feasible. There may be times when staff will need to come into close proximity with one another. For example, if staff need to cooperatively complete a physical lift to support a non-ambulatory student or perform a behavioral intervention with a student who has behavioral challenges, staff will be less than 6 feet from one another. Because staff will need to work cooperatively on occasion in distances less than 6 feet, staff will wear (at minimum) a surgical mask, and will be instructed to avoid direct face to face contact..

Activities are expected to be conducted with one staff assigned to 1-2 students at a time. Groups of two may be acceptable if those individuals involved are reliably able to maintain social distance throughout the duration of the entire activity. Whenever possible, students should be given space from the staff member assigned to him/her (e.g., while seated during an instructional activity being led in the front of the room, while engaged in sensory activity or designated leisure break) the staff member should position themselves a safe distance behind the student while being prepared to engage as the situation requires.

In small or confined spaces, such as hallways, staff are to accompany their assigned student(s); where independence is possible students will move one at a time through these spaces, and then follow behind in a turn taking manner so that no more than one student and his or her assigned staff member is occupying a single hallway space at one time. Visual markings showing 6 feet apart will be placed in common areas so that staff members can have a clear visual understanding of the required separation for social distancing. Painter's tape (or like) will be used to create visual markings on the floor or baseboard.

Social distancing training and a memorandum have gone out to staff members defining what social distancing is, and directing staff to cancel any large group gatherings and events. A posting was also provided to all locations to give further guidance to staff.

### **Students and staff instruction on proper hand and respiratory hygiene**

#### Protocols

- All staff and students will be instructed to wash their hands with approved, (greater than 60% alcohol-based) sanitizing hand soap upon arrival to school and then minimally each hour or more frequently if they come in contact/touch another person, unclean or multi use surface, and before and after eating. Students who can not wash their hands because of a physical or intellectual limitation will be assisted by staff to wash their hands.
- All staff and students will be instructed and prompted not to touch their face with their hands. Students will be taught using social stories and other appropriate methods to help the student grasp the concept.
- Students will be taught hand washing procedures by utilizing prompt fading specific to the student and may include video modeling, task analysis, visual charts, etc.
- All staff and students will be instructed to move a safe distance away and use the crux of their arm, inside the elbow, to cough or sneeze if a tissue is unavailable. The purpose is to decrease a direct spray of respiratory droplets into the air surrounding the person coughing or sneezing. Even if the individual is wearing a mask, they will be directed to use the crux of their arm inside the elbow to minimize the potential spread of respiratory droplets. If a staff member coughs and/or sneezes into their mask causing it to become wet, they may request a new mask. If a tissue is available, the individual will move away from others and sneeze or cough in the tissue and immediately discard the tissue in a foot pedal operated trash can, and immediately wash their hands with sanitizing hand soap.
- Signs will be posted for proper hand washing and respiratory hygiene in all school buildings.

### **Ensuring compliance with protocols/integrity checks**

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 >100. 0°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;
- 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 school nurse;
- When to isolate a child until they can be picked up;
- Agency policy for staff illness and COVID-19 return to work policies;
- Universal Precautions.

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

To ensure compliance with the above stated protocols, COVID-19 infection control checklists and observations will be conducted. A school administrator, or designated school staff, will conduct an observation in each class on a weekly basis to ensure protocols are being implemented as instructed. Feedback will be provided in the moment and through follow up conversations. Retraining will be conducted as needed.

Teachers meetings will occur via Zoom video conference to provide information, updates, and training to teachers/therapists as new information becomes available.

### **Face coverings protocols:**

Ongoing Instruction will be provided for individuals and staff on the proper use, donning, doffing and disposal of masks. CDC guidance states that masks are to be worn by all staff members as a proactive measure. All masks will be provided to staff members by the school program each day. If able to be tolerated, students will be provided a mask to be used when they are in school. Masks are to be worn at all times during the day except for when the individual is eating/drinking in a secluded area, or if alone in a room that is separate from other individuals.

### **Cleaning and disinfection procedures in accordance with CDC and DOH guidance.**

#### Cleaning and Disinfecting

- All program spaces will strictly adhere to hygiene and sanitation requirements as advised by DOH, CDC and TCFD policies.
- All locations will have adequate inventory of cleaning and EPA approved disinfecting agents.
- Teams will conduct frequent cleaning and disinfection of all areas. When multiple small groups are scheduled to utilize a shared space, such as a gym space, schedules will be organized to allow at least 15 minutes between use so that cleaning may occur.
- Shared objects and equipment, such as a therapy ball are sanitized after each use. Measures are put in place to limit sharing of objects whenever possible.
- Each site currently has its own bathroom and eating area that will be frequently sanitized throughout the school day and in the evening. Bathrooms will be disinfected between uses by students.
- Intermittent cleaning utilizing spray down sanitizers is completed in all program spaces.
- Mealtimes will occur in the classroom for students, but staff will be expected to eat in an area separate from the students and away from other staff.
- Each school space will have a cleaning checklist where staff will mark the date and time the various surfaces are cleaned/disinfected.
- Hand Hygiene stations are available in each location and portable sanitizers will be available and brought to remote/outdoor locations.
- If someone becomes ill, that area will be closed off, aired and disinfected for 24 hours.

Cleaning Solutions used in school buildings:

CHEMICAL	USE	DILUTION
Peroxy4D	All Purpose	1 oz. to every 1 gallon
Peroxy4D	Disinfectant/Heavy Duty Cleaner	2 oz. to every 1 gallon
Bleach/Water	Disinfectant/Heavy Duty Cleaner	10 parts water 1 part bleach
SparCreme Cleanser	Abrasive Scrubbing Solution	RTU
Comet	Abrasive Scrubbing Solution	RTU

\*SDS sheets available at all locations, as well as Environmental Services Office located at: 507 Old Route 17, Monticello, NY 12701

Cleaning Processes:

High Dusting:

- PPE – Vinyl or nitrile gloves, face mask.
- Using a dust rag, wipe down all ceiling fixtures including but not limited to lights and fans.
- Wipe corners and edges where walls and ceilings meet.

Vertical Surfaces:

- PPE – Vinyl or nitrile gloves, face mask.
- Clean/disinfect using Peroxy4D/bleach solution and wash rag/paper towels.
- Beginning at the highest point of the vertical surface, wipe surface area working downward until the entire surface has been cleaned.
- Vertical surfaces include walls, cabinet sides and faces, furniture, mirrors, windows,
- pictures and décor, light switches, door knobs, phones, etc...

Horizontal Surfaces:

- PPE – Vinyl or nitrile gloves, face mask.
- Clean/Disinfect using Peroxy4D/bleach solution and wash rag/paper towel.
- Horizontal surfaces include table tops, counter tops, appliance tops, seating surfaces, pictures and décor, mirrors, windows, furniture, etc...

