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The International Academy of Hope

Reopening Plan

2020 - 2021 School Year

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TABLE OF CONTENTS

Section 1: Hybrid Learning Model	5
Hours of Operation	5
Department Overview – Remote vs. In-Person	5
Knowing Your Assigned Group Letter, Team Color, Shift Number	5
Group Letter:.....	6
Team Color:	6
Shift Number:.....	6
Floor Map.....	7
Student Schedules.....	7
In-Person Instruction	7
Remote Learning Instruction	8
Employee Schedules	9
On-Site Student Schedules.....	9
On-Site Lunches	10
Section 2: Health and Safety	10
People at High Risk for Serious Health Problems	10
Students	10
Employees.....	10
Daily Health Screening	11
Health Questionnaire via SINE Pro App	11
On-Site Temperature Checks	12
Recognizing Signs and Symptoms of COVID-19	12
Training and Communication.....	13
Staff Training.....	13
Personal Protective Equipment (PPE).....	14
Face Coverings	14
School Nurses.....	15
Gloves.....	15
Social Distancing	16

Additional Employee Guidelines for Social Distancing	16
Maximum Capacity & Flow of Traffic Rules	16
Staying in Designated Team Treatment Areas.....	17
Cleaning, Disinfection and Hygiene	17
Workstations and Student Equipment.....	17
Hand Hygiene.....	18
Respiratory Hygiene.....	18
Disinfection of Shared Objects.....	18
Ventilation.....	19
Physical Space	19
Isolation Room	19
Nebulizer Treatment Room	19
Offices	20
Small Areas.....	20
Kitchen/Staff Lounge.....	20
Hallways	20
Restrooms	20
COVID-19 Safety Coordinator	20
Section 3: COVID-19 Policies, Procedures and Protocols	21
Health and Safety.....	21
Mandatory Procedures When Reporting to Work.....	21
Management of Ill Persons	22
Protocol for Employees/Students Following COVID-19 Exposure or Infection	22
Protocol for a Confirmed Case of COVID-19 on Site	24
Protocol for School Closure due to a Confirmed Case of COVID-19 on Site	25
Returning to School After a Confirmed Case of COVID-19	26
Contact Tracing	26
Emergency Drills	27
Annual Physicals.....	27
Employment.....	27
If an employee is uncomfortable working or traveling to work	27

If an employee is sick	27
If an employee is caring for a sick or quarantined family member	28
School and childcare provider closure	28
Precautionary and Mandatory Quarantine (Paid COVID Sick Leave).....	28
Travel Restrictions.....	29
Employee Assistance Program (EAP)	30
Daily Operations.....	30
Entering the Building.....	30
Time Tracking without Scan In/Scan Out.....	31
Requesting PTO/PD Days in Workday & Borrowing PTO Time.....	31
Transportation	31
School Visitors.....	32
Deliveries.....	32
Field Trips and Neighborhood Outings	33
School Events	33
Meetings	33
On-Site Coverage	33
ACKNOWLEDGEMENT OF RECEIPT	34
EXHIBIT A: SINE Application Download Instructions	35
EXHIBIT B: How to Check-in Via SINE PRO Application.....	36
EXHIBIT C: Hybrid Learning Calendar 2020-2021 SY	37
EXHIBIT D: Remote Learning Program Description.....	38

Section 1: Hybrid Learning Model

Based on the dynamic nature of local community transmission of the COVID-19 virus, The International Academy of Hope (iHOPE) has developed a hybrid learning model combining in-person instruction and remote/distance learning as may be necessary at various times through the 2020-2021 school year.

This model is designed to provide necessary direct services as outlined on each student’s Individualized Education Plan (IEP), while prioritizing the health and safety of students and employees in the space that we currently occupy. The model outlined in this section is based on 30% of students and employees being scheduled for in-person services each day. This percentage will fluctuate to increase or decrease as is necessary with the expansion of the physical space and following guidance from federal, state and local authorities regarding the current public health crisis.

Students will be assigned to a cohort and provided with in-person and distance learning on a rotating schedule. Based on current enrollment and physical space, there will be 3 cohorts of students receiving in-person services and 1 cohort of students receiving remote services only. **For information on health and safety regarding in-person learning please review Section 2 and 3 of this document.**

Hours of Operation

Regular Building Hours	School Session Time
Monday-Friday 8:30 AM – 5:00 PM	Monday-Friday 9:00 AM – 4:15 PM
<i>Staggered shifts will be assigned to employees. See table: Staggered Work Schedules.</i>	

Department Overview – Remote vs. In-Person

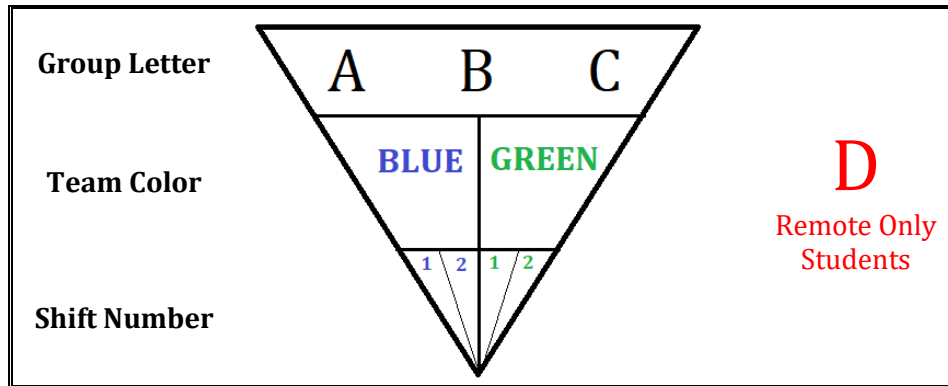
To the extent possible, employees who can work from home will do so. To maintain standards aligned with current guidance, iHOPE will be prioritizing 1:1 direct clinical service for in-person instruction.

Department	Remote or In-Person	Details
Special & Hearing Education	Remote Only	Provide virtual live academic instruction to all students.
Related Services OT, PT, SP, VI, AT	Remote & In-Person	Provide in-person services to assigned cohort as scheduled.
Paraprofessionals	Remote & In-Person	Assignments based on student needs.
Administrators	Remote & In-Person	Assignments based on job role.

Knowing Your Assigned Group Letter, Team Color, Shift Number

Each employee providing in-person learning will be assigned 3 attributes that are important when providing services on site. Employees and their students will be **restricted** based on these

attributes to specific entrances, restrooms and treatment areas in order to limit contact with other employees in the building and maintain social distancing. For employees, shift numbers will designate work hours to allow staggered arrivals, departures and lunches.



Group Letter:

- ❖ Group A, Group B, Group C – Employees assigned to these groups will provide in-person learning 1-2 days per week to their corresponding student cohort and 3-4 days of remote learning when not on site.
- ❖ Group D – Students in this group have opted out of in-person instruction and will be assigned to a related service provider’s caseload accordingly for remote learning services only.

Team Color:

- ❖ Blue Team – Uses entrance, restroom and designated treatment areas for the blue team ONLY.
- ❖ Green Team – Uses entrance, restroom and designated treatment areas for the green team ONLY.
- ❖ See ‘Floor Map’ to view designated team areas.

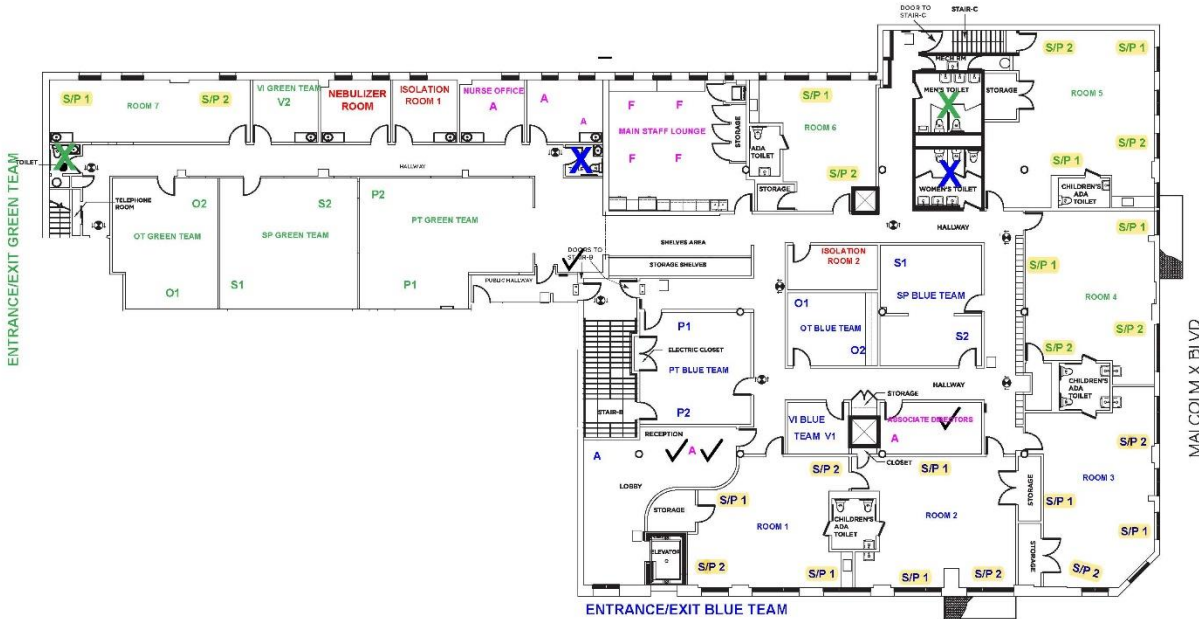
Shift Number:

- ❖ Shift 1 – Related Service Providers 8:30 AM-3:30 PM; Paraprofessionals 8:15 AM-4:30 PM
- ❖ Shift 2 – Related Service Providers 9:00 AM – 4:00 PM; Paraprofessional 8:30 AM-4:45 PM

Staggered Work Schedules				
TEAM/ SHIFT	THERAPISTS	PARAPROFESSIONALS	FLOATERS	ADMIN
Blue Team Shift 1	8:30 AM - 3:30 PM	8:15 AM - 4:30 PM	8:10 AM - 4:20 PM	As Assigned
Green Team Shift 1	8:30 AM - 3:30 PM	8:15 AM - 4:30 PM	8:10 AM - 4:20 PM	As Assigned
Blue Team Shift 2	9:00 AM - 4:00 PM	8:30 AM - 4:45 PM	8:10 AM - 4:20 PM	As Assigned

Green Team Shift 2	9:00 AM - 4:00 PM	8:30 AM - 4:45 PM	8:10 AM - 4:20 PM	As Assigned
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Floor Map



KEY

A = Admin
 S/P = Student/Para
 S1/S2 = Speech Therapist
 P1/P2 = Physical Therapist
 O1/O2 = Occupational Therapist
 V1/V2 = Vision Educator
 F = Floating Para

BLUE TEAM - Service Rooms 1-3 and Pull Out into designated areas
 GREEN TEAM - Service Rooms 4-7 and Pull-Out into designated areas
 PURPLE TEAM - Floating Positions

Student Schedules

The size and schedule for cohorts will be determined based in-part on parent surveys performed at least every three months to allow for flexibility as guidance changes. These surveys will allow parents to switch their method of instruction with at least two weeks' notice to give the school time to plan.

