Devereux Advanced Behavioral Health
Return-to-Program Template

This plan is subject to change or modification based on future orders from the governor or other appropriate state department. It may also be modified based on Devereux’s review of the data related to COVID-19 and/or current or developing situations within the surrounding communities.

The plan for the NY CARES day school and Red Hook Campus residential/days school follows below using the following template.

Affinity Group: ___Education____

Check the Box Next to the Setting:

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<thead>
<tr>
<th>Inpatient Hospital</th>
<th>Day Program/Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric Residential</td>
<td>Education</td>
</tr>
<tr>
<td>Community Residential</td>
<td>Foster Care</td>
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<tr>
<td>Outpatient</td>
<td>Community-based (in-home, WRAP)</td>
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<td>Respite</td>
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Regulatory and Legal

- Is the program licensure current?

  Education programs’ licensure is current and has not changed due to opening and closing schools. To provide more clarity throughout this plan, it’s important to note that NY education programs include:

  o NY Red Hook
  o NY CARES

- Are there any further regulatory considerations in the current environment?

  By July 31, NY Schools must submit a reopening plan to the NYS Dept. of Health and the State Education Department meeting several mandatory requirements. Those requirements have been incorporated into this template. This Return-to-program plan addresses the reopening for both the NY CARES Day school and the residential school on the Red Hook Campus. All instruction, whether via in person or remote instruction will meet IDEA requirements, NYS learning standards and FAPE for all students. Instruction will be provided by staff meeting NYS certification requirements.

Site Location and Equipment

- What necessary equipment needs to be made available? Has any equipment been removed that needs to be returned and logged (e.g. PC’s, printers staff have taken home)?

  o For **Day students** receiving instruction in their homes, access to the internet, a device to access the internet, and a Google Classroom account were needed. This has been completed across the entire organization
where applicable. We are working with referring LEA on acquisition of equipment for students whose needs have changed and now require additional equipment or access in preparation for technology needs for Fall reopening.

- For **Residential students** receiving instruction in a non-school facility, access to a device to access the internet and a Google Classroom account were needed. This has been completed as well, where applicable. Moving forward, it is still recommended that each student has their own device to access virtual learning, whenever possible.

- Students may share devices within a location with staff supervision and iPads/laptops are being used where necessary. A strict cleaning protocol is utilized for any shared devices.

- Staff are using either Devereux-issued devices or personal devices to conduct virtual education.

- At this time, additional equipment is in the process of being acquired.

- Parents will be offered the opportunity for their child to access in person instruction, or to maintain remote instruction.

- It is expected that parents will choose one or the other for an extended period of time. Parents can of course discuss with school administration and change their mind about how their child will access instruction based on personal factors (changing risk or medical concerns) or changing community virus spread, but we would expect the decision to be consistent and for lengthy periods of time and not a day-to-day decision.

- A child who is ill (i.e. confirmed or suspected COVID or contagious illness) will receive remote instruction via zoom/google classroom platform during the time they are required to be home as described below.

- These recommendations may be subject to change as we implement safety procedures upon our return and based upon the latest information available to us at the time. Our primary concern is the health and safety of all of our students and staff.

**Instructional Considerations for In-Person Instruction**

**Students wearing masks:**

At NY CARES:

Students will be encouraged to wear masks. We will be teaching/encouraging our students to wear masks at a minimum:
Devereux Advanced Behavioral Health
Return-to-Program Template

- During transitions to/from the bus
- Anytime they are transitioning in the hallway
- When social distancing can’t be maintained to support ADL skills (i.e. handwashing, toileting)
- We will also be encouraging students to wear masks during instruction, especially when social distancing cannot be maintained.

At the Red Hook Campus:

Day Students will be encouraged to wear masks. We will be teaching/encouraging our students to wear masks at a minimum:

- During transitions to/from the bus
- Anytime they are transitioning in the hallway
- When social distancing can’t be maintained to support ADL skills (i.e. handwashing, toileting)
- We will also be encouraging students to wear masks during instruction, especially when social distancing cannot be maintained.

Residential students will not be required to wear masks while within their residential grouping, unless under quarantine and able to comply with consistent mask wearing. Masks will also be worn in hallways or transitioning when social distancing can’t be maintained.