Floors – Carpeted:

- PPE -- Vinyl or nitrile gloves, face mask.
- Move all perimeter furniture a minimum of the width of the furniture away from room walls to allow access with vacuum.
- Vacuum room perimeter thoroughly.
- Replace all previously moved furniture to its original location along the room perimeter.
- Move any furniture located in the central area of the room.
- Vacuum remaining floor area thoroughly.
- Replace all furniture to its original location.

#### Floors – Hard Surface

- PPE – Vinyl or Nitrile gloves, face mask.
- Prepare mop water with appropriate Peroxy4D solution.
- If the room contains an area rug or mat, vacuum, roll up and remove prior to sweeping.
- Move all perimeter furniture a minimum of the width of the furniture away from room walls to allow access.
- Using a broom or dust mop, sweep the room perimeter toward the center of the room.
- Sweep dirt and debris into dust pan and dispose of trash.
- Damp mop room perimeter.
- Return furniture to its location along the room perimeter.
- Follow the same steps for the center of the room.
- Dispose of mop water in slop sink or approved disposal location.
- Return any rolled up carpets or mats to their location once the floor dries.

#### Sinks and Tubs/Showers:

- PPE – Vinyl or Nitrile gloves, face mask.
- Using Comet or SparCreme abrasive cleanser, coat the surface of the sink or tub/shower and fixture surfaces and allow to rest for 15 seconds to 1 minute.
- Use a scouring pad to wipe surface area. Use discretion as needed for hard to remove build up and stains.
- Thoroughly rinse surface areas with warm water.
- Repeat the process as needed.
- Spray and wipe area with Peroxy4D/bleach solution disinfectant.

#### Toilets:

- PPE – Vinyl or Nitrile gloves, face mask.
- Flush bowl prior to cleaning to ensure proper function and to remove any remnant waste.
- Using a comet or SparCreme abrasive cleanser, apply to the interior bowl surface and let rest for 15 seconds to 1 minute. Ensure that the cleanser is applied to the under rim of the bowl.
- Using a bowl brush, thoroughly scrub the bowl interior and under the rim.
- Flush bowl to rinse.
- Repeat as needed.
- Starting with the toilet base, spray Peroxy4D/bleach solution disinfectant onto the exterior bowl surface.
- Use paper towels to wipe the surface and dispose of trash.
- Spray Peroxy4D disinfectant/bleach solution onto toilet tank and lid.
- Use paper towels to wipe the surface and dispose of trash.
- Spray Peroxy4D/bleach solution disinfectant onto seat lid, seat base and under seat.
- Use paper towels to wipe the surface and dispose of trash.

#### Garbage Bins:

- Remove full can liners and dispose of in appropriate trash receptacles.
- Spray interior and exterior of can with Peroxy4D/bleach solution disinfectant.
- Wipe the surface with a paper towel and dispose of it in the trash.
- For cans with excessive build up, use SparCreme or Comet and scouring pad and scrub vigorously as needed.
- Replace can liner.

At the end of each school day, after students are no longer in the buildings, the Environmental Service staff will complete a secondary cleaning of each space. This includes wiping down any soiled surfaces, sweeping, mopping, removing and replacing trash bags, and using a Handheld Electrostatic Mister to spray a sanitizing mist on all hard surfaces in each space.

### **Visitors Policy:**

Currently, we are not allowing visitors unless there is an urgent reason for such a visit. A risk assessment will be performed by a senior staff or nurse for all visitors and staff before entering the school building to determine risk level. Additionally, staff members or visitors will perform a self-assessment to determine if there are any symptoms of COVID-19 that include fever, cough, or shortness of breath. When possible visitors will wait outside or in the foyer area of school buildings. Items to be retrieved, or students to be picked up, will be brought to the visitor. If a visitor needs to use a restroom they will be required to wear a mask, sanitize their hands before entering the building, and reporting directly to the restroom. Upon exit the visitor should wash their hands and immediately leave the building. Visitors will also be required to sign in to the building.

### **Local Medical facilities/partnerships:**

The Center for Discovery has its own licensed DOH Article 28 Clinic with two medical doctors, a nurse practitioner and many other subspecialty physicians and services. The Medical Director is intimately involved in all matters related to the management of the COVID virus at The Center for Discovery. The Center also has agreements with Garnet Health Systems- Catskill Medical Center and Northwell Health to assist in the management of medical needs including COVID virus related needs and problems.

### **Management and isolation of ill persons until they can be sent home**

As there is no antiviral medication at this time, it must be assumed that persons remain contagious for 14 days after the onset of symptoms. The following restrictions on activity shall be implemented when there is a suspected or confirmed case of COVID-19.

Isolation procedures: If a student is demonstrating symptoms of COVID-19 a school nurse will be called to evaluate the student. After evaluation, if COVID-19 is suspected the student will be brought to a designated isolation room in the building and monitored by staff in full PPE until the students parent/guardian arrives to pick him/her up from school. The school nurse will notify the parent/guardian of the symptoms/suspected illness and request they immediately pickup their child.

Exposed individual protocols: If a confirmed or suspected infected student has been within 6 feet of other students 2 days prior to onset of initial symptoms then those students too should be kept home from school and closely monitored for fever and respiratory symptoms for at least 14 days and/or demonstrate a negative test result.

### **Requirements to return to school:**

- Positive students will need to isolate for at least 10 days. Students may be kept in quarantine longer if remains symptomatic.
- Those with have direct contact with the positive student must quarantine for 14 days.
- Positive students who are asymptomatic must quarantine for 10 days.
- Testing will be required at the discretion of the treating physician.
- Per DOH guidelines issued on August 26, 2020 any students who exhibits any signs or symptoms of COVID-19 will need to comply with the following protocol: A student exhibiting any signs or symptoms of COVID-19 is to remain home, or sent home if at school, and will require a follow up with their physician and obtain a negative COVID-19 test to return to school. The student can return to school immediately following a negative test result and resolution of symptoms. If a COVID-19 test is unable to be administered they would need to quarantine for 14 days and have resolution of all symptoms prior to returning.

### Additional Day Program guidance

- Day student classrooms where a student or staff has been diagnosed with COVID-19 will immediately be switched to a distance learning format; staff and students will not report to the school location.
- Notification will be sent to all individuals who had a primary exposure and notification will be provided to other staff and student parents who are located in the same building as the infected individual.
- If the student is residentially-placed, the residential nurses will ensure that all exposed individuals will be closely monitored for signs and symptoms of COVID-19. Should any individuals or staff become ill, the nursing staff will immediately notify the Medical Director.
- Day program and residential nurses will maintain close contact. The day program nurse will notify the residential nurse of any respiratory illness or confirmed cases of COVID-19. The residential nurse must notify the day program nurse of the same. The day program nurse and the residential nurse are to coordinate their efforts in the management of COVID-19.
- Individuals and staff, including bus drivers, bus aides, cafeteria workers and others who have been exposed to COVID-19 are to be notified of their exposure. Staff are to be instructed to notify their primary care physician, inform the provider that they have been exposed to a diagnosed case of COVID-19.