As of August 7, 2020, hybrid learning for September 2020 consists of:

- ❖ 57 students' opt-in to in person instruction 1-2 days a week
- ❖ 23 students opt-out of in-person instruction (remote learning only)

In-Person Instruction

Each group of students receiving in-person instruction will operate on a rotating schedule. Employees and families can refer to the hybrid learning calendar (Exhibit C) to keep track of the days of the month their group will be on-site. Sample below.

Sample Model for Rotating On-Site Schedule					
DAY OF THE WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	Group A	Group B	Group A	Group B	Group C
WEEK 2	Group B	Group C	Group A	Group B	Group C
WEEK 3	Group C	Group A	Group A	Group B	Group C
WEEK 4	Group A	Group B	Group A	Group B	Group C
Group D	Remote Learning Only (Follow Daily Remote Schedule)				
<i>In this model Monday and Tuesday Alternate, Wednesday is always Group A, Thursday is always Group B and Friday is always Group C.</i>					

Once on site – students and their paraprofessional will remain in their assigned classroom and designated area within the classroom (will be marked) to maintain social distancing, unless pulled out of the room by a related service provider. Daily on-site service schedules will be adapted based on attendance, arrival & departure times.

Staff Breakdown by Cohort as of 08/07/20							
COHORT	STUDENTS	PARAS	TEACHERS	THERAPISTS	ADMIN	TOTAL ADULTS	TOTAL BODIES IN BUILDING
GROUP A	23	26	0	14	6	46	69
GROUP B	23	26	0	14	6	46	69
GROUP C	11	14	0	8	6	28	40
GROUP D Remote Only	23	59	11	7	3	80	0

Remote Learning Instruction

To maintain learning continuity, iHOPE has initiated virtual education and therapeutic plans for our students. Instructional groups and individual sessions are being provided when students are learning remotely via Zoom, our online virtual platform for live instruction.

In addition to virtual lessons, iHOPE’s teachers and therapists are providing parents with home-based activities and resources. A remote learning website has been created for parents to access information daily, where parents can access all the academic content, their assigned Zoom classroom, and other, relevant school information.

For information regarding our student access to Equipment/Technology, Academic Instruction, Social-Emotional Well Being, and Paraprofessional Support see Exhibit D – Remote Learning Program Description.

Students that are not scheduled for in-person services, will follow the remote learning schedule.

Employee Schedules

When an employee is scheduled to be on-site, they will follow the in-person schedule for their assigned group, team and shift. When an employee’s group is not scheduled to be on-site, they should always be operating on the remote learning schedule.

On-Site Student Schedules

Paraprofessionals

- ❖ Paraprofessionals must stay with their student in their assigned classroom unless pulled out by a related service provider, provided coverage for lunch, or visiting the nurse’s office.

Related Services

- ❖ A daily schedule has been created for each discipline base on their assignment (Group/Team/Shift) to ensure 1:1 direct treatment is provided to each student in school throughout the full school day.
- ❖ Schedules are designed to promote a flow of traffic within each designated team area (Blue/Green) when possible. However, there is flexibility **within** each team to modify the daily in-person schedule if needed to ensure all students receive their mandated services within designated areas of the building.
- ❖ Each cohort will have 2 to 4 PTs, OTs, SLPs or Vision Educators assigned to provide services.
- ❖ **Regardless of how the schedule needs to be adapted for push-in/pull-out services, there should be no more than two therapists treating in a room at one time.**

SAMPLE THERAPIST SCHEDULE			
SHIFT 1 GREEN TEAM	DAILY (8:30 AM Arrival)	SHIFT 2 GREEN TEAM	DAILY (9:00 AM Arrival)
9:00-10:00 AM	ROOM 4	9:30-10:30 AM	ROOM 4
10:00-11:00 AM	ROOM 4	10:30-11:30 AM	ROOM 4
11:00 AM-12:00 AM	ROOM 5	11:30-12:30 PM	ROOM 5
12:00-12:30 PM	30 MIN LUNCH	12:30-1:00 PM	30 MIN LUNCH
12:30-1:30 PM	ROOM 5	1:00-2:00 PM	ROOM 5

1:30-2:30 PM	ROOM 6	2:00-3:00 PM	ROOM 6
2:30-3:30 PM	ROOM 7	3:00-4:00 PM	ROOM 7

On-Site Lunches

Lunches for all on-site employees will be reduced to 30 minutes to maintain staggered schedules and ensure social distancing.

- ❖ Related service providers eating on site should have lunch in their designated office area. **Pull-out treatments are not permitted during lunch hours.**
- ❖ Paraprofessionals eating on site will have access to the main staff lounge during their scheduled lunch and will need to following postings to ensure social distancing.

At this time, we are permitting contact-free delivery of food to the school. We will set up a no contact drop off table in the downstairs lobby for pre-paid delivery orders. Staff can still bring lunch from home or outside and keep it in the main kitchen fridge as usual, but please wait to enter the kitchen based on the signage posted and the occupancy of the area.

Section 2: Health and Safety

iHOPE continues to monitor guidance from the Center for Disease Control (CDC), New York State Department of Health (DOH), New York State Education Department (NYSED) as well as other applicable federal, state & local authorities to ensure that the most up to date guidance regarding health and safety is being adhered to in the implementation of our Hybrid Learning Plan. We will continue to update protocols and procedures in line with this guidance and communicate any updates directly to employees and families.

People at High Risk for Serious Health Problems

Students

Families have the option to opt-in or opt-out of in-person learning. Students will not need a medical reason to opt out of in-person learning, but all students who attend school for in-person learning are required to first provide a doctor’s note from their primary care physician indicating that, in the doctor’s opinion, the student can safely, appropriately, and without qualification return to in-person instruction and services at the school. This is required in addition to daily health screenings and temperature checks.

Employees

Employees who believe they are at high risk of serious health problems from COVID-19 may request a reasonable accommodation pursuant to the School’s policies as outlined in our employee handbook and applicable law and regulation. Employees must provide required documentation as outlined by Human Resources.

If an employee believe that they are unable to return to work due to an underlying health condition or for another reason, they need to contact the HR Benefits team at hrleaves@yai.org and provide medical documentation as soon as possible to determine their eligibility for any applicable leave or a reasonable accommodation. Reasonable accommodations will be evaluated on a case by case basis taking into consideration the nature of the request and the operational needs of the School.

Please review Section 3 of this plan for information about employment policies related to COVID-19. You can also find detailed policies on the YAI Intranet.

Daily Health Screening

iHOPE will implement mandatory health screenings, including a daily questionnaire and temperature check, of students, employees, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., cleared/not cleared, accepted/rejected).

A minimum of four trained employees will be required to be on site every day at 8:15 AM to conduct daily health screenings.

Health Questionnaire via SINE Pro App

iHOPE will be using SINE Pro, a free application that allows employees, families and visitors to complete a health screen questionnaire from their phone, web browser or an iPad Kiosk prior to starting the workday. Employees and parents (on behalf of their student) will be required to “Check-In” daily using the SINE Pro App before reporting to school.

Upon checking in, employees will be “accepted” or “rejected” to report to work. In the event an employee is “rejected” their Direct Supervisor will receive an email notification and will follow up with the employee directly to verify the results of their questionnaire and apply applicable time off to their absence or direct them to HRLeaves@yai.org. Employees rejected based on their responses to the questionnaire will be denied entry to the building.

Employees should always check in **prior to** entering the building to keep the flow of traffic into the building moving. However, if an employee or visitor needs to check in on site, an iPad kiosk will be available for them.

Steps to Access SINE PRO:

1. Sign Up for an Account (using your YAI.ORG email)
 - a. Phone - For instructions on how to download the SINE App and create an account, please refer to Exhibit A – Sine Application Download Instructions.
 - b. Web Browser – Follow the SINE Pro link on the remote learning website.

2. Checking In

- a. Phone - For instructions on how to check in using the SINE App, please refer to Exhibit B – How to Check-in Via SINE PRO Application. Employees will be given a QR code to scan for iHOPE.
- b. Web Browser – Follow the SINE Pro link on the remote learning website.

In-person cohorts will be in rotation every 72 hours. Staff who know they are unwell before completing the daily health screen for their scheduled days must notify their supervisor in advance, to the extent possible, so coverage can be planned.

On-Site Temperature Checks

Mandatory temperature checks with a no touch/no contact thermometer will be required for all students, employees and visitors upon entry to the building. Any individual with a temperature of greater than 100.0°F will be denied entry into the building. Students will be sent directly to the designated isolation rooms on site prior to being picked up or otherwise sent home.

Guidelines for Employees Performing Temperature Checks

Temperature checks will be provided by employees who have been trained by employer-identified individuals who are familiar with CDC, NYSDOH, and OSHA protocols and provided with appropriate PPE. Employees providing temperature checks will need to practice the following:

1. Perform hand hygiene by washing hands with soap and water for 20 seconds OR if soap and water are not available, using a hand sanitizer with at least 60% alcohol.
2. Wear a mask, face shield, disposable gloves and gown.
3. Clean the non-contact thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each individual check. You can reuse the same wipe if it remains wet. You do not need to change gloves between checks if there is no physical contact with the individual.
4. Log each temperature check on the checklist provided.

All students and employees must stay home if they are sick. If a person is not diagnosed with COVID-19 by a healthcare provider, they must stay home until at least 24 hours after their fever* (temperature of 100 degrees Fahrenheit or 37.8 degrees Celsius or higher) is gone. Temperature must be measured without the use of fever-reducing medicines (medicines that contains ibuprofen or acetaminophen).

Recognizing Signs and Symptoms of COVID-19

Students and employees exhibiting the below signs and symptoms with no other explanation for them should be sent to the nurse's office for an assessment by the school nurse. If the school nurse is not available, administration should contact the parent/guardian to come pick up their ill child or send the employee home.

Students and employees who are experiencing the symptoms below with no other explanation will be supervised in the isolation room while awaiting transport home. Employees are required to notify the school when they develop symptoms or if their answers to the daily health screen

questionnaire change during or outside school hours. Likewise, employees working with a student who develops symptoms with no other explanation needs to notify the school nurse so that they can evaluate the student.

The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- ❖ 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.

Employees should also observe students for signs of any type of illness such as:

- ❖ Flushed cheeks.
- ❖ Rapid or difficulty breathing (without recent physical activity).
- ❖ Fatigue, and/or irritability; and
- ❖ Frequent use of the bathroom.

Training and Communication

It is important to continuously communicate and update all employees regarding COVID-19 and how it affects the iHOPE community. Newsletters, emails and flyers will be distributed frequently. Employees will be trained in the hazards of COVID-19 exposures and how they relate to the workplace. Training will include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.

School leadership will continue to maintain weekly meetings with department directors and the full staff to review plans, announce updates and discuss feedback from families and staff.

