

NYSARC Columbia County (dba Coarc) The Starting Place

BEDS Code: 101300880231

Fall 2020 Re-Opening Plan

4410 Preschool/OCFS Licensed Daycare 41999DCC

65 Prospect Avenue

Hudson, New York 12534

At Coarc-The Starting Place, we have been providing Remote Learning Services to our preschool special education children since April 2020 and have continued this model of programming for Extended School Year Services. Our OCFS licensed Daycare program has been operational since our Special Education in person programming ceased in March 2020. This plan contains the plans we already have in place for our daycare center and are updated to include our special education preschool children when we relocate to our newly built programming space in the later part of fall of 2020. This plan aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

Sarah Papp, RN serves as the program's COVID-19 Coordinator and Christine E. Kirch; Director of Children's Services serve as the backup person. Sarah serves as a central contact for schools and stakeholders, families, essential staff and other school community members and ensures the program is complying and is following the best practices per state and federal guidelines.

Communication/Family and Community Engagement

To help inform our reopening plan, Coarc- The Starting Place has sought feedback and input from stakeholders, including administrators, essential staff (those staff assigned to working in the program), parents/guardians of children (daycare and special education preschool children), local health department officials and OCFS. Engagement efforts included surveys, phone conversations and one-on-one conversations. The program remains committed to communicating all elements of this reopening plan to parents and guardians, staff and visitors. The plan is available to all stakeholders via the agency website at www.coarc.org and is updated throughout the school year, as necessary, to respond to local circumstances.

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

- Agency website
- Call list
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by the program and/or agency
- Town Hall Meetings (Zoom)

When necessary, the communications to families are in their spoken languages and in a format that is suitable to that family.

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Health and Safety

The following protocols and procedures have been and will continue to be in place in our school for the 2020-21 school year for in-person daycare. This plan will also apply when we relocate to our new programming space and resume in-person schooling for our special education classes. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator/designee at sarahp@coarc.org or christinek@coarc.org or by calling (518)828-3890 ex. 2502.

To ensure employees and children comply with communication requirements, Coarc-The Starting Place:

- Posts signage throughout the building to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- For those children who have medical conditions and who are at high risk or live with someone in the high risk categories, accommodations are made for the delivery of services (including format and increased PPE protection worn by essential staff who are working with the children.) For staff with increased risks, the program works with the agency Human Resources Department to work towards potential worksite/job duty accommodations for that staff person.
- Maintains a continuous log of essential employees coming in to the building who may have close contact with other individuals at the school.

If a staff member or child tests positive for COVID-19, the program immediately notifies state and local health departments and cooperates with contact tracing efforts, including notification of potential contacts, such as essential staff who had close contact, while maintaining confidentiality required by state and federal law and regulations.

Facility Entry

Entry and egress for the building is limited to a single location.

- For multiple essential staff and/or children entering the building, they are required to stand at six (6) foot marked locations on the ground, maintaining social distance, until they can be signed in and screened. Each person is buzzed into the building separately.
- Multiple lines are coordinated, if needed, to reduce crowding.
- Markings (whether in tape or otherwise) are placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for those in line.
- A face covering must be worn by all essential staff and visitors on *Coarc-The Starting Place* property when social distancing cannot be maintained. Children are encouraged to wear a face covering as well.

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Daily Health Screening

- Upon entering our location, essential staff must complete a medical screening log and take their temperature. Visitors are greeted by a program staff after the control lock is deactivated by staff and the visitor is asked questions from the questionnaire and temperature is taken by that essential staff.
- Essential staff are instructed to contact their supervisor immediately if they are experiencing illness and unable to report to work. If an essential staff changes their report of symptoms from a NO to YES during the day, they must contact their supervisor immediately and are then directed to leave work and contact their healthcare provider.
- All essential staff must sign in and out of the building at the entrance desk **each** time they enter and exit the building.
- Parents must monitor for temperatures and symptoms prior to sending their child on a bus or before transporting them to program; however children are screened at arrival for temperatures and symptoms.
- Children are signed in and accounted for as without fever/symptoms and are able to attend school.
- Only after all essential staff and children have been accounted for, cleared through the medical screening and wearing proper face coverings can they report to their designated work area or classroom. Visitors are escorted to their destination by an essential staff.
- A child that does not pass the health screening, is escorted to the isolation area to wait for their parental/guardian to pick them up.