### **Closure of school facilities and in-person instruction, if necessitated by widespread virus transmission**

Notifications: If a building, location, or the school program is required to close, based on the criteria established, notifications will be provided through a variety of mediums, which include: individual meetings, phone calls, video conferencing, email, text message alert systems, public website, social media, and Class Dojo (Education Communication app). Primary communication will be provided by school administration, with secondary communication from the school nurse and/or classroom teacher as needed.

Criteria for closings are as follows:

- Building: 1 confirmed positive case, or 2+ symptomatic students pending testing results in a school building, would result in the closure of the building.
- School Program:  
Day Program (3 locations): 1 or more positive cases, or 2+ symptomatic students pending testing results, in 2 separate locations would result in a closure of the school program for day students at all locations.  
Residential Program (2 locations): 2 or more positive cases, or 2+ symptomatic students pending testing results, at each location would result in a closure of the school program for residential students at both locations.
- NYS Criteria for closing of school program: Per guidance from the Governor's office: Our school program will be able to re-open when our region is in phase IV and daily infection rate remains 5% or lower using a 14 day average. School programs will close if the regional infection rate is greater than 9% using a 7 day average (Beginning after August 1st). The school program may also close at the discretion of administration.
- Alternative Education/Therapy services during a closure: Per guidance from NYSED, The Center for Discovery education staff, including its certified special education teachers and clinical staff, are prepared to engage all students in distance learning if in person education was mandated to close. Parents of students in the community will receive notification from administration explaining that the program is reverting back to the format in our continuity of learning plan. A copy of the continuity of learning plan will be included with the notification. A copy of the Continuity of Learning Plan is included in the appendices.

## Facilities

Social distancing signage and protocols for staff/students Signage will be posted in all school buildings to support the directive to socially distance whenever possible. Visual cues will be marked on the floor in hallways and common areas to support distancing of at least 6 feet apart. Staff will be inserviced and observed on implementation of social distancing. Student's will be taught via social stories about social distancing and will practice how to socially distance as a daily lesson.

School building usage and classroom spacing: Classroom ratios will be no greater than 7 students and 5 staff at any time unless there is need for additional support for a behavioral or medical crisis. Square footage per classroom will allow for 50 sq ft per student and staff, i.e., no classroom will be smaller than 600 sq ft. Classrooms, wherever possible, will have their own entrance and egress, however, when not possible, classes will take turns using shared hallways and entrances.

School space expansion: A new facility for expansion of space containing eight classrooms will be submitted to NYSED's OFP for certification. The additional classroom space will allow for complete separation of community students from residentially-based students, and to ensure that the community student buildings are adequately sized to allow for smaller cohorts of students.

Ventilation and filtration: Current air conditioning and ventilation systems in school buildings meet all building codes and requirements. Ventilation systems in school buildings are being reviewed by the maintenance team to minimize recirculation of air by adjusting the vents and ensuring the filters are changed every 30 days.

Classrooms that are able to open windows and/or doors to promote better ventilation will do so. If a classroom has students that require a certain temperature maintained in the classroom because of medical reasons or IEP mandates, those requirements will supersede guidance to open doors and windows.

### Emergency Drills:

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year.

Evacuation Drills: To ensure the safety of staff and the students, and reduce the likelihood of spreading infection, drills will be conducted one building at a time. During a drill new 'safety locations' will be designated for each classroom. The classrooms who neighbor one another will use opposite means of exit (e.g., classroom one will use the primary exit, while classroom 2 will use the secondary exit). Staff and students will be provided training and guidance on exiting to the new locations. Each location will allow sufficient space for appropriate social distancing. For classrooms that are unable to be evacuated in this manner, a staggered schedule will be implemented. A staggered schedule will have designated classrooms evacuating separately to reduce the number of staff/students in any one given space.

Lockdown Drills: Lockdown drills will be conducted in the classroom setting while maintaining use of PPE and social distancing per the protocols for each. Lockdown drills will be conducted in the classroom without "hiding"/ "sheltering" with teachers providing an overview of how to shelter or hide in the classroom.

## Child Nutrition

Meals for residential students: Meals for residential students will continue to be provided by their residence. Meals will be provided in appropriate storage containers, labeled with each student's name, and stored in the classroom refrigerator until mealtime.

Meals for day students: The Center for Discovery does not participate in the child nutrition program. Day students will be encouraged to bring brown bag lunches to school. There will be an opportunity to purchase pre-ordered boxed lunches provided by TCFD. Menus for the following week will be sent home each Wednesday and need to be returned with a check or money for food costs. The boxed meals will be delivered to each classroom daily using food service coolers. Families who cannot afford lunch due to significant economic hardship should call 845-707-8129, and arrangements for a free lunch will be made.

Mealtime spaces/locations: Designated pickup locations for meals will be discontinued. Meals provided by TCFD will be delivered to each school building for pick up by the classroom staff at a designated time. Mealtime occurring in the classrooms will be at student desks/tables socially distanced and sanitized accordingly. If appropriate social distance cannot be accommodated approved clear shielding will be utilized between students. Staggered lunch times within a classroom will also be considered if needed.

If mealtime cannot occur in a classroom the 'Cafe's' or shared lunch rooms will be used with the following guidance: there will be a max of 2 people assigned to a long rectangular table, "U" shape table or square table. Only one classroom at a time will eat together, but will spread out through the whole dining area. Staff should prep the food and deliver to the student unless using food covers that can be placed over the prepped food plates. Cleaning and sanitization will occur between groups in accordance with the cleaning & sanitization plan.

## Mealtime protocols

- Health and Safety Guidelines: Meals are prepared and in adherence to all health and safety guidelines required by the CDC and DOH. Sharing of meals or any food items is strictly prohibited.
- Handwashing: Handwashing will occur at least hourly throughout the school day. In addition students and staff will be required to wash their hands prior to mealtime and after completion of their meal. Hand hygiene is incorporated into the curriculum and will be promoted and practiced during each meal.
- Use of PPE: Staff are required to wear a mask and eye protection (Approved glasses, goggles, and/or face shields) as needed while assisting students with mealtime. Staff and students are required to wash hands before meals and upon completion of meals.
- Cleaning/Sanitizing Dishes: Students will use disposable dishes whenever possible. If a student requires an adapted dish, cup or utensil for mealtime they will be clearly labeled and only used with the identified student. Upon completion of a meal, dishes will be cleared from the table and put into a student specific container with a lid until they can be cleaned. Staff will clean and sanitize dishes, and holding containers, as close to completion of the meal as possible. Dishes will be left to air dry and then sorted in preparation for the following day.
- Food Allergies: All staff working in a classroom with a student who has specific food allergies are informed and trained to check food items prior to serving. The student will also be taught to ask (verbally or via augmentative communication) whether the allergen is in the food item prior to receiving their meal or snack. Notifications are provided to parents/guardians and/or residences to ensure other students do not bring the allergen into the classroom. Classrooms are clearly marked with signage that the space is an allergen free space. If mealtime occurs outside of the classroom, the mealtime space is also designated an allergen free space.