Classroom Set-Up:

Individual student desks will be arranged such that there is six feet between them and facing the same direction when possible. If students are required to work in pairs or small groups, they should sit at least six feet from each other. Classrooms should not conduct group lessons or activities where all students are sitting around one table in close proximity.

Hygiene support:

Staff will provide needed support for students to maintain daily toileting and hand cleanliness. Any IEP goals or activities for self-care that require significant close hand-over-hand support (i.e. tooth brushing, shaving, etc.) will be put on hold, unless alternative instructional strategies can be implemented (see below).

Student materials from home:

Students will be encouraged to limit the items they bring to school to a book bag and lunch bag only. Staff will disinfect items brought from home with disinfecting wipe or cleaner. Teachers should consider conducting the daily communication note via email (for families who don’t have email, the communication note can be used. Single notes will be used and not shared books). Parents will be encouraged to send in for their child lunch/snacks that do not require refrigerator/microwave use and can be stored safely with ice packs in its own container. Parents will also be encouraged to send their child in with a
Devereux Advanced Behavioral Health  
Return-to-Program Template

thermos/water bottle from home. School water fountains will be turned off or replaced by bottle filling stations

How to transition back into instruction:

Our day students may have a range of reactions upon return to in-person instruction. Classrooms are expected to prepare curriculum and have materials towards IEP goals for 2020-2021 in place upon our return. However, the first priority is to introduce the new safety protocols as well as “pair” staff and environment with positive activities. Staff will use their best judgement as to when it is appropriate to re-introduce intense instruction for our students. There may be students who would prefer immediate structure, routine and intervention, while others will need time to regroup and reorient.

Assessment of instructional gap upon return:

When a student is ready for direct instruction, staff should begin with tasks and skill acquisition programs that were in place upon our closure in March of 2020. We will need to re-probe and re-baseline 2019-20 IEP goals to evaluate if/how distance instruction impacted progress or change from baseline. Once another baseline is established, instruction on last year’s IEP goals should proceed for a period of time to see if learning increases or maintains at pre-covid levels.

Students do not have to master all 2019-20 goals before we add IEP support for 2020-21. We do need enough data to assess possible regression, and relearning.

Prompting Procedures:

As we are aware, our students typically reach independence quicker when we provide manual rather than verbal prompts. Given the need to maintain physical distancing, we should consider other forms of prompting as much as possible (other than verbal). When able, classrooms should consider implementing visual schedules for tasks so that students can copy from the picture, video modeling, gesture prompts or other strategies to limit the need to touch the students and invade their physical space while we are distancing. Again, verbal prompts should not be used as a substitute.

Clinical Supports:

All students will have access to clinical supports for any emotional/behavioral needs as previously available. Additional supports may be needed if a child has increased needs due to the impact of isolation during the pandemic. Classroom staff should consult with clinical team to develop an appropriate plan for accessing additional individualized supports.

Procedures following Personal Emergency Intervention (PEI):
In the event a student is in crisis and requires staff to physically intervene for safety to prevent imminent injury, following that, staff should assist students in washing their hands, face and any other exposed skin surfaces. If the student has a change of clothing on hand, staff may want to put on gloves and consider supporting the student in changing their clothing. Staff should take extra precaution and wash their own hands, face, and any other exposed skin surface. Staff may want to consider having a change of clothing on hand.

It is very important that staff members closely monitor an individual's physical and emotional safety throughout the duration of a PEI. Doing so requires staff to be vigilantly aware of signs of distress (e.g. nasal flaring, tinge to areas around the mouth, changes in breathing, etc.) and able to recognize and respond quickly to an individual who may be having breathing problems.

The following guidelines are provided regarding face coverings worn by an individual and/or staff members during the implementation of a PEI:

- If an individual is wearing a face covering (face mask) it should be removed as soon as possible once the PEI is initiated. This would preferably be done by a staff member not directly involved in the application of the PEI.
- Staff members should always be wearing a face mask. Whenever possible, the staff members who are implementing a PEI should don a face shield over top of their mask. Face shields should be available in areas that are readily accessible to staff, so that if possible, a face shield can be placed on the staff by a staff member not directly involved in the application of the PEI.
- The staff's face shield(s) would then be removed upon the termination of the PEI. The face shields should be thoroughly disinfected and stored for reuse following the PEI.

