



Racker 

Preschool Education Reopening
Plan

September 2020

As of August 21, 2020



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INTRODUCTION

This is an unprecedented time for education and our communities as we prepare to reopen our schools across New York State. Reopening schools after a pandemic and in a climate in which education has never functioned within is a road full of discovery, problem solving and collaboration. There is no historical roadmap for us to follow. The world has changed and we are learning and growing, together.

The COVID-19 pandemic affected our students, their families, our staff, their families and our programs in ways many of us have yet to identify and fully understand. As a Special Education Preschool Program, Racker is working with the group of children who are the highest priority for in person services. The difference that we can make now in the lives of young children will last a lifetime.

We are fortunate to have been one of the first special education preschool programs to reopen for in-person services in July 2020. We thank all of you for your collaboration, support and understanding as we worked through the process of determining next steps for our students and their families.

We learn and adjust to changes and outcomes none of us expected nor could anticipate. We use experiences of our July 2020 reopening to reflect on our practices, and learn from our decisions and experiences 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 and inform our staff, students, families and partner Counties and School Districts for the wide variety of situations that we may face in the year ahead.

We developed this document with the collective efforts of Racker staff, including key program administrators, medical personnel, clinical and therapeutic staff, Information Systems, Security, Facilities and Education departments. In addition, the feedback from partners including school districts and counties has been instrumental in thinking through and developing our plan for the “new normal.”

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), the Office for Children and Family Services (OCFS), Local Health Departments, and, as our collective understanding of the COVID-19 virus evolves.

It is Racker's goal to utilize this document, with its included detailed safety procedures, to keep our students, staff and schools, as safe as possible as we reopen our programs for the 2020-2021 school year. We don't expect to have it perfect and we all hold collective responsibility to have the safest possible environments. 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 development.

PROGRAM OVERVIEW

OUR HISTORY

Racker was founded in 1948 based on the value of diversity and appreciating the many things that all people have in common. Today, our diversity is evidenced by the plethora of services the agency offers for several thousand people, from newborns to seniors, under license by five state departments.

The fundamental purpose of human services is personal development; helping people to do the things necessary to live their lives to the fullest. It is the responsibility of all of us associated with Racker to understand how the agency can be effective, and how the people we serve, their families, and our staff and volunteers can be successful.

Our Mission, Vision, and the Circle of Courage universally apply to all people:



Generosity is compassion, empathy, and altruism- the truest form of caring for others.

Belonging encompasses our relationships and human interdependence.

Mastery is success, achievement, and motivation

Independence is the power to make decisions, to problem solve, to be responsible, and to grow.

VISION

We envision a world where all people know they belong.

MISSION

We support people with disabilities and their families to lead fulfilling lives by providing opportunities to learn and be connected with others.

PRESCHOOL AND EARLY CHILDHOOD EDUCATION

Our Early Childhood Education Centers' focus is on your child. We are believers and champions in child growth and development. Our Centers are child focused, where we embrace play as experience and experience as the means of learning. We believe in building from the basics up: Safety, nourishment, trust, love and experiences from which to build and grow. We are proud to provide an early childhood environment where children feel comfortable to play and learn without fear of judgment and wrong-doing, safe enough to take risks and problem solve and engaged to question and discover new materials, events, people and environments.

WHAT MAKES US DIFFERENT

We are proud to provide excellent developmentally appropriate education and experiences to all children in a fully inclusive environment. Our unique enhanced staffing model, with low teacher to child ratios, allows for high-level engagement with children. In addition, we collaborate with related services, such as speech, occupational, physical, feeding therapies and social work to provide our children and their families support in all aspects of development.

Racker's Preschool Program is licensed by both the Office for Children and Family Services as a child care program and the New York State Education Department as a 4410 Special Education Preschool Program. This dual licensure allows us to provide inclusive special education services and care to all of our communities' children.

OUR PROGRAM SITES

Margaret Gibson Preschool:

The Margaret Gibson Preschool is located on our Main Campus at 3226 Wilkins Road in Ithaca, NY. This location has space for six classrooms as well as therapy and evaluation spaces.

Cortland Early Childhood Center:

The Cortland Early Childhood Center is located at 822 Route 281 in Cortland, NY. This location has space for four classrooms. Therapy and evaluation spaces are also available.

Owego Apalachin Partnership:

Racker operates a Special Education Preschool classroom in partnership with the Owego-Apalachin Central School district. Our classroom is located in the Owego Apalachin Elementary School building.

For fall 2020, the district has provided Racker with space for our classroom. The safety protocols will evolve as the building safety plans are finalized.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

Ensuring effective communication methods are in place is always of the utmost importance. It is even more critical that we have planned for and established communication protocols to ensure we are actively engaging with our families, communities and all stakeholders in the midst of a pandemic where protocols and expectations can change quickly. 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, Zoom applications, Agency website postings, social media, news outlets, emergency notification software, home deliveries and mailings. It should be noted that a variety of communication methods will continue to be utilized to communicate information to key stakeholders, based on the recipient's preference.

COMMUNICATIONS WITH STAKEHOLDERS/COMMUNITY MEMBERS

Racker's key stakeholders include Parents/Guardians of the children in our programs, Faculty, Therapists, and Staff members, Partner School District leadership, School District CPSE/CSE Chairpersons, representatives from the local County Health Departments, Racker's Medical Director, the Agency Senior Leadership, the Agency Public Relations Department, and members of the Board of Directors.

As the current educational environment is ever changing, it is critical to maintain open and honest communication with each of these key stakeholder groups. We will transmit specific information relative to each community/program partner in a variety of methods, including but not limited to: phone calls, emails, text messages, Zoom meetings, Agency website postings, social media, news outlets, emergency notification software (School Messenger), home deliveries and mailings. Racker's program leadership team will determine who will communicate with each group, based on the information to be shared.

As a Special Education Preschool Program given the opportunity to reopen for Extended School Year (ESY), Racker has been open for in person services since July 20, 2020. Prior to doing so, we shared our plans for reopening with a variety of stakeholders, including County Health Departments and partner school districts for their review and feedback. Several stakeholders were actively engaged with us to work to make the processes smoother and clearer. With the new guidance for schools from SED and DOH, Racker used the ESY plan and updated and amended it to be inclusive of those precautions as well.

For families, Racker conducted a survey in June, prior to ESY, to determine families' choices for in person or remote education. At that time, 78% of families chose an in-person summer program and 11% opted for remote. In addition, Racker Preschool and Clinical leadership hosted a Parent/Guardian Town Hall on July 31 with 22 families in attendance to discuss reopening and any questions they may have. We invited our local Health Departments Representatives and CPSE Chairs to participate in this session as well.

Two weeks into ESY, on August 1, teachers, therapists, and classroom staff were given an opportunity to provide anonymous feedback via Survey Monkey on what was working well in ESY, what could be improved upon, and what idea models for fall would incorporate. Overall, the feedback on the systems and processes were positive. For September planning, we asked the staff to rank order their choice for the 2020-2021 school year. By far, staff indicated that in person models were preferable with either a 4 or 5 day a week in person model identified. The *least favored* option was fully remote, with only 7% of respondents identifying for that model as a preferred choice.

Following the additional guidance from SED, Racker conducted the following additional outreach and opportunities for collaboration and insights into our planning:

1. August 12, 2020 - Faculty Meeting where teaching staff provided feedback on the overall plan, remote learning options, and ideas for synchronous and asynchronous options. It was clear from the meeting that the faculty supported a 4 or 5 day in person program for our particular group of young children with disabilities. They shared critical insights into risks and benefits for children, as well as ideas for what would work, and not work, with a mixed classroom of children (remote and in person).
2. August 12, 2020 – Town Hall for all of our Early Childhood staff. Forty-nine Therapists, Teachers, and Classroom staff attended. It was an open Q&A session and participants asked questions about staffing plans, screening, supplies, and support for children and families who may choose remote learning. This session provided the leadership team with additional shifts in our current practices that would support staff and children’s overall safety and clarity in our processes.
3. August 17, 2020 – We sent a follow up survey to all Racker families to assess any changes to their plans for in person vs remote learning, access to technology, and food security.
4. August 18, 2020 – Consultation with Tompkins County Health Department’s Medical Director to review questions and clarify areas of our reopening plan, particularly around our exclusion, and return to school practices.
5. August 19, 2020 – Racker hosted three separate sessions for families to ask questions: 9:30am, 1pm, and 5pm. Overall, we had 35 (43%) families participate in the sessions.

PARENT/GUARDIAN COMMUNICATIONS

Racker knows that communication is paramount to providing and receiving the best services possible. Racker also understands that forms of communication are forever evolving and makes efforts to connect with families, staff, administrators, partner agencies, and local and state governments using many systems and modes of communication. Racker also is continuously assessing the effectiveness of the various modes of communication.

To ensure communication and notifications are effective and as timely as possible, Racker has prepared Communication procedures. The procedures provide *some* examples of the approaches used to reach various audiences including families and staff. This procedure is included in Appendix 1. In addition, Racker and our local county health departments are working together on ways to keep each other informed and to ensure families are aware of what “non-covid” illnesses may be circulating.

Additionally, the classroom teacher, social worker, or designated education staff member, will perform, minimally one time per week, outreach to students, and their families, to ensure necessary supports are in place for academic success.

Racker provides parents/guardians with 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.

For additional details, or to read the full procedure, please see Communications Procedures in Appendix 1.

SUPPORTS FOR COVID-19 PROTOCOLS & SAFETY UNDERSTANDING BY CHILDREN IN RACKER'S PROGRAMS

Students enrolled in a Racker Preschool program are three to five years old. In addition, many 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, *who are not medically excluded from doing so and have been assessed for safety and learning*, will wear a cloth facemask provided by their parent/guardian. Racker will provide masks to students that do not arrive to school with their own mask. All students will have multiple opportunities to practice safe respiratory hygiene (coughing/sneezing safely), hand washing 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. To ensure student mask wearing is as safe and developmentally appropriate as possible, Racker has prepared Child Face Covering/Mask Wearing procedures. The procedures provide guidelines outlining the approaches used to assess safety and support children wearing masks.

For additional details, or to read the full procedure, please see Child Face covering/Mask Wearing Procedures in Appendix 24.

HAND WASHING

Visual cues and schedules are in place in all classrooms. In addition, to ensure students follow the steps to wash their hands thoroughly throughout the day, teaching staff and the clinical team will develop individualized teaching procedures and supervise children washing their hands.

These procedures will be taught utilizing prompt fading specific to the student and may include video modeling, task analysis, visual charts, etc.

FACE MASK WEARING

The educational and clinical teams will ensure the students can demonstrate the pre-requisite skills for mask wearing, including independently removing the mask and the ability to communicate difficulty breathing or distress. Following the assessment of these pre-requisite skills, and if the child has not been medically excluded from mask wearing by their physician, 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.

Students with a medical concern that should not wear a mask, or should not work on toleration skills towards wearing a mask, must have documentation from their healthcare provider detailing why the student cannot wear a mask.

Teaching procedures may utilize shaping in which staff reinforce the small steps that lead to appropriately wearing the facemask. While teaching this skill, the students will be provided with multiple opportunities to make a choice including 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.

For additional details, please see Hygiene and Etiquette in the Preschool Site in Appendix 2, Communication in Appendix 1 and Child Face Covering/Mask Wearing in Appendix 24.

STAFF AND VISITORS

STAFF COMMUNICATION AND TRAINING

Racker believes that communication is paramount to providing the best services possible. Our preschool education faculty and staff are stakeholders and key to effective communication. Racker also understands that forms of communication are forever evolving and makes efforts to communicate clearly and quickly with staff. Racker is continuously assessing the effectiveness of the various modes of communication within our faculty and staff communication.

To ensure communication and notifications are effective and as timely as possible, Racker has prepared a Communication procedure. The procedure provides *some* examples of the approaches used to communicate with faculty and staff.

Training on procedures and expectations is conducted using a variety of methods including online training in Absorb (Racker's Learning Management System), zoom sessions, and access to materials on Racker's Intranet/Sharepoint site, Racker Connect.

For additional details, or to read the full procedure, please see Communication in Appendix 1.

VISITORS

Visitors are defined as: non-Racker staff which may include, but is not limited to: family members; advocates; itinerant therapists, survey teams, auditors, people from the general community, neighbors, etc. For additional details, Racker's Building Access and Visitors Procedures are located in Appendix 3.

Currently, visitors are being limited on a Racker site and are permitted by scheduled appointments *only*

- Drop off and pick up of children by parents/ guardians will occur outside of the Racker building.
- Permitted visitors must abide by Racker COVID-19 protocols including:
 - Wearing a mask at all times when in building;
 - Completion of screening process upon entry of a Racker building;
 - Keeping social distancing of 6' as much as possible;
 - Being aware of and following all signage regarding practices related to Covid-19 such as screening process and logging in; social distancing; room occupancy limits; wearing mask; handwashing; etc.

For additional details, or to read the full procedure, please see Building Access and Visitors Procedure in Appendix 3 and Arrival Procedures of Children to School in Appendix 4.

VISUAL REMINDERS FOR CDC AND DOH GUIDANCE

Visual reminders of CDC and DOH guidelines are posted at building entrances and health checkpoints for reference for students, faculty and staff entering the school buildings during the screening process upon entry. Signs are posted throughout each school 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, a thorough review of our methods of correspondence have been identified to maintain communication and rapport with families of the students we serve.

For additional details, or to read the full procedure, please see Communication Procedures in Appendix 1.

At Racker, we highly encourage and welcome frequent and regular contact with the education team. We value communication with parents/guardians and all stakeholders and consider effective communication and engagement to be an imperative piece of the education process for student engagement and success.

ENGAGEMENT

Beginning in March 2020, Racker provided a number of opportunities for families and staff to participate and engage in the development of our protocols and procedures. Racker used the following methods and processes to support overall engagement in our COVID response and reopening process in our area:

1. Routine emails and video messages to share updates and changes to protocols and procedures.
2. A dedicated Intranet page to hold all Covid-related documents and that includes a Q&A option for staff to utilize to ask questions.
3. Monthly Town Hall meetings hosted by Senior Leadership at Racker
4. Anonymous Q&A forms ahead of Town Hall Meetings
5. A Town Hall for Preschool families and Local Health Department staff
6. Participation in Regional Reopening Committees
7. Participation in Regional CSE/CPSE Committee Meetings
8. Submission of our ESY reopening plans to counties and school districts
9. Regularly Scheduled Faculty Meetings, All-Clinic Meetings, Team Meetings, and Department Meetings
10. Family Survey
11. Staff Survey
12. Professional Development in the Early Childhood Programs and via Absorb, Racker's Learning Management System (LMS)

COVID-19 COORDINATOR

Racker's designated COVID-19 Safety Coordinator for the Preschool Programs is Gretchen Jacobs. MsEd. Gretchen has led the Agency's Early Childhood Preschool COVID response, including working closely with the local Health Departments, New York State Department of Education, School Districts, senior Racker leadership and the Racker Medical Director, since the start of the pandemic in March 2020. Gretchen will monitor procedures and their implementation, with the Early Childhood Leadership Team, facilitate conversations to analyze Local and Building data, and stay abreast of updated guidance from OCFS, DOH, SED, and CDC. Gretchen can be contacted via email at gretchenj@racker.org or at 607-272-5891

For additional details, or to read the full procedure, please see Communication in Appendix 1.

HEALTH AND SAFETY

Racker is committed to ensuring the health and safety of all students and staff in our preschool education programs, and recognizes and accepts its responsibility as an employer and provider of services. Racker has already implemented procedures, based on current best practice guidelines, to create as safe and healthy workplace and learning environment for all staff and student as possible.

Racker implemented the following health and safety protocols, in accordance with guidance from the New York State DOH, NYSED, OCFS, and CDC. The highest standard in health and safety management are in place and are an integral part of how our schools operate, across all work activities and across the wide range of educational activities delivered, at all Racker education program locations.

GENERAL RACKER HEALTH AND SAFETY PRECAUTIONS

Racker implemented a variety of health and safety precautions for ALL staff throughout the COVID Crisis. These precautions will continue and support the safe provision of Preschool Special Education and Child Care Services.

Racker staff who work in locations that house Preschool Programs continue to work at home if/whenever possible. The determination to come on-site is done in conjunction with supervisors to limit numbers of staff. Before working onsite, Racker staff are required to complete training in Hygiene, Etiquette, and Isolation, Cleaning and Disinfection, and Stopping the Spread of Respiratory Infection. If staff must come onsite, they will only use dedicated entrances and self-screen for symptoms prior to entry.