- **Cleaning/disinfecting mealtime areas:** Mealtime areas will be cleaned in accordance with the cleaning and disinfection protocols. This includes removal of any food scraps, wiping down of each surface with an approved cleaning solution, and sanitizing each surface with approved sanitizer solutions. If sanitizing solutions require time to remain on the surface to effectively sanitize, the students will be engaged in an activity away from the sanitized surfaces or brought to an alternate location while the time elapses.
- **Communication with families:** Each school year families are provided with an informational letter explaining our food philosophy, mealtime protocols, and options for school lunch. The documents are provided in English and Spanish depending on the native language of the family. Adjustments to the mealtime protocols will be included in our back to school informational packet. If adjustments occur during the school year the explanation of the changes will be provided to each family in their native language. Information is provided to families via formal notices, emails, calls, and updates on Class Dojo. Contact information for school administration is included on all parent notifications.

### Transportation

#### School Busses

- **Drop off locations:** School busses will drop off students at the designated bus drop off locations for each school building. Bussing providers will be sent a list of students and their drop locations prior to school beginning. A TCFD staff will facilitate busses entering and leaving the designated bus drop zones.
- **Receiving students from busses:** Students will be required to remain on the bus until a designated staff is at the bus door to transition the student to the designated location to be screened. Students disembarking from busses will be coordinated by the TCFD bus liaison via two way radio. Students will be systematically disembarked to reduce crowding, maintain social distancing, and allow each student to be screened prior to transitioning to their classroom.
- **Screening/Check in processes:** Parents will be sent a link to an electronic screening form to be completed each day prior to them sending their child to school. Depending on the responses the screening form will turn green clearing the child to come to school, or red requiring the child to stay home. Any red forms will be followed up with a discussion between the family and school nurse (specific process is outlined in the Health and Wellness section). Students cleared to come to school, after disembarking from the bus, will report to the location designated in each building to be screened by a nurse. The screening will include a no contact check of temperature and hand sanitizing station. Students with a temperature under 100.0 will report to their classroom, not stopping along the way. Students with a temperature 100.0 or above will be accompanied to the designated sick room and their parents will be contacted by the nurse to pick them up.

## Social-Emotional Well Being:

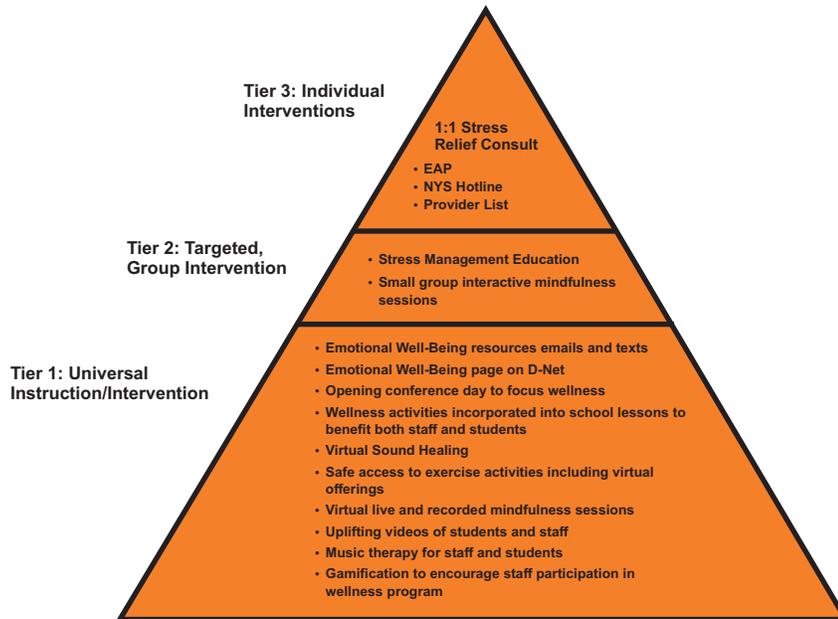
### Adapting to new protocols and school environment changes

COVID-19 has created conditions which have destabilized our sense of health and safety at many levels. We have been able to decrease the impact of COVID-19 because of the staff members making effective, informed, coordinated, and committed decisions in accordance with our response plan. We have heard many times staff speak about their strong sense of purpose that has empowered them through the daily challenges of COVID-19 with courage, creativity, and flexibility. At other times, we have heard staff express the stress they have felt due to uncertainty, disruption in preferred routines and activities, and a sense of loss of control.

Since it is natural to have different responses at different times, and that a healthy response needs support over the course of the pandemic, The Center for Discovery (TCFD) has been offering stress management resources to staff. We will be expanding services to provide more options and to target a broader group including support personnel.

The Social Emotional Learning Plan for staff, students, and parents is focused on programs and services to promote general wellness, including emotional wellness. TCFD was committed to overall wellness programming prior to the COVID-19 pandemic and has a well-established HealthE6 program for staff and students. We have adapted these existing supports and services to better accommodate the unique needs that have arisen due to the pandemic. The following multi-tiered system of support is in place to continue to support our staff, students, and parents during these challenging times.

Staff Information and resources:



Tier 1: Universal Instruction/Intervention

- Stress Management Resources Emails and Texts- Psychology staff provide helpful strategies for staff at least twice monthly. These are shared with staff through email and texts. Recent examples include meditation audio recordings and information about how to change your mood by changing your thoughts.
- Stress Management Resource Page on DiscoverNet (DNET)- The resources created by the psychology staff are also posted on TCFD's internal website.
- Conference Day- This year's opening conference, which will be held virtually, will focus on well-being and stress management approaches and techniques. Staff will be informed of the services available to promote wellness at TCFD.
- Wellness Activities Incorporated into School Lessons to Benefit Both Staff and Students-TCFD has a variety of resources including social-emotional curricula and technology based programs that can be incorporated into lessons. Staff and students can practice techniques together that are designed to reduce stress.
- Virtual Sound Healing- Sound Healing Sessions have proven especially useful for managing stress for our residents and staff members alike. While recognizing that coming to a session and experiencing the vibrations in person is the most optimal, the Music Therapy team understands that this isn't always possible. In an effort to make the benefits of the experience more widespread, sound healing experience videos have been created and can be accessed on DNET. These then can be listened to in groups or individually. In addition, live sound healing sessions will be offered through Zoom.
- Safe Access to Exercise- Exercise is an evidence-based strategy to alleviate stress and anxiety and to promote a positive mood. TCFD has several options for staff to engage in physical exercise. There are safety measures in place to allow staff to access the employee exercise equipment. TCFD has miles of trails and paths for walking. Bicycles are available for staff use. In addition, TCFD will be offering exercise classes through virtual platforms or live in settings where social distancing is possible.