Social Distancing

- All essential staff at Coarc-The Starting Place premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
- Tightly confined spaces are occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, occupancy is under 50% of maximum capacity.
- Social distance separation is using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g. clock in/out stations, health screening stations, reception areas).
- In-person gatherings are limited as much as possible and we use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, are held in open, well-ventilated spaces with appropriate social distancing among participants (e.g. the playground)
- Designated areas for pick-ups and deliveries are established, limiting contact to the extent possible.

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Personal Hygiene

Hand washing - Children and essential staff must practice good hand hygiene to help reduce the spread of COVID-19. Our program plans time in the school day schedule to allow for hand hygiene.

Hand hygiene includes:

- Signage encouraging hand washing and correct techniques.
- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), is the preferred method. This is accomplished by singing or humming the happy birthday song twice
- Adequate facilities and supplies for hand washing including soap and water.
- Use of paper towels or touch-free paper towel dispensers.
- Use of no-touch/foot pedal trash can where feasible.
- Extra time in the schedule to encourage frequent hand washing.
- Children and essential staff wash hands as follows:
 - Upon entering the building and classrooms
 - After sharing objects or surfaces
 - Before and after snacks and lunch
 - After using the bathroom
 - After helping a child with toileting
 - After sneezing, wiping, or blowing nose or coughing into hands
 - Anytime hands are visibly soiled
- Hand Sanitizer - At times when hand washing is not available children and staff use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol.
- Signage is placed near sanitizer dispensers indicating soiled hands should be washed with soap and water
- Sanitizer dispensers are located near entrances and throughout common areas.

Training

Coarc- The Starting Place trains all essential staff on new protocols and frequently communicates safety guidelines. Training on the precautions listed below are conducted either remotely or in person. Social distancing and face coverings are required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers. Children are instructed through developmentally appropriate means such as presentation of Social Stories, Visuals and developmentally appropriate books that are read to them. Topics include COVID-19 hand hygiene, proper face covering wearing, social distancing, respiratory hygiene and disinfection of communal objects.

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Classrooms

- Occupancy in each classroom is specific and determined by the overall square footage of the space.
- Additional considerations are taken to account for space utilized for classrooms and teaching material.

Nurse's Office

- All children and essential staff are required to wear appropriate face coverings.
- Maintain social distancing of no less than six (6) feet.
- Children that receive daily medication are treated separately from children presenting with these symptoms of illness.
- Nebulizer treatments are conducted in a separate isolated space with adequate fresh air circulation.

Reception areas

- Demarcations have been installed to indicate where visitors can stand to maintain social distance.
- Reception areas have seating adequately spaced to provide a minimum of six (6) feet of separation.

Engineering Controls

- Alcohol based hand sanitizer is available in each entry, all corridors and each classroom.
- Bathrooms are limited to one occupant at a time.
- Touchless soap dispensers are in place at each sink.
- Touchless paper towels dispensers have been installed.
- All entrances or areas of static wait have floor signage installed indicating a minimum of six (6) feet of separation.
- Temperature Screening Equipment is available on site.

Ventilation

In the current programming space, the ventilation system had been upgraded as per recommendations by the CDC for our daycare programming, but we continue to conduct special education classes remotely.

Cleaning and Disinfection

Coarc- The Starting Place continues to adhere to the Agency's Infection Control Policy. Regular cleaning and disinfection of the facility occurs, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This includes desks and tables, which are cleaned and disinfected between each use. Cleaning and disinfection are rigorous and ongoing and occur at least daily, or more frequently as needed. Cleaning and disinfection logs are maintained that include the date, time, and scope of cleaning and disinfection and are completed by staff and cleaning contract workers.