Face-to-face gatherings (trainings, meetings, etc), of any size, are discouraged. Maximum group sizes are noted for each room, including individual offices. Outdoor seating will be available as well. Virtual meetings are the standard and the Zoom platform is used and available to staff.

Facemasks and social distancing are required with limited exceptions, such as being alone in an office. Traveling between sites is minimized as much as possible to facilitate contact tracing and minimize the potential spread of illness.

CLASSROOM SPACING OVERVIEW

To ensure sufficient spacing in classrooms for social distancing of children and staff, Racker implemented the below square footage *per person* limits. Because of the maximum numbers *per person*, vs *per child*, our maximum numbers of children in each classroom are reduced. In our Special Class Integrated Setting (SCIS) model, Racker provides child care services, with up to 7-day care children and a Day Care Teacher, in addition to the ratios noted below. Therapists provide sessions in socially distanced spaces, as a push in support and included in the numbers below, or individual offices.

To maintain the needed spacing at this time, Racker will not provide in person child care services within the same classrooms as children who are approved for a SCIS placement.

Racker's general administration staff are working off-site/remotely wherever possible and are instructed to keep their distance from the Preschool Classrooms and students.

ROOM/SPECIAL EDUCATION RATIOS (STUDENTS:TEACHER:ASSISTANTS)	SQUARE FEET	MAX # OF PEOPLE PER 50 SQUARE FEET P/PERSON
HEDGEHOGS: (6:1:3)	1120	22
BEEETLES (10:1:3)	840	16
OTTERS (10:1:3)	840	16
PANDAS (12:1:3)	840	16
DUCKS (10:1:2)	840	16
TODDLERS/DAYCARE ONLY 10:2	900	18
PENGUINS (6:1:3)	1114	22
DINOS (10:1:3)	1224	24
FROGS (10:1:2)	854	17
CORTLAND RM 213	854	17
OWEGO APALACHIN PARTNERSHIP (10:1:3)	448	9

PARENT/GUARDIAN ROLE IN SAFETY: SCREENING AND COMMUNICATION PLANS

Parents/Guardians play a vital role in the health and safety of all students and the staff in the program. Pre-screening students at home, before their arrival to school, can decrease the spread of COVID-19. Racker provided families with printed information packets that include instructions detailing the steps required to screen student health each morning before school. OCFS form 6040 (See Appendix 6), which outlines expectations, is required to be signed prior to a child attending Racker’s Preschool Program. This is a one-time form; however, screening must take place **EVERY DAY** prior to attending Racker’s Preschool program.

This guidance was developed in accordance with the most current CDC, NYS DOH, OCFS, and NYSED guidelines.

Families are instructed to:

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

Families will also be required to answer the following regarding the child/student prior to sending their child to Racker:

1. Has the student knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19;
2. Has the student been tested for COVID-19, and/or has tested positive through a diagnostic test for COVID-19 in the past 14 days;
3. Has the student experienced any symptoms of COVID-19, including a temperature of 100.0°F, or above, in the past 14 days: and/or
4. Has the student travelled, and/or been exposed to visitors, international and/or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#)

If the answer to any of these questions is “yes”, DO NOT send your child to school and contact us to discuss next steps.

Reminders to complete the screenings are sent in a multitude of ways. Racker may opt to send reminders through School Messenger, Racker’s Website, printed daily notes, emails, text messages, or phone calls.

For additional details, or to read the full procedure, please see Hygiene and Etiquette at the Preschool Site in Appendix 2, General Preschool Considerations for Parents/Guardians in Appendix 5, OCFS form 6040 in Appendix 6, and Screening Children in Appendix 7.

INSTRUCTING STAFF ON SIGNS AND SYMPTOMS OF COVID-19

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

- Signs and symptoms of COVID-19 (Fever \geq 100. 0°F, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion, nausea, vomiting, diarrhea, flushed cheeks, rapid, or difficulty breathing, frequent use of the bathroom);
- Hand Hygiene (washing hands frequently throughout the day with warm water and soap for at least 20 seconds and using paper towels to thoroughly dry hands). For staff,

when hands cannot be washed, an alcohol-based hand sanitizer, with at least 60% alcohol, should be used;

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

DAILY HEALTH SCREENINGS FOR STAFF/ VISITORS/ VENDORS

Racker has guidelines for all staff, visitors or vendors coming onto Racker campuses. The guidelines are specific to each group of peoples and share common expectations and requirements such as, but not limited to; completion of training specific to stopping the spread of respiratory disease, hygiene, etiquette & isolation, cleaning and disinfecting, use of PPE as well as designated entrances.

For additional details, or to read the full procedure, please see Standards and Guidelines for Staff in Preschool Sites in Appendix 8 and Staff/Visitor Screening in Appendix 9.

DAILY HEALTH SCREENINGS FOR STUDENTS

Racker staff screen all children for signs and symptoms of COVID-19 prior to entering the building. The screening is completed according to DOH and NYSED guidelines. Staff maintain social distancing to the greatest extent possible and utilize PPE during the screening process. Parents or other supports maintain supervision for the children while waiting for the screening to occur. Racker staff initially use non-contact, thermal scanners 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 not be permitted to enter the building and must leave the premises. If the child arrives via bus, they will immediately go to the designated isolation room and parents/guardians will be contacted. Every building will have a designated points of entry for all students.

For additional details, or to read the full procedure, please see Arrival Procedures in Appendix 4 and Screening Children in Appendix 7.

PROPER SIGNAGE TO INSTRUCT STAFF AND STUDENTS

Racker preschool education program schools will post signage, in prominent and highly visual areas, including, but not limited to, on parent information boards, school entrance doors, 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
- Proper cleaning and disinfecting guidelines

SOCIAL DISTANCING

Keeping space between yourself and others is one of the best tools we have to avoid being exposed to COVID-19 virus, and to slow its spread. Since people can spread the virus before they know they are sick, it is important that they social distance from others whenever possible, even if they have no symptoms. Racker expects staff to practice social distancing, to help protect everyone, and especially people who are at higher risk of getting sick. Everyone in our school buildings will follow social distancing practices of 6 feet or more, whenever feasible. Staff and students will be encouraged to:

- Stay at least 6 feet apart from others whenever possible
- Maintain static groups/cohorts with the same teacher each day
- Engage in non-contact methods of greetings
- Use designated areas and maintain at least 6 feet of separation for meal times
- Stagger the use of restrooms
- 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.

All attempts to maintain social distancing with our students will be made; however, given the core function of our schools is to provide preschool special education services to students with very complex developmental and behavioral needs, maintaining proper social distancing may prove to be challenging. As such, staff will be masked, in line with agency procedures, when on Racker campuses and in Racker school buildings, as written in agency procedure.

ACCOMMODATIONS FOR HIGH RISK STUDENTS AND STAFF

Racker is a Special Education 4410 Preschool Program. As such, many of the children who attend our preschool have significant medical diagnoses and disabilities. Racker encourages parents to work with their child's medical provider to make a decision whether in-person instruction, or virtual/remote learning is more appropriate for their needs. Racker is prepared to accommodate specific needs where possible.

Precautions are especially important for students who are medically frail, unable to maintain 6 feet social distancing, or not able to wear a mask. Remote options will be available for those children to continue to access their educational program. We will follow all CDC and Department of Health guidelines on caring for students with special needs or compromised immune systems in consult with the child's pediatrician and Racker's Medical Director as needed.

Staff deemed vulnerable by their physician need to identify themselves to their supervisor. Together, they will work with the Human Resources Department to work through how and why the employee is vulnerable and determine if they should be on leave and/or require accommodations.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

Racker will supply PPE to all employees and to students who do not or cannot supply their own. PPE, including but not limited to masks, gloves, face shields, and gowns, as well as hand sanitizer, hand soap and cleaning supplies are available and dispensed according to need and risks. Racker will provide PPE as needed to all employees, including custodial staff for cleaning and disinfecting.

PPE is maintained and coordinated by Racker's Residential Health Care Director and the Quality Standards Department. Racker monitors the inventory to ensure sufficient supplies are available to all Racker programs, including Preschool and Early Childhood Centers' students and staff. Racker will assess the utilization rate of PPE for Preschool Classrooms.

For additional details, or to read the full procedure, please see Personal Protective Equipment in Appendix 10.

REQUIRED USAGE OF MASKS BY STAFF

Masks help us protect each other. My mask protects you and your mask protects me. As a result, all Racker staff, and essential visitors who enter a school campus will be required to wear a face

mask at all times. Cloth face coverings will be required and will be provided by Racker if needed. Staff must wear the mask appropriately, covering the entire mouth and nose in line with training provided. Staff will be trained on the proper ways to don and doff masks to prevent contamination as well as mask cleaning and storage.

For additional details, or to read the full procedure, please see Hygiene and Etiquette in Preschool Sites in Appendix 2, Standards and Guidelines for Staff in Preschool Sites in Appendix 8, and Personal Protective Equipment in Appendix 10.

USAGE OF MASKS BY STUDENTS

Children attending Racker's Preschool Programs are required to wear masks unless doing so would impair their mental or physical health or impair their access to their education and curriculum. We expect that children will arrive at Racker wearing a mask regardless if they come via bus or driven by parents/guardians. Racker will have masks/face coverings available if a child arrives without a mask or loses her/his mask over the course of the school day.

Due to age and disability, we expect that children in Racker's programs will need support and guidance to wear their mask. Starting in September, students must demonstrate that they can remove the mask independently and must be able to communicate difficulty breathing or distress. Racker teachers and therapists will complete an assessment as described in Appendix 24. For the students demonstrating these skills, the clinical and educational teams will work on building tolerance to wearing a mask throughout the school day. For those unable to demonstrate the mask safety skills, masks will not be worn.

Additional precautions including, but not limited to, social distancing and limiting sharing of materials will be utilized with all students regardless of ability to wear masks.

- Children can wear disposable surgical masks or reusable fabric masks.
- Children who will not wear masks/cannot tolerate wearing a mask for an extended period of time, will work with their education team, parents/guardians, and the child's pediatrician where appropriate, to address mask wearing as a goal while at school.
- Children will take regular mask breaks at various intervals. 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.

- Examples of mask break times may be during meals, during transitions to therapies or while in the restroom.
- If a student has a medical condition or diagnosis that prohibits them from wearing a mask, student will not wear one. A note from the child's physician, excluding them from mandatory mask wearing is required.
- Racker will have masks available to replace lost, torn, or soiled masks.

For additional details, or to read the full procedure, please see Hygiene and Etiquette in the Preschool Sites in Appendix 2, Preschool Considerations for Families in Appendix 5, and Child Face Covering/Mask Wearing Appendix 24.

EXCLUSION CRITERIA

It is imperative that students and staff do not come to school when sick. The screening process may identify symptoms that would prohibit entering the building and if symptoms develop over the course of the day, students and staff must leave the building as soon as possible.

Racker's exclusion criteria was updated to align with the higher precautions needed for COVID-19.

In addition to signs and symptoms exhibited by a child, a child is also excluded from school when they have had contact with a family or household member (or other close contact) who has COVID-19 or symptoms of COVID-19. Therefore, if a child has been in close contact with someone with symptoms, or who has tested positive for COVID-19, in the past 14 days, families must contact the school prior to sending their child to school. Racker will request documentation from the contact's (parent/guardian/household member/etc) medical provider that they do not have COVID-19 and/or will require release from quarantine/isolation.

The following scenarios outline expectations for exclusion. For the health and safety of all, Racker expects clear communication from families about children's illnesses as well as any illnesses/symptoms from family members. In addition, if a child is sent home or screened out for possible COVID-19 related symptoms, families should contact the child's medical provider for evaluation or assessment:

- **If a child has a COVID-19 related symptom AND tests positive for COVID-19:** The child may return 10 days after the onset of symptoms IF they are fever free (without

medication) AND with improvement of symptoms for 3 days (72 hours). Documentation of the positive COVID-19 test, with date noted, and release from isolation/quarantine will be required.

- **If a child has COVID-19 related symptoms AND does not have a test for COVID-19: The child will be presumed positive** and may return 10 days after the onset of symptoms IF they are fever free (without medication) AND with improvement of symptoms for 3 days (72 hours).
- **If a child has COVID-19 related symptoms AND does not have a test for COVID-19 because the child's physician diagnoses the child with something *other than* COVID-19**, the child may return after feeling better and fever free (without medication) for 24 hours, with a note identifying the cause for the symptoms that are not COVID-19 related.
- **If a child has COVID-19 related symptoms AND tests negative for COVID-19:** The child may return after feeling better and fever free (without medication) for 24 hours with documentation of the negative COVID-19 test.
- **If a child has no COVID-19 related symptoms AND tests positive for COVID-19:** The child may return 10 days after testing. Documentation of the COVID test results, with date noted, will be required for return.
- **If a child has a known COVID-19 exposure AND no COVID-19 related symptoms AND tested negative for COVID or not tested:** The child may return to school following 14 days of post-exposure quarantine, if approved by the Local Health Department. Release from quarantine documentation may be required.

For additional details, or to read the full procedure, please see Exclusion Criteria Procedures in Appendix 11 and OCFS Form 6040 in Appendix 6.

ISOLATION PROCEDURES

If a staff or child begins to exhibit symptoms of COVID-19, or arrives via bus and symptoms are identified during screening, Isolation Procedures will be implemented.

Enhanced PPE is available for staff supervising children in isolation who are exhibiting symptoms of COVID-19.

For additional details, or to read the full procedure, please see Isolation Procedures in Appendix 12.

POST EXPOSURE CLEANING

In the event that a child or staff begins to exhibit symptoms of COVID-19 during the school day enhanced cleaning and disinfecting will be implemented to the affected areas.

For additional details, or to read the full procedure, please see Post-Exposure Procedures in Appendix 13.

COVID-19 TESTING

Racker does not require, nor do we offer, testing for staff or students. If someone presents as symptomatic, or identifies as being a close contact per DOH Guidelines, we will refer them to their primary care physician and/or Health Department for follow up.

Current CDC guidance includes testing for:

- Individuals with signs or symptoms consistent with COVID-19
- Asymptomatic individuals with recent known or suspected exposure to someone with COVID-19 to control transmission

If a child is sent for COVID-19 testing by the Health Department or physician, they will not be permitted to return to school until the results are obtained.

RETURN TO SCHOOL FOLLOWING EXCLUSION FOR COVID-19 SYMPTOMS

If a child or staff member is excluded from school related to potential symptoms of COVID-19 (as identified in the Exclusion and Screening Procedures) the following is required for return to school. For the safety of all, Racker *strongly recommends* that children and families seek medical attention for symptoms:

- **If a child has a COVID-19 related symptom AND tests positive for COVID-19:** The child may return 10 days after the onset of symptoms IF they are fever free (without medication) AND with improvement of symptoms for 3 days (72 hours). Documentation of the positive COVID-19 test, with date noted, and release from isolation/quarantine will be required.

- **If a child has COVID-19 related symptoms AND does not have a test for COVID-19: The child will be presumed positive** and may return 10 days after the onset of symptoms IF they are fever free (without medication) AND with improvement of symptoms for 3 days (72 hours).
- **If a child has COVID-19 related symptoms AND does not have a test for COVID-19 because the child’s physician diagnoses the child with something *other than COVID-19***, the child may return after feeling better and fever free (without medication) for 24 hours, with a note from a medical practitioner identifying the cause for the symptoms.
- **If a child has COVID-19 related symptoms AND tests negative for COVID-19:** The child may return after feeling better and fever free (without medication) for 24 hours with documentation of the negative COVID-19 test.

CONFIRMATION OF COVID-19 POSITIVE TEST

In the event of a positive Covid-19 test result. Racker will immediately move to contain and trace. Communication will go out to all people who may have been impacted using the communication strategies identified previously.

When a positive test result occurs in the Preschool, we will close the site for a minimum of 2 school days. This will allow us to ensure appropriate disinfection is completed and contact tracing procedures are implemented.

For additional details, or to read the full procedure, please see Notification of Suspected or Confirmed COVID-19 Case Procedures in Appendix 14 and Post Exposure Procedures in Appendix 13.

CONTACT TRACING

In the event that a child or staff member tests positive for COVID – 19, Racker will work with the Local Health Department to facilitate Contact Tracing.

To assist the Department of Health with identifying those who may have been exposed to someone who has been at a Racker site and has tested positive for the virus. Further, this will assist Racker with determining individuals, families, and staff to notify of the potential exposure and to identify where to implement necessary steps to contain the potential spread of the virus (notifications to individuals or families, quarantine, isolation, etc.)

