



CLC Reopening Plan
September 2020

Updated 1/25/2021

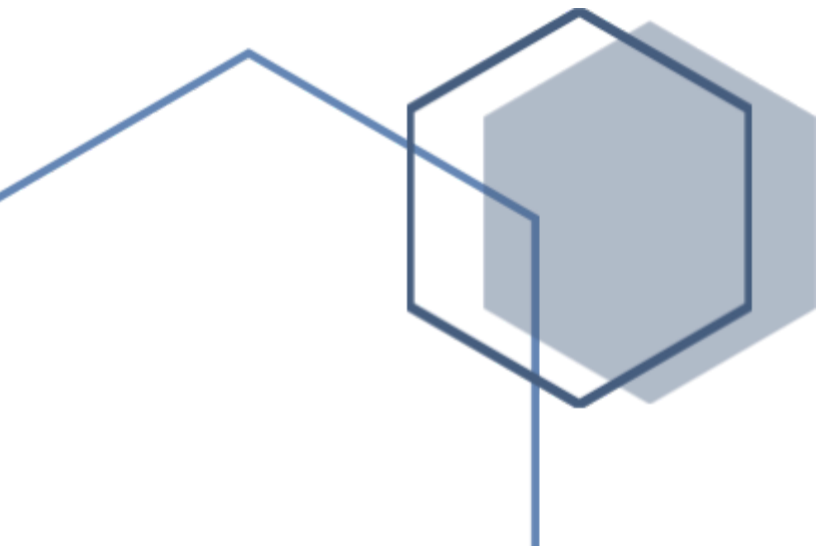


TABLE OF CONTENTS

<i>TABLE OF CONTENTS</i>	<i>1</i>
<i>INTRODUCTION</i>	<i>2</i>
<i>COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT</i>	<i>3</i>
<i>HEALTH AND SAFETY</i>	<i>10</i>
<i>FACILITIES</i>	<i>21</i>
<i>NUTRITION</i>	<i>22</i>
<i>TRANSPORTATION</i>	<i>22</i>
<i>SOCIAL AND EMOTIONAL WELL BEING</i>	<i>23</i>
<i>SCHOOL SCHEDULES</i>	<i>25</i>
<i>ATTENDANCE & CHRONIC ABSENTEEISM</i>	<i>28</i>
<i>TECHNOLOGY AND CONNECTIVITY</i>	<i>30</i>
<i>TEACHING AND LEARNING</i>	<i>35</i>
<i>SPECIAL EDUCATION</i>	<i>37</i>

INTRODUCTION

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

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

This document was developed through the collective efforts of The Children's Learning Center (CLC) staff, including key program administrators, and staff representing the nursing, clinical, therapeutic, Information Systems, security and maintenance departments. Feedback on the initial draft of this document was obtained from key community stakeholders, including: Partner School District Superintendents, School District CPSE/CSE Chairpersons, representatives from the local County Department of Health, Agency Medical Director, parents with children in our program, staff and members of the Cerebral Palsy of Nassau County Board of Directors. Feedback from these key community stakeholders is integrated into the final version of this document. The Children's Learning Center sincerely thanks each person who played a role in the development of this document.

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

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

PROGRAM OVERVIEW

UCP NASSAU

United Cerebral Palsy of Nassau County is a 501(c)(3) nonprofit organization providing innovative programs and services that support people and create opportunities to maximize independence. United Cerebral Palsy of Nassau County is the parent organization of The Children's Learning Center.

THE CHILDREN'S LEARNING CENTER

The Children's Learning Center is a New York State Department of Education approved 4410 preschool program and 853 school age program. We educate approximately 230 students in our special education preschool and school age programs.

The Children's Learning Center is dedicated to the education and development of all children. Curriculum and instruction are based on developmental levels of the children. We provide a nurturing environment for the students which is focused on making learning fun, engaging and exciting while maximizing student potential.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

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

COMMUNICATIONS WITH STAKEHOLDERS/COMMUNITY MEMBERS

The Children's Learning Center views the key stakeholders of its education programs to include: School District CPSE/CSE Chairpersons, representatives from the local County Department of Health, the Agency Medical Director, parents/guardians with children in our program, staff and members of the CP Nassau Board of Directors.

As the current educational environment continues to evolve, it will be critical to maintain open and honest communication with each of these key stakeholder groups. Specific information relative to each community/program partner will be transmitted in a variety of methods, including phone calls, emails and mailings. Decisions will be made by The Children's Learning Center and CP Nassau program leadership as to who will communicate with each group, based on the information to be shared.