**Community Based Instruction:**

Upon re-opening ALL community based instruction will be put on hold while we assess the availability and appropriateness of these experiences. It is likely that some of our volunteer sites may not be accepting volunteers upon our return (i.e. the nursing homes). While the community locations may be open (i.e. Target, Stop and Shop, etc.) it may not be viable given the potential crowding and/or requirements for our students to wear masks when in those locations. The vehicles will be grounded at NY CARES upon re-opening.

Classrooms will be allowed to take a walk outside in quiet areas or can access the playground as per schedule to prevent crowding (weather permitting). It is not recommended at this time that classrooms take a walk up into business areas until we can assess crowding and ability of our students to wear a mask.

IEP goals that require community inclusion (i.e. purchasing) will be put on hold or modified while NY Pause or other restrictions are still in place.

**Instructional Considerations for Remote Instruction**
NY CARES and the Red Hook campus will offer a variety of remote experiences for our students who choose to remain home or those who are home due to potential COVID exposure/illness. If a parent chooses to keep their child home, the child’s school team (i.e., teacher, related service provider, an administrator) will schedule a remote meeting or conference call with the family to discuss the options and expectations for remote education. The treatment team will discuss with the school district/CSE any additional/specific accommodations necessary to support those students who may be at increased medical risk or living with someone who is at high risk. The team may decide to access one or more of the options below. Note: while specific platforms are identified now, these may change over the course of remote education as needed by school.

- Students will be able to Zoom into a scheduled group activity with their class once or twice per day. These activities will typically last ½ hour or less at a time. The student will be able to see the teacher’s PowerPoint or teacher’s materials and activity. There may be limited exposure to other peers as the peers will be physically distancing for group activities.

  The teacher will send a zoom link daily to the parents for the planned group activity(ies) for the day.

- The students will be able to access scheduled 1:1 zoom instruction on some of their IEP goals with a teacher/TA. Depending upon the schedule, this may be available once or twice per day for ½ hour block of time. The schedule will be determined by the teacher. Every effort will be made to schedule this around parent availability, but we realize that may not always be possible.

- Google Classroom: Each teacher is setting up a “google classroom” platform for each student with activities associated with IEP goals, preferred topics of interest, generalization and practice, and other enjoyable games. The benefit of google classroom is that the parent can access it with their child on their own schedule. If this is an option for a parent/child, we will provide training on how to access it.

- Packets: Packets will be prepared and sent home weekly with lessons appropriate to the skill level and IEP goal needs of the student. Packets may contain specific activities to perform or guides on how to incorporate education and skill building activities in daily routines for the student. The team will determine which goals to address in what order each week.
Remote instruction requires that the student have daily (weekday) contact for education. This can take several forms and can include participation in one of the zoom classes, opening and accessing the google classroom to complete an activity, contact between parent & teacher (via phone/email) or documentation of participation/performance in school activities returned to the school. This contact and/or documentation will be logged within google classroom as part of the daily attendance/contact record.

If a student doesn’t log in to at least one of the computer based activities or documentation is not received indicating attempts at educational participation the student is considered absent.

**Meal provision during remote instruction**

AT NY CARES, students on remote instruction will be connected to their local referring district on the availability/accessibility of meals and meal resources during the school day.

At the Red Hook Campus day students on remote instruction will be afforded access to meals delivered by Devereux as we have done throughout the pandemic. Residential students outside of the local area who are home on remote instruction will be referred to the local referring district for access to available meal resources.

- Walkthrough scheduled date, who will conduct the walkthrough for a final check?

  Both schools have identified walk through captains who will conduct the daily walk through. Programs have assigned individuals to complete each section of the checklist. Leadership will review checklists on a weekly basis; remediation efforts will be taken whenever compliance is below 100%. Periodic fidelity checks will be completed by having a second observer accompany the captain and score the protocol.

- Do any services (trash removal, cleaning, mail etc.) that have been re-routed or stopped need to be turned on?

  The Red Hook Campus had no disruption in services due to residential students remaining in on campus throughout the pandemic. NY CARES has contacted all vendors and restored service effective September 8, 2020.

**Communication Plan to Staff and Individuals/Families/Stakeholders**

- Who needs to be contacted?