For additional details, or to read the full procedure, please see Contact Tracing Procedures in Appendix 15.

RETURNING TO SCHOOL AFTER A POSITIVE CASE OF COVID-19

If a staff or student tests positive for COVID-19, they will be directed to work with their county's Health Department to determine a safe return to the Preschool plan. The health department will determine the length of time that person must be under isolation/quarantine. Racker will require the person to be excluded from school for a minimum of 10 days from when symptoms start with additional criteria, including symptom improvement and fever-free. The parents of students or staff will be required to submit documentation from the Health Department or their primary care provider, releasing them from isolation/quarantine before they can return to the program/work.

All staff and students must minimally:

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

For additional details, or to read the full procedure, please see and Staff Return to Work in Appendix 17.

CLEANING AND DISINFECTING

Education staff, administration and custodial crews are 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 & disinfecting of high touch surfaces. Staff will clean and disinfect an area they use after each use. They will be expected to clean and disinfect all areas in their personal work space as needed.

For additional details, or to read the full procedure, please see Cleaning and Disinfecting Procedures in Appendix 18.

SAFETY DRILLS:

NYS Education Department mandates that emergency drills be conducted 12 times per year. Emergency drills must include at least 8 evacuation drills and 4 lock down drills. The office of Children & Family Services (OCFS) requires that 1 fire drill be conducted per month and 2 shelter in place (lockdown/safety) drills be conducted per year.

These drills will occur during scheduled in-person instruction times. Special care will be taken to ensure all children who 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.

For additional details, or to read the full procedure, please see Fire Drills/Emergency Drills (During COVID) Procedures in Appendix 19.

SCHOOL CLOSURE

Racker is committed to maintaining the safest possible environments. We will monitor the infection rates in each county we serve (Tompkins, Tioga, Schuyler, Seneca and Cortland). If the infection rate reaches 3% in a county, the COVID-Coordinator will call a meeting with representatives from Quality Standards and Human Resources, and the Medical Director and Associate Executive Director to review the data, including absences, to determine if a change needs in preschool operations to be made. Racker will work with the Local Health Departments to finalize any change in plan.

In each site, attendance and absentee rates of faculty, therapists, and classroom staff, will be monitored on a weekly basis by the site director and submitted to the Preschool COVID Coordinator. Symptoms and illnesses will be tracked by Racker's School Nurse. If 33% of the expected students and staff are absent in a single classroom, the Preschool Covid Coordinator will call a meeting with representatives from Quality Standards and Human Resource, and the Medical Director and Associate Executive Director to review the data, including reasons for absences, to determine if a change needs to be made in daily operations.

FACILITIES

Racker's physical spaces are configured and maintained in a way that provides the maximum possible protection from spreading COVID-19.

GENERAL HEALTH AND SAFETY ASSURANCES

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

CHANGES OR ADDITIONS TO FACILITIES

Racker has not identified the need for any changes or additions to the current program model. Racker will not operate new facilities or altered spaces.

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. At this time, no changes related to space usage are required.

VENTILATION

Racker worked with its vendor to ensure that the fresh air ventilation rate is increased in the buildings owned, or rented, by Racker. Additional HEPA air filters are installed in all preschool classrooms and portable HEPA filters will be used in isolation rooms. Racker will also 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. At the Racker Preschool sites, we provide homemade meals from our kitchens. If your child is in a community-based classroom, the school district or the facility provides the food. Contact your program for more information.

Racker menus are available upon request and uploaded on our website. Menus for the community-based classrooms in school districts are available on the school district's website. Contact your program for menus for other community-based classrooms.

Racker is pleased to provide healthy food for all children in our programs! We are committed to serving your child healthy and wholesome meals at no cost to you, regardless of your income. At our Racker sites we participate in the **Child and Adult Care Food Program (CACFP)**. This reputable program makes sure every meal is nutritious and supports our programs by offsetting some of our food costs each year.

Racker is not a School Food Authority, but will support families to access healthy food from community resources, if the preschool programs are required to move to a virtual or remote model.

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.

ALLERGIES AND MEAL LOCATION:

Meals will continue to be served in each child's classroom. This has been in practice before COVID and will continue to be the practice. Food allergies are noted within each kitchen and specific meals or alternatives to address allergies are prepared and provided.

Meals will be delivered from the kitchen area to the classrooms by designated Racker preschool staff. Students will eat meals and snacks in their classrooms.

REMOTE LEARNERS

Racker staff will support the families of remote learners to access healthy food. School Social Workers and Teachers will work together to connect families with community resources, where needed. Racker is not a School Food Authority.

For additional details, or to read the full procedure, please see Food Service Procedures in Appendix 20.

TRANSPORTATION

Racker is not responsible for the transport of students attending our program. Racker will work with local Health Department officials and local partner school districts to ensure effective communication and planning related to health and safety for preschool students' transportation to school.

SOCIAL AND EMOTIONAL WELL BEING

In order to meet the social and emotional needs of both our students and staff at Racker, we will ensure the intentional and meaningful inclusion of strategies that include social emotional learning. We will continue to use established protocols in order to create a learning environment

that is safe, happy, and engaging. Furthermore, professional development will include ways to respond to challenging behavior displayed by our students using a thoughtful, trauma-informed process.

SCHOOL COUNSELING PROGRAM

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

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

COLLABORATIVE WORKING GROUP

TREATMENT TEAMS

Each student's education, clinical, and therapeutic team meet weekly to review any concerns and/or unmet needs of students enrolled in our program. Decisions are made regarding modifications in programming, to help better meet each student's needs, based on the discussions during the treatment team meetings. The treatment team may decide to extend an invitation to one of Racker's various consultants in cases where student's behavioral challenges are not successfully being managed within the current treatment protocol. Social workers and teachers engage with families to ensure that they are consistently updated and that their voices are part of the team. Teams are able to offer virtual meetings, via Zoom, with families and the team. The virtual platform will allow for increased access for families and eliminates the barriers surrounding in person meetings.

ADVISORY BOARD

Racker's Early Childhood program will establish a board of advisors to address quality improvement within the Early Childhood Social emotional learning (SEL) plan. This group of Racker Stakeholders includes families, Racker staff, and members of our community at large.

We come together to share our expertise and collaborate to ensure that our Social Emotional Learning (SEL) program is meeting the needs of our students, families and staff. Racker is continually working on facilitating a culture where we support each other and draw on the support from our community. COVID-19 has challenged the health and safety of our students, staff, and families and has required a coordinated response to ensure the mental, emotional, and physical health of all impacted.

RESOURCES AND REFERRALS

Racker's Early Childhood Program provides resources including but not limited to: social stories regarding face masks, social distancing, and COVID-19; visual schedules; and parent and student friendly presentations about life with COVID-19.

When additional support regarding students' and families' social-emotional well-being are needed, the Social Workers provide referrals to local mental and behavioral health agencies. Additionally, they work closely with families and community resources to address any unmet needs or services within the home environment.

PROFESSIONAL DEVELOPMENT

Racker's Early Childhood Programs have committed to and engaged in staff development and training utilizing a trauma-informed approach to improve our student's well-being by focusing on providing a safe environment, building strong relationships, and utilizing a problem-solving approach to managing behaviors. These approaches improve our student's well-being, prevent escalation of challenging behavior and lay the groundwork for trusting relationships with their direct support staff. *In general, the established treatment protocols encourage staff to: show positive regard toward students; minimize non-essential demands; enrich the environment by providing choices, activities and preferred items; invite students to participate in activities; follow the students lead; and thoughtfully respond to challenging behavior. These protocols create a context in which learning is fun, motivating, and most likely to occur.*

Furthermore, these protocols work to decrease the day to day stress of our staff and increase their overall well-being. The clinical teams work closely with the classroom teams to provide guidance and on-going support to address students' questions regarding COVID-19 and health and safety.

In addition, our Early Childhood Programs have always worked collaboratively 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.

Team meetings and pro-active strategies are part of the practice at Racker. This practice ensures classroom teachers and therapists are aware and informed of each child's behavioral needs and that consistent practices and approaches are in place so each student's needs are being addressed while simultaneously supporting the development of appropriate coping strategies.

Staff have received trauma-informed training regarding physical, mental, and emotional health. Social workers provide daily to weekly virtual meetings to engage with staff and provide an opportunity to work through the mental and emotional issues surrounding the impact of COVID-19 in a safe and welcoming environment.

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

SCHOOL SCHEDULES

Decisions regarding the scheduling of how programming is provided will be guided by information provided by the NYS DOH health & safety standards, consistent monitoring of the Forward NY COVID-19 Early Warning Monitoring System Dashboard, 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 programming model for each unique program location across the preschool education department.

Racker will utilize one of three scheduling models: in-person programming, virtual or remote programming and/or a hybrid model of some children in person and some remote, based on

family choice. It should be noted that Racker will make decisions regarding the type of program model utilized at the program location level as various factors will be considered, which may differ from one program location to another.

IN PERSON LEARNING MODEL

In this model, families will be offered an on-site program which includes receiving in-person instruction.

Families and caregivers may choose a remote option if needed for their particular circumstances, including if a child or family member is at high risk. Please see “Remote Model” for details.

If a classroom is *not* available in our Owego Apalachin Partnership to allow for in person learning, staff and parents/caregivers will be notified as soon as possible.

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
 - Additional clothing, smocks, and towels will be used to provide a barrier when needed to comfort a child
- Social distancing must be maintained as outlined in the Health and Safety section of this document;
- Student cohorts will be maintained together to limit exposure and support contact tracing.
- Teachers/Adults will not “float” between classrooms
- Therapy staff will schedule sessions to minimize crossing classrooms wherever possible for therapeutic services.
- No visitors/guests in the instructional environment while students are present;
- Classroom integration may be impacted or removed due to maximum group size and numbers of people based on classroom space.
 - Integration is a priority and will be expedited as health and safety conditions permit.
- The configuration of Racker’s buildings in Cortland and Ithaca make one-way hallways not feasible.

- Classrooms will verify an empty hallway prior to exiting the classroom to minimize cross-cohort interactions.

The In Person model, with the needed spacing for social distancing, does not allow for a fully integrated SCIS program model. Racker's in person SCIS model will follow the following phases:

Phase One: SCIS approved children only onsite from 8:30am – 1:30 pm

Phase Two: A dedicated Child Care Classroom in Cortland and in Ithaca to allow for childcare services for 10 children from 7:30 am – 4:30pm.

Phase Three: As space and infection rates allow cohorts of children will join the SCIS classrooms.

Phase Four: In this phase, Racker will offer wrap around care services for children enrolled in the SCIS program.

For additional details, or to read the full procedure, please see [Preschool Groups and Group Size in Appendix 21](#), [Preschool Therapy Sign In/Sign Out in Appendix 22](#), and [Caring for Children in Appendix 23](#).

REMOTE LEARNING MODEL

In response to the COVID-19 global health crisis, Racker has developed this remote learning plan so our students can continue learning while our school buildings are closed, or while families have chosen remote education for their child. This plan represents Racker's commitment to making every effort to ensure that the learning of each and every student continues to be successful. This plan is founded on the following principles: (1) supporting continuous instruction, (2) providing access for all students, and (3) maintaining connectedness to the school community. Throughout school closures, Racker teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. They will do so using one of the two remote learning options identified in this plan:

1. 100% Remote Model- Remote Instruction and Telehealth related services
2. Hybrid Model- Remote Instruction and in person related services

We work closely with our partner school districts and Committee on Preschool Special Education (CPSE) chair people, to ensure communication and access is equitable. Students will have full access to Racker-provided instructional materials as well as District provided technology. We are in partnership together.

OUR APPROACH TO LEARNING REMOTELY

Equity and belonging are our foundational guideposts for all learning, and remote learning is encompassed within these foundations. As such, Racker remains committed to a holistic approach in our remote learning. In addition to academic support, Racker will continue to support students and families with their physical, mental, and emotional health during this unprecedented time. More details on this holistic approach are provided throughout this section.

SUPPORTING CONTINUOUS INSTRUCTION

Racker will continue to support instruction through a variety of digital and non-digital materials to maintain academic growth for our preschool students. Racker will support the whole child through developmentally appropriate and individualized education best practices, as well as provide flexible learning options and adjustments along the way. Racker is engaging with stakeholders to seek feedback that leads to assessing and determining how to approach and problem solve barriers to students' educational access.

PROVIDING ACCESS TO ALL STUDENTS

Racker is committed to providing device and internet access to all students, and works closely with partner school districts and CPSE chair people to meet this goal. We are focusing on equity of access to learning for our students with disabilities, and second language learners. We will work across community partners and collaborations to get materials out to families in need to support remote learning work.

MAINTAINING CONNECTEDNESS TO THE SCHOOL COMMUNITY

Racker has facilitated relationships with all partner school districts to collaborate with and secure Internet access and/or devices for students in our school community while schools are closed. In addition, we have coordinated delivering meal pick-up information at identified locations, dependent on school district. Racker has committed to minimal weekly check ins by either each child's teacher or classroom social worker. The delivery of Zoom Classroom is an additional avenue of engagement where children are connected with their peers, and families with the teachers and classroom. Teletherapies are live and encourage family participation to facilitate engagement and carryover in between sessions.

OPTION 1

100% Remote Model- Remote Instruction and Telehealth Related Services

- Remote Learning Kits are delivered to each student to access independently. Kits are theme based and individualized to meet each student's needs and goals.
- Students access education directly from Racker provided materials and instruction.

- Teachers offer online zoom classroom, 1 on 1 zoom teaching sessions and office hours for telephone conversation, experiential learning support, problem solving and feedback for families.
- Daily family contact from student's Special Education teacher based on family preference.
- Access to Racker YouTube Channel- An educational resource that can be accessed at any time. Students independently self-pace their learning once Racker posts the resources. All previous resources are consistently available for revisiting, review and continual learning.
- All related services are provided via telehealth

OPTION 2

Hybrid Model- Remote Instruction and In Person Related Services

- Remote Learning Kits are delivered to each student to access independently. Kits are theme based and individualized to meet each student's needs and goals.
- Students access education directly from Racker provided materials and instruction.
- Teachers offer online zoom classroom, 1 on 1 zoom teaching sessions and office hours for telephone conversation, experiential learning support, problem solving and feedback for families.
- Daily family contact from student's Special Education teacher based on family preference.
- Access to Racker YouTube Channel- An educational resource that can be accessed at any time. Students independently self-pace their learning once Racker posts the resources. All previous resources are consistently available for revisiting, review and continual learning.
- All related services are provided via in-person at a Racker site.

BEST PRACTICES FOR REMOTE LEARNING

GENERAL GUIDANCE

- **PRIMARY GOAL:** Provide Racker preschool students with opportunities to continue their trajectory of learning. This should consist of providing students with access to content, support, and feedback
- **Establish Structure:** Begin by orienting students and families to the new environment and creating structure with a focus on maintaining human interaction. Structure will include a recommended schedule for the learning day, activities and exercises aligned with the classroom, zoom classroom, zoom 1 on 1 education sessions and suggested YouTube videos that will complement the experiential learning and educational focus of the day.
- **Continuous Improvement:** Maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn.

- **Supporting Teachers:** School leaders will work to ensure all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability. Support should include adjusting expectations based on the mental and physical health of our staff and their families.
- **Supporting Students and Families:** Teachers and therapists will be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students.

SPECIAL EDUCATION GUIDANCE

- According to Federal guidance from the US Department of Education, if a school closes to slow or stop the spread of COVID-19, the schools must ensure that students with disabilities have equal access to the same opportunities as general education students. Included in this requirement, schools must implement the IEP of a student with a disability to the greatest extent possible. This means every attempt possible has been tried and documented to ensure equitable access for students with a disability.
- Racker is committed to Equity, and this includes services and programs for students with disabilities.

ROLES IN SUPPORTING REMOTE LEARNING

STUDENTS

STUDENTS WILL PREPARE FOR REMOTE LEARNING BY:

- Engaging in remote learning activities, opportunities and experiential learning provided by their special education teacher, related services providers, Racker classroom staff, and family.

FAMILIES

FAMILIES WILL PREPARE FOR REMOTE LEARNING BY:

- Assuring that a device and internet access are available at home (complete the school survey to indicate the need for a device and/or internet access for at-home use if needed).
- Ensuring that they are monitoring Racker communication for up-to-date information regarding school closures and instructional continuation plans.
- Encouraging their child's participation in remote learning content.
- Reviewing the information linked within the Racker website.
- Ensuring that they know their child's classroom digital links and passwords for instructional resources that are accessible via the classroom schedule.