Staff Training

It is mandatory for all employees to complete the following trainings and any additional trainings as they are scheduled throughout the school year. Many of these trainings are available for review any time through YAI Learn.

1. COVID-19: Infection Control Guidelines and the Use of Personal Protective Equipment
2. 2020 OSHA, HIV Policy, Hazard Communication Standards.
3. 2020 (New) HIPAA: Policies, Procedures, and Systems to Safeguard Protected Health Information

4. Handwashing & Respiratory Hygiene
5. How to Conduct On-Site Temperature Checks (if assigned this role)

Personal Protective Equipment (PPE)

iHOPE has ordered an inventory of Personal Protective Equipment (PPE) that will be available to all employees including surgical masks, face shields, gloves, gowns and hair caps. Employees will be required to wear PPE based on their role and responsibilities throughout the day.

Face Coverings

Per NYSDOH Guidelines employees are required to wear a face covering any time that individuals cannot maintain appropriate social distancing. This includes wearing face masks in classrooms, elevators, while entering/exiting classrooms, walking in hallways, and traveling around the school building.

iHOPE will be providing all employees with access to face coverings at no cost to the employee. Each room will have a supply of surgical masks and gloves. Therapists will have access to alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the faculty or staff member.

Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Employees are responsible for ensuring that their face coverings are kept in working condition and are cleaned or replaced if damaged or soiled.

Face Shields

Face shields will be accessible, but face shields worn without other face coverings are **not** considered adequate protection or source control against COVID-19. For optimal protection, when worn, **the face shield must be used with a face mask** and:

- ❖ Extend below the chin anteriorly.
- ❖ To the ears laterally.
- ❖ There should be no exposed gap between the forehead and the shield's headpiece.
- ❖ Only be worn one person per shield.
- ❖ Be disinfected between use; and
- ❖ The wearer should wash their hands after removing the shield and before putting it on.

Paraprofessionals and Related Service providers will determine when a face shield is needed based upon students' needs, intervention strategies, and professional judgment. A clear face shield should be utilized only by the person to whom it was assigned and may not be shared with another staff member. Clear face coverings should be cleaned after each session using the approved cleaning materials at your workstation.

Reusable Masks

Employees are responsible for laundering their own reusable masks, scrubs and clothing to prevent any cross contamination. The washer and dryer will not be in use during school hours. Bags will be available to contain soiled materials.

Mask Breaks

Employees can remove their face covering during meals and for short breaks so long as they maintain appropriate social distance (6-feet).

Employees who have an enclosed workspace that is only occupied by them may remove their face covering only when working at their desk, alone, with the office door closed, or when eating at their desk, alone, with the office door closed.

Student Face Coverings

Many of our students are not medically able to tolerate face covering and will not be required to wear a face covering unless they have parent documentation stating they are able to wear one during the school day. Face coverings should **not** be placed on students, however all employees working with students will be required to wear a face covering and **all students** must remain 6-feet apart while they are not wearing masks.

School Nurses

It is recommended that school nurses wear Personal Protective Equipment when tending to a suspected COVID-19 case or providing acute respiratory treatment care such as Nebulizer treatments and suctioning. This would include an N95 Respirator, gloves and a gown.

Gloves

Employees must wear gloves when providing direct care involving contact with body fluids such as blood, fecal matter, urine, saliva, and tears. Gloves must always be worn when providing direct care related to administering medication, toileting/changing, feeding or when handling soiled laundry. Gloves must be removed **immediately** after use, disposed of properly and hands must be washed.

Proper Removal of Gloves

Proper removal of protective gloves begins with holding your gloved hands out away from your body with your fingers facing downwards. The following steps should then be followed in a manner that pulls the gloves **away** from your body to avoid splashing:

1. Grip 1 glove on the outside of the glove near the cuff and peel it down until it comes off inside out.
2. Cup it with your other (gloved) hand.
3. Place 2 fingers of your bare hand inside the cuff of the glove that is still on your hand.
4. Peel that glove off so that it comes off inside out, with the first glove inside it.
5. If there is blood or another bodily fluid on the gloves, dispose of the gloves properly.
6. Wash your hands after you remove your gloves so that you don't spread germs.

Social Distancing

Per NYSDOH, appropriate social distancing means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. **If the safety or the core activity (e.g., feeding, hands on instruction) requires a shorter distance a face covering must be worn and additional PPE if needed (face shield, gloves).**

Due to the nature of treatment at iHOPE, employees are required to always practice hand hygiene between sessions and use additional PPE as needed when working with a student since shorter distances are required for direct student services.

iHOPE will be using signs and floor markings to designate areas in each room that maintain proper social distancing between students. **There must always be 6 feet of distance between ALL students in the room during the school day.** Employees are expected to adhere to the guidelines that are outlined in each room while providing treatment and monitoring students throughout the school day. Dividers will be provided when available.

Additional Employee Guidelines for Social Distancing

- ❖ Maintain social distancing protocol when using shared office equipment, such as copy machines and vending machines.
- ❖ Abide by the walking flows laid out in tape on the floor. If a hallway is one direction only, only move in that direction.
- ❖ Continue to use phones, Zoom and Microsoft Teams for meetings. Employees may only have one-on-one in person meetings in their office if there is room to appropriately distance while wearing masks.

Maximum Capacity & Flow of Traffic Rules

Based on the square footage of the building, rooms will allow for at least 6 feet of space to be maintained between each student paired with a paraprofessional while in the classroom, ensuring room for related service providers to circulate.

Employees should adhere to the signs posted throughout the building to ensure **all** rules regarding flow of traffic and room capacity are being followed to maintain social distancing. This includes:

- ❖ Staying in designated team treatment areas, classrooms, restrooms during the school day.
- ❖ Having no more than TWO therapists treating in a room at one time.
- ❖ Using hallways for treatment **ONLY** when a student is being pulled out for services and transitioning to a new room.
- ❖ Reducing bi-directional traffic by following the flow of traffic and ensuring there is 6-feet of distance between you and other team members during transitions.

Staying in Designated Team Treatment Areas

Employees are **not** permitted to provide coverage to students outside of their assigned team or cohort and are only permitted to access areas assigned to their team during the school day. When accessing common areas such as the main staff lounge and nurse's office, employees must adhere to social distancing guidelines and limit their time in these spaces when possible.

Cleaning, Disinfection and Hygiene

iHOPE will have a full-time porter on site to perform cleaning and disinfection throughout the school day of high touch surfaces, common areas and restrooms. There will also be an evening cleaning team to provide a deep clean at the end of each day.

High touch surfaces should be cleaned and disinfected frequently though out the day.

Examples of high touch surfaces include:

- ❖ Tables
- ❖ Doorknobs
- ❖ Light switches
- ❖ Countertops
- ❖ Handles
- ❖ Desks
- ❖ Phones
- ❖ Elevator buttons
- ❖ Chairs
- ❖ Keyboards and tablets
- ❖ Toilets and restrooms
- ❖ Faucets and sinks

Workstations and Student Equipment

It is the responsibility of employees to ensure regular cleaning and disinfection of their workstations and the equipment they are using with students between uses throughout the day.

Students should be provided with individual sets of materials to avoid sharing of common items such as books, art supplies, alternative pencils, laminated cards, etc. Each student's set of supplies should be kept in their cubby or personalized storage bin.

If student equipment needs to be disinfected, students should not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities. If an item needs to be disinfected the following guidelines should be followed.

- ❖ Windows should be opened when possible.
- ❖ When disinfecting electronic devices such as laptops, iPads, keyboards and computer mice, etc., between uses try to use alcohol-based wipes and dry surfaces thoroughly to avoid the pooling of liquids.
- ❖ Shared athletic/gym equipment (e.g., balls, standers, gait trainers, bolsters) should be

cleaned between use.

For large messes or emergencies, employees can request the on-site porter's assistance with disinfection.

Hand Hygiene

In addition to the hand sanitizing dispensers that are accessible throughout the building, it will be a priority to keep students and employees in rooms that have access to warm running water, and soap for hand hygiene. In rooms without access to sinks, hand sanitizer (60% alcohol or greater) will be made available.

Traditional hand washing (with soap and warm water) includes lathering for a minimum of 20 seconds or using an alcohol-based hand sanitizer (60% alcohol or greater) when soap and water is not available. Visibly soiled hands should be washed with soap and water.

Some students or employees may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.

Hands Hygiene should be practiced:

- ❖ Before and after removing PPE
- ❖ Before and after snacks and meals
- ❖ **Before and after any activity with a student that involves physical contact**
- ❖ Upon entering the building and each classroom
- ❖ After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or tabletops)
- ❖ After using the bathroom
- ❖ After helping a student with toileting
- ❖ After sneezing, wiping or blowing nose, or coughing into hands
- ❖ Upon coming in from outdoors; and
- ❖ Anytime hands are visibly soiled

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and employees cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.

A supply of tissues and trash cans will be available in each room when feasible. 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.**

Disinfection of Shared Objects

Use of shared objects (e.g., gym or physical education equipment, supplies, toys, games, etc.) will be limited when possible. Ensure adequate supplies are available to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or

limit use of supplies and equipment by one group of children at a time and **clean and disinfect between use**. When possible, storage cubbies, PT and OT equipment should be limited.

Ventilation

iHOPE will prioritize treatment in areas with increased ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors). **Related service providers will limit the use of areas without windows for individual pull-out services only and keep doors open during treatment.** Rooms will be provided with fans for circulation and partitions or dividers where available.

iHOPE has installed advanced oxidation air purifiers on all HVAC units in preparation for the return to school. These are designed to eliminate sick building syndrome risks by reducing odors and air pollutants and are effective against all three categories of indoor air pollutants: Particulates, Microbial and Gases.

Physical Space

Staff and visitors will be directed to designated entrance ways. If possible, there may be a designated entrance for student teams. Signs will be posted to remind employees and visitors that only one person is to enter at a time while maintaining 6 feet of distance. Where possible, doors will be propped open to avoid touching handles but only if access control can be achieved. Hand sanitizer automatic dispenser machines will be available and accessible after entering the building. A sign will be posted reminding employees to use hand sanitizer, to socially distance while inside the building and to wear face coverings. Appointments will be mandatory by visitors before coming to the building. Lines of demarcation will be used as a visual reminder on the floor for employees to social distancing upon entering. An area will be designated for health screening as employees/visitors enter – this area may change locations based on the time of day. There will be no more than one adult and one student allowed in the health screening area at a time. All other employees entering will wait 6 feet apart until screening areas are free. A visitor log will be set up and maintained in case contact tracing is needed.

Isolation Room

Two rooms will be designated for suspected COVID-19 employees/students to be quarantined until they can leave the building. Rooms will be sanitized and ventilated afterwards. The nurse, paraprofessional and any additional staff supervising the Isolation Room must be given the appropriate personal protective equipment (PPE), including, but not limited to, KN95 Masks, gloves, gowns, and face shields.

Nebulizer Treatment Room

Scheduled nebulized medication treatments must be conducted in a designated room with division amongst other staff and students or in the nurse's office with nursing personnel wearing appropriate PPE. Whenever possible, treatments such as oral or tracheostomy suctioning should occur in these rooms or with a physical barrier to reduce the spread or respiratory droplets.