  The Education Director and/or designees will communicate with families, students, teachers, and school staff when there is any change to the operating status of a school program. The flow of information will include The National Education Affinity Group to education directors, followed by education directors
Devereux has been fielding questions, gathering feedback and refining its school practices and processes throughout the pandemic. We have based this plan on observations, discussion, input and feedback gathered from parents, employees, Devereux national workgroups, the Devereux Labor Management Committee, fellow 853 school providers. This plan has been reviewed by internal stakeholders at multiple levels of our organization as well as external stakeholders including parents from both of our school programs prior to being finalized.

Any aspect of this plan can/will be modified as we continue to respond to the pandemic and any changes/considerations that arise. Stakeholders will be engaged throughout the process and can also contribute as part of Devereux’s regular communication process and satisfaction survey process.

Prior to re-opening, staff development days will be provided to school staff to review all existing and new protocols as well as supports available to students who may be returning to school after being home for so long.

- When?

Contacts will be prioritized whenever there is a change in the operating status of school or any significant changes to instructional delivery (i.e., need to re-implement remote instruction, Google Classroom, teaching packets, etc.).

Whenever there is a known infection or primary exposure of a student, staff member, vendor, or other individual who has close contact with those in the school, center leadership will make a communication to relevant stakeholders including families/students, LEAs/funders, employees, and public health officials. We will follow Devereux and local guidelines for contact tracing and quarantining found in the Devereux exposure protocol document. If the infection involves a student in school, then class members and the teaching staff will undergo a period of quarantine based on current guidance and requirements.

- How will staff be informed?

Education directors will identify a center designee(s)/captain responsible for communication. Communications will be made via email/phone to all relevant stakeholders (identified in “When” section above). The schools will ensure they have updated contact information for students and families/guardians prior to the start of school. Prior to the start of school, school staff participate in professional development days each year. This year’s professional development days will train school staff on the new protocols in place for reopening schools in preparation for the student’s arrival.
Devereux Advanced Behavioral Health
Return-to-Program Template

Policies & Procedures
• Are all policies and procedures updated to reflect current practices (even if interim)?

All educational policies and procedures currently align with state mandates and the Devereux Client Reopening Protocol. No significant changes have been made to educational policies.

• District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.

School safety drills is an area that will be modified upon reopening. Given the concerns and exposure risk around mass gathering created by a school wide safety drill, fire drills will now occur on a scheduled basis limiting drill practice to specific rooms at specific times and exits. This will limit the number of people participating at one time while still affording students the opportunity to practice skills without creating additional exposure risk. Active shooter safety drills will take place within the classroom however children will not practice moving to an identified safe location within the classroom all at once. These drills will be practiced in smaller groups for day students, but can be practiced in full groups for those classrooms who are all from the same residential group living together.

• Are there documents or consent forms that are needed for staff and clients to return?

There are no NYS documents/consents needed for students to resume their education program in the same manner as before COVID at this time. Centers should refer to state guidelines regarding any necessary consents.

Sign In/Sign Out Process or Arrival/Drop Off Process
• How will the environment be set up to maintain physical distancing?
• Will modifications need to be made to the current process? (i.e. calling when in parking lot, pulling up to curb and having staff sign in, etc.)

Arrival and dismissal times should be staggered for students who arrive by bus or are dropped off by parents/guardians/others. One bus should discharge passengers at a time. Multiple supervised entry points should be set up to avoid student congregation.

This procedure will be communicated with bus drivers/aides/dispatchers, as well as school staff, and where possible, transportation companies should align their protocols with Devereux protocols. As few employees as possible should assist with arrival transition.

Specifically, at NY CARES:
Staff should not congregate in the gym to receive students from the buses. Staff should remain in their classrooms.

Arrival procedures will begin at 8:10 in order to accommodate increased strategies to minimize risk. At 8:10, the nurse and/or an administrator will start taking the temperatures of all of the students as they exit the vehicle. Once the student is cleared, a person calling the buses will announce that student’s name. If the student has the ability to transition independently to the classroom, they will do so. Students will complete hand hygiene upon entering the building. If the student cannot transition independently, one staff from the classroom should come to the arrival point for assistance. (Teachers, upon return, will conduct a reassessment of the students’ ability to transition independently for the new school year).

Student pass/failure of temperature check will be tracked daily and will remain in the nurse’s office.