- Virtual Live and Recorded Mindfulness Sessions- Mindfulness is an evidence-based strategy shown to be effective in reducing stress and increasing overall well-being. TCFD will offer mindfulness sessions for staff that can be viewed live or recordings available on DNET.
- Uplifting Videos of Staff and Students- Images and videos of staff and students engaging in activities or sharing positive messages have been well-received by staff.
- Music Therapy for Staff and Students- The music therapy department has a variety of initiatives to help with stress reduction and overall wellness.
- Gamification to Encourage Staff Participation in Emotional Wellness programming- A system will be in place where staff can earn points for participating and be able to track their status against others. Tangible incentives will also be offered.

#### Tier 2: Targeted Group Intervention

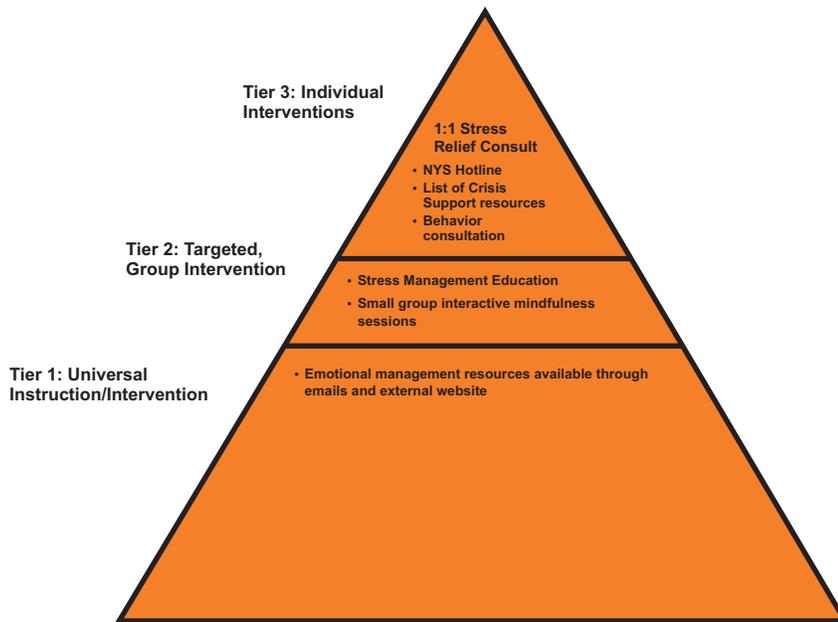
- Stress Management Education – Evidence-based approaches to managing stress and enhancing well-being to be offered in group formats.
- Small Group Interactive Mindfulness Sessions- Mindfulness is an evidence-based strategy shown to be effective in reducing stress and increasing overall well-being. TCFD will offer mindfulness practices to staff through virtual live sessions. The smaller group format allows for interactive feedback and guidance.

#### Tier 3: Individualized Interventions

Staff who request more support than is offered in Tier 1 and 2 interventions or those that need more support as evidenced by demonstrating significant distress that is negatively impacting functioning will be provided the following options for additional assistance:

- 1:1 Stress Relief Consult
- Employee Assistance Program (EAP)
- The NYS COVID Emotional Support Hotline
- A list of mental health providers who accept TCFD insurance including the Discovery Health Center.

Parental Information and resources :



**Tier 1: Universal Instruction/Intervention**

- Stress Management Resources- Parents will be provided with evidence-based resources to reduce stress via email or external website.

**Tier 2: Targeted Group Intervention**

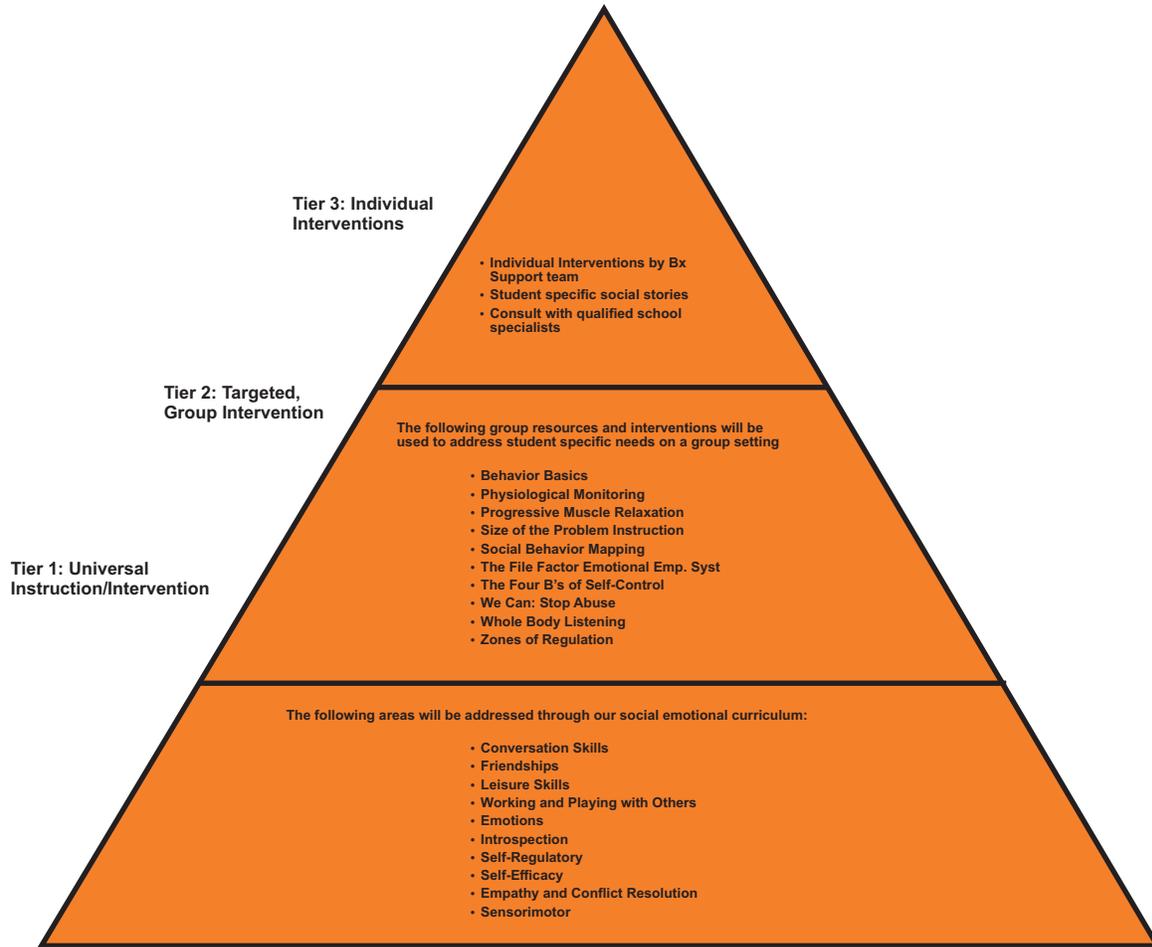
- Stress Management Education – Evidence-based approaches to managing stress and enhancing well-being to be offered in group formats.
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**Tier 3: Individualized Interventions**