Offices

Where possible, offices will not be shared, or schedules will be staggered. If office space must be shared, desks will be reconfigured so that employees can maintain a comfortable 6 feet perimeter around their workstation. Where 6 feet of distance is not possible, protective barriers will be installed. Hand sanitizer will be placed at every workstation. Alcohol based wipes and sprays will be utilized by employees to maintain their work environment.

Small Areas

Copy areas/storage areas/common areas will have a sign stating that only one person is allowed in the area at a time. When these areas are occupied, other employees will wait until the area usage is available. Water dispensers will be cleaned and sanitized. Disposable cups will be provided, but employees and students will be encouraged to bring their own water bottles to minimize use and touching of water dispensers.

Kitchen/Staff Lounge

Breakrooms will be limited to accommodate 6 feet of social distancing. Where possible, employees will be encouraged to eat at their workstations. Chairs will be configured so that 6 feet of distance is maintained. Hand sanitizer will be placed in every breakroom and kitchen area. Alcohol based wipes and sprays will be utilized by employees to maintain the breakroom and kitchen environment. Center for Disease Control, Federal and State related COVID-19 posters will be placed in breakroom and kitchen areas as well. Sanitization of high touch areas will be on an increased cleaning schedule.

Hallways

A line of demarcation will be applied to the floor so that employees do not enter confined areas while more than one person is occupying the space. In order to limit close contact by employees (e.g. face to face passing), visual floor cues will be utilized to route foot-traffic around in one-way lanes only. CDC posters will be maintained throughout these high-traffic work areas. Hallways should only be used for treatment when a student is being pulled out for services and transitioning to a new room.

Restrooms

Restrooms will be cleaned and disinfected more than once a day using approved chemicals to disinfect against COVID-19. **Student bathrooms will be limited to one student and one aid at a time and employee bathrooms will be limited to two employees at one time in adult shared bathrooms.** Restrooms will be continuously stocked with soap and paper towels. Trash cans will be emptied regularly. CDC posters and posters reminding of proper handwashing techniques will be maintained in and around restroom areas. Where possible, doors will be propped open to minimize door handle touching.

COVID-19 Safety Coordinator

The Associate Director on site for the day will be the designated COVID-19 Safety Coordinator. Responsibilities include:

- ❖ Reviews daily health screen questionnaires and temperature check logs.
- ❖ Reviews cleaning and disinfection logs.

- ❖ Primary contact for reports of COVID-19 exposure.
- ❖ Pre-approves any visitors before they are scheduled to be on site.

Section 3: COVID-19 Policies, Procedures and Protocols

Here is an easy-to-follow summary of policies related to the COVID-19 emergency. These guidelines are consistent with iHOPE's Employee Handbook with additional protocols and slight variations to allow for greater flexibility during this public health crisis.

Health and Safety

These mandatory procedures apply to employees whose essential functions require that they have been working at iHOPE during shelter in place orders by the government, and to employees who will begin to return to iHOPE as the shelter in place orders are slowly lifted in an effort to return to eventual normal office capacity. The failure of an employee to abide by these mandatory procedures may result in disciplinary action, up to and including termination. These mandatory procedures shall take effect immediately and shall remain in effect until further notice. iHOPE management reserves the right to modify these mandatory procedures at any time.

Supervisors are expected to communicate these mandatory procedures to staff. Supervisors are also expected to ensure that staff are comfortable regarding their safety and ability to perform their work duties.

As long as COVID-19 continues to present an immediate risk to society, it is crucial that all employees partake in a series of safety measures in order to be cleared to work at iHOPE. This includes taking actions prior to reporting to work on-site, complying with infection control measures, and practicing social distancing.

Mandatory Procedures When Reporting to Work

All employees must follow the guidelines below when reporting to work:

- ❖ Have permission from your supervisor to work on set days and times. If your assigned cohort is not on site, you should not be on-site unless pre-authorized by your supervisor and the COVID-19 Safety Coordinator.
- ❖ Self-monitor for symptoms
- ❖ Complete a mandatory health screening questionnaire prior to commuting to work on ANY day you are reporting to work. This questionnaire is mandated by the NY State government and is a requirement for daily entry into a school worksite. Responses to this questionnaire will be reviewed and documented each day. An employee whose responses indicate that they have a positive COVID-19 test, have screened positive for COVID-19 symptoms, or have had close contact with a person who is confirmed or suspected of having COVID-19 will not be permitted to report to work on-site, and they will be instructed to contact their healthcare provider for assessment and testing.
- ❖ Conduct hand washing upon entering the site, using soap and water for at least 20 seconds, or hand sanitizer when soap and water are unavailable.

- ❖ Use the supplied disinfectants to wipe down shared office equipment after use. Staff should wash or sanitize hands after using any shared equipment or furniture (e.g. door handles).
- ❖ Use the supplied disinfectants to wipe down desk space/treatment areas.
- ❖ Wash or sanitize hands when entering or exiting a communal space, such as the kitchen.
- ❖ Observe and respect signage – if a sign says a machine or area is not to be used, do not use it.
- ❖ Wear a face covering when unable to socially distance appropriately, including when entering the office building and reception area. With few exceptions, staff are expected to wear a face covering **at all times** when in the office as outlined herein under the section on “Face Coverings”.
- ❖ Socially distance from other people by a diameter of 6 feet whenever possible and as outlined under ‘Social Distancing’.
- ❖ Check the external bathroom door sign to ensure that the bathroom is unoccupied, prior to entering. If occupied, the employee may not enter the bathroom until the previous employee leaves and must leave space for them to exit. Employees must wash hands for a minimum of 20 seconds.
- ❖ Eat meals at your own desk or outside of the office building.
- ❖ Limit elevator occupancy to the building-established occupant maximum. **Elevators should be prioritized for employees traveling with a student.** All other employees are encouraged to take the stairs.
- ❖ When possible, share documents electronically instead of by paper. Employees are encouraged to use paper for their own notes and use but should minimize sharing of physical items, including paper documents, whenever possible.
- ❖ Alert your supervisor if you begin to feel unwell while at work and immediately leave to seek medical attention or return home.

Management of Ill Persons

Students and staff with symptoms of illness must be sent to the nurse’s office. 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. The school nurse will assess individuals, isolating them if needed or dismissing them for the day. If the nurse chooses to go into the classroom to make assessments of students, this should be done in a manner that protects the student’s confidentiality.

Protocol for Employees/Students Following COVID-19 Exposure or Infection

In order to ensure that we keep the students we support safe and healthy and to prevent staff shortages, iHOPE will be allowing direct support staff who have been exposed to a confirmed case of COVID-19 or are recovering from a confirmed or suspected COVID-19 infection to return to working directly with students we support under the conditions specified below and consistent with applicable law, NYSDOH and SED guidance.

- ❖ Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.

- ❖ Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately isolated and supervised until their parent/legal guardian or emergency contact can retrieve them from school.
- ❖ Students suspected of having COVID-19 awaiting transport home by the parent/guardian must be quarantined to a designated isolation room with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.
- ❖ If the student or employee has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, the school nurse will call 911 and notify the operator that the person may have COVID-19.
- ❖ iHOPE will immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19. Information on health care and testing resources will be provided to the individuals effected.

Guidance for Employees

- A. Employees who have **not** been exposed to a confirmed or suspected case of COVID-19:
 - a. Continue to work.
- B. Employees who have been exposed to a confirmed or suspected case of COVID- 19:
 - a. Inform your supervisor.
 - b. Stop on-site work immediately and isolate at home for 14 days.
 - c. Contact your health care provider to seek further medical guidance and testing.
 - d. Manage COVID-19 symptoms as if you have the infection regardless of availability of test results.
 - e. Employees can continue to provide remote learning services while isolating if feeling well enough. If an employee is unable to continue working remotely while in isolation, they will need to contact HR Leaves regarding their eligibility for COVID Paid sick leave.
 - f. Refer to section D below for clearance to return to on-site work.**
- C. Employees who were confirmed to have COVID-19 or have a suspected case of COVID-19:
 - a. Inform your supervisor.
 - b. Stop on-site work immediately and isolate at home for 14 days.
 - c. Contact your health care provider to seek further medical guidance and testing.
 - d. Employees can continue to provide remote learning services while isolating if feeling well enough. If an employee is unable to continue working remotely while in isolation, they will need to contact HR Leaves regarding their eligibility for COVID Paid sick leave.
 - e. Refer to section D below for clearance to return to on-site work.**
- D. You must return to on-site work when steps 1-5 are true:
 - i. If you had symptoms (fever, cough, shortness of breath, body aches, chills, sore throat, loss of taste or smell, and headache), you've isolated at home for at least 14 days since your symptoms first appeared OR you tested positive but had no symptoms and isolated at home for at least 14 days since your positive COVID-19 test.
 - ii. If you had symptoms, they are improving.
 - iii. You've had no fever for at least 72 hours (3 days) without the use of fever-reducing medication.

- iv. You can provide documentation from a health care provider evaluation including a **negative** COVID-19 test.
 - v. You have signed the “Return to Work After COVID-19 Related Quarantine Attestation”
- E. Employees who cannot work because they do not meet the above conditions for returning to work or working remotely during isolation must:
- a. Reach out to your direct supervisor and HR immediately at hrleaves@yai.org.

Guidance for Students

- A. Students who have been exposed to a confirmed or suspected case of COVID-19 can only return to school when all the following are met:
- a. The student has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND
 - b. Presents clearance from a health care provider evaluation AND
 - c. The student has been symptom free for 24 hours without the use of medication.
 - d. Additionally, the student should participate in remote learning, if feeling well enough.
- B. Students who were confirmed to have COVID-19 or have a suspected case of COVID-19 can only return school when all the following are met:
- a. The student has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND
 - b. Presents clearance from a health care provider evaluation including a **negative** COVID-19 test AND
 - c. The student has been symptom free for 24 hours without the use of medication.
 - d. Additionally, the student should participate in remote learning, if feeling well enough.

Protocol for a Confirmed Case of COVID-19 on Site

Employees and families must immediately report any illness of employees or students to the school nurse **AND** COVID-19 Safety Coordinator on site.

At this time, due to the vulnerability of the population we serve, iHOPE will transition all cohorts to our remote learning program for 14 days following a single confirmed case of COVID-19 on site to ensure appropriate time for site disinfection, testing of exposed individuals and monitoring of symptoms for all students and staff.

In the event a confirmed case of COVID-19 is assessed or reported during the school day:

1. All students and employees on-site who were exposed to the confirmed case are considered close contacts and will need to stop on-site work immediately based on the following guidelines:
 - a. Administration will contact parents/guardians to arrange pickup for students with close contact to the confirmed case.
 - b. Employees or team members exposed will be dismissed for the day based on job role to ensure enough employees remain on site to ensure students can be safely dismissed.