TEACHERS

TEACHERS WILL PREPARE FOR REMOTE LEARNING BY:

- Reviewing Racker remote learning guidelines.
- Participating in and support the Racker remote learning option.
- Providing instructional resources and materials through remote means such as, remote learning kits, Zoom Classroom and 1 on 1 zoom learning.
- Setting office hours to connect with students and families and support their learning remotely.
- Participating in group professional learning and attending virtual learning sessions intended to support remote learning.
- Scheduling and leading transdisciplinary team meetings intended to support remote learning and child education and development.
- Participating in faculty meetings intended to support remote learning.
- Ensuring that they are monitoring Racker communication for up-to-date information regarding school closures and remote learning plans.

LEADERS

LEADERS WILL PREPARE FOR REMOTE LEARNING BY:

- Providing socio-emotional support and an overall positive remote school culture.
- Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Reviewing district-supplied remote learning materials.
- Setting office hours/Town Hall Meetings to connect with parents and stakeholders to support remote learning for students.
- Participating in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment.
- Ensuring that they are monitoring state and local communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families

A HOLISTIC APPROACH

At Racker, we are committed to providing equitable and inclusive environments, which is in alignment with our goal of support for the Whole Child. Providing social emotional support and

an overall positive remote school culture. A holistic approach to access includes ensuring that all students' needs are taken into account, and provided with the necessary resources, tools and materials during remote learning.

THIS IS SUPPORTED DURING REMOTE LEARNING BY:

- Use of Culturally Responsive Education and Social Emotional Academic Learning
- Printing, mailing and/or delivering paper and remote learning packets to students as we work to ensure 100% device access
- Developing robust plans to support each child's trajectory of learning
- Providing resources to Faculty, Therapists and staff on trauma informed responses and education
- Providing professional development to Faculty, Therapists and staff on Conscious Discipline Education, Rituals and Techniques.
- Continuing to work with partner school districts and CPSE chair people to provide internet access and devices to all Racker students that need one.
- Remote learning family resources are translated into all languages.
- The Racker Preschool and Clinic departments co-hosted multiple Town Halls to engage in dialogue with families.
- Implementing comprehensive progress monitoring measures to assess, evaluate, and continuously improve student access to remote learning

As part of the holistic approach Racker is committed to providing enriching and engaging activities and environments which are in alignment with our goal of support for the Whole Child. We recognize that the support and growth and development of the whole child is global in which children are learning in all aspects of their lives. The remote option with Racker considers that children learn in many ways all day long. Part of their 5-hour program day will include, but not limited to:

- Family meal times
- Rest times
- Free play
- Physical Activity
- Assisting with family chores
- Assisting with family meal preparation
- Gardening
- Family conversations

- Story time

This is supported during remote learning by:

- Communicating- Faculty, social workers and therapists communicate with student's families to identify ways in which children can engage in the above activities and expand their experiential learning and education.
- Providing Zoom learning options including, but not limited to; Circle Time, Morning Meeting, STEAM, arts & crafts, small group activities, Music & Movement, etc.
- Providing YouTube weekly Theme Playlists
- Providing Teletherapy
- Providing individual 1 on 1 zoom teaching
- Delivering/providing remote Learning packets aligned with activities in the classroom
- Completing daily check ins from the Racker faculty
- Accessing and following suggested schedule for the learning day, activities and exercises aligned with the classroom, zoom classroom, zoom 1 on 1 teaching sessions and suggested YouTube videos that complement the learning focus of the day.

SAMPLE SCHEDULE BREAKDOWN

PRESCHOOL STUDENTS	
CONTENT AREA/ACTIVITY	MINIMUM DAILY MINUTES OF INSTRUCTION
Art	15 minutes
Language Development	15 minutes
Literacy	15 minutes
Mathematics	15 minutes
Music & Movement	20 minutes
Gross Motor	30 minutes
Science	15 minutes
Mathematics	15 minutes

REMOTE MODEL-FAMILY EMPOWERMENT

Each student's family has the option to choose 100% remote instruction during the timeframe that Racker is able to provide in-person education. In order to best support each child and their education, the choice to participate in either remote or in-person education must be made with a month-long commitment.

Racker must receive each family's education option decision by the 3rd Friday of every month. Based on your decision, your child will receive their SCIS education services, through your chosen format, for the entirety of the following month.

Families can notify Racker of their Learning Model Choice by:

MODE OF COMMUNICATION	SCHOOL LOCATION	SITE CONTACT	CONTACT INFORMATION
PHONE	CORTLAND	SONIA FERRO- SITE DIRECTOR	(607) 753-9375 EXT.150
EMAIL			SONIAFCP@RACKER.ORG
PHONE	CORTLAND	SUSAN FULLER- POINT PERSON	(607) 753-9375 EXT. 134
EMAIL			SUSANFCP@RACKER.ORG
PHONE	ITHACA/WILKINS RD.	KIM HIGGINS-SITE DIRECTOR	(607) 272-5891 EXT. 284
EMAIL			KIMH@RACKER.ORG
PHONE	ITHACA/WILKINS RD.	CONNIE GOLDSMITH- POINT PERSON	(607) 272-5891 EXT. 326
EMAIL			CONNIE@RACKER.ORG
PHONE	OWEGO	PATRICK SCHLOUPT- SITE DIRECTOR	(607) 272-5891 EXT. 299
EMAIL			PATRICKS@RACKER.ORG
PHONE	OWEGO	CONNIE GOLDSMITH- POINT PERSON	(607) 272-5891 EXT. 326
EMAIL			CONNIE@RACKER.ORG

HYBRID MODEL

Racker is prepared to offer two models of Hybrid Learning. The decision to change to a hybrid model will be based on the efficacy of the In Person/Remote options for all children or a space need in our partner program.

4:1 Model

In this model, Racker will provide 4 days a week of in-person learning and one day a week remotely. The details of each are relayed above. This model is intended to offer additional interaction time between children who are in person for 4 days and the children who require a fully remote version and robust opportunities for parent/guardian and teacher interactions.

A/B Model

In this model, which would occur within the Owego Apalachin Partnership program only, half of the students would attend on Monday and Tuesday, all students would be remote on Wednesday, and the other half of the students would attend in person on Thursday and Friday.

RELATED SERVICES

Racker is a Special Education 4410 Preschool Program. As such, many of the children who attend our preschool have significant medical diagnoses and disabilities and they will often have an Individualized Education Plan (IEP). As part of the IEP children may receive a variety of related services: Speech Therapy, Occupational Therapy, Physical Therapy, Feeding Therapy, Psychological Counseling (Play Therapy), and Parent education. Due to the health and safety concerns surrounding Covid-19 and recommendations from NYSED and DOH we have made modifications to the manner in which we will provide related services.

- In Person Services
 - Services provided in classroom to the greatest extent possible
 - Schedules that allow for adequate cleaning/disinfecting in between sessions when services are provided outside classroom
 - Maintain social distance to the greatest extent possible
 - Limiting group sessions to only partner with a peer in their classroom cohort
 - If a group is not available, then the child will be provided with an individual session
 - Increased PPE as needed, based on the task/service being provided (ex. Gloves and additional face covering for feeding therapy)
 - Students from different cohorts cannot be in a shared therapy space together
 - Minimize therapy staff entering multiple rooms and not allow staff to move back and forth between rooms

- Remote Learning
 - Teletherapy sessions will continue to be offered utilizing the Zoom platform
 - Frequency and location may differ from the IEP
 - Therapy Teams will continue to work with Families to meet the needs of the child and family
 - Families may have the option to access in person related services at a Racker site if they are participating remote learning
 - Families will discuss with the therapy team and will be based on success with teletherapy services
 - Families will be expected to follow the required on-site screening and safety procedures

ATTENDANCE & CHRONIC ABSENTEEISM

Student participation and attendance will be tracked regardless of the education setting. The move to a virtual/remote learning environment, or, a hybrid model requires a multi-faceted approach to successfully monitor attendance and student engagement. In the event of a move to a virtual/remote learning environment, or, a hybrid model, students and their families will be supported with access to virtual instructional content at any time. Attendance, engagement, and communication will be tracked through the Evolv (Racker's EHR) and an internal Racker SharePoint site, and reported to School Districts and Counties as applicable to each program. The data collected will also ensure students are provided with ample opportunity to continue to make progress toward their academic, therapeutic and clinical goals.

ATTENDANCE CONSIDERATIONS & FLEXIBILITY

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

ATTENDANCE TRACKING

Racker will continue to utilize Evolv to track and monitor attendance, regardless of programming model. Teachers, or designees will enter classroom attendance records in multiple ways as detailed in the following sections. The Program Site director will monitor attendance on weekly basis and identify any trends or areas of concern to the COVID Coordinator. Therapists will also use this technology to record attendance in IEP mandated therapeutic services.

ATTENDANCE FOR REPORTING PURPOSES & REQUIREMENTS

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 and attending in person into the Evolv system. This will reflect the physical presence of students in the classroom on the appropriate scheduled days.

DISTANCE LEARNING OUTREACH

In addition to classroom attendance, the teacher or other designated classroom staff member, will track student outreach measures. The communication categories will be adjusted to meet program needs and could include items such as:

- Teleconferencing (Video instruction)
- Phone Call - Successful
- Phone Call - No Answer
- Voicemail
- Zoom Classroom Participation
- Remote Learning Packet Delivered
- Text Message
- Email
- Unable to Contact

The data collected will be monitored by Teachers and Site Directors and will help inform discussions amongst the education team regarding student/family engagement, attendance, communication and outreach.

DISTANCE LEARNING DETAILS

Members of the education team may also choose to track student engagement with further specificity. Teachers, therapists, social workers, and other staff members as designated, can enter details regarding:

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

All attendance entries as described above can be provided to School Districts and Counties on a monthly basis, as requested and as applicable to the program.

TECHNOLOGY AND CONNECTIVITY

Technology opens doors and for many, the lack of access is a significant barrier to learning. Racker utilized a variety of methods to support educational staff and students through the Spring closure and continues to enhance skills and knowledge in this area to ensure equitable access to education and therapies, based on each person's unique needs. It is important to note that in this plan, our students are between ages 3-5 years old.

ACCESS TO TECHNOLOGY

Students and staff will be provided multiple layers of technological support as resources allow.

REOPENING REQUIREMENTS: TECHNOLOGY

STUDENT AND FAMILY SUPPORT

Through Spring 2020, Racker staff worked closely with families to assess access to technology. Social work and teaching staff supported identified families with gaining access to internet services and equipment so that education opportunities and therapies were available. For the 2020-2021 school year, Racker will continue to assess the availability of technology and internet information and make individualized plans to ensure access.

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. School year 2020-2021 Family Survey will include a questionnaire about technology access.
2. Once a need is identified, the student's social worker will identify specific components of access need: equipment or connectivity
3. Racker's IT Team will support the educational programs to determine the solution options, outlining costs and potential barriers
4. If equipment is needed, staff will work with families to determine the most appropriate method of safe distribution. In any distribution scenario, mask and social distancing guidelines will be followed.
5. If connectivity is needed, social work staff will begin by working with the family to access with local supports.
6. If local supports are not available, Racker will work in conjunction with local school districts to provide a device capable of videoconferencing and internet access to students.
 1. Students who do not have sufficient access will have the following options:
 1. Racker will work in conjunction with local school district to provide MiFi devices when feasible
 2. Racker will work with local internet providers to provide temporary internet access to student's residence at reduced or no cost when feasible.
7. Racker will work collaboratively with local providers, and/or with the student's home school district to support student needs. It should be noted that not all geographic locations have access to high speed internet.
8. Equipment will be given to families as resources are available.
9. 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.

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 discuss options with the Site Director/Clinic Director. In this scenario, teachers, therapists and other education team members would create low-tech or no-tech solutions for delivering course instruction and curricular materials such as mailed packets, until further technological needs can be met as resources allow.

TECHNOLOGY IN THE CLASSROOM

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

- Laptops
- Desktops
- iPads

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

TEACHERS AND EDUCATION STAFF

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

TECHNOLOGICAL CONSIDERATIONS

SURVEY DATA

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

PROFESSIONAL DEVELOPMENT

Throughout the Spring, Racker staff participated in sessions to improve their skills in using technology to engage with children in Zoom classrooms, or teletherapy.

TECHNOLOGY SUPPORT

Racker's IT Team is available for support via the Helpdesk.

STUDENT PRIVACY

Student privacy is crucial in an online world. Working with the Racker compliance department, a HIPAA BAA agreement was signed with Zoom.

FLEXIBILITY

The Education team will provide students and families ample opportunity to access the instructional content either virtually, through packets 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, teachers and staff provide pre-recorded instructional videos and activities to be accessed at any time via Racker's YouTube channel.

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. YouTube Weekly Theme Educational and Therapeutic Videos and Playlists will be provided as an additional means of remote instruction as well as support carryover and home engagement in in-person instruction. Students will be provided with daily teacher contact through activities and live instruction which align to the NYS Learning Standards and the student's individual IEP goals. Materials will be sent home for students to support and supplement virtual instruction. Additionally, instruction activities will be differentiated based on student needs and interest. Students will have access to necessary accommodations, modifications, supplementary aids, and technology.

PARENT/GUARDIAN COMMUNICATION

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

COHORTS

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.

CURRICULUM

Racker uses the Frog-Street curriculum. The implementation and use of the curriculum assures alignment with New York State Next Gen Learning Standards. Over-all instructional focus is derived from the student's IEP and is geared toward facilitating individualized goal attainment.

PROFESSIONAL DEVELOPMENT

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

PRE-KINDERGARTEN CONSIDERATIONS

It is important to comfort crying, sad, and/or anxious children, and they often need to be held. To the extent possible, when washing, feeding, or holding very young children:

Child care providers can protect themselves, others and children by wearing a smock, or other protective barrier and by wearing long hair up.

- Classroom staff will use a cloth barrier such as a towel, receiving blanket or other item can be used as a barrier between the child's secretions and clothing being worn by a provider
- Classroom staff will wash their hands, neck, and anywhere touched by a child's secretions.

- Classroom staff will change the child's clothes if secretions are on the child's clothes.
- Classroom staff will change their own clothing, if there are secretions on it, and wash their hands again
- Contaminated clothes will be placed in a plastic bag or washed in a washing machine.
- Toddlers and preschoolers and classroom staff should have multiple changes of clothes on hand in the child care center.
- Family style eating will not be permitted
- Napping materials will be sanitized daily
- Educational centers with multiple students will be avoided
- DOH sanitation guidelines will be followed after children have been at a center
- Students will be provided with individual materials
- Non-essential practices requiring physical contact will be avoided
- Screen time will be limited during in-person instruction
- Outside agency providers will be screened at the door and are to follow protocols outlined in this document when servicing students in our facility
- No unnecessary visitors will be permitted

SPECIAL EDUCATION

Racker operates special education preschool 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 Racker 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 Racker will have the proper access to the necessary instructional and technological supports to meet the unique needs of our student population. Racker 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. Racker 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. Racker 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.

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APPENDIX 1: COMMUNICATION

Racker believes that communication is paramount to providing and receiving the best services possible. Racker also understands that forms of communication are forever evolving and makes efforts to connect with families, staff, administrators, partner agencies, and local and state governments using many systems and modes of communication. Racker also is continuously assessing the effectiveness of the various modes of communication.