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Suspect or Confirmed COVID Cases

Emergency Response

Children and essential staff with symptoms of illness are assessed by the school nurse (Registered Professional Nurse, RN). The school nurse is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE is required anytime a nurse is in contact with a potential COVID-19 patient. Children suspected of having COVID-19 who are awaiting transport home by the parent/guardian are isolated in a room or area separate from others, with a supervising staff present utilizing appropriate PPE. Children will be escorted from the isolation area to the parent/guardian. The parent or guardian are instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Protocols for disinfection include:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Alerting the outside cleaning company immediately to do a deep cleaning.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19 after waiting 24 hours whenever possible.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

Notification

The NYS and local health departments and OCFS are notified immediately upon being informed of any positive COVID-19 diagnostic test result by children, staff and visitors.

Contact Tracing

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

Return to School after Illness

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

1. Documentation from a health care provider following evaluation,
2. Negative COVID-19 diagnostic test result, and
3. Symptom resolution, or if COVID-19 positive, release from isolation.

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Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive, Coarc-The Starting Place school administrators collaborate and coordinate with local health officials to make school closure determinations.

Emergency Response Protocols & Drills

The 2020-2021 school year is REMOTE LEARNING for Preschool Special Education Children and will continue to be in person for our OCFS licensed Daycare Program. Emergency response drills, including evacuation, shelter in place and lockdown drills continue to be held at various times during the month.

Shelter-In-Place

Areas have been identified in our school that can be used for the Shelter-in-Place along with areas that cannot be used due to certain types of environmental hazards (i.e.; high winds, tornado, etc.). Shelter-In-Place protocols are the same with the following changes:

- Provide six (6) feet of space between children and staff during the Shelter-In-Place
- Use face coverings throughout the event as necessary,
- If 6 feet between staff and children cannot be achieved, face coverings are worn at all times during the event.

Evacuate

Evacuation protocols are routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that allow six (6) feet of separation of children and staff. Verify that children and staff do not impede emergency responders
- Identify, in advance, who is holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Essential Staff that is conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building.

Lockdown

In order to protect life safety, lockdown protocols are mostly the same process as they have been conducted in the past. Face coverings should be worn during the event at all times during a Lockdown, the ability to social distance may not be possible and everyone will wear face coverings.

Child Nutrition

School snacks continue to be available to all children attending school in-person. We follow protocols and snack and beverage offerings as set forth by the Children and Adult Care Food Program.

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Meals Onsite

For children onsite, meals are provided by families and sent to school and prepared by school staff who is wearing appropriate PPE (disposable gloves, appropriate face coverings) to prepare children's meals from food in their lunch boxes.

Children and staff follow proper hand hygiene prior to preparing/handling and consuming any food or drink. Children do not need to wear face coverings when seated and eating as long as they are appropriately socially distanced. Those children with allergies are separated or classrooms are designated NUT FREE, etc.... depending on the space and nature of the allergy. Areas where food and drink have been consumed are disinfected before and after meals. Each child or staff consumes their own food and beverage with no sharing of such items. Staff stagger their lunch times and eat in a location where they can remove their mask.

Transportation

Coarc- The Starting Place is not responsible for transporting children to and from the program. Counties of Residence and Parental Transport dictate the way in which social distancing and COVID-19 protocols are carried out and Coarc-The Starting Place essential staff will collaborate with the counties to communicate with families regarding their transportation protocol. Coarc- The Starting Place:

- Advises parents not to send their children to school or board the bus if sick or with an elevated temperature,
- Surveys parents regarding transportation including an "opt-out" option, and
- Reminds children/parents/guardians that social distancing requirements extend to the bus stop

Loading/Unloading & Pickup/Drop-off

- Children are loaded in sequential route order when loading at the program. First child on the bus sits in the back, when going to school, last child off sits in the back when going home from school.
- Dismissal times are staggered to best suit building needs and to promote social distancing.
- Adjustments are made by the program:
 - For unloading and entry and loading and departure,
 - Route timing which are affected by delayed loading/unloading processes and
 - Arrival and departure activities are supervised to ensure social distancing.

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Social Emotional Well-Being

In planning for our in person instruction for the fall of 2020, the program has formed a team to examine the guidance provided by the Department of Health and NYSED. Supports include academics as well as the social and emotional well-being of our children. A Social-Emotional Learning team was created consisting of certified teachers, certified school counselors, licensed mental health professionals, county representatives and school administrators. Resources also include SED, DOH, OCFS and other Early Childhood webinars and articles, which are already being implemented at our program.