- c. Additional PPE will be provided to all employees while waiting for dismissal of students (gowns, gloves, face shields).
2. Areas used by the infected person may be closed off during school hours. This may include isolating or relocating students/employees until they are able to be dismissed when possible.
3. School administration will notify HR via COVID19@yai.org and conduct contact tracing interviews to confirm any additional close contacts who need to be isolated outside of the team and to verify levels of contact with the confirmed case.
4. Deep cleaning including electrostatic disinfection will be performed when it is safe to do so following NYSDOH guidelines.
5. A communication regarding the confirmed case and status of school closure will be sent to families and staff as outlined in the section below.

Protocol for School Closure due to a Confirmed Case of COVID-19 on Site

If a confirmed case of COVID-19 on site results in all cohorts needing to quarantine for 14 days, the physical site will be closed for disinfection and students/staff will transition to the remote learning model until in-person learning resumes. Employees who are unable to work remotely due to illness will be asked to inform their supervisor to coordinate coverage and contact HRLeaves@yai.org to confirm their eligibility for leave.

Communicating School Closure due to a Confirmed Case of COVID-19 on Site

A communication will be sent to all families and employees notifying them that there was a confirmed case of COVID-19 at school, and that the school will transition to the remote learning model for the next two weeks.

1. Parent Communication
 - a. Families of students who are confirmed direct or proximate contacts of the positive case must receive a letter stating that their child has been in close contact with a COVID-19 positive individual; this letter gives clear direction to quarantine for 14 days and outlines the 'Guidance for Students' as listed under 'Protocol for Employees/Students Following COVID-19 Exposure or Infection'
 - b. Families of students who are not considered close contacts must receive a letter stating that there was a confirmed case of COVID-19 at the school but that their child is not considered a close contact therefore they can return to school when the building is re-opened.
2. Staff Communication
 - a. Employees who are confirmed direct or proximate contacts of the positive case must receive a letter stating that they have been in close contact with a COVID-19 positive individual; this letter gives clear direction to quarantine for 14 days and outlines the 'Guidance for Employees' as listed under 'Protocol for Employees/Students Following COVID-19 Exposure or Infection'

- b. Employees who are not considered close contacts must receive a letter stating that there was a confirmed case of COVID-19 and they can return to school when the building is re-opened.

Returning to School After a Confirmed Case of COVID-19

When returning employees back to the school, diligence must be paid to the health and safety of employees and students, especially for those employees that previously tested positive for COVID-19 or had direct or proximate contact with a person with COVID-19 for a prolonged period of time.

All employees who had direct or proximate contact with a confirmed or suspected case of COVID-19 will be required to follow the “Protocol for Employees/Students Following COVID-19 Exposure or Infection” in order to maintain clearance to return to the school when the site has been appropriately cleaned and disinfected. Once the areas used by the infected person have been appropriately cleaned and disinfected, they can be reopened for use.

Contact Tracing

The local and state government requires that schools enact a method of contact tracing. This means that iHOPE has a system to keep record of which employees each employee has interacted with on any given day. The purpose of contact tracing is to ensure that in the event that an employee becomes sick with COVID-19 or symptomatic, iHOPE would be able to alert any of the other employees that the sick employee came into contact with that they should monitor for symptoms themselves. It also helps inform iHOPE of what areas need to be deep cleaned, such as the person’s desk. **Employees are therefore expected to work within their designated team and keep a list of all employees they interacted with each day, preferably noting their daily schedule, using Outlook calendar or in a nightly email to themselves. This way, we will have daily records of employee interactions, which would only be requested should an employee become sick with COVID-19 or symptomatic.**

In compliance with New York state and federal regulations, if an employee tests positive for COVID-19, iHOPE will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as other employees who may have had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations. In the event someone contracts COVID-19, a protocol will be triggered to notify all employees whom they have had contact with indicating that one of their coworkers whom they have encountered has contracted COVID-19.

The COVID-19 Safety Coordinator will notify **COVID-19@yai.org** indicating that you have contracted COVID-19 and someone from HR will be in contact to ask who their direct contacts were, and proximate contacts were in the last 48 hours.

Contacts are considered direct or proximate as follows:

- ❖ Direct contacts include:

- People they may have had physical contact with (such as shaking hands or taking vital signs).
- People who may have had contact with their infectious secretions (persons near enough to have been coughed on or who may have touched used tissues with a bare hand).
- People who were within 6 ft of them for 15 minutes or more (such as being in the same room/car).
- ❖ Proximate contacts are defined as:
 - People being in the same enclosed environment for 2 hours or more such as a classroom, office, or gathering but greater than 6 ft from a person displaying symptoms of COVID-19 or someone who has tested positive for COVID-19.

Direct contacts require mandatory quarantine of 14 days. Proximate contacts require precautionary quarantine for 14 days.

Emergency Drills

Emergency drills and trainings will continue to be conducted during in-person learning but will occur on a staggered schedule and in smaller groups to maintain social distancing. Drills may be scheduled on different days to address different cohorts. **Regardless of the modification used when conducting a drill, if an actual emergency that requires evacuation or lockdown occurs, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.**

Annual Physicals

We are aware that during the current crisis many medical providers are not conducting primary care visits since they are not priority. If your primary care physician has asked you to re-schedule your physical at a later date due to COVID-19 you will not be suspended for not having the physical within 30 days. However, you should be coordinating with your physician & monitoring notifications from their office to ensure you will be able to attend an appointment when they begin scheduling primary care visits again. We will contact employees individually to assess their situation.

Employment

If an employee is uncomfortable working or traveling to work

iHOPE has allowed employees whose work can be done remotely to do so, but the nature of direct care in the Special Education field requires that staff perform their job functions as scheduled. When students are on-site employees need to be on site to provide them direct services. Employees that are required to work in person must do so unless they qualify for a reasonable accommodation or leave.

If an employee is sick

If an employee is sick (but not quarantined) and needs to take time off from work, the following options are available:

- ❖ Use accrued PTO to be paid at hourly rate for scheduled hours missed.
- ❖ If employees are out for more than 7 days, they may be eligible for disability insurance or FMLA for themselves.

After more than three consecutive days, your Supervisor may ask you for written documentation signed by a licensed health care provider confirming the need for sick leave taken. Contact the HR Benefits team to discuss. If an employee is quarantined, please refer to the section below on precautionary and mandatory quarantine.

If an employee is caring for a sick or quarantined family member

If an employee must take time off from work to care for a sick or quarantined family member, the following options are available:

- ❖ Depending on employee's relationship to a sick family member and length of service at iHOPE, an employee may be eligible for Paid Family Leave (PFL) or FMLA. Contact the HR Benefits team for more information on leave eligibility.
- ❖ If employees are not eligible for NY PFL, they can use accrued time off to be paid at hourly rate for scheduled hours missed.

School and childcare provider closure

If an employee's child's school or childcare provider closes due to a public health emergency, the following options are available while taking time off from work to care for a child:

- ❖ Use accrued PTO to be paid at hourly rate for scheduled hours missed.
- ❖ Apply for the child to attend one of the Regional Education Centers provided at no cost by the NYC DOE for children of essential personnel.
- ❖ Employee may also be eligible for leave under state or federal laws, if applicable. For more information regarding eligibility for possible leave, please contact the HR Benefits team.

Precautionary and Mandatory Quarantine (Paid COVID Sick Leave)

In the event that an employee may be infected with COVID-19 and is put on precautionary or mandatory quarantine in accordance with government regulations, the employee must alert the Human Resources department and may be asked to provide a written document from a clinician or government official confirming that they are quarantined. If the employee is unable to work remotely due to illness, they will be placed on COVID paid sick leave once paid quarantine sick leave is approved by Human Resources. Employees can use the code COV19 in Workday for the approved number of days. Employees CANNOT use code COV19 unless they have been approved to do so by Human Resources.

While the employee is quarantined, they will receive COVID-19 paid sick leave for up to 14 days, depending on the recommendation of the clinician or government official. COVID-19 paid sick leave will be paid at the employee's regular hourly rate. Upon completion of the quarantine or, in the event of an employee being infected with COVID-19, when the employee is in good health and not

contagious, the employee must be cleared according to applicable guidelines as outlined under the section of this plan 'Protocol for Employees/Students Following COVID-19 Exposure or Infection'.

If an employee needs to remain on quarantine beyond 14 days, they may be able to utilize disability insurance or other leaves, if eligible. Employees should contact the HR Benefits team for more information on leave eligibility at hrleaves@yai.org.

Travel Restrictions

Any employee or student entering Connecticut, New York, or New Jersey from a state that has:

- ❖ a new daily positive test rate greater than 10 per 100,000 residents or
- ❖ a 10% or higher positivity rate over a 7-day rolling average

is directed to self-quarantine for 14-days upon arrival. In the interests of public safety, New Yorkers, as well as those visiting from out of state, must comply with the advisory. As of July 14, the states appearing on the advisory are:

- | | | | |
|--------------|------------------|------------------|--------------|
| ● Alaska | ● Indiana | ● North Dakota | ● Texas |
| ● Alabama | ● Kansas | ● Nebraska | ● Utah |
| ● Arkansas | ● Kentucky | ● New Mexico | ● Virginia |
| ● Arizona | ● Louisiana | ● Nevada | ● Washington |
| ● California | ● Maryland | ● Ohio | ● Wisconsin |
| ● Florida | ● Minnesota | ● Oklahoma | |
| ● Georgia | ● Missouri | ● Puerto Rico | |
| ● Iowa | ● Mississippi | ● Rhode Island | |
| ● Idaho | ● Montana | ● South Carolina | |
| ● Illinois | ● North Carolina | ● Tennessee | |

This list may be updated as the conditions change.

In addition, we are requiring employees to share with their supervisor any plans to travel to the list of states below. This will enable us to plan ahead and minimize risk for our colleagues and the people we support.

Frequently Asked Questions

- ❖ How is this going to be enforced upon returning to the Tri-state area?
All employees returning from one of the states in question are required to quarantine for 14 days followed by recommended diagnostic testing and sharing results to your Supervisor. Testing is available at all Premier HealthCare Clinics. Please visit the State's requirements to safely quarantine.

- ❖ Does the quarantine recommendation extend to passengers flying to NY/NJ/CT on connecting flights that stop in affected states before arriving in the tri-state area?
No. Quarantine does not apply to travelers who have a layover in an affected state.
- ❖ If I live in NY/NJ/CT and have a household member or guest returning from an affected state, do I and other household members who have not traveled also need to self-quarantine?
Because of the increased risk of COVID-19 transmission, employees are urged to be aware if members of their households travel to affected states and take ample precautions at home.
- ❖ What about traveling Internationally?
Any employee traveling abroad is to quarantine for 14 days from the time you returned home from international travel. Please visit the CDC guidelines on returning from abroad.
- ❖ Who may I contact?
Please contact your direct Supervisor for any questions regarding the travel advisory or at returntowork@yai.org.

Employee Assistance Program (EAP)

iHOPE employees can receive counseling and referrals on a wide range of topics including childcare, mental health, and financial planning using our EAP. These services are provided at little or no cost through National EAP. For more information visit www.nationaleap.com or call 1.800.624.2593.