If upon arrival, a student is presented with a temperature of 100.0 or above and/or symptoms of illness, they will be immediately brought to an isolation space (i.e. first to the second nurses’ office, second to the “bedroom”). A staff from the classroom should stay with that student. The staff should wear a mask and any other PPE necessary to provide appropriate supervision and encourage the student to wear a mask if they are not. The parent would be immediately called to pick up their child.

For dismissal, students should wash their hands before leaving the building. All students will wait in their classrooms until called for dismissal.

Specifically, at the Red Hook Campus:

Staff should not congregate in the front hallway to receive students from the buses. Staff should remain in their classrooms.

Arrival procedures will begin at 8:20 in order to accommodate increased strategies to minimize risk. At 8:20, the staff coordinating a.m. transition will start taking the temperatures of all of the students as they exit the vehicle. Once the student is cleared, a person calling the buses will announce that student’s name. Students will complete hand hygiene upon entering the building. If the student has the ability to transition independently to the classroom, they will do so. If the student cannot transition independently, transition staff will call one staff from the classroom to come to the arrival point for assistance.

Student pass/failure of temperature check will be tracked daily and will remain in the nurse’s office (see attached).

If upon arrival, a student is presented with a temperature of 100.0 or above and/or symptoms of illness, they will be immediately brought to an isolation
space (i.e. first to the “to be identified space”, second to the “to be identified space”). A staff from the classroom should stay with that student. The staff should wear all available PPE and encourage the student to wear a mask if they are not. The parent would be immediately called to pick up their child.

For dismissal, students should wash their hands before leaving the building. All students will wait in their classrooms until called for dismissal where they will be brought to bus by staff from the classroom.

- How and when will temperatures be taken/screeners completed?

Temperatures will be taken before students enter the building, whether they came by bus or were dropped off by parents/guardians/others.

Additionally, at NY CARES:
Each classroom will be provided with an infrared thermometer and staff will be trained to use it effectively. All students’ temperatures should be taken between 11:30-12:00. Classrooms will be given a tracking sheet to turn into administration at the end of the week documenting that these checks have been performed.

If a student presents with a temperature of 100.0 or higher or displays symptoms of illness, they should be brought to the nurses’ office for immediate isolation and parent will be called for pick up.

Staff may take student’s temperatures more frequently if illness is suspected. Staff are encouraged to take their own temperature regularly if needed.

Additionally, at The Red Hook Campus:
Prior to dismissal a temperature will be taken by school before the student gets on the bus.

If a student presents with a temperature of 100.0 or higher or displays symptoms of illness, they should be brought to the isolation area and their parent will be called for pick up.

Staff may take student’s temperatures more frequently if illness is suspected. Staff are encouraged to take their own temperature regularly if needed.

**Process for Ensuring Physical Distancing**
- For schools, how will you account for classroom ratio/number of individuals allowed in a room given physical distancing guidelines? Is there a max?
- How will you group participants to decrease risk?

All education programs are classroom-based and, as such, are considered group
Devereux Advanced Behavioral Health
Return-to-Program Template

services. For education, there are differences between ASD/IDD and EBD populations, as well as differences between Day and Residential students.

Some options to consider are:

- Split/modified scheduling (Classroom checklist). This includes either alternating days (A and B days) or alternating times (morning and afternoon groups)
- Returning different populations or age groups at different times
- Using other locations within a school or campus
- Limited number of classroom changes/translations (move staff instead of students)
- Keeping groups intact when possible
- For special subjects, move staff instead of students or maintain virtual education
- Reducing the amount of shared equipment and materials
- In residential programs, group students by residence
- Enact one-way hallways
- Use of alternative settings for educational activities as a way to reduce the number of students in a classroom (e.g., use of a residential kitchen for a cooking group by students living in that residence)

Programs will also be expected to work with their local district/LEA policies with regard to physical distancing.