Additionally, all Coarc- employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports is made widely available to the Coarc community through The Starting Place on our website. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our programming.

School Schedules

Remote Learning Schedules vary by services that children receive. Each discipline has a daily schedule with children they work with at the frequency to which the IEP indicates. Special Education Teachers hold weekly Zoom Circle Time meetings with children and families, provide daily updates to each classroom's website and multi-disciplinary homework packets are sent out to families for completion.

For the fall of 2020 our weekly schedules for related services continue under Zoom, email and send home materials. Schedules for returning to in-class programming will be published.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

Our program takes daily attendance for the daycare children and we also take attendance for remote learning. Attendance policies and procedures are communicated with families and children prior to the start of the school year or if the instructional model changes during the year. Communication is done via parent letters, emails, text messaging, websites, and social media. Daily reports are generated to identify children who are absent and/or chronically absent. Contact with the families is made daily to determine reasons for absence and needs or barriers the child may have to participate in daily lessons.

Chronic Absenteeism

The Starting Place addresses chronic absenteeism as follows:

- Communicates clearly to families and children what the attendance policy is and expectations for participating based on the model of instruction.
- Tracks daily attendance and tardiness and alerts the county of residence and school district of such chronic absenteeism.

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Technology and Connectivity

The Starting Place and home counties recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that technology is lacking. The districts assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.). In the event, children and/or teachers do not have access, the districts and counties take the necessary steps to meet their needs where plausible. When there are remote learning challenges the teachers are the liaisons between the families and the IT department.

Coarc-The Starting Place continues to ensure that we have the hardware, software and licenses to perform remote learning with the Zoom platform.

Coarc-The Starting Place continues to provide all children with access to learning materials and resources in multiple formats, whenever possible. Further, the districts/counties support teachers through professional development and coaching on pedagogical methods. In the event children do not have sufficient access to devices and/or high-speed internet, the home district or county of residence provides the children with alternate methods to access materials and instruction (e.g. pick up materials at school, drop off materials to children' homes, etc.). The district/county of residence also schedules opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

Our teaching and learning plan include a clear communication plan for how children and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is accessible to all, available in multiple languages, adapted for the hearing and/or visually impaired if needed, and is widely disseminated. Clear and multiple ways for children and families to contact schools and teachers (e.g. email, online platform, and/or by phone) are included in an effort to assure learning for all.

As we enter the new school year, teachers are encouraged to spend time building relationships, supporting children with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of children are prioritized for in-person learning to the greatest extent possible based on need and ability.

Our school minimizes the movement of students. This potentially means eliminating field trips and other large-group activities. Special-area subjects (e.g. gross motor activities, related services) may be pushed into the classroom. Whenever possible children utilize outside spaces for gross motor activities. We adhere to 12 feet between children when engaging in physical activity. To the extent possible, children will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional children.

Hybrid Instruction are considered when the program relocates and can offer in-class programming.

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Teaching and Learning (cont.)

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our program has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

Remote learning opportunities for children include experiential learning on a regular basis via 1:1 Zoom sessions.

To ensure high-quality remote learning experiences, we standardized the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with children.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding children' mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to Frontline or Cleartrack standards/format.

Special Education

Special Education programs and services of Coarc-The Starting Place provide equity and access for children with disabilities to be involved in and to participate and progress. The Starting Place documents the programs and services offered and provided to children with disabilities as well as the communication with parents in their preferred language and mode of communication (e.g. Related Services Log). The district/counties of residence ensure access to the necessary accommodations, modifications, supplementary aids, services and technology (including assistive technology) to meet the unique disability related needs of children.

The Starting Place plans and supports collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers representing the variety of settings where children are served to ensure there is an understanding of the provision of services consistent with the recommendations on Individualized Education Programs (IEPs), plans for monitoring and communicating progress and commitment to sharing resources.