PARENT/GUARDIAN COMMUNICATIONS

The classroom teacher, or designated classroom staff member, will perform frequent outreach to students, and their families, to ensure necessary supports are in place for academic success. This communication will be conducted through phone calls, text messaging, video conferencing, social media posts, mailed communications, and/or any combination of these methods, depending on family preference. Parents/guardians will be provided contact information for staff working with their child, including teachers, therapists and program administrators to further strengthen rapport and ensure open lines of communication. Families will be encouraged to communicate with the education team as any questions, comments, or concerns arise.

Additional measures to keep families informed, include:

GOOGLE CLASSROOM

The Children's Learning Center will utilize G Suite as the preferred platform to host virtual learning. While Google Classroom is utilized for instructional content, assignments, and curricular activities, the suite also includes correspondence applications. Google Classroom Stream, Google Meets, Google Chats, as well as other applications, allow two-way communication opportunities between parents/guardians and education/clinical staff. Education/clinical team members are able to use any combination of these tools for announcements, or for one-on-one conversations. These applications include several options for information exchange such as video, voice, or text, to accommodate family preferences.

The Children's Learning Center may also use G Suite to post resources for families throughout the upcoming academic year.

SCHOOL MESSENGER SYSTEM

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

Parents/guardians will be given a permission form to opt in to the service, and will provide a primary phone number and email address to which they would like to receive notifications. Parents/guardians also have the ability to opt out of this communication method at any time.

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

School Messenger will be one tool used to communicate relevant information to parents/guardians and staff. As not all stakeholders will opt into this method of communication, additional, traditional options, will also be utilized.

TRADITIONAL COMMUNICATION OPTIONS

For families that do not have access to technology, or decline the use of technology traditional communication options will be used. Phone calls, packets, communications, and/or materials will be sent through the United States Postal Service, and/or with students in their backpacks.

PARENT/ GUARDIAN HOTLINE

A dedicated phone number, 516-377-2027, has been established, and will be distributed to parents/guardians to call to obtain relevant information at any time. Calling the phone number will allow parents/guardians to contact the principal, Kevin Loughlin, directly. Parents/guardians may choose to leave a voicemail message which will be forwarded to a designated member of the education team for further response.

SOCIAL MEDIA AND NEWS OUTLETS

The Children's Learning Center may choose to communicate with families via social media platforms such as Remind and WhatsApp. Family participation in this type of communication

will be optional. Choosing to participate in social media platforms will be taken as the family's consent to receive information via social media applications. CLC also has a Facebook page that will be used to inform and update parents.

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

Correspondence through social media may include:

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

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

SCHOOL WEBSITE

The Children's Learning Center website may be used to keep parents informed as well as posting general information about health and safety standards with guidance from the CDC and DOH, as well as changes in the program model.

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

COVID-19 PROTOCOLS & SAFETY FOR STUDENTS

Students enrolled in The Children's Learning Center program have complex needs that may make it difficult for them to fully understand and/or fully comply with established COVID-19 safety protocols. As such, staff will need to provide frequent reminders of the established protocols, and will need to create opportunities for our students to practice these tasks. All students will be encouraged to wear a face mask provided by their parent/guardian. The Children's Learning Center will provide masks to students who do not arrive at school with their

own mask. All students will have multiple opportunities to practice hand washing, sanitizing personal items, and social distancing from other students and staff members. Visual cues will be provided to indicate appropriate distance within the classrooms and when transitioning in the hallways. For students requiring a more individualized approach for tolerating wearing a face mask, the clinical and educational teams will work together to assess and teach toleration skills.

HAND WASHING

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

FACE MASKS

The educational and clinical teams will work to ensure the students can demonstrate, if not contraindicated for medical or safety reasons, the prerequisite skills for mask wearing, including independently removing the mask and the ability to communicate difficulty breathing or distress. Following the assessment of these pre-requisite skills, individualized procedures will be developed to teach wearing a face mask, increasing the amount of time that a mask is tolerated and for wearing the mask for extended periods of time.

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

STAFF AND VISITORS

STAFF COMMUNICATION AND TRAINING

The Children's Learning Center staff members have an agency email account that can be accessed at any time, in any place that offers internet connection. This will be utilized as the main form of communication to disseminate information to The Children's Learning Center staff. Faculty and staff have also been instructed to send any COVID-19 related questions, comments, concerns to covid19@thechildrenslearningcenter.org, to be answered by the

appropriate designated Agency department (administration, Human Resources, maintenance, Information Systems, nursing, etc.).