Daily Operations

Entering the Building

Daily temperature checks will be set up in the lobby of both entrances (115 and 101) for the first two hours of the day 8:15 AM-10:15 AM or until all scheduled employees have entered the building. Anyone entering the building after 10:15 AM will be asked to check in at the main entrance (101) with the receptionist for screening.

While screening is being conducted only one adult (with a face covering) and one student will be permitted in the lobby at a time. Employees will be asked to wait outside the entry way standing 6-foot apart along the sidewalk (per demarcations on the ground) until there is room in the lobby. Depending on the weather, students will be asked to be taken off buses one by one as space is available in the lobby. Elevators will be prioritized for adults with students only and all other adults will be asked to take the stairs when possible.

To the extent possible, teams will be asked to use separate entrances/elevators when entering the building– with the Green Team using the 115 entrance and the Blue Team using the 101 entrance.

Please monitor signs posted on the front door as this guidance for entry ways may change during periods of construction in the new space.

Time Tracking without Scan In/Scan Out

In order to streamline workflows and reduce congestion when entering the building. Effective 8/16/2020 employees will be instructed to clock-in and clock-out (when working remote or in-person) using Workday. Workday can be accessed via phone app or web browser. This means employees will no longer be using the Kronos Punch clock and supervisors will no longer be tracking and reviewing hours for approval in Kronos. **Please refer to the email communication that was sent out to the full staff regarding this new procedure.**

Requesting PTO/PD Days in Workday & Borrowing PTO Time

Effective as of the 2020-2021 School Year, employees will not be permitted to borrow more than 40 hours of unaccrued Paid Time Off (PTO). Additionally, employees will be instructed on how to submit PTO/PD requests via Workday for approval by their supervisor.

- ❖ Regarding PTO days – use of Workday to request time off will eliminate the “Absence Request Form”.
- ❖ Regarding Professional Development (PD) days – paper request forms will still be required to be approved by your supervisor (as they outline course details) prior to submitting PD days via Workday.

Please refer to the email communication that was sent out to the full staff regarding this new procedure.

Transportation

The Office of Pupil Transportation (OPT) will be providing transportation services for iHOPE students. iHOPE in conjunction with OPT will ensure all bus companies servicing the school are provided with appropriate guidance to ensure cleaning, disinfection and use of personal protective equipment while in transit.

iHOPE will be working closely with OPT to ensure that multiple students routed on one bus will be assigned to different cohorts to ensure social distancing while in transit. To help reduce the number of students in need of busing, parents will be encouraged to transport their children to school on their own whenever possible.

Transportation Responsibilities of Parents

Parents are expected to comply with the public health practices that OPT puts in place for transporting special education students in addition to iHOPE’s practices as outlined in this plan. This includes screening their children prior to boarding a bus to make certain that their child is well enough to board a bus and attend school, which may include temperature checks as needed. Bus personnel will not be administering screening prior to buses being boarded.

Parents are also advised to provide written documentation to OPT & their bus company if their child cannot safely wear a mask while in transit if they are not able to medically tolerate a mask or if they are unable to remove the mask without assistance.

iHOPE Administration will inform parents if they have any responsibility communicating with OPT about the days their child will be at school for in-person learning.

Transportation Paraprofessionals and Nurses

Transportation Paraprofessionals and Nurses will not be permitted to enter the building. During arrivals and departures, students will be brought to the entrance and picked up/dropped off by an iHOPE employee to ensure temperature checks are performed before reporting to class and to reduce the number of visitors in the building.

Administrators assigned to transportation duties will be responsible for coordinating pickups with Travel Paraprofessionals and Nurses who are outside the building.

Arrival and Dismissal

No more than one student should be in the entry vestibule at a time (except for siblings). Students can enter the vestibule once another student has entered the elevator.

Administration will work with bus drivers and matrons to ensure students are taken off busses and brought into the building one at a time in the morning. Likewise, students will be called down to the buses during dismissal one at a time by name instead of route to allow for social distancing when boarding buses.

School Visitors

Non-essential school visitors will **not** be permitted on site – this includes volunteers, interns and fieldwork students.

All visitors will need to be pre-authorized by the COVID-19 Safety Coordinator. All visitors to the space will be subject to a health screening questionnaire, temperature check and be required to be signed in at the front desk with identification once cleared. Visitors who are showing symptoms of COVID-19 or who are not cleared during the health screening/temperature check will be denied entry.

Approved visitors will be given a disposable visitor's ID, provided a face covering if needed and be asked to wait in the reception area until called back for their appointment. All visitors must be escorted to and from their designated meeting area, in order to prevent visitors from accessing unauthorized areas, limiting the possibility of exposure.

Deliveries

A no-contact delivery drop off area will be designated in the downstairs lobby. For deliveries that require signature or entry to the building, delivering staff will be asked to check in on the SINE app using the iPad kiosk before having their temperature taken with a no-contact thermometer.

Field Trips and Neighborhood Outings

Field trips and outings in the community will **not** be allowed until state and local health officials have determined that it is safe to resume them. The CDC recommends pursuing virtual activities and events in lieu of field trips.

School Events

School events such as fundraisers, back-to-school night, potlucks, parties, etc. can only be held virtually.

Meetings

Due to the space constraints at iHOPE, as much as possible, meetings will be held virtually. Where meetings need to be held in person; no more than 10 people in a room if 6 feet of social distancing can be maintained. Chairs will be configured so that 6 feet of distance of maintained. Meetings will be scheduled with at least a 2-hour interval so that cleaning and disinfecting can take place in between meetings. Shared electronic equipment such as laptops need to be disinfected between each use. Public pens and pencils will not be used. Eating and drinking will be discouraged at meetings.

On-Site Coverage

To the extent possible last-minute coverage will be provided by designated team members to maintain safety guidelines within a cohort. If in-person learning coverage cannot be provided within a team, providers who are available may be asked to provide remote coverage when possible. **At this time, employees are not permitted to provide in-person coverage to students outside of their assigned team or cohort.** We will inform employees if this guideline changes in the future.

Due to social distancing guidelines, group sessions and co-treats will not be permitted during in-person learning as a method of coverage unless 6 feet of distance can be maintained between students and the provider while facilitating the lesson. Groups and co-treats are permitted during virtual learning only when 1:1 direct instruction is not feasible.

ACKNOWLEDGEMENT OF RECEIPT

I acknowledge that I have received a copy of iHOPE's Reopening Plan, September 2020 edition.

I agree to review the health and safety information contained in the plan to comply with all the requirements as part of my position of employment at iHOPE.

I understand that iHOPE has the maximum discretion as permitted by law to interpret, administer, change, or otherwise modify this plan at any time to maintain current guidelines as they are issued by the Center for Disease Control (CDC), Department of Health (DOH), and New York State Education Department (NYSED). No statement or representation by any employee can supplement or modify this guidance.

I understand that if I have any questions about any aspect of this document that I can speak to my direct supervisor, COVID-19 Safety Coordinator, Human Resources or YAI Chief Compliance and Ethics Officer.

I am aware that failing to comply with the mandatory safety guidelines as outlined in this document can lead to disciplinary action up to and including termination.

Employee Full Name



Signature

Date

EXHIBIT A: SINE Application Download Instructions


Downloading Sine Pro

Download Sine Pro for free:





Signing Up and Account Verification

1. Once you have downloaded Sine Pro, open the app.

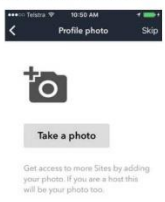


2. Press "Sign up for free". A details form will appear:

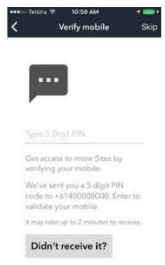


3. Enter your details, company and a strong password. Passwords must be at least 8 characters long. Press Next to continue.

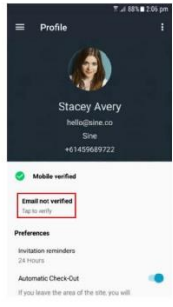
4. Take a photo to use as a profile picture. Adding a photo lets you check into more sites as some locations require it in order to check-in.




5. Provided you've entered your mobile, you will receive a 5-digit verification PIN sent as SMS to the number. Please enter the PIN into the field to verify your mobile number.



6. Your account will now be created and you will be taken to your Profile page. On your Profile page, tap the Verify Email button.



7. An email with a link will be sent to your inbox. You will need to open your email client (either on your phone or on a computer) and follow the link in the email. This will verify your email address.



8. Your mobile and email will now be verified, and your account successfully set up.




EXHIBIT B: How to Check-in Via SINE PRO Application

Visitor & Contractor Registration



iHOPE Academy

- 1 Download Sine Pro and register once.



- 2 Scan the code below with the Sine Pro App to check in.



-
- i** Before you leave
Remember to check out via the Sine Pro App.

EXHIBIT C: Hybrid Learning Calendar 2020-2021 SY

Fall Cohort Calendar

SEPTEMBER 2020					
DAY OF THE WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	7 School Closed	8 School Closed	9 School Closed	10 Group B	11 Group C
WEEK 2	14 Group A	15 Group B	16 Group A	17 Group B	18 Group C
WEEK 3	21 Group B	22 Group C	23 Group A	24 Group B	25 Group C
WEEK 4	28 School Closed	29 Group A	30 Group A		
Group D	Remote Learning Only (Follow Daily Remote Schedule)				

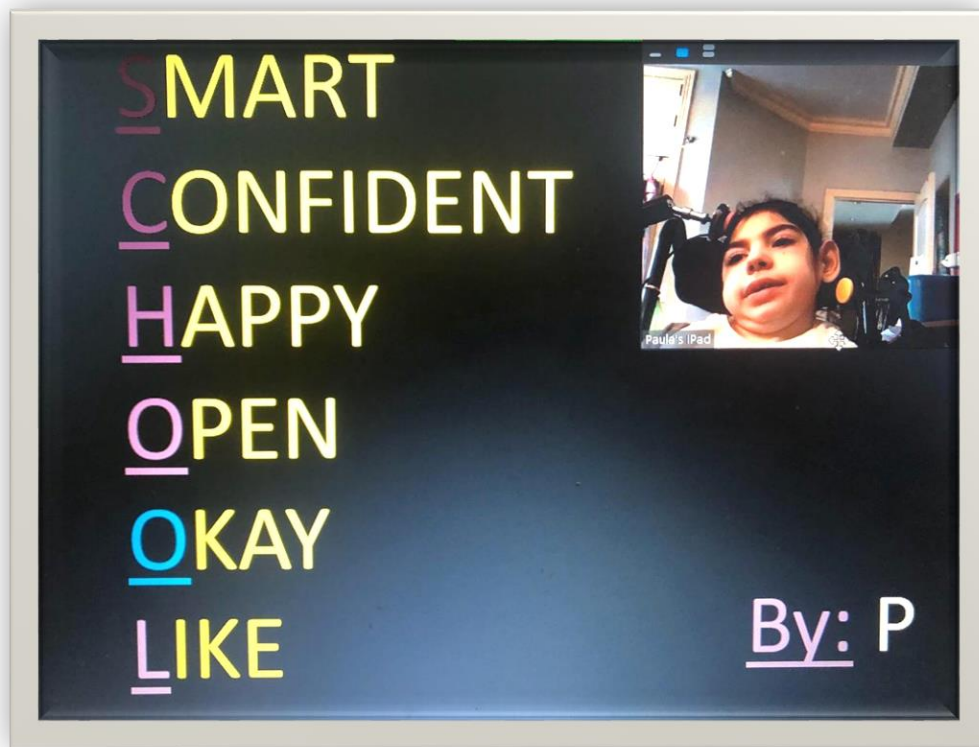
OCTOBER 2020					
DAY OF THE WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1				1 Group B	2 Group C
WEEK 2	5 Group A	6 Group B	7 Group A	8 Group B	9 Group C
WEEK 3	12 School Closed	13 Group C	14 Group A	15 Group B	16 Group C
WEEK 4	19 Group C	20 Group A	21 Group A	22 Group B	23 Group C
WEEK 5	26 Group A	27 Group B	28 Group A	29 Group B	30 Group C
Group D	Remote Learning Only (Follow Daily Remote Schedule)				

EXHIBIT D: Remote Learning Program Description

See next page.