Staffing

Certification, Incidental Teaching and Substitute Teaching

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

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Key References

- **State Education Department Issues Guidance to Reopen New York State Schools (July 16, 2020)**
- **State Education Department Presents Framework of Guidance to Reopen New York State Schools (July 13, 2020)**
- **Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health (July 13, 2020)**

Additional References

- **Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency (June 26, 2020)**
- **Interim Guidance for Food Services during the COVID-19 Public Health Emergency (June 26, 2020)**
- **Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency (June 26, 2020)**
- **Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency. (June 26, 2020)**
- **New York State Department of Health Novel Coronavirus (COVID-19)**
- **New York State Education Department Coronavirus (COVID-19)**
- **Centers for Disease Control and Prevention Coronavirus (COVID-19)**
- **Occupational Safety and Health Administration COVID-19 Website**

REMOTE LEARNING PLAN- Coarc- The Starting Place Fall 2020

School Schedules

For the fall of 2020 our weekly schedules for related services continue under Zoom, email and send home materials. Schedules for returning to in-class programming will be published. Remote Learning Schedules vary by services that children receive. Each discipline has a daily schedule with children they work with at the frequency to which the IEP indicates. Special Education Teachers hold weekly Zoom Circle Time meetings with children and families, provide daily updates to each classroom's website and multi-disciplinary homework packets are sent out to families for completion.

Teaching and Learning

Our teaching and learning plan include a clear communication plan for how children and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is accessible to all, available in multiple languages, adapted for the hearing and/or visually impaired if needed, and is widely disseminated. Clear and multiple ways for children and families to contact schools and teachers (e.g. email, online platform, and/or by phone) are included in an effort to assure learning for all. As we enter the new school year, teachers are encouraged to spend time building relationships, supporting children with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels. When a remote model is necessary, A maximum of 36 preschool special education students will be served. Remote learning opportunities for children include experiential learning on a regular basis via 1:1 Zoom sessions. To ensure high-quality remote learning experiences, we standardized the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with children.

Technology and Connectivity

The Starting Place and home counties recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that technology is lacking. The districts assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.). In the event, children and/or teachers do not have access, the districts and counties take the necessary steps to meet their needs where plausible. When there are remote learning challenges the teachers are the liaisons between the families and the IT department. Coarc-The Starting Place continues to ensure that we have the hardware, software and licenses to perform remote learning with the Zoom platform. Coarc-The Starting Place continues to provide all children with access to learning materials and resources in multiple formats, whenever possible. Further, the districts/counties support teachers through professional development and coaching on pedagogical methods. In the event children do not have sufficient access to devices and/or high-speed internet, the home district or county of residence provides the children with alternate methods to access materials and instruction (e.g. pick up materials at school, drop off materials to children' homes, etc.). The district/county of residence also schedules opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

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Coarc-The Starting Place does not conduct on site testing. A person suspected of having COVID-19 will be referred to their Health Care Professional and/or the Local Department of Health for testing.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive, Coarc-The Starting Place school administrators collaborate and coordinate with local health officials to make school closure determinations.

Return to School after Illness

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

1. Documentation from a health care provider following evaluation,
2. Negative COVID-19 diagnostic test result, and
3. Symptom resolution, or if COVID-19 positive, release from isolation.

CONTACT TRACING PLAN-Coarc-The Starting Place Fall 2020

Suspect or Confirmed COVID Cases

Children and essential staff with symptoms of illness are assessed by the school nurse (Registered Professional Nurse, RN). The school nurse is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE is required anytime a nurse is in contact with a potential COVID-19 patient. Children suspected of having COVID-19 who are awaiting transport home by the parent/guardian are isolated in a room or area separate from others, with a supervising staff present utilizing appropriate PPE. Children will be escorted from the isolation area to the parent/guardian. The parent or guardian are instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center. Protocols for disinfection include:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Alerting the outside cleaning company immediately to do a deep cleaning.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19 after waiting 24 hours whenever possible.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

Notification

The NYS and local health departments and OCFS are notified immediately upon being informed of any positive COVID-19 diagnostic test result by children, staff and visitors.

Contact Tracing

Public Health Officials assume the task of contact tracing, once notified by our Program Registered Nurse or her designee.