To ensure communication and notifications are effective and as timely as possible, the following are *some* examples of the approaches used to reach various audiences including families and staff:

1. School Messenger – for:
 - a. urgent messaging to all families and other designated groups
 - b. important updates/ check-in’s with parent (frequency should be defined)
2. Racker’s Website/ Facebook/ YouTube – for:
 - a. General announcements and updates
 - b. Procedures and status reports on delivery of services during the COVID-19 pandemic
 - c. Information to families on preventing the spread of Coronavirus
 - d. Information videos by Clinic and Education departments on health & safety information and screening processes for parents
 - e. Providing asynchronous learning opportunities across all disciplines
3. Zoom – when:
 - a. Meetings are necessary between family and staff; Racker and partner agencies; Racker and local/ state committees or oversight bodies
 - b. Remote classroom instruction
 - c. Telehealth provided by various therapists, as appropriate
 - d. Classroom Team Meetings
 - e. ‘Town Hall’ meetings for staff and other such meetings
4. Phone calls – when:
 - a. Immediate individual contact is necessary
 - b. Confidential information sharing

- c. Contact is not possible via internet/ social media
- d. Confidential and direct information must be shared
- 5. Emails – for:
 - a. Providing contact information for questions & concerns
 - b. Connecting individually with others
 - c. Communicating to small groups
- 6. US Mail
- 7. Agency Helpline @ 607-272-5891 ext. 343 for anonymous and confidential non-emergency reporting
- 8. Racker’s Sharepoint: an internal electronic system where staff may access all policies & procedures/ protocols and contact information regarding agency practices, expectation and staff responsibilities
- 9. Learning Management System – for:
 - a. On-line in-service provision to staff on agency protocols; proper use, care and disposal of personal protective equipment (PPE)
- 10. Signage/ postings – for:
 - a. Reopening Plan
 - b. Direction/ instruction
 - c. Learning opportunities and prompting – for children & staff on hygiene; social distancing; mask wearing; etc.
 - d. Visual reminders and cues
- 11. In-person conversations
- 12. Home visits/delivery of packet material - (*when allowed by county* and with proper social distancing/PPE) to provide:
 - a. opportunities for ‘hands on learning’ within the remote learning experience
 - b. assist families problem solve issues such as trouble accessing the internet or phone use
 - c. provide family instruction

Gretchen Jacobs, Racker’s Director of Early Childhood Services (ECS) is the point of contact for families, with regards to questions and concerns about protocols and procedures surrounding the Covid-19 Pandemic Re-Opening plan. Her contact information is:

Gretchen Jacobs

Phone number: 607-272-5891 ext. 201

E-mail address: gretchenj@racker.org

Staff are instructed to speak to their immediate supervisor for concerns and questions. Information on other contacts is also provided and posted to staff throughout the buildings.

In the event of a positive Covid-19 case, information will be disseminated by Gretchen to families and staff. No personal identifying information of the person with positive Covid-19, will/ can be provided during this notification.

APPENDIX 2: HYGIENE & ETIQUETTE AT THE PRESCHOOL SITE

All Staff coming to a Racker site to work are responsible for:

1. Taking temperature and self-screening before coming to work.
 - Remaining home if sick and notifying a supervisor immediately.
2. Wearing a mask upon entry and at all times while at a Racker site – unless in a room by oneself. If another person enters the room, everyone in the room must be wearing a mask.
3. Self-screening upon entering a Racker site and following the screening process in full.
4. Properly washing hands upon arrival to work.
5. Practicing good hand hygiene to help minimize, if not prevent, the spread of respiratory illness. Hand hygiene includes traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds) or the use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.
 - Hand Sanitizers (alcohol based) or disinfecting wipes will be available at all entrances and outside of all classrooms.
 - a. Proper hand washing is preferred when possible
 - b. Hand sanitizer can be used by those over age two.
6. Practicing good hand hygiene:
 - Immediately after screening when arriving at work
 - Before and after eating, drinking or handling food, or assisting the child with same
 - Before and after administering medication or medical ointment
 - Before and after diapering or handling garbage
 - After using the toilet or helping a child use the bathroom
 - After coming in contact with bodily fluids
 - After returning to the classroom from any other area in the building or outside
 - After contact with high touch surfaces
 - Before and after donning a facemask or other personal protective equipment;
 - And at other times, after touching a soiled surface, item or trash.
7. Avoiding touching one's face.
8. Practicing good hygiene by covering mouth or nose with a tissue when coughing or sneezing and dispose of the tissue appropriately.
 - If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands.
 - Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.
8. Promptly sanitizing all surfaces s/he has touched in all common rooms, hallways, and other areas.
9. Sanitizing assigned office space each day prior to departing.
10. Refraining from congregating.

11. Maintaining social distances of a minimum of 6' between one another.
12. Minimizing group meetings to 5 people – ensuring 6' social distancing is maintained at all times.
13. Knowing and following Racker's 'Cleaning-Disinfecting' procedure.

Classroom Staff are also responsible for:

1. Assisting children to learn and practice:
 - a. Social distancing when necessary and practical for children
 - b. Wearing a mask
 - i. Parents/guardians must provide medical documentation of mask exemption
 - ii. Children under age two cannot wear masks
 - iii. Children who wear mask will have breaks from wearing them such as: while walking to therapy, in bathrooms, when playing outdoors on playground.
 - c. Refraining from touching face
 - d. Proper hand washing
 - i. Time in the schedule will allow for handwashing throughout each day.
 - ii. Hand sanitizer may be used for children 2 years of age and older, if not otherwise contraindicated and if hands do NOT appear soiled.
 - e. Frequent hand hygiene – particularly:
 - i. Upon arrival and before leaving the preschool
 - ii. Before and after sharing toys, materials, or other items – as much as possible
 - iii. Before leaving and upon return to the classroom, throughout the day
 - iv. Between transitions throughout the day
 - v. After using the bathroom
 - vi. Before and after drinking or eating
 - vii. After playing
 - viii. Other times such as after using high touched areas, touching soiled areas or objects, etc.

Note: As the preschool environment is intended to support children with social emotional development, children will be allowed to play with their classroom peers.

Precautions will be taken to minimize sharing of toys, physically touching one another (other than momentary touching); and washing hands after playing.

2. Using proper etiquette – as appropriate for children
 - Optimal social distancing is not always possible when supporting children with social-emotional development – however, every effort will be made to ensure social distancing whenever possible *and by not effecting* social emotional development.

APPENDIX 3: BUILDING ACCESS & VISITORS

- Visitors are defined as: non-Racker staff which may include, but is not limited to: family members; advocates; itinerant therapists, survey teams, auditors, people from the general community, neighbors, etc.

- Currently, visitors are being limited on a Racker site and are permitted by scheduled appointments *only*
- Drop off and pick up of children by parents/ guardians will occur outside of the Racker building.
- Permitted visitors must abide by Racker COVID-19 protocols including:
 - Wearing a mask at all times when in building;
 - Completion of screening process upon entry of a Racker building;
 - Keeping social distancing of 6' as much as possible;
 - Being aware of and following all signage regarding practices related to Covid-19 such as screening process and logging in; social distancing; room occupancy limits; wearing mask; handwashing; etc.
- Visitors who do not abide by protocols will be asked to leave the building.
 - Visitors do NOT include necessary delivery personnel for services such as:
 - US Mail, FedEx; UPS
 - Deliveries of office supplies, food, medication and cleaning supplies.
 - Deliveries of Personal Protective Equipment (PPE)

These deliveries are considered momentary with minimal interactions/ contact and potential to spread infection.
- Only classroom staff, therapists, children, and occasionally management staff (as necessary) assigned to each classroom will enter the assigned classroom, *hand washing must occur each time a person enters or exits the classroom, **combining groups of children (classrooms) will be avoided.***
- Each classroom will remain 'static' and cohorted, as much as possible.
 - This includes children as well as team members in each room.
 - Team members in a classroom are responsible for the screening of the respective classroom children.
 - If there is a need for substitute team members, Racker will assign substitute team members to one room per day.
- There will be no co-mingling between classrooms.

APPENDIX 4: ARRIVAL PROCEDURES OF CHILDREN TO SCHOOL

Racker does not provide transportation to/ from school.

The counties contract a bus service to transport children to/ from school and also provide necessary training and information on requirements for screening children for Covid-19, prior to each child getting on a bus or other vehicle used.

In some instances parents/ guardians drive children to/ from school.

The following are the practices in place to ensure social distancing and other precautionary measures are used to minimize, if not prevent, the spread of Covid-19.

Via - Parent/ Guardian

Parents/ guardians are instructed to drop off and pick up children using a 'drive-up' system.

ARRIVAL:

The Parent/ Guardian will:

1. Pull up to the designated Parent/ Guardian drop-off and pick-up location. (There will be signage)
 - **Caution is to be taken so as to NOT DRIVE TO OR BLOCK THE BUS AREA**
2. Keep self and child/ren in the vehicle, *until requested* to assist the child out of the vehicle.
3. Wear a mask while interacting with staff.
4. [Parents/ guardians will not be allowed to enter the building for drop off or pick up.]

Designated Racker staff will:

1. Radio the child's classroom to notify of arrival.

Classroom staff will:

1. Come to the vehicle, and will perform a health screening and temperature check for the child *and family*.
2. Upon completion of the screening it will be determined if the child may proceed into the building for school, or remain with the parent/ guardian and depart.
3. If the child passes the screening and temperature check:
 - o Sign in the child
 - o Request the parent/ guardian to assist the child out of the vehicle
 - o Accompany the child to her/ his classroom.
4. If your child does not pass the screening, notify the parent/ guardian:
 - o s/he must leave with the child
 - o follow the *Pandemic Exclusion Criteria Practices*.
5. [At first time drop off] Provide the parent/ guardian with:
 - o A classroom themed sign that will contain the child's name
 - o Instruction to place this on the dashboard (or other visible area) of vehicle when coming to pick up child.

PICK UP

The Parent/ Guardian will:

1. Pull up to the designated parent/ guardian drop-off and pick-up location;
2. Ensure classroom themed sign with child's name is visible from the vehicle;
 - If back up person is picking up child, please be sure to call the school ahead to notify someone. The backup person must:
 - Be on the emergency pick up form
 - Follow the pick up process (but not expected to have sign in vehicle)
 - Show photo ID when picking up child.
3. Stay in vehicle

Designated Racker staff will:

1. Note the classroom themed sign with child's name;
2. Notify the classroom when a parent/ guardian arrives to pick up her/ his child.

Classroom staff will:

1. Ensure the child washes her/ his hands
2. Wash their own hands
3. Sign the child out
4. Bring child out to parent/ guardian's vehicle
 - a. If back up person is picking up child:
 - Ensure person is on emergency backup list
 - View photo ID for confirmation of appropriate person

PLEASE NOTE:
 Parent/ guardian drop off and pick up procedures will be updated, as necessary, to follow guidance of the New York State Department of Health, respective County Health Departments, CDC, and Racker Pandemic processes and guidelines.

Via - Bus

ARRIVAL

Upon arrival of busses, **Classroom Staff** will:

- a. Greet each respective classroom child at her/ his bus.
- b. Assist the child off the bus
- c. Accompany the child to a screening table located inside the entrance to the school
- d. Complete the screening procedure (temperature check only) with the child
 - Parents/ guardians and bussing personnel are responsible for completing screening prior to the child coming to school
- e. Follow screening process.

DEPARTURE

As busses arrival in the afternoon, **Designated Racker Staff** will:

1. Note the specific busses that have arrived;
2. Notify the respective classrooms when the children arrive.

Classroom staff will:

1. Ensure the child washes her/ his hands
2. Wash their own hands
3. Sign the child out
4. Bring child to her/ his respective bus.

Appendix 5: General Preschool Considerations for Parents & Guardians:

1. Racker will have available a “virtual tour,” parent/ guardian interview, and child orientation options for parents/ guardians and children new to Racker preschools and child care.
2. Updated enrollment and emergency authorization information for each child is required
3. Updated emergency contact for each child is required
4. Racker requires notification of any changes in household composition; including changes to custody arrangements due to COVID-19
5. Racker will post COVID-19 Symptom sheets at entry ways of the preschools for parents/ guardians and team members (similar to flu posting)
6. If your child has special health care needs, Racker suggests parents/ guardians contact your child's Health Care Provider to determine if it is safe for your child to return to preschool during the outbreak
 - **Please communicate any additional medical needs to your child’s teacher prior to your child returning for in-person preschool or child care.**
7. Please limit what the child brings from home, such as no extra toys, backpacks, food in containers that cannot be sanitized and disinfected, etc.
8. Consider providing an extra pair of shoes or slippers only to be worn at the program to reduce outside germs coming in on shoes.
9. We request parents/ guardians have alternate care plans available in the event that their child becomes ill during program hours **as it is critical for them to be picked up immediately.**

Appendix 6: OCFS Form 6040

OCFS-6040 (6/2020)

NEW YORK STATE
OFFICE OF CHILDREN AND FAMILY SERVICES

CHILD CARE EMPLOYEE, VOLUNTEER, PARENT, CHILD AND ESSENTIAL VISITORS HEALTH SCREENING ONE-TIME ATTESTATION

Before entering a child care program, employees, volunteers, parents, children and essential visitors **must complete a health screening questionnaire daily. In addition, each employee, volunteer, parent, child and essential visitor must sign and submit this form to the program one time.** Employees, volunteers, parents, children and essential visitors must answer all questions and take their temperature daily to confirm a body temperature lower than 100.0 degrees Fahrenheit. If anyone answers "Yes" to any of the questions below, they cannot enter the child care program. A parent or guardian is responsible for completing daily screening on behalf of their child(ren).

Self-Screening:

Below are the self-screening questions that employees, volunteers, parents, children and essential visitors are required to answer **daily**. If any of the answers to the below questions are "Yes," individuals **cannot** enter the program. If the answers are "No" to all the following questions, individuals may enter the program. If employees, volunteers, parents, children and essential visitors cannot take their temperature at home, but answer "No" to all other questions, they may report to the program to have their temperature taken on site.

1. Is your temperature higher than or equal to 100.0 degrees Fahrenheit?
2. Have you had any known contact with a person confirmed or suspected to have COVID-19 in the past 14 days?
3. Are you currently experiencing **ANY** of the following symptoms?
 - Cough (new or worsening)
 - Shortness of breath (new or worsening)
 - Trouble breathing (new or worsening)
 - Fever
 - Chills
 - Muscle pain (new or worsening)
 - Headache (new or worsening)
 - Sore throat (new or worsening)
 - New loss of taste
 - New loss of smell
4. Have you tested positive for COVID-19 through a diagnostic test in the past 14 days?

If you have answered "NO" to all questions, you have passed and may enter the program.

If you have answered "YES" to any question, you will not be allowed to enter the program.

Attestation: By signing this document, I agree that I will self-monitor these symptoms each day and report the outcome per the instructions above and will not enter any child care program if any of the above symptoms or conditions are present.

_____	____/____/____
Signature	Date
_____	____/____/____
Signature	Date

Note: This document must be signed and returned to the program prior to entry. A signed copy needs to be provided only once. The child care program must retain a copy for their records.

Appendix 7: SCREENING CHILDREN:

Screening at Home

All parents/ guardians are instructed to 'screen' her/ his child(ren) each day, prior to departure for school. Screening involves taking the child(ren)'s temperature, assessing for signs & symptoms of Covid-19, which include:

- Fever or chills (100°F or greater);
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting;
- and/or, Diarrhea

If a child has a temperature of 100° or higher and/ or if the child(ren) are exhibiting signs/ symptoms of illness, the child(ren) should remain home until s/he/they meet the criteria for returning to school

Screening Questionnaires

'Screening questionnaires' will be distributed to parent/s guardians to ascertain a child's possible exposure to an individual(s) with suspected or confirmed Covid-19 – or if the child has Covid-19. The screening questionnaires:

1. Will be distributed to parents/ guardians via (as is appropriate for each family):
 - a. E-mail
 - b. Phone calls
 - c. On-line
 - d. Paper copies
2. Screening questions will include asking if the child has:
 - a. Been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19;
 - b. Tested positive for COVID-19 in the past 14 days;
 - c. Experienced any symptoms of COVID-19, including a temperature $\geq 100^{\circ}\text{F}$ in the past 14 days;
 - d. 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.
3. If any answers to screening question is '**YES**', **THE CHILD SHOULD REMAIN HOME.**
4. Are to be promptly completed by parents/ guardians daily.
5. Parents/ guardians must alert the school nurse, school administrator, or Director of Early Childhood Services when any answers to the questionnaire change.

6. Reminders to complete the periodic questionnaires will be sent out via school messenger on a weekly basis.

Screening Upon Arrival to School

Screening of each child by staff, will also occur upon arrival to school as a precaution in case the child's status may have changed enroute to school and in case the parent/ guardian was not able to or forgot to complete the screening.

Equipment for screening children upon each one's arrival, is present in each classroom.