Staff Members are also part of the School Messenger communication system and receive routine or emergency notifications via text or voice message.

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

Faculty training will be conducted online or in person related to relevant information for staff regarding health and safety procedures that help promote the well being of faculty and students. Completion of assigned trainings will be monitored and program administrators will follow up with any staff who may need to complete the assigned trainings.

VISITORS

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

- Single point of entry, visitors may only enter the building through a designated door with an appropriate health check point;
- Visitors will be subject to temperature checks and health screenings;
- All visitors will be required to wear a mask through the duration of their stay. If they do not have a mask, one will be provided;
- Visitors will be asked to provide basic contact information to assist with contact tracing efforts, if necessary;
- Social distancing protocols will be enforced.

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

VISUAL REMINDERS FOR CDC AND DOH GUIDANCE

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

COMMUNICATION CONSIDERATIONS

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

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

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

COVID-19 COORDINATOR

The Children's Learning Center's designated COVID-19 Safety Coordinator is Kevin Loughlin, Principal. Kevin has led the Agency's COVID response, including working closely with the Department of Health and Medical Director, since the start of the pandemic in March 2020. Kevin can be contacted via email at Kevinl@thechildrenslearningcenter.org.

All key stakeholders mentioned above are encouraged to contact Kevin Loughlin, Principal, or designee should questions, comments, concerns arise. It is recognized that each key stakeholder group may have a closer relationship to the staff and/or administrator for the

program that the student participates in; as such, these stakeholders should feel comfortable reaching out to those resources for assistance.

HEALTH AND SAFETY

The Children’s Learning Center is committed to ensuring the health and safety of all students and staff enrolled in our education programs, and recognizes and accepts its responsibility as an employer and provider of services. The Children’s Learning Center will implement procedures, based on current best practice guidelines to create as safe and healthy an environment as possible.

The Children’s Learning Center has implemented the following health and safety protocols, in accordance with guidance from the New York State DOH, NYSED and CDC. The highest standard in health and safety management will be implemented and considered an integral part of how our school operates. These practices will be implemented, across all work activities and across the wide range of educational activities delivered, at The Children’s Learning Center.

COMMUNICATION PLANS

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

Families will be instructed to:

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

- 1) Starting February 1st, CLC will be requiring that a hardcopy of the Student Covid Assessment Form be filled out every day. Electronic submissions will no longer be accepted.
 - a) Blank hardcopies of the form will be sent home in a folder labelled "COVID-19".
 - b) The COVID-19 folder will be kept in your child's bookbag.
 - c) Each morning, before putting your child on the bus or driving them to school, please date, fill out, sign the form, and place it in the COVID-19 folder.
 - d) If your child does not have a completed form for the current day, he/she will not be permitted into his/her classroom. Your child will be placed in a separate "isolation" room with a staff member until such time as your social worker can contact you by phone. Your social worker will ask you the questions on the form and sign for you.
 - e) Filling out the form each day is the only way to ensure that your child spends her/his day in the classroom.

As responses are received, the information will be submitted to the CLC staff responsible for receiving the child/student from bus or parental transport. In the event it is deemed unsafe for the student to stay in school, based on the responses provided to the survey questions, parents/guardians will be promptly notified, and additional protocols as detailed in the following sections will be followed.

It is possible that not all parents/guardians will have the capability to return such information in a timely manner despite best efforts/reminders put in place. All parents/guardians and students will be treated fairly and respectfully in such situations. Parents will be contacted by phone to obtain the assessment responses before the child/student will be allowed to enter the school building.

INSTRUCTING STAFF ON SIGNS AND SYMPTOMS OF COVID-19

All 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;

- o Signs and symptoms of COVID-19 (Fever $\geq 100.0^{\circ}\text{F}$, cough, shortness of breath, difficulty breathing, other respiratory issues);

- o 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, is acceptable (after 3 consecutive applications then hand washing is required);
- o When to call the Nursing Office to speak with a nurse;
- o When and how to isolate a child until they can be picked up;
- o How to complete necessary paperwork and reporting sick staff and children to the Principal/Assistant Principal, School Nurse, and COVID-19 Safety Coordinator for tracing and tracking purposes;
- o Agency policy for staff illness and COVID-19 return to work policies;
- o Proper PPE usage
- o Universal Precautions.