Remote Learning Program Description

2020 – 2021 School Year



MISSION STATEMENT

The mission of The International Academy of Hope (iHOPE) is to transform the manner in which educational services are delivered to students with brain injuries and brain-based disorders.

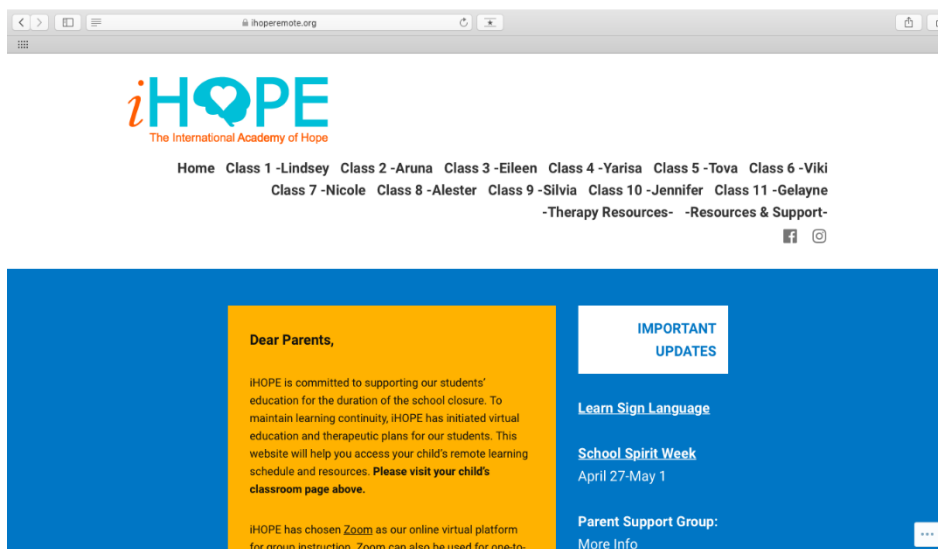
REMOTE LEARNING PROGRAM OVERVIEW

iHOPE Academy initiated its virtual learning plan in an effort to maintain continuity of quality instruction and related service during the State of New York's mandate which closed all schools. Teachers and clinicians began providing assignments on March 16, 2020.

iHOPE remains committed to supporting our students' education for the duration of the school closure. Instructional group and individual sessions are being provided Monday through Friday, 8:30 AM to 5:00 PM; see our **Remote Learning Schedule** below.

In light of our students' learning needs the school uses routines and platforms with which students and their caregivers know. These platforms include but are not limited to:

- **Zoom;** A reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones, and room systems. Zoom is used as a virtual meeting hub and virtual classroom. Zoom is also used for one-to-one tele-therapy and consultations for Physical Therapy, Occupational Therapy, Speech Therapy, Assistive Technology, Vision and Hearing Education. All of our Zoom sessions are password protected and require waiting rooms where the host must accept participants prior to entry for additional security.
- **E-Mail;** Current method of communication between school and student/parent.
- **Website;** A remote learning website has been created for parents to access information daily: www.iHOPEremote.org



Technology/Devices: Loaner communication devices and equipment are being made available to families. Students without devices or internet service at home were provided a donated i-PAD/Tablet and tech support from the iHOPE Administration. Ongoing tech support for hardware and devices is always available from our Assistive Technology Department.

Attendance: To ensure student participation attendance is taken daily. Participation is documented by teachers and related service providers after every Zoom session. In addition, those families who initially do not log in to online learning platforms are identified, contacted, and any issues are remedied if possible. This includes documenting cases of significant illness or other COVID-19 related difficulties hindering participation.

Nursing or Health Services: School Nurse regularly corresponds with families to check-in and review safety procedures and protocols for staying safe during the current Covid-19 crisis. School Nurse is also available for virtual consultations.

Tuition Policies: There have been no changes to our enrollment contracts, tuition policies or parent payment obligations during the period of COVID-19 closure.

EDUCATIONAL PROGRAM

iHOPE's remote educational program addresses both context and content. We focus on academic and social skills aligned with each student's Individualized Education Program (IEP), which is generated to meet student-specific needs, learning style, and experience. Our program supports and promotes each student's development as part of our classroom and school community, and our remote program aims to sustain robust academic instruction while continuing to promote the student's experience as part of a social and emotional learning community. Remote class meetings throughout the day are designed to maintain the following social skills within an academic setting: active participation among peers, use of communication access methods, self-expression, and conventional social discourse. Educators begin the academic day by acknowledging which students are present, providing an encouraging environment in which students feel welcome to express a range of emotions. By following a schedule based upon our in-school schedule, iHOPE teachers tailor their remote class meetings to introduce new academic concepts across the domains of literacy, math, science and social studies. At the end of the day, joyful full-community music sessions led by a special instruction teacher incorporate the use of symbols so that students have access to communication across educational domains.

Remote instruction methods include conventional resources, such as published and teacher-made books, media, and other printed materials, along with instructional methods specific to remote instruction such as visually adapted slide presentations, interactive remote screen-sharing, and virtual "blackboards". Teachers make use of the home environment so that instruction is relevant and engaging. For example, the first day of a unit on health might include a teacher's selection of healthy foods as a preview or model. Following that model, homework for thematic instruction supports family participation so that the student can identify thematically relevant and personally meaningful examples; finally, a student's selection can be shared remotely with the class on a subsequent day. To the greatest degree possible materials are individualized based on student need, and, just as in the classroom, the setting is controlled for visual and/or sound distractors to increase student focus and engagement.

Our remote education program relies upon ongoing collaboration between teachers, speech therapists, occupational therapists, physical therapists, teachers of the visually impaired, hearing specialists, paraprofessionals, and families to best meet the individual needs of each student. Multi-disciplinary teams are at the core of iHOPE remote education. Weekly team meetings facilitate a trans-disciplinary approach; teachers and professionals meet remotely to discuss how students will explore, process, and communicate their responses to upcoming lessons. When a family's circumstances are identified as a factor in attendance or participation, the teacher reaches out to our individuals from social work and administration departments who identify additional supports. Our team approach to remote teaching goes beyond text, pictures, and explanation to incorporate engagement, interaction, and initiative.

When there is active student engagement, shared remotely, teachers can continue to assess progress. Progress on IEP goals is tracked on a consistent basis through individualized teacher-created data collection measures and it is then analyzed and reported quarterly. This allows teachers to consistently evaluate student progress and adjust instruction if necessary and appropriate.



ASSISTIVE TECHNOLOGY

The goal of Assistive Technology (AT) is to help individuals actively participate in everyday tasks in all environments -including home. iHOPE's remote Assistive Technology services provide support to the students and their parents about how to use and implement students' AT at home. Despite the challenges, remote teaching and learning offers unique opportunities for home parent training. When school is in session, there is limited time for parent training, but the kind of contact facilitated by our remote program allows for more customized support for parents' efforts at home. During individual student remote sessions, our assistive technology specialist provides parent instruction and coaching one to two times each week. In addition, our AT specialist emails "how to" handouts, tips, and resource sheets for further guidance. The AT department also creates Accessible Educational Materials (AEM), such as PowerPoint books and alternative pencils, which are all accessible remotely.

Trans-disciplinary collaboration is a cornerstone of iHOPE's program; while working remotely, our AT specialist continues to collaborate with teachers, therapists, and staff. Finally, our AT specialist leads a weekly literacy group that supports school-wide and community-wide integration of assistive technology and literacy; the group available to the whole school community; topics include using accessible books and alternative pencils to support literacy.

HEARING EDUCATION

iHOPE's Hearing Education department incorporates many forms of sign language (American Sign Language (ASL) to Signed Exact English as well as tactile sign language) to meet the needs of our students who are deaf, have hearing challenges (wear hearing aids or have a cochlear implant) as well as those who are "hearing" but have difficulty processing and understanding spoken language. Our remote program aims to maintain similar supports, both when children attend remote classes, and by providing at-home guidance and training to family members and other caregivers. Because incorporating sign language with spoken language gives the child the ability to "see" what is being taught, sign language is a valuable tool for remote learning. Therefore, our hearing educator works with teachers planning lessons to buttress visuals, text, and explanation with core signs so that sign language in conjunction with the spoken word can help the child process information more effectively, and comprehend, retain, retrieve, and demonstrate what they have learned.

At iHOPE we understand that a language-rich environment supports learning to communicate; we therefore make sign language an intrinsic part of how we communicate within our community. Once a week our hearing specialist offers a remote sign language for all session, which is open to children, families and staff who will use sign language to support teaching and learning. In addition, during one-to-one sessions with children who have hearing on their IEPs, we provide more intensive sign language instruction, which is paired with classroom instruction. We use sign language to help our students to develop language, communicate, use their assistive technology devices, socialize, and achieve their educational goals. Our remote sign language program amplifies the voices of iHOPE students with severe multiple challenges who are non-verbal, reinforcing a pathway for social connection and learning.

Our remote program reflects the values and approaches embraced by the Hearing Education department: all students can learn; our job is to build upon each student's foundational communication skills; the key to teaching is finding what motivates and interests each child. Our hearing department then incorporates the tools such as "sign language" to help our children achieve their best!

OCCUPATIONAL THERAPY

Occupational Therapists (OTs) providing teletherapy services at iHOPE employ a variety of access mediums, so they can effectively meet the needs of the families. Despite the variety, the OT objective for our remote sessions, which include both the student and their caregiver, remains consistent: to work on increasing the quality, independence and consistency of student participation daily activities. These activities include self-care skills such as feeding, dressing, washing hands and face, brushing teeth, bathing and toileting; academic related skills for literacy, art, math and science; age appropriate leisure and play and prevocational/community-based activities.