General Building Procedures:

We will be limiting any “cross classroom” activities and the use of shared spaces for students and staff. This means that (in no particular order):

At NY CARES:

- The school store will be closed upon re-opening of school
- Students should not use the kitchen for instruction or any reason
- Meals will be eaten in the classroom, existing allergy warning signage will remain in place.
- Students should not use the “bedroom” for instruction
- Access to the gym will be limited and scheduled. Students should not “work for” access to this location. Staff should not use ANY materials from the gym that are shared and only bring into the gym items from the classroom. If you have a student that accesses the gym “off schedule” please inform administration.
- Access to the OT/PT space will not be allowed (given the high volume of open materials in that space and frequent touch points). If one of your students gains access, please remove them and disinfect any item they have touched. Alert administration regarding the access and items that may need further cleaning or removal.
Devereux Advanced Behavioral Health
Return-to-Program Template

- Access to the sensory room will be limited and scheduled. Students should not “work for” access to this location. Cleaning/disinfection will need to occur between uses.
- Access to the conference room to use the smart board will be discontinued.
- Access to the playground will be scheduled. Only one classroom will use the playground at a given time. We will give every classroom one half hour per day to use the playground space (weather permitted). I understand that the playground isn’t necessarily appropriate for older students, but guidance indicates frequent outdoor activities as available. Since this is the only “fenced in” space we have, the space will be made available to all classrooms.
- Related services will continue via remote platform to reduce interactions by staff across multiple classrooms.
- Specific locations will be designated for student de-escalation when a student request or needs to be removed from a class. Staff will follow protocols on cleaning space after each use and how to support physical distancing during de-escalation or crisis situation.

At the Red Hook Campus:

- Students will be grouped by residence in specific classrooms. Day students will be grouped together in identified classrooms/locations and will be separate from any residential groupings.
- The school store will be closed until further notice.
- Classrooms will not use the “voc room” for lessons/activities.
- Access to the gym will be limited and scheduled. Students should not “work for” access to this location. Staff should not use ANY materials from the gym that are shared and only bring into the gym items from the classroom. If you have a student that accesses the gym “off schedule” please inform administration.
- Related services will continue via remote platform to reduce interactions by staff across multiple classrooms.
- Special area classes will continue remote instruction to reduce interactions across multiple classrooms.
- Specific locations will be designated for student de-escalation when a student request or needs to be removed from a class. Separate areas will be designated for day students and residential students. Staff will follow protocols on cleaning space after each use and how to support physical distancing during de-escalation or crisis situation.
- Access to the playground/walks on the loop will be scheduled (weather permitted).
- Meals will be delivered to classroom and eaten there by students. The cafeteria will not be utilized for lunch. Meal delivery will be documented by classroom staff.
- All existing allergy protocols around mealtime will remain in place. Signage highlighting allergy risks will follow students who may be in different classrooms due to new classroom assignments. The cafeteria staff
continue to prepare all meals according to student diets, allergy risk and required choking prevention textures. Additionally, classroom staff monitor access to food to prevent unplanned access to foods which may present choking risks, which may include use of closed trash receptacles.

- All meals prepared on the Red Hook Campus will continue to follow all Child Nutrition Program Requirements

**Medication administration:**

Students will receive medications at specific scheduled times by nursing staff. This schedule will ensure that students are not congregating while waiting to receive medications and ensure safe physical distancing.

**Bathroom Use:**

Specifically, at NY CARES:

Classrooms each have a bathroom to use. Those without bathrooms will have a specified bathroom location to use identified for their classroom. Non-classroom staff will have specific bathrooms for use identified.

Students should be taught/encouraged to close the lid of the toilet before flushing. Staff should do so as well. All staff should immediately clean the touched surfaces in the bathroom after any use by a staff or a student and wash their hands.

Specifically, at the Red Hook Campus:

Classrooms each have a bathroom to use. Those without bathrooms will have a specified bathroom location to use identified for their classroom. Alternate classroom locations will also have specified bathroom locations identified for use to limit interactions across the school program.

Students should be taught/encouraged to close the lid of the toilet before flushing. Staff should do so as well. All staff should immediately clean the touched surfaces in the bathroom after any use by a staff or a student and wash their hands.

**Ventilation:**

Facilities staff will ensure increased ventilation with outdoor air to the greatest extent possible occurs within school buildings while maintaining health and safety protocols for all students.

**Process for Encouraging Hand Hygiene (access, education, signage):**
PBIS lesson plans and signage will be used to address handwashing. For students who cannot participate in group lessons, individualized lesson plans will be developed and implemented.

Students should be taught/prompted to wash their hands for at least 20 seconds with soap and warm water. In the absence of ability to wash and/or immediate need, hand sanitizer is an allowable alternative.