DAILY HEALTH SCREENINGS FOR STAFF/ VISITORS/ VENDORS

The Children’s Learning Center has implemented daily temperature checks and COVID-19 screenings for ALL staff prior to the start of the work day. The screenings will be completed according to CDC guidelines. Any staff who are ill, running a temperature $\geq 100.0^{\circ}\text{F}$ or fail the COVID-19 screening questions will not be allowed in the building until they meet all required criteria to return. Staff must be symptom free, and must have been fever-free for at least 72 hours without the use of fever reducing medication, prior to their return. If a staff has COVID-19 symptoms AND EITHER tests positive for COVID-19 OR did not receive a test, the staff may only [return to work](#) after completing a 14-day self-quarantine.

If a visitor or vendor has a temperature, or fails the COVID-19 screening, they will not be allowed in the building.

- o Every student and staff person will have a designated point of entry. Visitors will have a separate designated point of entry.

- Screenings and temperature checks will occur daily at the point of entry and information will be recorded on the corresponding Agency form as a pass or a fail. Non-contact, thermal scanners will be used, to reduce the opportunity for spread of the virus.
- Screening forms, for visitors and vendors, will ascertain name, address and phone number in the event the visitor needs to be contacted for contact tracing purposes.
- Screening questions following NYSDOH and SED required screening questions, including, but not limited to, whether the individual has:
 - knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
 - tested positive through a diagnostic test for COVID-19 in the past 14 days;
 - has experienced any symptoms of COVID-19, including a temperature of 100.0°F or greater than 100.0°F in the past 14 days: and/or
 - has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.
- The completed forms will be scanned and stored electronically on a designated internal Agency folder.
- Staff conducting the screenings will utilize proper Personal Protective Equipment (PPE), including masks, gloves and face shields and follow procedures including cleaning the thermometer with disinfecting wipes.
- If a visitor or vendor has a temperature, symptoms, or fails the COVID-19 screening, they will not be permitted to enter the buildings/pass beyond the screening checkpoint. Visitors will be limited to only those absolutely necessary for the safety and wellbeing of our students.

DAILY HEALTH SCREENINGS FOR STUDENTS

- Any child attending one of our education programs will be screened prior to entering the building for signs and symptoms of COVID-19. The screening will be completed according to DOH and NYSED guidelines. Social distancing will be maintained while screenings are completed. Children will be supervised by their parents or direct care staff while waiting for their screening to occur. Non-contact, thermal scanners will be used, to reduce the opportunity for spread of the virus. Any child who has a fever, a

temperature of $\geq 100.0^{\circ}\text{F}$ and/or shows symptoms related to COVID-19 will be marked as having failed the health screening. Each student will have a designated point of entry.

- Temperature checks will occur daily at the point of entry as students are taken off the bus, or, as parents arrive to drop the students off for school. All information will be recorded on the corresponding Agency form as a pass or a fail. Non-contact, thermal scanners will be used, to reduce the opportunity for spread of the virus.
- The completed forms will be scanned and stored electronically on a designated internal Agency folder.
- Staff conducting the screenings will utilize proper Personal Protective Equipment (PPE), including masks, gloves and face shields and follow procedures including cleaning the thermometer with disinfecting wipes.
- If a student has a temperature or symptoms:
 - And, when they are transported to school by their parents/guardian, they will be denied entry to the building.
 - And, when transported to school on a bus, they will be moved to a supervised isolation location, ensuring that they are kept separate from others who are not displaying symptoms.
- In the event of a student not passing the temperature check, the parents will be instructed on all criteria that **MUST** be met prior to their child returning to the program. Minimal criteria for returning would be a release from their primary care provider and the student being symptom free for 72 hours without the use of medication.
- If COVID testing is completed, the Department of Health would need to release the child back to school.

STAFF ASSESSING ILL STUDENTS/STAFF

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

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

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

PROVIDING RESPIRATORY TREATMENTS

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

PARENTS/ GUARDIANS

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

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

PROPER SIGNAGE TO INSTRUCT STAFF AND STUDENTS

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

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

SOCIAL DISTANCING

Keeping space between yourself and others is one of the best tools we have to avoid being exposed to COVID-19 virus, and to slow it's spread. Since people can spread the virus before they know they are sick, it is important that they social distance from others whenever possible, even if they have no symptoms. Social distancing will be required by The Children's Learning Center, especially to help protect people who are at higher risk of getting sick. Everyone in our school building will be expected to follow social distancing practices of 6 feet or more. Staff and students will be encouraged to:

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

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

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

ACCOMMODATIONS FOR HIGH RISK STUDENTS

The Children's Learning Center provides care and education to a population of students with diagnoses and disabilities that more often than not require special needs care. Due to this factor, we will treat all of the students within our programs as special needs students when it comes to COVID-19. It should be noted that if a student is medically frail, and unable to maintain 6 feet social distancing, the parent should work with their child's medical provider to make a decision whether in-person instruction is appropriate, or whether it is more appropriate for the student to participate in a virtual/remote learning option. We will follow all CDC and Department of Health guidelines on caring for a special needs or immunocompromised student.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

The Children's Learning Center will supply PPE to all employees and to students who do not or cannot supply their own. PPE including, but not limited to, disposable masks, gloves, face shields. Hand sanitizer, hand soap and cleaning supplies will be maintained by the maintenance staff. The maintenance department will maintain contact with administration and the Agency purchasing department to ensure adequate supplies are onsite, when needed. A checklist will be utilized for all PPE including masks, gloves, tissues, hand hygiene supplies and cleaning supplies, to ensure an adequate supply is on hand. The Children's Learning Center will provide PPE as needed to all employees, including custodial staff for cleaning.

REQUIRED USAGE OF MASKS BY STAFF

All Children's Learning Center staff, and visitors who enter a school will be required to wear a face mask at all times while in the building. Face masks will be required and will be provided by The Children's Learning Center if staff do not have one. Staff must wear the mask appropriately, covering the entire mouth and nose. Masks must be changed throughout the day if they tear or become soiled. Staff will be trained on the proper ways to don and doff masks to prevent contamination. Failure to follow the Agency mask policy can lead to disciplinary action.

USAGE OF MASKS BY STUDENTS

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

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

RETURNING TO SCHOOL AFTER A POSITIVE CASE OF COVID-19

Staff and students testing positive for COVID-19 will be directed to work with their county's Health Department. The health department will determine the length of time that person must be under isolation/quarantine. The parents of students or staff will be required to submit documentation from the Department of Health or their primary care provider, releasing them from isolation/quarantine before they can return to the program/work.

All staff and students who test positive must

- o Provide documentation of release of isolation/quarantine from DOH or primary care provider;
- o Have been quarantined for 14 days since first having symptoms;
- o Be three days since symptoms have improved including cough and/or shortness of breath;
- o Be fever free for at least 72 hours without the use of medication.
- o All staff must have a completed Covid 19 fitness for duty form signed by a health care provider;

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

CLEANING AND DISINFECTION

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

- o Door handles
- o Electronic devices
- o Tables
- o Surfaces in classrooms
- o Adaptive equipment will be cleaned between children
- o Bathrooms- as needed

Staff will clean an area they use after each use. They will be expected to clean all areas in their personal work space as needed. Maintenance staff will clean and disinfect all rooms every evening after the students have left.

SAFETY DRILLS:

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

- When a fire drill is initiated, 1 staff person per classroom door will be assigned to dismiss each room individually. This will allow for the most students to evacuate at one time without overcrowding at the exit or in the halls.
- Classrooms will line up and exit their rooms following the markers on the floor indicating appropriate distancing between students.
- A log sheet will be created to record emergency drills, which will include a space to identify the group of children present at the time of the drill, (i.e.: A-group or B-group). It will be the responsibility of the maintenance administrator to ensure that drills occur at various times so as to include all students.
- Lockdown drills may also be modified to maintain safety of all staff and students. If space permits, students can be moved to a safe place in the classroom where social distancing can occur. When space does not permit social distancing, a lockdown drill may eliminate the “hiding/sheltering” and instead be practice for the students to engage in a quiet activity and a review of the lockdown procedures with all staff.
- In the case of a real emergency, getting children to safety immediately will take precedence over all other guidelines.

DESIGNATED COVID-19 SAFETY COORDINATOR

The Children’s Learning Center designated COVID-19 Safety Coordinator is Kevin Loughlin, Principal. Kevin has led the Children’s Learning Center COVID response, including working closely with the Department of Health and Agency Medical Director, since the start of the pandemic in March 2020. Kevin can be contacted via email at Kevinl@thechildrenslearningcenter.org.

In addition, The Children's Learning Center has created an email address, covid19@thechildrenslearningcenter.org, to be used for specific questions related to the COVID-19 pandemic. This email address is monitored by Agency staff and questions are routed to the specific department, or individual, within the Agency who is best able to answer the question posed.

FACILITIES

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

GENERAL HEALTH AND SAFETY ASSURANCES

The Children's Learning Center will follow all guidance related to health and safety through the procedures outlined in the Health and Safety section of this document. The Agency will adhere to guidance on space usage and will modify the number of students receiving in-person programming at any given time to meet the requirements set forth by the NYSED and DOH.