Parents who request more support than is offered in Tier 1 and 2 interventions or those that need more support as evidenced by demonstrating significant distress that is negatively impacting functioning will be provided the following options for additional assistance:

- 1:1 Stress Relief Consult- Qualified Center staff to speak with parents about stress reduction techniques and to help develop a stress reduction plan.
- The NYS COVID Emotional Support Hotline
- Information about local crisis support resources
- For child behavior management, behavior consultation services

Student Information and resources



Tier 1: Universal Instruction/Intervention

In general the student population at The Center for Discovery presents with social and emotional dysregulation and requires a comprehensive curriculum to develop appropriate communication, social, emotional, and coping strategies. Our emotional regulation strategies aim to teach students to identify emotions and daily stressors, and ultimately implement coping strategies. Individualized replacement behaviors teach students to be respectful and kind to the environment, themselves, and to one another. Students are taught to demonstrate empathy by recognizing the feelings of another person and responding in an appropriate manner to those feelings. These skills help students to establish, build, and maintain friendships and develop a sense of self-efficacy. The following resources and curriculums are utilized:

- Building Tolerance Curriculum
- Creative Arts Therapy
- Emotional ABC's: Online Social-Emotional Curriculum
- Functional Communication Training
- Neuro-Developmental Treatment (NDT)
- Random Acts of Kindness Curriculum
- Recreational Therapy
- Remarkable Conversations: A guide to developing meaningful communication with children and
  - young adults who are deafblindVigorous Activity
- Sensory Integration: Sensorimotor Gym (Little Red School House)
- Sound Healing
- Superflex: Social Thinking Curriculum
- Essentials for Living Curriculum

## Tier 2: Targeted Group Intervention

The following group resources and interventions will be used to address student specific needs in a group setting:

- Behavior Basics
- Physiological Monitoring
- Progressive Muscle Relaxation
- Size of the Problem instruction
- Social Behavior Mapping
- The File Factor Emotional Emp. Syst
- The Four B's of Self-Control
- We Can: Stop Abuse
- Whole Body Listening
- Zones of Regulation

## Tier 3: Individualized Interventions

If students require more support than is offered in Tier 2 the following interventions may be used:

- Individualized social stories about returning to school, mask wearing, and PPE
- Interventions provided by the Behavior Specialists and/or Behavior Analysts on staff
- Consultations with qualified school specialists

## **School Schedules**

### In Person instructional schedules and Remote Learning instructional schedules & Hybrid schedules:

Residential students will attend school Monday through Friday on a regular schedule for 6 hours per day. Classroom variances will be obtained for class size and age ranges as required. Students will attend class with the same students that they live with, thus reducing the potential of exposure for the residential population of students caused by mixing students into classes from different houses. If a student or staff is suspected of having COVID-19 virus, the class/house will be placed under quarantine and remain at home until the risk is mitigated. All CDC and DOH regulations regarding exposure and confirmed cases of COVID-19 will be adhered to.

Day student parents will have the option to send their child to in person programming in accordance with the schedule outlined below, or have their child remain on remote instruction. A parent survey was disseminated on July 28th to determine parent preferences.

If a parent chooses only distance learning for the school year, distance learning will be provided by a certified special education teacher. If a parent chooses in person instruction, on September 3rd & 4th, 2020 students will begin the school year with remote instruction for two days. On Monday September 7th school will begin in person instruction for two weeks through Friday, September 18th. In person instruction will then be paused for 5 days, September 21 - 25th, and distancing learning will be implemented for those 5 days. During the 5 day pause, students and staff will be monitored for any signs or symptoms of the COVID-19 virus. If everyone remains healthy and has no symptoms, in person learning will begin again on September 28th through October 9th (10 consecutive school days). Post the 10 in person learning days, school will again pause for 5 school days, from October 12-16 with distance learning implemented during those 5 days. During the 5 day pause, students and staff will be monitored for any signs or symptoms of the COVID-19 virus. If everyone remains healthy and has no symptoms, in person learning will begin again on October 19 for 10 days through October 30th. The sequence of 10 days in person learning and 5 days distance learning was developed with a team of medical experts to allow us to monitor for signs and symptoms of the virus during the remote instruction weeks. The information obtained during the first two months of school will be essential in determining if we can resume a normal school schedule in November.

If an outbreak occurs in one of the schools or if SED directs schools to close for in person instruction, then community students will resort back to an all distance learning format as previously implemented during the remainder of the 2019-2020 school year and the ESY programs.

Notifications of changes in schedules will be issued in written form to all parents and school districts via email and letters. If the change is abrupt, a call will be placed to the parent and school district followed by written communication.

### **Attendance and Chronic Absenteeism**

Attendance collection policy: The current TCFD attendance policy will remain in effect during re-opening. An addendum will be added to the policy to reflect a new attendance code added for Distance Learning.

Attendance collection during remote or hybrid schedules: Attendance will be collected daily and recorded in the classroom attendance register as DL for Distance Learning. Attendance will also be recorded on the Frontline ESA software. During remote or hybrid learning an attendance code of 'Non-Attendance (N)' will be selected and the 'Distance Learning/Tele-Therapy' reason will be selected. If a modified distance learning or tele-therapy schedule is requested by the parents it will be recorded in the Contact Log in the Frontline ESA software. Tele-therapy sessions will be recorded in the RS Log module in the Frontline IEP software with the box for tele-therapy selected.

Communication to parents and districts of chronic absenteeism: The notification procedures in the TCFD attendance policy will be adhered to during the reopening.

### **Technology and Connectivity**

#### Access to computers, devices, and high speed internet

Technology is at the forefront of providing instruction and services to our students. Our teachers are encouraged to use a variety of current and new resources to review and deliver new instructional materials. Tele-therapy will be the primary means of delivering clinical services. At the beginning of March a technology survey was provided to parents/guardians. The survey responses are being used to determine if each student will be able to access the instructional materials provided during the closure. The survey can be found here: <https://www.surveymonkey.com/r/TCFDCommunityStudent>

The Center has implemented a loaner program of tablets for families in need of internet connected devices. We have also encouraged parents to reach out to their local school districts, many of which are also offering loaner programs for chromebooks and tablets. We will work with each family individually if there is a need for technology or challenges with internet access.

Each of the residences at The Center have been equipped with technology required to provide distance learning. This includes webcams, monitors/TV's, and computers. iPads are also available for individualized instruction/services.

Use of technology during remote or hybrid schedules:

PlanbookEDU is an online tool our teachers use to keep track of lessons and standards. PlanbookEDU's layout is a weekly planner format and lists the various 'periods' or activities for each day. The interface resembles other Web-based calendars, but offers the extra ability to add files and link events to standards.

During remote instruction or hybrid schedules PlanbookEDU will be used as the primary tool to provide lessons, activities, and structure during distance learning. During distance learning or hybrid instruction a general PlanbookEDU with linked lessons, activities, and online resources will be provided to residences (for residential students) and parents/guardians (for day students) to carry over the structure, routines, and activities that would occur if school was open. PlanbookEDU schedules will also encompass specific G&O related activities to ensure each student continues to receive practice and instruction toward their individual IEP goals. The goal is to provide the structure and routine the students need to be successful and opportunities to learn new content while meeting their individual IEP goals.