Staff and students will be required to wash their hands upon the following schedule:

- Upon entering the building
- Before and after using shared classroom materials (i.e. iPad, computers, etc.)
- Before and after snacks/lunch
- After using the bathroom
- After sneezing, wiping or blowing nose, or coughing into hands
- Upon coming in from outdoors
- Any time hands appear soiled

A student handwashing tracking sheet will be distributed to each classroom for daily completion. This should be turned into administration at the end of each week.

Specific lesson plans have been developed for ASD and IDD students (i.e., those with severe disabilities) for hand hygiene as well as temperature taking, mask wearing, and physical distancing. These lesson plans include specialized prompting and reinforcement systems, as well as the use of visual supports to aid in skill acquisition. Use of these lesson plans should begin as soon as possible to allow for some skill development.

Practices/Procedures/Guidelines for Staff who go into Family Homes:

This is not broadly applicable for education; some CARES programs do home visits – Program leadership will need to make the decision about whether the home visits are educationally/medically necessary to meet Devereux standards. For any home visit, leadership should follow the community services protocols addressing entering homes.

Process for Ensuring Staff, Individuals in Care, and Visitors have Necessary PPE Required

- Who will be required to wear PPE? What specific PPE will be required? (Please consult the Center Pandemic Plans to ensure all PPE is accounted for.) Staff will be required to wear masks while the students are in the building and when unable to remain physically distant from other employees when students are not present. Fabric and/or disposable masks will be provided. If a staff is using a fabric mask,
that staff will be required to wash the mask at home daily. If, during the day, staff need a minute to take off the mask and breathe freely, please take a few minutes to step out of your classroom and do so in a designated location(s). Remember to maintain physical distancing guidelines. When the students are not in the building, staff may remove masks as long as a physical distancing is maintained.

Devereux will provide staff with face coverings (i.e. mask and shield), gloves, and/or gowns to use when providing support with daily required ADL care.

Assessments will be made to determine which students can wear PPE and training/practice with students will be ongoing. Day Students will be encouraged to wear masks.

We will be teaching/encouraging our students to wear masks at a minimum:

- During transitions to/from the bus
- Anytime they are transitioning in the hallway
- When physical distancing can’t be maintained to support ADL skills (i.e. handwashing, toileting)
- We will also be encouraging students to wear masks during instruction, especially when physical distancing cannot be maintained.

If a student requires a break from mask wearing, they will be provided an opportunity to remove mask while socially distant from others.

- Are there sufficient supplies for what is needed? Do orders need to be made prior to opening? (National Procurement will be developing a process for bulk ordering in order to have on-hand supply.)

Center education leadership will continue to work with National Procurement and their executive teams to ensure that PPE is available for all who need it. This process is currently in place. See the PPE section of the captain’s checklist.

- How will PPE be stored securely?

PPE should be stored in a center’s designated locked location. See the PPE section of the captain’s checklist.

- Policies/procedures if someone refuses to wear PPE

The intent is to educate day students and residential students separately whenever possible. Residential students will not be required to wear PPE (unless they’ve left the residential unit for a home visit or have interacted with other individuals outside the residential unit). Some day students will not be able to tolerate PPE (e.g., students with autism or intellectual/developmental disabilities). When that is the case, education staff will take an instructional approach through specific lesson
plans and the use of planned reinforcement contingencies to promote the wearing of PPE.

Managing Visitation to the Program

- Processes for visitors to the program (deliveries, families for residential, etc.)

The Devereux specified phase of re-opening in which a center is operating will dictate a number of changes to regularly scheduled educational activities/operations. Minimally, the following will be impacted:

- Field Trips
- Parent Visits
- School Events/Assemblies/speakers
- Deliveries to school building
- Cafeteria
- Nurse visits and illnesses
- Screenings for admissions (likely to move to virtual)
- Related service Providers (could move to virtual) – link to phases.

Visitors

Upon initial opening, no visitors (including parents) will be allowed in the building beyond the lobby. If a parent is picking up/dropping off their child, they will be asked to remain in their car and call the office. Staff will then come out to vehicle to screen/temp check student and bring them in to school or will bring child out top parent for dismissal.

When visitation begins, upon entering the lobby, all visitors will undergo temperature screening and/or be asked screening questions regarding their current health and potential exposure to COVID and travel related questions. We ask that all individuals answer these questions honestly. If any of the questions are answered in the affirmative, access to the building will be denied to all in the party and the party will be asked to leave the premises. Any areas the visitor(s) may have contacted will be immediately disinfected.