FIRE CODE COMPLIANCE

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

VENTILATION

The Children's Learning Center has worked with its HVAC vendor to ensure that the fresh air ventilation rate is increased in the buildings owned by the Agency. Additional filters and disinfecting units were added to all HVAC units to clean and purify the air. In addition, the Agency will encourage staff to open external windows, to increase ventilation, at times when it is safe to do so.

NUTRITION

A successful nutrition program is a key component to a successful educational environment. The Children’s Learning Center works with its local school district partners to inform parents on how to obtain meals for students in their district. CLC provides breakfast and lunch free of charge to all students while in the building whose parents choose to receive school meals. Parents of students enrolled in CLC will be given the opportunity to pick up meals on days students are not in the building.

HYGIENE

All students will wash their hands with soap and water prior to eating and again after they eat. If necessary, staff will assist students with this task.

LOCATION

Meals will be delivered from the kitchen area to the classrooms by designated staff. Students will consume meals in their classrooms.

TRANSPORTATION

The Children’s Learning Center (CLC) is not responsible for the transport of students attending our program. CLC will work with local Department of Health officials, to ensure proper communication for preschool student transport, and, with the local partner school district representatives to ensure proper communication for school age student transport.

SOCIAL AND EMOTIONAL WELL BEING

In order to meet the social and emotional needs of both our students and staff at The Children's Learning Center, we will ensure the intentional and meaningful inclusion of strategies which include social emotional learning. We will continue to use established protocols in order to create positive, welcoming , and engaging environments in which learning can occur.

SCHOOL COUNSELING PROGRAM

The Children's Learning Center provides individual counseling to students, as well as parent counseling and training based on individual need. Counseling services are provided by certified School Psychologists or Licensed Social Workers for students as outlined in their Individualized Education Plan (IEP). If a need develops for counseling services outside of what is prescribed on a student's IEP the staff will work with the student's school district to modify the IEP. Any counseling services required outside of the IEP will be reviewed by the student's team and assessed by the school psychologist or social worker to determine appropriateness of service. Certified/Licensed clinicians are available to students throughout their school day.

COLLABORATIVE WORKING GROUP

TREATMENT TEAMS

Each student's education, clinical, and therapeutic team meet weekly to review any concerns and/or unmet needs of students enrolled in our program. Meeting minutes are generated and shared with the leadership groups. Decisions are made regarding modifications in programming, to help better meet student's needs, based on the discussions during the treatment team meetings. The treatment team may decide to extend an invitation to a treatment team meeting to one of The Children's Learning Center's various consultants, in cases where student's behavioral challenges are not successfully being managed by the current treatment protocol.

CASE CONFERENCES

If ongoing concerns exist from treatment team meetings, a child study process or a special review meeting is held. This meeting includes administrative and clinical leadership to ensure the proper resources and interventions are in place to address the issue.

RESOURCES AND REFERRALS

The Children's Learning Center provides resources including, but not limited to, social stories regarding face masks, social distancing, COVID-19, visual schedules.

PROFESSIONAL DEVELOPMENT

The Children's Learning Center has established protocols to decrease the day to day stress of our staff and increase their overall well-being. Staff working within the program will receive training regarding these protocols as well as ongoing support from the management team.. The clinical teams work closely with the classroom teams to provide guidance and on-going support to address student's questions regarding COVID-19 and health and safety.

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

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

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

SCHOOL SCHEDULES

Decisions regarding the scheduling of how programming is provided will be informed by information provided by the NYS DOH health and safety standards as well as the most up to date guidance from the New York State Department of Education. Consideration regarding the needs of students, families, and staff, as well as the realities of available space and student enrollment, will be considered when making decisions regarding scheduling models for both the pre school and school aged program.

The Children's Learning Center will utilize one of three scheduling models: in-person programming, virtual / remote, programming and/or a hybrid model.

IN PERSON SCHEDULING MODEL

In this model, students will be in-program, receiving in-person instruction and therapeutic services.

Key considerations when implementing this model:

- Screening of both students and staff must occur as outlined in the Health and Safety section of this document;
- PPE must be utilized as outlined in the Health and Safety section of this document;
- Social distancing must be maintained as outlined in the Health and Safety section of this document;
- Student cohorts will be maintained together;
- No visitors/guests in the instructional environment while students are present;
- Hallways will need to have a flow pattern that allows social distancing to be maintained;
- Staggered arrival and departure times may be considered in order to limit the number of students arriving/leaving at the same time.