A list of web based resources currently used in our school program are listed in the TCFD Continuity of Learning Plan (See Appendices). Students have been assessed on their use of these resources, and regularly access them as part of their instructional program while in school. During a school closure a list of resources personalized for each student will be sent to their parent/guardian. The login information as well as student specific information about using the resources will be provided from the teacher to the parent/guardian. The teacher will be available by phone or email to consult with parents on using the online resources.

**Teaching and Learning**

Classroom ratios: Class ratios will remain 6:1:3.5, unless a variance is sought to address a health and safety need in a particular classroom.

Equitable, Standards Based instruction for all students:

Instruction, whether presented in-person, remotely or a combination of the two, will be provided by an appropriately certified teacher and contain the same rigor and focus on providing activities which align to the NYS Learning Standards. These activities will focus on utilizing evidence-based practices in conjunction with evaluative tools to support a personal progression of skills and allow students to experience meaningful and creative learning that supports their individualized education plan. Individual learning goals and objectives outlined on each students' IEP will be the priority areas for instruction both during in-person instruction as well as during distance learning. NYS Learning standards for core subjects including Math, ELA, Social Studies, and Science will be targeted daily as well as social-emotional wellness and career/occupational studies (if age appropriate.) In addition, weekly or biweekly lessons in the areas of creative arts, fine arts, fire safety, health and physical education will also be provided to students both in-person and remotely. Teacher's lesson plans and schedules created on planbookedu will be reviewed on an ongoing, consistent basis for accuracy and thoroughness.

In-person education will be conducted with an emphasis on the health and safety of both the individuals we are instructing and the staff members working with them. Daily schedules will contain frequent breaks for staff and student handwashing as well as sanitizing shared surfaces. Learning materials, including academic tools and manipulatives will be used by only one student whenever possible. When this is not possible, these learning materials will be sanitized after each student uses them. Frequent breaks into outdoor learning environments including garden areas and walking paths will be encouraged.

Students participating in distance instruction will receive access to the class's planbookedu document including all of the linked and attached activities. In addition, teachers will attach to the planbookedu document, email, and/or send via mail any learning materials required for each student to practice their individual learning goals and objectives. Teachers will provide families with instruction on how to use these materials as well as receive any feedback on how each student is progressing during their regularly scheduled office hours via zoom conference or phone call. These meetings will last approximately 20 minutes and will be scheduled to occur daily (or less if the family decides that daily contact is not possible) based on the availability of the teacher, family and student. Teachers will provide opportunities for direct instruction via video conference if students are capable and able to participate in this type of instruction. Teachers will keep lesson accessibility in mind when planning lessons for remote instruction. Whether through consult or direct instructions teachers ensure substantive daily interaction with their students. Students who are unable to access digital materials, will be sent home learning packets containing the same learning activities as their peers. Whenever possible, students receiving distance instruction, will participate in the same activities as they would in-person. When this is not possible, an alternate distance learning activity will be provided that targets the same learning goals of the original activity.

During hybrid instruction, where a class has students learning both in-person and remotely, those who are unable to attend school in-person, will be given opportunities whenever appropriate and feasible, to attend virtual or videotaped lessons with their teacher and/or peers. This may look different for each student depending on their individual needs and preferences as well as the needs of the other students in class. These activities may include but are not limited to: using zoom to join group lessons with their peers who are receiving in-person education, speaking with the teacher 1:1 on the phone or zoom to receive direct instruction on their unique learning goals, meeting with their peers and a clinician via zoom meeting to work on social skills, or viewing a pre-recorded fitness class that was used for the class's APE instruction. These opportunities will be discussed with each family to determine the best learning platform and then information regarding signing in/accessing the materials will be inputted on their planbookedu schedule and/or sent home in a separate document.

Feedback in the form of evaluation and assessment is necessary for every educational program to note skill progression, retention of skills or regression of skills. This feedback is necessary for teachers to help provide differentiation of materials and adapting teaching methods to ensure each individual student's success. Technology and learning tools that provide teachers with instant feedback and support a personal progression of skills will be utilized in both in-person and distance learning when appropriate and available. Data from these programs can be analyzed quickly and easily to evaluate the improvement or regression of skills. Many times, these programs allow for students at home complete the same work at the same time as if they were in school. Some of the programs that teachers will use to gather evaluative feedback include: the Lexia Reading Program, IXL math, Boom Learning Cards, Nearpod, Flipgrid, and Class Dojo. If unable to access these programs, or the programs are inappropriate for specific students, teachers will rely on adapted forms of evaluations and frequent feedback from families through phone conversations, zoom meetings and email.

## Continuity of learning regardless of instructional model:

### *Residential Student Programming:*

Residential students will receive programming in their residences during a classroom, building, or school closure. The programming will be a combination of direct and distance learning lessons. The type of lessons will be dependent on the availability of the students. When possible teachers and service providers will provide direct instruction/service while adhering to all pandemic response protocols at The Center for Discovery. If a student is unable to participate in direct instruction they will be provided with distance learning through PlanbookEDU. Distance learning lessons will be asynchronous (not occurring in real time) and supported by the direct care staff assigned to the residences. Each residence has been equipped with the technology required to access the distance learning materials.

Supplemental programming is provided both directly and indirectly during a school closing. Creative Arts (Dance, Drama, Music, and sound healing/relaxation) activities and videos are incorporated in the weekly PlanbookEDU instructional routines. Students are also provided opportunities to participate in fine arts activities through video tutorials and visual instructions.

Movement and consistency of routines is vitally important for students with complex emotional and behavioral needs. In adherence with our pandemic response protocols, residential students will have the opportunity 1x week (as a single residential cohort) to visit designated spaces in school buildings to participate in activities coordinated by various education and clinical departments. The activities include adapted physical education, academic activities and experiments, and fine and creative arts classes. Only a single residence may access shared locations in a school building each day in accordance with our pandemic response protocols.

### *Related Services:*

Related services will be provided through a combination of direct services and tele-therapy. The type of service will vary depending on student availability and ability to work directly with students if pandemic response protocols are enacted.

Each related service area will provide residences with general activities focused on specific skills related to the therapy. These skills will be embedded in the PlanbookEDU activities to allow frequent practice during the students instructional activities. The general areas of focus are as follows:

**Speech Therapy:** Receptive communication strategies, expressive communication strategies, social communication, use of core language boards, use of communication devices.

**Occupational Therapy:** Fine motor activities, self-regulation activities, and activities of daily living.

**Physical Therapy:** Balance, core strength, energy regulation, and transitions.

**Feeding Therapy (FED):** Expanding repertoire of food preferences, understanding healthy food choices, and safe meal consumption.

**Vision:** Adaptations and modifications to allow students with visual impairments to access the curriculum. Visual tracking and strategies for cane use (if applicable).