There will be markings on the floor to indicate 6-feet distance in the lobby in the event multiple people/parties arrive at the same time.

All team meetings, clinics, staff interviews, student screenings, PTO meetings and other usual business that is typically conducted in person will be done via remote platform.

Cleaning Protocol
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Return-to-Program Template

- Who is responsible for cleaning? If staff, what reminder signs will be posted and where?

Walk-through captains will be responsible for designating individual staff to conduct cleanings. This will not only involve cleaning staff, but also teachers and other school staff.

- How often? How documented?

Cleaning will be done according to the current Cleaning/Disinfecting protocol checklist on the Devereux COVID resources site (included in plan submission).

Classroom Cleaning: Staff should frequently clean high touch point areas throughout the day (i.e. door handles, sink faucet, etc.) within the classroom. Classrooms will be provided with appropriate cleaning materials for surfaces and for electronics. These should be kept in a locked location when not in use. Classrooms should limit the use of shared materials across students. Any time materials are shared amongst students they should be cleaned between uses. A cleaning checklist will be distributed to each classroom to complete at the end of the day and hand in to administration at the end of the week.

- What cleaning products/supplies are needed prior to opening (disinfectant wipes, trash cans with lids, etc.)?

See the Cleaning/Disinfecting protocol checklist on the Devereux COVID resources site (included in plan submission).

Managing Employees/Individuals who are Symptomatic (include method to perform contact tracing, notification, immediate quarantine)

Education protocols will follow the most updated Exposure protocols for both staff and students. Each center should develop protocols around possible COVID illnesses for both staff and students.

- Staff illnesses: In the event of a staff COVID illness, center leadership will need to determine how the students will be supervised in the staff’s absence.

- Student illnesses: In the event of a student COVID illness, the student should be relocated to a supervised isolation space.

- Contact tracing should ensue for those with primary contact and exposure protocols should be followed. If the student is in the classroom, other individuals in the classroom should quarantine (i.e., stay at home) for a period of 14 days.

- In the event of a case where a student or staff with a suspected case of COVID is quarantining, if a live virus test is performed and returned “negative,” the student can return to school before the 14 days are up.
Illness symptoms

Staff will be trained to be alert for the following symptoms (in addition to fever). All of these symptoms have been identified as potential indicators of COVID-19 (note, this list may change based on current CDC, national and state guidelines):

- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea
- Vomiting
- Diarrhea
- Flushed cheeks
- Rapid or difficulty breathing without recent physical activity
- Irritability (beyond baseline)
- Frequent use of bathroom (beyond baseline)

If a student displays any of these symptoms in school, they will be isolated. The parent of the day student will be called for immediate pick up. The residential student will begin quarantine on the campus. The child will be unable to return to school until:

- there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another non-contagious condition and has a healthcare provider written note stating they are clear to return to school.

Given that many of our students are unable to report when they are sick, ill or otherwise not feeling well, staff are encouraged to be very liberal with their observations of the student and the above symptoms. We understand that these symptoms overlap with many non-COVID conditions and that in flu season these may be displayed more prevalently. In order to protect the entire school population, we will be instituting these strict illness rules and will expect parents to abide by them.

- If a student needs a nurse for any reason, please call the nurses office first before you bring a student or yourself to that space. A phone consultation will be the first line of defense. Staff should not freely access nurses space
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Return-to-Program Template

to ensure that there are not multiple people or potentially ill people present.

Contact Tracing

In the event of a potential COVID case amongst staff or students, the DOH will be contacted and may initiate a “contact tracing” procedure. This procedure determines who may have been exposed to the target individual. Because of this, it is important that administration is aware of any situation outside of the guidelines as described in this document.

- If there is “cross classroom” activity (that is greater than a quick pass in the hallway), please let administration know. This applies to staff as well as students. For example, if a student runs from the classroom and enters a different one, please alert administration via email with information about circumstances. If two staff from different classrooms choose to go out to lunch together, please alert administration via email (note: we prefer this not happen at all). Administration will keep a log of these events for use solely in the event of a potential exposure, and contact tracing.

Employee considerations

Employees who are at high risk or live with a person who is high risk should speak with their supervisor and the People Operations Department to discuss appropriate options available.