VIRTUAL SCHEDULING MODEL

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

Key considerations when implementing this model:

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

HYBRID SCHEDULING MODEL

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

Key considerations when implementing this model:

- Students will be grouped into one of two groupings “A” or “B”
- Group “A” students will attend program in person on Monday and Tuesdays with Wednesday – Friday education being provided via remote/virtual instruction.
- Group “B” students will attend program in person on Thursday and Fridays with Monday-Wednesday education being provided via remote/virtual instruction.
- Maintenance staff will deep clean and disinfect the building on Wednesdays when no staff or students are present.
- Screening of both students and staff must occur as outlined in the Health and Safety section of this document;
- PPE must be utilized as outlined in the Health and Safety section of this document;

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

ATTENDANCE & CHRONIC ABSENTEEISM

ATTENDANCE CONSIDERATIONS & FLEXIBILITY

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

ATTENDANCE TRACKING

Student participation and attendance will be tracked regardless of the education setting. The move to a virtual/remote learning environment, or, a hybrid model requires a multi-faceted approach to successfully monitor attendance and student engagement. In the event of a move to a virtual/remote learning environment, or, a hybrid model, students and their families will be supported with access to virtual instructional content at any time. Attendance, engagement, and communication will be tracked through various forms such as, attendance sheets, log notes, and communication notes in both electronic and paper form. The data collected will also ensure that students are provided with ample opportunity to continue to make progress toward their academic, therapeutic and clinical goals.

CLASSROOM ATTENDANCE

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

DISTANCE LEARNING

In addition to classroom attendance, the teacher or other designated classroom staff member, will track student engagement in distance learning. Teachers and clinical staff will also track the following:

- Teleconferencing (Video instruction)

- Phone Call - Successful
- Phone Call - No Answer
- Voicemail
- Google Classroom Post
- Paper Packet Mailed
- Text Message
- Email
- Unable to Contact

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

CHRONIC ABSENTEEISM/ EDUCATIONAL NEGLECT/ PINS

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

IF CONTACT SUCCESSFUL

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

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

UNKNOWN ABSENCE/ FAILED COMMUNICATION ATTEMPTS

1. If CLC is unsuccessful in reaching the family after five days, additional processes for outreach may be necessary.
2. The student's social worker will make attempts to contact the family by whatever means necessary including outreach to family emergency contacts.

3. If all communication attempts are deemed unsuccessful after a period of two weeks, CLC will contact the student's School District or CPSE/CSE to discuss next steps/additional efforts that should be attempted.
4. During this time, educational content and curricular goals should still be made readily available through virtual instruction, packets mailed to the home, or a combination of the two.

EDUCATIONAL NEGLECT

Decisions regarding educational neglect will be made by The Children's Learning Center in conjunction with School District Representatives. A determination will be made on a case by case basis, only after all factors are considered, and all possible resources have been utilized.

TECHNOLOGY AND CONNECTIVITY

The need for technology supports and solutions have never been more apparent. The Education team will put multiple resources in place to support technology usage in the home and classroom. Students and families will be supported with direct communications, as well as pre-recorded video resources to ensure student engagement and academic achievement. Resources defined here will be flexible based on parent/guardian and student needs.

ACCESS TO TECHNOLOGY

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

REOPENING REQUIREMENTS: TECHNOLOGY

STUDENT AND FAMILY SUPPORT

As students enrolled in the Children's Learning Center education programs for the 2020-21 school year, designated staff members will ask parents and/or legal guardians about student access to technological devices and internet connectivity.

If it is determined that the student is in need of a dedicated device to use for virtual learning the following process is put in place:

1. The designated staff member will collect the student's name, parent or guardian's name, phone number, and address.
2. The contact information will be sent to the school administrators and management team with an indication of what the family needs.
3. If and when a laptop becomes readily available for student use, a member of the education team will initiate contact with the family. Families will be given an option as to whether they would prefer to pick up the laptop from the school, or if they prefer a staff member to drop it off to their residence. In either scenario, mask and social distancing guidelines will be followed.
4. Laptops will be given to families as resources are available. If the demand outweighs the supply of technology available, the education team members can reach out to the student's home school districts to seek further support.
5. When the student is no longer enrolled in the program, or no longer in need of the device provided, the laptop will be collected, disinfected, and reset for another student to use.

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

DECLINED TECHNOLOGY USAGE/ BARRIERS

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

TECHNOLOGY IN THE CLASSROOM

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

- Interactive white boards (SmartBoard)
- Laptops/Chromebooks
- Desktops
- iPads

Educational/clinical staff members guide and facilitate technology usage within each classroom. Having this technology readily available provides opportunities for students to practice and develop technical skills while participating in an in-person or hybrid program model. Furthermore, in a hybrid program model, staff will utilize available technology within the classroom to allow students receiving in-person instruction the ability to communicate with their peers that are participating in activities remotely from their homes.