**Adapted Physical Education:** Fine and gross motor coordination, strength, and endurance.

In addition to the skills noted above, which are embedded into the PlanbookEDU activities, therapists will also provide direct service with emphasis on individual student IEP goals. If direct service is not an available option, the therapist will provide tele-therapy with the assistance of direct care workers in the residences.

*Day Student Programming:*

Day students will receive remote instruction at home during a classroom, building, or school closure. Distance learning lessons will be asynchronous and supported by parents, guardians, siblings, and/or caregivers in the home with the student. PlanbookEDU plans will be sent by the teacher to the parent/guardian with multiple days of activities embedded. The instruction will be supported by teachers each day during scheduled video/teleconference with the parent/guardian. Additional online resources appropriate for the student will also be provided to families. Teachers will collect information on students' performance during the daily conference and use that information to collect data and ensure students are maintaining their skills. Discussion and suggestions on practicing IEP goals will be provided at the onset of individualized instruction and re-examined as needed.

Supplemental programming is provided indirectly during a school closing. Creative Arts (Dance, Drama, Music, and sound healing/relaxation) activities and videos are incorporated in the weekly PlanbookEDU instructional routines.

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Vision: Adaptations and modifications to allow students with visual impairments to access the curriculum. Visual tracking and strategies for cane use (if applicable).

Adapted Physical Education: Fine and gross motor coordination, strength, and endurance.

Individualized related service sessions for day students will be provided via tele-therapy through Zoom Meeting. The time of the services will be coordinated between the therapist and the parent. The parent will be advised on the resources and level of support required prior to the therapy session.

Personal Hygiene Routines: Staff will adhere to the following policies while assisting students with personal care routines: CLS22A- General Hygiene Guidelines, CLS22E- Infection Control Guidelines, and CLS22M- Oral Hygiene Guidelines. In addition to required face mask usage, staff will wear eye protection and gloves as required in the referenced policies.

Communication of instructional plans to parents/guardians:

Regular and consistent communication is paramount for distance or hybrid learning to be effective. To this end, our teachers will have regular communication with both residential and day student families. Various forms of communication will be utilized, and include:

- Teleconferences
- Email
- Class Dojo
  - ClassDojo is an educational technology communication app and website. It connects school teachers, students and families through communication features such as a feed for photos and videos from the school day and messaging capabilities.
- Video Conference via Zoom
  - Zoom is a cloud based service which offers Meetings and Webinars and provides content sharing and video conferencing capability.

Communication for day student parents/guardians:

Teachers of day students will set daily office hours where they will be available for up to 20 minutes for each student's parent/guardian via Zoom video conference or teleconference. During the conference teachers will gather information on the lessons, activities, and routines they have provided for each student. They will actively consult with parents on how their child is responding to the programming at home and work to adjust as needed based on each student's successes or challenges. This time can also be used for direct instruction from the teacher for students who have the skillset to access computer technology. Service providers will join teachers on the daily conferences as requested/needed.

Teachers and service providers are available via email during typical school hours. We encourage parents to post pictures and videos of their children completing activities/lessons at home on Class Dojo to stay connected.

Communication for residential student parents/guardians:

The communication for the parents of residential students will be maintained during a school closing. Currently teachers (as well as residential and service providers as requested) have bi-weekly video/teleconference calls with families and will maintain that schedule. Weekly emails are also exchanged between teachers, service providers, and families. Conferences and emails can be adjusted as needed during a school closure. Class Dojo will also be maintained as a means of sharing pictures/videos of our students with their families. Many residential students also have regularly scheduled video conferences with their families; those schedules will be maintained.

## Communication Logs:

Teachers and service providers will log all communications with parents, guardians, and students in the contact log in the Frontline IEP software.

The purpose of the logs is to track all communications, especially during distance learning or hybrid instruction. The contact log will be the primary source of documentation of our interactions with families. All calls/videoconferences, email communication, sending of planbooks and resources, as well as items for follow up will be entered into the contact logs.

Unsuccessful attempts to contact families and/or provide services will be recorded in the contact logs. It will be noted that a conference was scheduled for day/time and the parent was unavailable.

### Working with school districts for instructional and technology support:

School districts of students we serve will be provided both our Continuity of Learning Plan and our School Reopening Plan. We will inform school districts of the devices that are available as part of our loaner program. If a loaner device is not available for a student the school administrator will reach out to the chairperson of the students home district to inform him/her of the technology needs of the student. A request to borrow a device, required to participate in remote or hybrid instruction, will be made. TCFD will assist families of students in navigating the district's process for borrowing a device.

### **Staffing and Human Resources**

Staffing challenges will be a critical issue for The Center for Discovery. TCFD is aware that maintaining adequate staffing is essential to ensuring the health, well-being, and safety of both staff and students. In accordance with our pandemic plan, staff may be required to remain home or quarantine for a variety of reasons. Due to this reality we are aware that we may experience a reduction in full, part-time and per diem staff.

We have implemented web based interview and orientation/training systems to continue the hiring process to fill vacancies. The TCFD pandemic plan also outlines a contingency staffing plan which includes training and reassignment of staff from peripheral departments. The Education Training Department, Residential Directors and the Human Resource Dept. will maintain a list of cross trained staff. Specific services and programs may be suspended to make additional staff available to assist with essential services. Agency staff will be utilized to fill in staffing vacancies as required. Consideration will be given to alternate work assignments as deemed necessary to maintain essential service.

### Third Party School Nurse Protocol

1. Prior to arrival on the bus the nurse will be required to complete an agency screener. The electronic version of the form can be found here: <https://tcfddata.org/riskassessment/>
  - a. The screener includes questions about current health status, body temperature and travel. If there are no concerns, the electronic passport will flash green and the nurse should proceed to work. If there are concerns, in any area, the electronic passport will flash red and the nurse is directed to call the COVID hotline (845-707-8331). The COVID hotline is staffed with trained Registered Professional Nurses to further
  - b. assess the staff members' condition and fitness for work
2. Upon disembarking the bus, the nurse will be required to have their temperature taken and recorded.
3. Once temperature and screener are complete the third party nurse will be given Center for Discovery surgical mask. The nurse will also be assigned a set of eye protection from the Center for Discovery that they will be responsible for sanitizing and storing prior to leaving for the day.
4. If the child the third party nurse is assigned to requires a nebulizer treatment during the school day. The student must be taken to the designated sick room or alternate location to receive the treatment. The nurse will be issued and N95 mask to complete the nebulizer treatment.
5. Lunch breaks- the surgical mask may only be removed when eating. The third party nurse will have a designated space with protective clear barriers within the classroom to assure eyes on the student to maintain safety.
6. If during the course of the school day, the third party nurse or student become ill. They will be moved to the designated sick room and the parent or guardian will be notified to pick up the student and nurse within an hours' time frame.

ALL PPE used during school must Center for Discovery approved and will be given to respective nurses as per protocol above. NO outside PPE will be allowed.