The following is the process for screening a child:

Immediately prior to greeting a child who is arriving to the preschool/ day care (whether by parent/ guardian drop off or by bus), **staff will:**

1. Wash/ sanitize hands and don gloves, an 'additional' cloth barrier (e.g., smock), face shield or goggles.
 - Staff must continue to wear her/ his facemask *throughout the day* whenever working with children – inside or outside.
 - **Via Parent/ Guardian Transportation (whether at standard AM drop off time or later in the day)**

Designated classroom staff will:

1. Screen child by:
 - a. Taking the child's temperature with non-contact thermometer
 - Instruction on use of thermometer is located on screening table with the thermometer
 - b. Asking the parent/ guardian if the child or anyone in the household:
 - i. Has had symptoms of COVID-19 within the past 14 days;
 - ii. Has COVID-19 or has had contact with anyone who has known COVID-19, in the last 14 days
 - iii. Has had contact with anyone on quarantine for COVID-19 status, in the last 14 days
 - iv. Has traveled to a state in last 14 days, that is listed on: <https://coronavirus.health.ny.gov/covid-19-travel-advisory>
 - c. Assessing the child for flushed cheeks, rapid breathing, or difficulty breathing, fatigue, or extreme fussiness.
2. If the child's temperature is under 100° and the parent/ guardian answers **NO** to all questions and the child does not appear to have flushed cheeks, rapid breathing, etc.:
 - a. Complete the screening log and initial for verification the screen was completed.
 - b. Support the child to the classroom.
 - c. Assist the child with washing her/ his hands.
 - d. Wash own hands.
3. If the child has a temperature $\geq 100^\circ$ and/ or the parent/ guardian answers 'yes' to any of the screening questions, must instruct the parent/ guardian to:
 - a. take the child home
 - b. consult with health care provider.

- **For child arriving via Bus Transportation:**

Assigned classroom staff will:

Screen child by:

- a. Taking the child's temperature with non-contact thermometer
 - Instruction on use of thermometer is located on screening table with the thermometer

Staff MUST:

a. Wash/sanitize hands between each child during the screenings

[It is not necessary to wash hands if staff is wearing gloves and there is no physical contact with the child during the screening and before the next screening.]

b. Clean non-contact thermometer with alcohol wipe after each use

If the child's temperature is under 100°

- Complete the screening log by:
 - i. checking temp is <100°,
 - ii. drawing a line through rest of question boxes
 - iii. and initialing for verification the screening was completed.
- Support the child to the classroom
- Assist the child with washing her/ his hands.
- Wash own hands.

If the child has a temperature $\geq 100^\circ$, take the child to the isolation room and make arrangements for the child to be picked up and follow isolation procedure.

Screening Throughout the Day

Staff will:

1. Receive in-service on monitoring for signs & symptoms of illness, including Covid-19
2. Monitor children throughout the day for signs & symptoms of Covid-19 or other illness.
3. Signs & symptoms of Covid-19 include:
 - a. Fever or chills (100°F or greater);
 - b. Cough;
 - c. Shortness of breath or difficulty breathing;
 - d. Fatigue;
 - e. Muscle or body aches;
 - f. Headache;
 - g. New loss of taste or smell;
 - h. Sore throat;
 - i. Congestion or runny nose;
 - j. Nausea or vomiting;
 - k. and/or, Diarrhea

4. Immediately take a child who is exhibiting any signs & symptoms of illness of any kind, to the nurse or administrator on duty (if a nurse is not available), for assessment.

Appendix 8: General Standards and Guidelines for all staff working at one of Racker's PreSchool sites

All Staff MUST:

- Prior to coming to any main site of Racker, complete the *Stopping the Spread of Respiratory Infection* training in Absorb
- Prior to coming to a Racker site, review the procedures: *ECS- Hygiene & Etiquette* and *ECS - Isolation* and *ECS-Cleaning & Disinfecting* on the Coronavirus page in Sharepoint
 - Enter only at designated entrances
 - Wilkins > by HR; Old Admin door; near staff kitchen/ lounge
 - Washington-Gladden > by rear door to W-G building (nearest Racker offices) and then immediately to the Racker main suite
 - 881 Rte. 13 Cortland > front door only
 - Wear facemask when entering and throughout time in building. Exceptions include:
 - When alone in an office – as soon as someone else enters, reapply the mask immediately
 - Complete a self-screening procedure upon entry to a main site. Signage and instructions will direct one to the designated location for the screen and how to thoroughly self-screen and document.
 - Sanitize hands immediately after screening
 - Sign in and out – including *Dan Brown*
 - Includes giving an estimate of all destinations within the building (specific offices; meeting room; etc.)
 - Signing in and out will assist in any potentially necessary contact tracing
 - Wash or sanitize hands frequently. This includes:
 - Immediately after signing in
 - Upon entry into the building
 - After meals or snacks;
 - Before and after donning a facemask or other personal protective equipment;
 - After using the bathroom;
 - And at other times, after touching a soiled surface, item or trash.
 - Be aware of signage throughout site and follow guidance noted.
 - Signage examples include:
 - Reminder of hand washing

- Noting # of people permitted in room
- Reminder of wearing masks
- Reminders to maintain social distancing
- Disinfecting reminders after using common areas
 - Identifying Isolation area
 - Do NOT use isolation area for meetings, storage, etc.
- Maintain social distancing as much as possible
 - 6' distance from one another as much as possible
 - Limit gatherings as follows:
 - No more than 2 people in an office at any time unless otherwise noted
 - Follow signage on larger rooms as to the acceptable occupancy during COVID-19
 - When in any gathering, maintain 6' social distancing as much as possible
 - *Of course* – continue to wear masks at all times other than the exception noted above.
 - Continue to utilize technology for *virtual* meetings as much as possible.
 - Continue to follow social distancing and other protocols during In-Person trainings
 - If/ when in person trainings are necessary, there must be adequate space available for people so they may maintain 6' social distancing as much as possible.
 - Masks must be worn at all times, unless needing to be removed for specific parts of the trainings (e.g., CPR/ 1st Aid)
 - Reference and follow procedure for *RKR-Cleaning & Disinfecting*
 - Minimize traveling between sites
 - Remember to use technology for virtual meetings as much as possible.
 - Rules for visiting a Racker site apply for each site visited

Resources:

- Sharepoint Coronavirus page – all current COVID-19 procedures (including Telehealth)
- Supervisors & Directors

Appendix 9: Staff/Visitor Screening:

All staff are instructed to 'self-screen' each day immediately prior to leaving for work. Self-screening involves taking one's temperature and asking her/ himself the questions noted below. If the staff member has a temperature or answers yes to any of the questions, s/he must contact a supervisor immediately and refrain from coming to work until receiving notification from a supervisor that s/he is cleared to work.

- Each Racker site has a designated entrance(s) for people to use.
 - Signage on each exterior door will direct people to the designated entrances.

- At designated entrances, signage will instruct people that they must wear a mask while in the building and to immediately go to the self-screening location upon entry.
- Self-screening instructions will be at the designated self-screening location.

Upon entering any Racker site *all persons (including visitors) must:*

1. **Be wearing a mask**
 2. **Self-Screen** by:
 - a. Sanitizing hands with provided sanitizer
 - b. Putting gloves on
 - c. Removing thermometer from container with gloved hands
 - d. Following instructions for using the thermometer and taking temperature with non-contact thermometer:
 - Green indicates temperature is good
 - Red screen and temp 100° or higher indicates a problem
 - e. Return the thermometer to the container
 - f. Review questions for screening:
 - Have I now or have I had within the past 48 hours, any symptoms of a respiratory infection (such as coughing, sore throat, fever, or shortness of breath) that is unusual for my typical baseline?
 - Have I had any contact with anyone who has known COVID-19 in the last 14 days?
 - Have I had contact with anyone on quarantine for COVID-19 status?
 - Have I had or do I presently have a confirmed case of COVID-19?
 - Have I traveled to a 'restricted state' in the past 14 days and have not since been cleared to work?
 - g. If temperature is less than 100° and able to answer 'no' to all questions:
 - Complete log and attestation by initialing.
 - Remove glove and dispose of properly
 - Sanitize hands
 - Proceed into the building and keep mask on throughout time in building
- or
- If temperature is $\geq 100^\circ$ or answer to *any* question is 'yes',
- DO NOT ENTER!
 - Return the thermometer to the container
 - Return to car and call a supervisor**
 - Visitors will need to return to car and reschedule appointment

Appendix 10: Personal Protective Equipment (PPE)

- Racker has a centralized location for storing quantities of PPE that is distributed per need to the various programs throughout the agency
- The Residential Health Care Coordinator maintains the PPE ready for distribution.
- An electronic system is used to:

- track when new supplies of PPE come into the agency
- request supplies from the centralized location, by a program
- track when supplies are distributed to various programs
- PPE available includes:
 - Masks
 1. Cloth masks
 2. Isolation masks
 3. N95
 4. KN95
 5. Fabric window masks
 6. Clear Masks
 - Face Shields
 1. Traditional
 2. 3D Cornell (limited use)
 3. 3D (washable)
 - Gowns
 1. Isolation
 2. Rain Ponchos
 - Gloves (can also be ordered through facilities)
 1. Vinyl small
 2. Vinyl med
 3. Vinyl Large
 4. Vinyl ex Large
 5. Nitrile Extra-large only
 - Miscellaneous PPE
 1. Chemical Spill kit
 2. Ebola Kit
 3. Shoe Covers
 4. Quarantine bags
 6. Scrub sets large
 7. Scrub sets extra Large
 8. Scrub sets 2xl
 - Miscellaneous Equipment
 1. Pulse OX
 2. IR thermometer
 3. Oral digital thermometer
- In-services are provided to staff on PPE:
 - Expectation of use
 - Proper donning & doffing
 - Proper care and storage
 - Proper disposal
 - Which to use in which circumstance

- How to obtain more PPE, if needed
- Specific PPE is stored by the Pre-School Nurse at Wilkins and the Pre-School Site Director at Cortland, for use only in the isolation room.
- Staff are responsible for sterilization of handmade face masks. The Process to do so is as follows:
 1. At end of each shift, boil face mask in rapid boiling water for 5 minutes.
 2. Turn off heat and leave in pot for another 5 minutes
 3. Remove from water using clean tongs.
 4. Place in dryer to dry.

Appendix 11: Pandemic Exclusion Criteria

Racker’s Standard Exclusion Criteria, as noted and outlined in the Preschool and Early Childhood Handbook located on Racker’s website at the below address remains in effect for non-COVID related illnesses:

<https://www.racker.org/wp-content/uploads/sites/15/2020/01/Preschool-and-ECEC-Handbook-October-2019.pdf>

If a person (including child) is having symptoms of COVID-19, not otherwise explained (ex. allergies,) s/he will not be allowed in the building.

****ANY CHILD IN A HOME OR EXPOSED TO A PERSON WITH THE FOLLOWING SYMPTOMS IS NOT PERMITTED TO ATTEND SCHOOL****

Symptoms include:

- Fever or chills (100°F or greater);
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting;
- and/or, Diarrhea

The following scenarios outline expectations for exclusion. For the health and safety of all, Racker expects clear communication from families about children’s illnesses as well as any illnesses/symptoms

from family members. In addition, if a child is sent home or screened out for possible COVID-19 related symptoms, families should contact the child's medical provider for evaluation or assessment:

- **If a child has a COVID-19 related symptom AND tests positive for COVID-19:** The child may return 10 days after the onset of symptoms IF they are fever free (without medication) AND with improvement of symptoms for 3 days (72 hours). Documentation of the positive COVID-19 test, with date noted, and release from isolation/quarantine will be required.
- **If a child has COVID-19 related symptoms AND does not have a test for COVID-19: The child will be presumed positive** and may return 10 days after the onset of symptoms IF they are fever free (without medication) AND with improvement of symptoms for 3 days (72 hours).
- **If a child has COVID-19 related symptoms AND does not have a test for COVID-19 because the child's physician diagnoses the child with something *other than* COVID-19,** the child may return after feeling better and fever free (without medication) for 24 hours, with a note identifying the cause for the symptoms that are not COVID-19 related.
- **If a child has COVID-19 related symptoms AND tests negative for COVID-19:** The child may return after feeling better and fever free (without medication) for 24 hours with documentation of the negative COVID-19 test.
- **If a child has no COVID-19 related symptoms AND tests positive for COVID-19:** The child may return 10 days after testing. Documentation of the COVID test results, with date noted, will be required for return.
- **If a child has a known COVID-19 exposure AND no COVID-19 related symptoms AND tested negative for COVID or not tested:** The child may return to school following 14 days of post-exposure quarantine, if approved by the Local Health Department. Release from quarantine documentation may be required.

If it is discovered that someone who has been within a Racker Preschool Program tests positive for COVID-19, the following will occur:

Person who hears of the positive test result will:

1. Notify the Pre-School Site Director

The Preschool Site Director will:

1. Notify :
 - a. Department Director;
 - b. Associate Executive Director,
 - c. Executive Director

The Department Director, or designee, will:

1. Notify:
 - a. County Health Department
 - b. Office of Children and Family Services
2. In concert with the Associate Executive Director and other necessary support administrators:
 - a. Close the preschool building where person was present, for a *minimum of 48 hours* to determine extent of concern and next steps.
 - b. Notify the county health department of closure and follow further direction provided by the county health department
 - i. County Health Department officials will determine the COVID-19 situation impacting the program, conduct an investigation and inform the program and families involved.
 - ii. Assist in communicating the closure of the preschool site, as necessary.
 - c. Assist the local health department as possible, with information for contact tracing.
 - d. Follow Racker procedures that address topics of communication/ notification, and cleaning & disinfecting.

**No identifiable information of person who tested positive will be shared
when notifying parents/ guardians, staff, etc.**

Appendix 12: Isolation

- The following are the designated ‘sick rooms’/ ‘isolation rooms’ at each Racker Preschool:
 - Wilkins Pre-School: Room 112
 - Cortland: Room 206
 - Secondary ‘isolation rooms’ if needed:
 - Room 123 at Wilkins
 - Room 118 at Cortland
- Signage is posted on the doors designating the rooms as isolation rooms.
- Isolation rooms cannot be used for storage areas which require regular access for supplies.
- Single use bathrooms are designated bathrooms for those in isolation, if a bathroom is needed.
- The Preschool Nurse at Wilkins and the Preschool Site Director at Cortland have personal protective equipment (PPE) for specific use if/ when an isolation is to be used.

Processes

For Staff

- Staff who are sick with a respiratory infection and have a fever, are expected to remain home from work.
- Staff who arrive with or develop respiratory illness symptoms (other than what is the typical baseline for the staff member) must go home as soon as possible *and stay in touch with supervisor.*

- If the person is not able to leave immediately – due to needing a ride, etc., s/he will be isolated promptly in a room separate from others.
- Assistance will be provided to the staff member, as necessary, with making arrangements for her/ him to go home.

For Child

Staff will:

1. Upon observing a child exhibiting any symptoms of illness, immediately take the child to the school nurse or administrator for assessment of symptoms.
 [If a nurse or administrator is not immediately available, the child will be taken to the isolation room and seek assistance from a co-worker to:
 - i. Obtain isolation PPE from the nurse or administrator’s office
 - ii. Notify the Program Director of the situation]
2. Use appropriate enhanced PPE to prevent the potential spread of infection
3. Remain with the child throughout the duration of being in the isolation room.
4. Ensure the child receives whatever it necessary to remain comfortable.
5. If necessary, notify the nurse or site director (or co-worker assisting) that the child needs to use the bathroom and wait for a message that the pathway is clear. Then, assist the child with going to/in/from bathroom and promptly return to the isolation room.
6. Ensure the child returns to the isolation room directly and without stopping to interact or contact at surfaces.

The Nurse/ Site Director/ Program Director will:

1. Assess the child and determine if COVID-19 symptoms are present.
2. If symptoms are not consistent with COVID-19, determine if it is warranted that the child go home or is well enough to remain at school. Follow up as necessary with parent/ guardian.
3. If symptoms are consistent with COVID-19, direct the staff member and child to the isolation room (if not already there).
 - a. Ensure the staff member gets the appropriate PPE for the isolation room.
 - b. Contact the parent/ guardian/ emergency contact to make arrangements for the child to be picked up.
 - c. Remain constantly available to support staff in isolation area, as needed (e.g., clear path to single use bathroom, obtain other supplies, etc.).
 - d. Seek assistance from clerical staff to determine where the child may have been while at the school.
 - e. Once locations are determined, provide direction to secure those areas.
 - f. If child uses bathroom, after use place ‘out of service’ sign on bathroom door and contact Facilities to have the bathroom sanitized.
 - g. Greet parent/ guardian, explain symptoms and:
 - i. Recommend they follow up with a health care provider.
 - ii. Inform them a call will be placed to the local health department, per requirements.
 - h. Once the isolation room is vacated:

- i. Secure the room
- ii. Post signage to not enter
- iii. Contact facilities **immediately** so they may clean and disinfect the room.
- i. Contact local health department for further instruction. This may include, but is not limited to:
 - a. Remaining open
 - b. Closing preschool for minimum of 48 hours
 - c. Arrangements of making notifications

Appendix 13: Post-Exposure – All ‘Infection-exposed’ areas & Isolation Rooms

The **Program Director** will:

1. Ensure all areas where infected person was, are secured and closed off. This will include:
 - a. PPE is available and used when securing and closing off areas
 - b. Ventilation is allowed as much as possible.
 - i. Open outside doors and windows to increase air circulation in the area.
 - c. Posting signage that area is not to be accessed until further notice
2. Notify Facilities of all areas involved.