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

STUDENT PARTICIPATION AND DEMONSTRATION

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

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

EDUCATIONAL SOFTWARE AND WEBSITES

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

TEACHERS AND EDUCATION STAFF

Teachers, therapists, counselors, and any other faculty that need to provide direct services to students remotely or, otherwise will report to their direct supervisor if they do not have access to a computing device/ and or internet connection. Supervisors and/or the staff member will report technology needs to administration. The Children's Learning Center will utilize and arrange available technology resources as necessary to accommodate the staff member.

REFLECTION

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

TECHNOLOGICAL CONSIDERATIONS

SURVEY DATA

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

PROFESSIONAL DEVELOPMENT

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

STUDENT DIGITAL LITERACY

Working within the hybrid schedule, teacher and education staff members will be able to model proper technology usage in the physical classroom. The physical classroom structure may

also allow students to use available devices to complete work and navigate through assignments with teacher facilitation. Teachers can answer questions and assist students in real time.

For students learning from home, the teacher may need to work with parents/guardians to ensure they feel comfortable with the tools before they are able to help and support their child. If the parent/guardian needs further support than what the student's team can provide, the team can send a request to the administration/management team for direct tech support/training with the parent/guardian.

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

TECHNOLOGY SUPPORT

Tech support will be provided in the following ways:

- Educational and clinical staff members will be trained on accessing Google Classroom from the student perspective. These staff are often the first lines of communication the parent may have with the school and therefore may be able to assist with basic troubleshooting skills such as providing username and password information.
- In the event the educational/clinical staff member is unable to resolve the tech issue with the family, they will inform their respective supervisors.
- A designated Information Systems staff member will reach out to the family member in need of tech support and try to resolve the issue remotely using remote assistance and screen sharing if the parent/guardian allows.
- If the issue is still unresolved, the Information System staff member may choose to consult another technician and/or offer to meet with the parent/guardian and or student at the school for further support.
- In the event the problem must be resolved in person, social distancing and mask requirements will be followed.

STUDENT PRIVACY

Student privacy is crucial in an online world. CLC has a signed HIPAA BAA agreement with G Suite. Parents will also be provided with permission slips for the use of Google Classroom, and a link to the applicable privacy policy. In addition to these steps taken, user accounts were pre-created for students. Parents do have the option to change the way their student names appear on the site if they choose to do so.

FLEXIBILITY

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

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

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

TEACHING AND LEARNING

A combination of in-person, remote, and hybrid instructional models will be developed to support student learning, skill attainment, and goal achievement. Local stakeholders will be consulted to determine which approach best meets student learning needs throughout the 2020-2021 school year as part of individualized Continuity of Learning Plans. Students will be provided with instruction through remote opportunities and in-person instruction by a qualified teacher. Virtual Classrooms will be utilized for remote instruction. Students will be

provided with daily teacher contact through activities and live instruction which align to the NYS Learning Standards and the student's individual IEP goals. Materials will be sent home for students to support and supplement virtual instruction. Additionally, instruction activities will be differentiated based on student needs and interest. Students will have access to necessary accommodations, modifications, supplementary aids, and technology.

PARENT/GUARDIAN COMMUNICATION

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

COHORTS CONSIDERATION

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

PROFESSIONAL DEVELOPMENT

Professional Development will be provided to staff on reopening procedures and protocols prior to school resuming. The first two days of school will be superintendent conference days and used for professional development of the staff. The procedures outlined in this document will be reviewed with education staff and time will be allotted for teachers and therapists to meet to discuss best practices with delivering instruction in-person and through distance learning modalities. Staff will review IEPs and individual considerations will be discussed to develop an individualized instructional plan to best meet student needs in the various learning conditions. Support will also be offered to parents on instructional practices and utilizing technology at home for instruction. On-going professional development will occur on functional skill development, language acquisition, and best practices with remote learning.

UNITS OF STUDY

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

ADAPTED PHYSICAL EDUCATION

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

PRE VOCATIONAL SKILLS

The pre-vocational specialist will work collaboratively with the education team to design work-based learning experiences that align with student's individualized education program goals. Where practical, remote or hybrid experiences may be used towards work-based learning. Placements/work-based learning experiences within the school building will also be considered when appropriate.

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

GRADING

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

ASSESSMENT

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

SPECIAL EDUCATION

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

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