While working remotely, our licensed OTs use a variety of methods to increase student participation, coaching, guiding, and consulting with family members and caregivers. For example, OTs coach the parent to do activities remediating underlying physical skills such as strength, range of motion, balance, handling and manipulation of objects, etc. Similarly, when iHOPE is working remotely with adult caregivers, OTs may guide the caregiver and student through therapeutic activities that support skill building or OTs may work on organizational skills such as attending to the task at hand, heeding directions, choosing and using materials appropriately, sequencing steps, etc. During teletherapy sessions, OTs may also teach compensatory strategies to do activities in a manner that better matches the student's skills. Working remotely, OTs also may consult with the teacher or parent to modify activities or consult on changing the environment so that the student may more effectively participate. OTs frequently consult with and teach caregivers how to don/doff orthotics such as Benik hand splints and TLSOs or postural supports such Benik, Spio or Theratogs, how to safely use adaptive equipment, assistive technology and how to safely position students in the home for a variety of activities, including supporting on-line learning. Working remotely in the home environment provides a unique opportunity to facilitate carry-over of skills outside of the context of the school.

PHYSICAL THERAPY

As part of iHOPE's remote program, physical therapists provide teletherapy services through video conferencing. During video-guided sessions, while students are in the comfort of their own home, PTs promote mobility and proper positioning to prevent muscle tightness, contractures, weakness and overall regression of gross motor skills. Individualized one-to-one video-guided sessions are facilitated in real-time by licensed physical therapists so that parents and caregivers can safely carry out therapeutic exercises. Sessions are geared to help parents facilitate active/passive range of motion (including hand placement, direction of movement and limitation of movement based on individual student) and strengthening exercises. Individualized teletherapy sessions also provide an opportunity for parents to consult with their therapists any concerns regarding their child's gross motor skills and discuss activities that can safely be done in the home. Sessions are also geared towards providing education regarding proper positioning of children using their home equipment like wheelchairs, beds, standers, gait trainers, activity chairs and adaptive tricycles. Parents and caregivers are also given directions on proper donning/doffing of orthotics including but not limited to ankle foot orthoses, spinal braces and spio or benik vests.

SPEECH AND LANGUAGE

While working through iHOPE's remote program, speech language pathologists (SLPs) remain engaged with all aspects of language development and communication. At iHOPE, we believe that each child has a right to communicate. We therefore employ our expertise in the customization of speech generating Alternative and Augmentative Communication (AAC) devices so that every iHOPE student can exercise these rights by having access to the individualized AAC program required to meet their communication and academic needs. The remote learning program offers a unique opportunity to work with the student and their family and/or caregiver on enhancing communication skills not only for academic instruction, but also for communicating wants and needs in their daily life.

iHOPE SLP teletherapy sessions conducted remotely are in line with New York State teletherapy guidelines. During remote sessions the SLPs implement creative communication plans to promote using low, mid and high technology AAC to expand each student's communication skills in line with their IEP goals. Remote teletherapy activities engage students and caregivers through

the use of CORE WORDS, which are frequently used words, such as “go”, “more”, “all done”, and embed rich literacy activities to foster communication. To make the remote sessions meaningful we aim to work closely with parent and/or caregiver to use materials and topics that are relevant to the student and their family. Oral motor and feeding development is another area targeted through remote learning. Though SLPs routinely provide oral motor and feeding therapy in the school setting, remote sessions permit SLPs to coach family members and caregivers on safe swallowing techniques; during remote sessions SLPs can also discuss food modification, positioning, feeding techniques, and increasing oral motor skills with the parent and/or caregiver.

VISION EDUCATION

Students at iHOPE who receive vision education services are diagnosed with a range of visual impairments, including Cortical Visual Impairment (CVI), stemming from their traumatic brain injuries, as well as ocular impairments. Each student at iHOPE who receives vision education services works with a licensed teacher of the visually impaired (TVI) through individual remote video-conferencing as well as in group sessions with the TVI acting as a facilitator to ensure full access and accessibility in online settings. Individual one-to-one sessions address the student’s vision goals, including improving functional vision, increasing opportunities for visual input throughout the day, as well as working on compensatory skills and strategies. iHOPE’s TVIs encourage, teach, and foster skills specifically tailored to each child’s visual impairment. Students learn how to explore and experience their environment through various sensory modalities (visually, auditorily, and tactually). TVIs also work closely with parents in order to ensure carryover of vision-specific skills in the home environment.

During remote consultations, parents and caregivers receive training on their children’s specific visual diagnosis, as well as how to modify their home and materials to best meet each child’s needs. Trans-disciplinary collaboration is a cornerstone of iHOPE’s program; the TVI serves as the vision expert and coordinator for the teachers, therapists, and paraprofessionals. Along with working on CVI and ocular-related goals, virtual student-specific curriculum and materials are adapted through collaboration with each student’s classroom teacher. While working remotely, the TVI continues to conduct informal online assessments, which determine the students’ abilities and needs for the remote learning program, as well as goals for the next school year.

SOCIAL WORK SERVICES

iHOPE’s social workers perform a variety of services as part of our remote school program. Support and individual counseling, parent counseling and training, and group counseling, are available to all families. Crisis intervention services are also provided when necessary. Social workers will assist families in obtaining information about COVID-19 resources, as well as make referrals to outside agencies.

Social workers also support the development of Social Emotional Learning (SEL) for families and staff members. The social work mission at iHOPE requires practitioners to enhance well-being and empower those who are most vulnerable.

PARAPROFESSIONAL SUPPORT

1:1 Paraprofessional service is offered for iHOPE students who require support in completing all of their learning and instructional activities.

The 1:1 paraprofessional is also responsible for supporting students as they work to achieve the goals set by the teacher and related service team (i.e. Physical, Occupational, Speech, Vision, Hearing therapies and Assistive Technology). The 1:1 paraprofessional assists in the implementation of the students' Individualized Education Plan (IEP) at the discretion and direction of the teacher and therapists. The 1:1 paraprofessional provides support for the student inside and outside of the classroom in order to enable full participation in school activities. Essential functions of the 1:1 paraprofessional's job include, but are not limited to, supporting throughout live and remote academic instruction/assignments under the supervision of the classroom teacher, assisting therapists with related service sessions, transferring and/or positioning throughout the day (for example, in/out of the wheelchair or classroom chair when transitioning between activities), feeding, toileting, and ensuring that equipment and supplies are kept neat and clean throughout the day.

REMOTE LEARNING SCHEDULE					
Related Services will be provided via individual outreach by providers to coordinate weekly schedule with parents. Sessions are scheduled between 8:30am and 5:00pm for Physical Therapy, Occupational Therapy, Speech Therapy, Vision Education, Assistive Technology and/or Hearing Education. Providers may also push into instructional classroom sessions.					
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:00 - 10:45	Morning Meeting with Classroom Teacher	Morning Meeting with Classroom Teacher	Morning Meeting with Classroom Teacher	Morning Meeting with Classroom Teacher	Morning Meeting with Classroom Teacher
11:00 - 11:45	Movement/Lying Program with PT	Crafts & Games with OT	Shared Reading with Speech	Stretch & Move with OT	Yoga with PT
12:00 - 12:45	Break/Lunch	Break/Lunch	Break/Lunch	Break/Lunch	Break/Lunch
1:00 - 1:45	AAC with Speech	Sign Language with Carole	ABC Easy as 123 with OT	Friendship Circle with Vision	Literacy with Gretchen
2:00 - 2:45	Instructional Block with Classroom Teacher	Instructional Block with Classroom Teacher	Instructional Block with Classroom Teacher	Instructional Block with Classroom Teacher	Instructional Block with Classroom Teacher
3:00 - 3:45	Music Therapy with Tira	Music Therapy with Tira	Music Therapy with Tira	Music Therapy with Tira	Music Therapy with Tira

Find Out What Each Group is About!		
Department	Group Name	Brief Overview
Assistive Technology & Literacy Group(s)	Overview of Literacy:	Overview of the type of literacy instruction that you will see during teacher and therapist classes online, including some literacy resources and tools they may be using. We will look at types of books to read with your kids, activities to get started with writing and some fun activities to teach the alphabet. Some fun websites, apps and alternative pencils will be shown.

Hearing Education Group(s)	Sign Language for All:	A customized hands-on instructional session designed for parents, children and staff. Each week you will learn new signs that you can immediately and effectively implement to help your children with communication, understand educational concepts/core words that are being targeted in your child's educational sessions, as well as signs needed to assist you throughout your daily activities while at home with your families. Weekly discussions will be utilized to further tailor signs to meet family's needs.
Music Therapy Group(s)	Music for All with Tira:	Special Educator Tira Bluestone plays guitar and sings from a selection of familiar songs. During the thirty-minute music block Tira sings from the heart engaging students to participate in any way they can – moving, vocalizing, shaking shakers, and choosing songs using letters, words, and symbols.
Occupational Therapy Groups(s)	Crafts & Games:	Make fun crafts out of household objects and to play exciting games, such as Jeopardy, Trivia, and Simon Says. All crafts and games will be designed specifically for your child's classroom and age group.
	ABC Easy as 123:	Read books, write letters and emails, and play fun literacy games. We'll show you how to access unlimited internet books and how your kids write using alternative pencils. Even though we can't physically be at school, there are so many ways to help your kids read and write at home.
	Stretch & Move:	Practice deep breathing, play movement and stretching games, and help you get your child moving and comfortable. We plan to use this time to help you figure out best positioning for your child during these long online school days.

Physical Therapy Group(s)	Movement Program:	Activities in the home that will challenge our students physically (Including but not limited to: 3 sets of walking 50 steps or more at the same time, 5 sets of jumping 5 times with support, or practicing sit to stand).
	Lying Program:	Guidance on how to position our students in supine (lying on their back) and in prone (lying on their belly) while moving their arms and legs independently or with assistance. Students will be grouped accordingly.
	Yoga:	Promotes flexibility, endurance, body awareness, muscle strength and posture in conjunction with breathing exercises and meditation.
Special Education Groups:	Morning Meeting:	Develop a sense of community through systematic engagement in social routines. Students say hello, introduce themselves by name, identify their feelings, and check in about some of the whos (who's in school today), whens (what day is today?), and hows (how are you feeling, and how's the weather) that characterize daily social conversation. The morning routine helps students feel connected to their school and classmates and teachers every day.
	Instructional Block:	Teachers will introduce and review content across disciplines, beginning with health and location. Teachers will read books, explain key vocabulary, and help students connect current events to their daily lives. During this class time, students experiencing the unfamiliar routines due to COVID-19 will have opportunities to make and express connections through appropriate learning activities.
Speech Therapy Group(s)	What is AAC?:	Trainings on a variety of topics related to AAC and language enrichment. Topics will be decided weekly based on parent feedback. Parents can bring any concerns up during these sessions and get help using AAC at home with their child.

	Shared Reading:	Shared reading with an emphasis on a specific theme or core word. These sessions will be an opportunity to use your child's communication system to engage in book reading or simply listen to a story and be exposed to content and vocabulary.
Vision Education Group(s)	Friendship Circle:	Students will have the opportunity to share some of their favorite things with their friends. They will use their different senses to help describe their chosen items to their classmates. Each week we will have a different theme.
<i>Note: Groups will require adult supervision/support for participation in activities</i>		