The **Director of Facilities** will:

1. Either assign or contract staff to clean and disinfect all areas where person was known to have been.
 - a. When possible, wait 24 hours before initiating cleaning and disinfecting
 - b. Ensure proper PPE is available and used during cleaning & disinfecting
 - c. Ensure cleaning and disinfecting is done *thoroughly and properly*. *This involves the following 6 steps:*
 - i. Use EPA approved product for disinfecting against COVID-19
 1. Racker uses Vital Oxide
 - a. It is EPA approved to fight the virus COVID-19
 - b. It is intended for non-porous surfaces
 - c. It is non-toxic and does not stain
 - ii. Carefully read directions on product label for use
 1. Ready to Use (RTU) Vital Oxide should be used at full strength on non-porous surfaces
 - iii. Pre-Clean surface if product directions instruct for this to occur - or if there is visible dirt.
 - iv. Follow contact time directions
 1. Racker will apply Vital Oxide using a fogger, which will spray the substance on all non-porous surfaces
 2. RTU Vital Oxide must be allowed to stay wet on non-porous surfaces for 10 minutes
 - v. The user should wear gloves. When fogging is completed:
 1. Gloves should be removed and discarded

- 2. The user should wash hands.
- vi. When disinfecting is complete, the used must immediately store the substance in a locked area.
- d. Document specifics of cleaning/ disinfecting (C&D):
 - i.who completed C&D
 - ii.what was C&D
 - iii.when completed
 - iv.products used to C&D
- e. Maintain documentation reflecting C&D

According to the NYS Department of Health, cleaning and disinfecting of the preschool sites should be completed by custodial staff who are specifically trained to use cleaning and disinfecting products.

The above is based on the following resources:

Coronavirus.gov

<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>

VitalOxide.com (and Safety Data Sheet)

NYS DOH: Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

Cleaning & Disinfecting Substance Exposure

All staff may receive information on the chemicals used for disinfecting by asking Facilities for a copy of the 'Safety Data Sheet' for the product Racker supplies to staff. Staff may also obtain an SDS sheet via Google. This will provide information as to the what chemicals are in the product, precautions to take when using the solution, possible side effects of exposure to the product, and what to do if there is a reaction to the use of the product.

Appendix 14: Notification of Suspected or Confirmed Case of COVID-19

To promote safety and helpful communication to all individuals & their families and Racker staff, practices Racker has in place to prevent, contain and respond to the possible spread of COVID-19, as well as the impact COVID-19 has on Racker - will be available on Racker's website. Further, if/ when a

person receiving supports or a staff member at Racker has a suspected or confirmed case of COVID-19, Racker's Executive Director or designee will provide prompt notification of this, to all individuals & their families and staff at Racker.

The notifications must and will be made in consultation with the local health department(s) to ensure clear, accurate, and necessary information is being shared.

No personal identifiable information of the person who has or is suspected to have COVID-19 will be shared.

Definitions

- ❖ Suspected – When an individual who has been identified by the local health department (LHD) of having COVID-19. Suspected, in this case ranges from the point of being directed by the local health department (LHD) to be tested to the point of obtaining the results of the test. (This *does not include* suspected 'exposure' to someone with COVID-19 or testing offered by the LHD to essential workers when there is no one specifically 'suspected' of having COVID-19.)
- ❖ Confirmed – A case of COVID-19 is considered confirmed upon receiving the results of COVID-19 testing with a definitive status of having COVID-19.

Procedure

Racker has established procedures & practices in place to address: prevention of; infection control & containment; and response - to the possible spread of COVID-19.

The Community Relations Department provides:

1. Information on Racker's website regarding: Racker practices to address the potential impact of COVID-19 on Racker; program updates; communication from Racker's Executive Director and Racker's Medical Director; and links to other resources for updates on COVID-19.
2. Support to the Racker's various departments with communications to: staff; individuals receiving supports & their families; Racker's Board; and the local communities.

Racker's Department Directors routinely:

1. Review regulatory updates and guidance documents from federal and state oversight agencies such as the NYS Department of Health and local health departments; Centers for Disease

Control & Prevention (CDC); Occupational Safety & Health Administration; Office of Children and Family Services (OCFS); NYS Education Department (NYSED or SED); etc.

2. Draft written procedures, and other guidance, for Racker staff in the various departments – to address prevention, infection control, containment, and response to COVID-19.
 - ❖ Staff can find written procedures on Racker’s Sharepoint on the Coronavirus info tab.
3. Seek feedback from supervisors and staff on on-going challenges and needs – so that they can be addressed.

Racker’s Medical Director:

1. Stays abreast of the most up-to-date COVID-19 medical information;
2. Provides insight to Racker’s Department Directors on the potential impact and best medical practices to address the potential spread of and response to COVID-19.
3. Advises and works with the Residential Health Care Director and other Racker health professional staff on the overview of how the status of COVID-19 may impact individuals served and the staff at Racker and how to respond.

>>>When there is a confirmed case of COVID-19 at Racker <<<

A Staff Member will:

1. Immediately notify her/ his supervisor of a suspected or confirmed case of COVID-19.

Supervisor or Director will:

1. Determine, in concert with the Program Director and Human Resources steps to take if it is ‘suspected’ and not yet confirmed.
2. Immediately notify the Executive Director or Associate Executive Director of any **confirmed** case of COVID-19 involving a staff member

The Executive Director or designee will:

1. Have contact with the local health department (LHD) regarding a confirmed case of COVID-19 involving a staff member at Racker;
- Note: This may be initiated by:
- a. The local health department (LHD) contacting Racker - or –

- b. Racker contacting the local health department if Racker *hears* of a confirmed case, so that the LHD may confirm the information, as warranted.
2. Notify all necessary/ applicable Department Directors, as several will have individual responsibilities.

The Director (from the department directly affected) will:

1. Coordinate and implement, with the department's management staff, medical staff, the necessary pre-established steps for quarantine or isolation.

The Executive Director/ designee will:

1. On the same day of learning of a confirmed case of COVID-19 at Racker, ensure there is notification to all individuals & their families and all staff connected with the program *or location* where the person with confirmed COVID-19 was present.
 - The LHD will also be doing this – however, immediate steps by the program to quarantine or isolate the situation will be necessary which will involve contacting those who had potential contact with the infected person.
 - The preschool will close minimally for 2 days.
 - i. Remote learning will be provided during any closure.
 - Upon further consultation with the LHD, the Exec. Dir./ designee will determine next steps (e.g., reopening or extended closure, etc.)

Notification will also include:

- a. Contact information if anyone has any questions;
- b. Reference to the agency's website for Racker's current practices in infection control and containment of COVID-19
- c. A statement that updates will be provided, as they become available

**At no time can or will personal identifying information
be disclosed in these communications/ notifications**

2. Provide periodic and necessary updated information to Racker's Board.

This procedure is based on the following resources:

Appendix 15: Contact Tracing

Intent

To assist the Department of Health with identifying those who may have been exposed to someone who has been at a Racker site and has tested positive for the virus. Further, this will assist Racker with determining individuals, families, and staff to notify of the potential exposure and to identify where to implement necessary steps to contain the potential spread of the virus (notifications to individuals or families, quarantine, isolation, etc.)

Definition

Contact Tracing - identifying people who may have been exposed to someone who has tested positive for COVID-19. Tracing would minimally include going back 2 days prior to onset of symptoms of person who tests positive or 2 days before date of confirmed COVID-19 test.

Necessary deliveries – US Mail; FedEx; UPS; other deliveries of food, medication and cleaning supplies. These deliveries are by non-Racker staff and include only brief encounters.

Guidelines

- Racker will use current systems to gather information for contact tracing if/ when someone (staff or non-staff) has visited a Racker site has tested positive for COVID-19.
- Current systems to reference (in order listed), that assist in determining where people have been and when (as well as with whom they would have coming into contact) include:
 - Self Screening Logs - All individuals – (staff, family members and all others*) sign in and out when visiting all Racker sites – which includes a self-screening process.
 - Self-screening logs for signing in/ out at non-Residential sites are maintained by Quality Standards in Sharepoint.
 - Self screening logs for Residential are maintained by the Residential Program in Sharepoint.
 - Exceptions to those needing to self screen include:
 - ‘Necessary deliveries’ as defined above
 - Staffing schedules (when used in programs)
 - Calendars of scheduled appointments
 - Electronic records for swiping at entry ways of main sites
 - Service Documentation that reflects time and location of services
 - Mileage Logs
 - Training records showing dates/ times/ locations of people
 - Incident reports – which reflect dates/ times/ locations of people

Process

Staff:

1. Must report to their supervisor if s/he tests positive for COVID-19

The Supervisor will:

1. Immediately notify the department director of any staff member who has reported that s/he tested positive for COVID-19.

The **Department Director** will:

1. Notify (or ensure that notification is made to) the Executive Director, Associate Executive Director, Medical Director, and Human Resources
 - a. Ensure updates are provided to these same people *throughout* this process
2. In conjunction with the supervisor and others, as necessary, determine if, when, and where the staff person may have been working, using the current systems Racker has in place that reflect where staff or visitors have been and with whom they have come into contact.
3. Connect with local health department (LHD) (if they have not contacted Racker yet) – and:
 - a. Follow guidance provided.
 - b. Assist with providing information for contact tracing, as requested by the LHD.
4. If the person had been working at a Racker site or providing any other in-person support or service as a Racker staff member -
 - a. Make copies of self-screening logs at all locations where the staff member worked.
 - b. Request copies of self screening logs from Quality Standards for locations and respective dates staff member worked
 - c. If the staff member has attended an in-person in-service, request Quality Standards to provide a list from Absorb of all others in attendance at the in-service.
 - d. Compile the information
 - e. Provide compiled information to LHD
 - f. Follow procedure for *RKR- Notification of Confirmed Case*

Appendix 17: Staff Return to Work

Definitions:

- a. Staff – Racker employees, volunteers, contracted staff, interns, etc.
 - o NOTE: All Racker Staff are considered Essential Personnel
- b. Screening – a process used to determine if a person should be permitted to enter a Racker site or program.
- c. Asymptomatic – Does not experience symptoms of an illness.
- d. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
- e. Isolation - separates sick people with a contagious disease from people who are not sick.
- f. LDH – Local health department

ALL STAFF who are working at a Racker site or providing any face to face support to someone, MUST wear a mask AT ALL TIMES*!

* **While in an office building or stopping by any other Racker site**, staff may remove the mask if alone in a room.

* **While in a Racker Residential site**, staff may remove the mask if alone in a room eating a meal.

- A cubby with barriers in a suite of offices, qualifies as an 'office'. When leaving the cubby or going from an office into a suite area, a mask must be worn.

[If someone enters the room/ cubby, you must immediately don the mask.]

MASKS

Staff Screening & Necessary Precautions

All Staff are eligible to work if, s/he has:

1. Been cleared to work by her/ his supervisor who will make the determination as described in the the "Supervisors will" section.

AND, one of the following is applicable:

2. No symptoms *and* no known exposure to someone with suspected or confirmed case of COVID-19;

Or

3. Been tested (whether directed to do so by LDH or own decision) for COVID-19 *and* results are negative;

Or

4. Has been notified by the local health department to *self-quarantine* due to contact with someone who has a suspected or confirmed COVID-19 and is not experiencing any symptoms of a respiratory infection.

In this case, the staff member can continue to report to work and to self-screen by:

- a. Monitoring 2x daily (take temperature to check for fever; assess for any symptoms of COVID-19 such as fever, shortness of breath, and cough);
- b. Self-screen for temperature and for any symptoms upon entry to a Racker site/ residence;
 - A log is present at designated entrance points for each site/ residence.
- c. Self-screen for temperature and for any symptoms every 12 hours during a shift;
 - This must also be entered on the log provided at site entrance points.
- d. *Maintaining Self-Quarantine at home*, when not working.

* NOTE: If a family wishes to suspend or end services, contact supervisor for next step.

All Staff should go home and/ or remain home if s/he:

1. Has a confirmed case of COVID-19, and self-isolate for 10 days from onset of symptoms or 10 days of isolation after a positive test result, *if remaining asymptomatic*.
2. Develops symptoms of COVID-19.
3. Has been notified by the LHD to be tested because of possible exposure to someone who has suspected or confirmed COVID-19 diagnosis.
 - Further, will *self-isolate and be tested*, as directed by the LHD
4. Experiences any symptoms of a respiratory infection (such as coughing, sore throat, or shortness of breath and a fever) within the past 48 hours - that is unusual for her/his typical baseline.
5. Has been to a state listed as ‘restricted’ on the NYS COVID-19 Travel Advisory website page: <https://coronavirus.health.ny.gov/covid-19-travel-advisory> .

If needing to go home or remain home for any of the above scenarios, staff must contact her/ his supervisor immediately.

Note: A person *may continue to work* remotely if:

- a. Asymptomatic
AND
- b. Is able to work remotely (must be deemed possible by a supervisor/ director)

All Staff are eligible to return to work (i.e. - on site or providing direct service) *if s/he*:

1. Has been cleared to work by her/ his supervisor who will make the determination as described in the the “Supervisors will” section.

AND, one of the following is applicable:

2. Is tested, as instructed by the LHD, and is negative for COVID-19.

or

3. Has confirmed case of COVID-19 and all of the following apply:
 - a. has maintained isolation for at least 10 days after onset of illness or 10 days after positive test;
 - b. is fever free for at least 72 hours– *without* the use of fever reducing medications;
 - c. all other symptoms are improving.

or

4. Is asymptomatic but tested *positive* for COVID-19 and:
 - a. Continues to be asymptomatic after a 10-day isolation
 or
 - b. If symptoms develop during isolation period, all of the following must occur before returning:
 - i. Must isolate for 10 days from onset of illness

And

ii. Be fever free for at least 72 hours – without the use of fever reducing medications

And

iii. All other symptoms are improving.

or

5. Had symptoms of a respiratory infection, that included a fever, *that do not appear to be related to COVID-19* and subsided within 2 days.

- If symptoms of respiratory infection not related to COVID-19 did not subside within 2 days s/he must have a return to work slip from a doctor.

or

6. Has been cleared to work by a supervisor or Director, after having been to a state on the NYS COVID-19 Travel Advisory website page.

Supervisors will:

1. If noticing someone who appears or is becoming ill or hear of someone becoming ill while at work, speak to the staff member. If staff indicate they do feel ill, send her/him home.
2. Consult with the Program Director and Human Resources when making ALL determinations of a person eligibility to return to work and in what capacity, including what the necessary next steps are.
3. In Residential - assign staff who are asymptomatic but have had exposure to a suspected or confirmed case of COVID-19, to work with people who are at lower risk of severe complications due to the virus, when possible. (Ex. Someone who already has a confirmed COVID-19 diagnosis vs. the elderly.)
4. Contact her/his respective Director immediately, if having any difficulty implementing this process.

[Your Department Director, Human Resources, and the Medical Director/ designee may assist in addressing any questions around sick time, release to return to work, etc.]

Appendix 18: Cleaning and Disinfecting

Definitions

- **Cleaning** – Clearing away debris from surfaces. This is important prior to disinfecting so that the disinfectant may have optimal effect at removing germs.
- **Disinfecting** – Use of a disinfectant on a surface to effectively remove germs. Labels on disinfectants *will say* they are a disinfectant and will kill germs and bacteria. Specific criteria are

noted below for disinfecting. (NOTE: If the label says it kills 'bacteria' and does not specify that it kills germs caused by viruses, it will NOT be effective for disinfecting against COVID-19)

Electronic Devices: Near the end of this section are instructions for cleaning/ disinfecting electronic devices.

Classrooms (including bathrooms) & Other Common Pre-School Areas/ Rooms:

Teacher and Classroom Staff Responsibilities:

- Classrooms are designed as 'minimal preschool rooms' with basic permanent furniture and materials to allow for optimal cleaning and disinfecting and minimal exposure to contagions.
Staff will ensure the classrooms remain in such an arrangement.
- **Staff** will have classroom windows open to assist with air movement/ circulation, when and where possible.
- As much as possible, **staff** will not be sharing equipment or other materials until sanitized between uses.
- **Classroom staff and therapists will NOT USE:**
 - *Toys that cannot be sanitized or cleaned*
 - *Sensory tables*
 - *Substances (clay, playdough, etc.) unless they are assigned to one child only and are not shared*
 - *Toys children wear on faces (goggles/masks) or other dress up that may easily become contaminated*
 - *Quiet areas/corners will not contain items that are not easily laundered or cleaned and disinfected after each use by a child.*
- **Staff** will immediately place any toy that has been in a child's mouth (or is otherwise potentially compromised) in a container, to be cleaned and disinfected.
- **Staff** will clean and disinfect *all toys* daily.
- Disinfecting solutions will be available, for **staff** to use in each classroom (including bathrooms), in the gym and in identified areas for the hallways, cubbies, and common areas specific to the preschool area.
 - **Staff will take care at all times not to use or store the solutions or in an accessible location to children or near food.**
- **Classroom staff** will properly clean & disinfect the above areas (all surfaces and items used) after each use and before the next classroom enters a common area.
- **Staff** will NOT use disinfectants on playground equipment, but cleaning surfaces will be completed after each classroom is done using the playground equipment.
- When using the solution, **staff** need to allow the solution to remain on the surface for a few minutes prior to wiping it clean with paper towels.
- **Staff** must return the solutions to the location where they were found, so that the next person may access them.
- If the supply appears to be running low, **staff** must contact Facilities so that the supply may be promptly replenished.

- **Classroom staff** are assigned to work extended hours beyond the 5-hour school day to complete enhanced cleaning and disinfecting the classroom furniture, cubbies, preschool toys, materials, and other supplies at the end of each day.
 - The enhanced cleaning will occur daily between 2:00-3:30 pm
- **Classroom staff** will maintain the PPE they use (e.g., sterilizing fabric masks, etc..) and request new PPE when necessary.

Facilities:

- **Facilities** will complete 're-opening' enhanced cleaning and disinfecting of all preschool sites, including classrooms, *prior to* re-opening for in-person preschool services.
- **Facilities** will complete reoccurring daily/ evening enhanced cleaning and disinfecting of all preschool sites, including classrooms.
- **Facilities** will provide prepared cleaning solutions and gloves and paper towels to be available in classrooms, preschool spaces and break rooms, for staff to use to clean and disinfect surfaces in those spaces after use of and before leaving the room.
- The disinfectant solution is a bleach combination (2% chlorine bleach solution) and **facilities** has labelled the containers clearly, noting the ingredients and how to use.
- **Facilities** will routinely check the supplies and replenish as necessary.
- **Facilities** will promptly replenish supplies when informed the supplies are low, between times they are routinely checking the supplies themselves.

Meeting Rooms/Break Rooms

Staff:

- All **staff** are responsible to properly clean & disinfect after using meeting rooms and break rooms and other common areas.
 - All **staff** must maintain 6' distance between themselves when eating in break rooms.
- Disinfecting solutions will be available in each classroom, meeting room, break room and in an identified place for the hallways and common areas specific to the preschool area, for **staff** to use.
- After using and before leaving the area, **staff** are responsible for using the designated disinfecting solutions to properly disinfect all surfaces used while in the room.
- When using the solution, **staff** need to allow the solution to remain on the surface for *a few minutes* prior to wiping it clean with paper towels.
- **Staff** must return the solutions to the location where they were found, so that the next person may access them.
- If the supply appears to be running low, **staff** must contact Facilities so that the supply may be promptly replenished.
- **Staff will take care at all times not to use or store the solutions near food – or in an accessible location to children.**

Facilities:

- **Facilities** has prepared and provided cleaning solutions and gloves and paper towels to be available in meeting rooms and break rooms, for staff to use to clean and disinfect surfaces in those rooms after use of and before leaving the room.
- The disinfectant solution is a bleach combination (2% chlorine bleach solution) and **facilities** has labelled the containers clearly noting the ingredients and how to use.
- **Facilities** will routinely check the supplies and replenish as necessary.
- **Facilities** will promptly replenish supplies if informed the supplies are low, between times they are routinely checking the supplies themselves.

Hallways/ Vestibules

Staff:

- If a **staff** member is aware of an area that requires cleaning & disinfecting, s/he will either do so or contact facilities for assistance.
- **Designated classroom staff** from each classroom will complete 'enhanced' cleaning & disinfecting 'high touch' areas with a bleach solution or other disinfecting solution, each day. This includes surfaces in hallways and vestibules such as door knobs, handicapped entrance pads, railings, push door handles, cubbies, etc.
 - The preschool times for enhanced cleaning are:
 - Daily between 9:30-10:30 am
 - Daily between 12:00-1:00 pm
- **Various programs' staff** share the responsibility of disinfecting high touch areas throughout other parts of the buildings, minimally twice per day.

Facilities:

- **Facilities or contracted cleaning crews** (as scheduled by Facilities) will complete 'enhanced' cleaning & disinfecting 'high touch' areas with a bleach solution or other disinfecting solution, *each day*. This includes surfaces in hallways and vestibules such as door knobs, handicapped entrance pads, railings, push door handles, etc.

Offices

Staff:

- All **staff** are responsible for keeping her/ his desk area clear and to store items in drawers and cabinets to allow for optimal cleaning and disinfecting of the office/ desk area.
- All **staff** are responsible for properly cleaning personal offices. A personal office would include anything for the exterior door knob of the office door to anything inside the office that is touched. Examples of what to disinfect would be: door knobs, light switches, keypads, copiers and copier keypads, chairs, desk and table tops, etc.
- Disinfecting solutions will be available in each meeting room and break room for **staff** to use.
- **Staff** must return the solutions to the location where they were found, so that the next person may access them.

Facilities:

- **Facilities** will provide cleaning and disinfecting solutions, as requested.

Restrooms/ Classroom Bathrooms

Facilities:

- **Facilities or contracted cleaning crews** (as scheduled by Facilities) will complete 'enhanced' cleaning & disinfecting of all bathrooms (in preschool classrooms/ buildings and office buildings) with a bleach solution or other disinfecting solution, *each day*.
- **Facilities** will ensure there are adequate supplies easily available to classroom staff for cleaning and disinfecting classroom bathrooms.
- **Facilities** will ensure there are adequate supplies easily available to staff for cleaning and disinfecting restrooms throughout the Racker buildings.
- **Facilities** will promptly replenish supplies if informed the supplies are low, between times they are routinely checking the supplies themselves.

Staff:

- **Staff** will clean and disinfect restroom surfaces used after each use.
- **Classroom staff** will clean and disinfect bathroom surfaces in the classroom bathrooms, after each use by a child.
 - **Classroom staff** will NOT use disinfectant with children nearby.
- **All staff** will request replenishment of supplies by Facilities if supplies appear to be running low – and BEFORE supplies are near or at depletion!
- **Staff** will ensure all cleaning supplies are not accessible by children.

For cleaning cell phones and computer screens:

The main cleaning tool should be a microfiber cloth. Anything that's soft and that won't scratch the phone or computer will do, though Apple specifically recommends a camera lens cloth. It's a good idea to start without any fluids at all, just a little pressure, but if needed, add warm and soapy water to the mix – or wipes with pre-moistened isopropyl alcohol. Use it sparingly, applying it with a cloth, and drying off the device carefully with another cloth. Be sure to avoid getting excess moisture around ports and buttons. DO NOT SPRAY anything on the device. Any wipes used should be ammonia free!

Don't dive in with abrasive cleaning solutions and materials. Clorox wipes and the like aren't just excessive; they can eat away at the oleo phobic coating that keeps fingerprints from smudging the display. Simple, common cleaning materials are all that is needed to get a handset germ-free— However, recently Apple *has* given its blessing to use 70 percent isopropyl alcohol wipe or Clorox disinfecting wipes on hard surfaces if one insists.

For cleaning keyboards; laptops; desk phones; and mouses:

Initially wipe down with dry cloth to remove debris. Wipe down the outside of the case and keyboards with an alcohol based disinfectant wipe. Let them dry completely. Do not allow drippings into the

keyboard. Again - Apple *has* given its blessing to use 70 percent isopropyl alcohol wipe or Clorox disinfecting wipes on hard surfaces.

All staff may receive information on the chemicals used for disinfecting by asking Facilities for a copy of the 'Safety Data Sheet' on the product being used. Staff may also obtain an SDS sheet via Google. SDS sheets provide information as to what chemicals are in the product, precautions to take when using the solution, possible side effects of exposure to the product, and what to do if there is a reaction to the use of the product.

Appendix 19: FIRE DRILLS/ EMERGENCY DRILLS (DURING COVID-19 STATUS)

Office of Children & Family Services (OCFS) requirements include:

- 1 evacuation (fire) drill per month
 - One drill must be done at each shift
 - Exits must vary so that all exits are used during the course of the year
- 2 shelter in place (lockdown/ safety) drills per year during each shift
 - Attendance must be taken at the beginning and end of each drill

New York state Education Department (NYSED) requirements include:

- Total of 12 drills during a school year (September through June)
- 8 drills must be evacuation (fire) drills
- 4 drills must be lockdown (safety) drills
- 8 drills must occur **before December 31**

Procedure of drills during COVID-19 to allow for safe social distancing:

Pre-School Site Director will:

1. At the beginning of each month designate a day to the respective drill to occur
2. Ensure that drills occur over the varying shifts, as necessary.
3. Ensure drills are completed on chosen day.
4. Ensure each classroom is aware of their designated meeting location.
 1. Gathering areas outside of building are identified for each specific classroom
5. Drills will include all trained techniques.
6. No drills will include huddling or hiding.
7. Maintain documentation of drills including:
 - a. Times
 - b. Date
 - c. Participation

- d. Problems and resolutions
- e. Other traditionally mandated requirements.

Appendix 20: Preschool Food Service

The following food service protocols will be followed:

1. The cook/s will wear gloves and a mask during all food prep and delivery
2. Gloves will be used consistent with state and local sanitary codes.
3. Kitchen staff will cover hair and facial hair
4. Vendor deliveries occur in designated spaces with minimal, if any contact.
5. Maximum number of people in the kitchen will be observed.
6. Food will be delivered to the classrooms by food service and/or classroom staff.
7. Meals and snacks will continue to be served in the classroom
 1. However, will NOT be served family style so that social distancing may occur and contamination is minimized
8. Meals will be individually plated and served in the classroom and served individually
9. There will be a maximum of four children per table during meal times.
 1. This is to allow for social distancing
10. Children will not share food. Classroom staff will monitor and support.
11. Classroom staff will serve individual children additional helpings as desired
12. If parents/ guardians send lunch and snacks, children will continue to be spread out as much as possible to avoid cross contamination of individual food items
 1. Staff will wipe down/disinfect all food containers sent in from home
13. Staff will wipe down and disinfect all surfaces before & after snacks/ meals
14. Classroom staff will wash their hands before and after handling feeding equipment.
15. All feeding equipment will be thoroughly cleaned after each use by washing in a dishwasher or by washing with a bottlebrush, soap, and water.
16. Kitchen cleaning will continue as required.
17. Racker's food service program will continue to follow CACFP requirements

Appendix 21: Preschool Groups and Group Size

1. Group size and ratio are set by Office of Children and Family Services (OCFS) and New York State Education Department and must be followed
2. Classroom groups will not change or combine unless there is an emergency situation. We will maintain static groups as much as possible.

3. Classroom staff will actively monitor children for symptoms throughout the day
4. Classroom staff will keep ill children separate from well children until they can be sent home.
 1. Ill children will be moved to an isolation/sick room with a team member of their classroom until they can be picked up.

*****Each Racker site has designated Isolation/Sick Rooms*****

Appendix 22: Preschool Therapy Sign In/Out

1. Children's therapy will continue to take place either in the classroom or in a therapy room, based on your child's individual needs and their IEP.
2. Children's therapy will take place using social distancing methods to the greatest extent possible.
3. Therapeutic intervention strategies and materials that cannot be easily disinfected or sanitized between therapy sessions will not be utilized at this time.
4. Therapies will be scheduled to minimize exposure between classrooms and groups.
5. If a child's therapy takes place outside of the classroom, to begin a therapy session, the therapist will walk to your child's classroom, knock on the door and show a photo of your child to your child's classroom to indicate it is time for your child's therapy session.
6. Classroom staff will walk child to the door, sign child out of the room, indicating the therapy location and provider, and hand child off to their therapist.
7. Upon returning to the classroom after therapy, the therapist will walk with your child to the classroom, show 'Back to Class' picture card. The classroom staff will greet the child at the door, sign them back in and support child to immediately wash their hands upon re-entering the classroom.
8. If your child's therapy takes place within the classroom, the therapist will enter the classroom, immediately wash their hands, and work with your child while in their classroom setting.
9. In all settings within the pre-school, all staff, including therapists will wear facemasks and other personal protective equipment (PPE), as well as practice social distancing to the best extent possible.

Appendix 23: Caring for Children

It is important to comfort crying, sad, and/or anxious children, and they often need to be held. To the extent possible, when washing, feeding, or holding very young children:

Child care providers can protect themselves, others and children by wearing a smock, or other protective barrier and by wearing long hair up.

1. Classroom staff will use a cloth barrier such as a towel, receiving blanket or other item can be used as a barrier between the child's secretions and clothing being worn by a provider
2. Classroom staff will wash their hands, neck, and anywhere touched by a child's secretions.
3. Classroom staff will change the child's clothes if secretions are on the child's clothes.
4. Classroom staff will change their own clothing, if there are secretions on it, and wash their hands again
5. Contaminated clothes will be placed in a plastic bag or washed in a washing machine.
6. Infants, toddler, preschoolers and classroom staff should have multiple changes of clothes on hand in Racker programs.

** Each classroom will have an assigned team member monitoring children's clothing supplies and will communicate with parents/ guardians any needs for additional supplies**

Appendix 24: Child Face Covering/Mask Wearing

Racker believes that health and safety are paramount to providing and receiving the best services possible. Cloth face coverings/masks are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. All individuals in Racker school facilities and on Racker school grounds must be prepared to wear a face covering/mask. Racker also understands that guidance for children wearing masks in school considers all student age groups and that face coverings/masks for preschool age children can be challenging.

Face coverings will not be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

To ensure Racker supports each child in safely wearing face coverings/masks, the following criteria must be met:

1. Medical Exclusion-If a child is not able to wear a face covering/mask for medical reasons:

a. It is important for parents/ guardians to work with their child’s healthcare providers so that an informed decision can be made on how best to meet the child’s needs at school while protecting their health and safety.

i. ***Racker requires written documentation from a medical provider excluding the child from mandatory face covering/mask wearing.***

2. Completion of ‘Child Mask-Safety Assessment’

a. Racker will complete a ‘Child Mask Safety Assessment’ to determine if each child can safely wear a mask beyond a medical exclusion. The assessment will focus on:

i. Each child’s ability to independently remove the face covering/mask for safety and self-preservation.

ii. Each child’s ability to independently ask for assistance to remove the face covering/mask for safety and self-preservation.

iii. The impact of face covering/mask wearing on the child’s mental health.

3. Completion of ‘Child Mask- Accessing Education Assessment’

a. Racker will complete a ‘Child Mask-Accessing Education Assessment’ to determine if each child can appropriately wear a face covering/mask, beyond a medical exclusion. The assessment will focus on:

i. The potential impact of wearing face covering/mask on each child’s access to education and curriculum by negatively impacting his/her typical:

1. Attending to instruction skills
2. Attention skills
3. Play skills
4. Interacting with others skills
5. Behavior/Self-regulating skills
6. Communication skills
7. Problem solving skills
8. Fine motor skills
9. Gross motor skills

Racker will support children wearing face coverings/masks *only when*:

1. Child does not have medical concerns impacting his/her ability to wear a face covering/mask.
 1. *No Documented Medical Exclusion*
2. Satisfactory completion of ‘Child Mask-Safety Assessment’
3. Satisfactory completion of ‘Child Mask-Accessing Education Assessment’

Provision of child face covering/mask

1. Racker will provide child size masks for children who arrive to school without a mask
2. Racker will support children wearing face covering/mask they wear to school
3. Racker will develop support plans for children that are resistant to face coverings/masks

1. Each plan will be individualized and determined by the Special Education teacher and therapeutic team.
2. Each plan will be subject to progress monitoring to ensure appropriate support.

Face covering/Mask Breaks

1. Racker will work with each child, their special education teacher and therapeutic team, to determine appropriate face covering/mask breaks.
 1. Face covering/mask breaks will depend on:
 - a. Safety
 - b. Child tolerance of face covering/mask
 - c. Support plan to assist child in learning to tolerate a face covering/mask

Racker will provide the below routine instruction to students:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.