



Parent Handbook

Melvin J. Larson School

2020-2021

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Our Mission

To prepare students for future successes through high quality, comprehensive and individual, appropriate educational experiences, in collaboration with the family.

Program Overview

UCP-CDS Melvin J. Larson School serves Illinois Public Schools student's ages 3-22 who have significant educational needs related to their disability. Individuals appropriate for the CDS program are those who require significant interventions beyond what a public school can provide. Types of students served include Autism, Developmental Delay, Emotional Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, and Traumatic Brain Injury.

The school program operates 220 days a year. To properly address the needs of the students, programming in the summer is identical to the regular school year five days a week five hours a day.

UCP-CDS Melvin J. Larson School offers a small class size of 10 students with 1 Special Education Teacher and at least 1 paraprofessional in each class, 5:1 student teacher ratio. Larson School is able to serve up to 50 students.

All special education teachers and paraprofessionals hold a valid Illinois Educator License and are trained in CPR/AED/First Aid, Positive Behavioral Supports and Safety Care.

School Hours

Monday through Friday, 9:00 a.m. to 2:00 p.m.

If your child will be staying for after school respite, please advise the teacher in advance along with respite services, especially if there are any changes to the schedule.

Office Hours

Monday through Friday, 8:00 a.m. to 4:00 p.m.

Admission

Eligibility

To be eligible for admission to UCP-CDS Melvin J. Larson School, a child must be 3 years old and less than 22 years of age on or before September 1 of the current school year. All students must have an IEP for Special education services and be identified by his or her home school district to need outplacement at Larson School. Larson School is not involved in the decision-making process regarding placement until a child has been enrolled in our program.

Registration

Each student must be registered with both his/her home school district and UCP-CDS Melvin J. Larson School. Parents/ guardians must meet all district requirements regarding residency and all state medical requirements.

Larson School registration is completed after the students' home school referral and acceptance into the programming provided by Larson School.

Transportation

Transportation is provided by the school district bus companies. It is your responsibility to notify the transportation company in the event that your child will be absent from school or if transportation arrangements need to be changed.

If your child wears a safety harness, it must be brought with your child or the transportation company will not be able to transport your child back home.

General Policies

Absences

To report your child absent from school, please call the UCP-CDS Melvin J. Larson office at **(815)744-3500** by 9:00 a.m. on the day of the absence. A message can be left at any time, 24 hours a day, 7 days a week, if you know in advance.

Parents/guardians are encouraged to keep all sick students home and access our Remote Learning Resources that will be made available. Individuals with the following symptoms are encouraged to remain home:

- Vomiting Diarrhea Headache
- Fever over 100.4°F
- Cough Nasal congestion
- Fatigue Poor appetite Muscle pain
- Loss of smell/taste
- Known close contact with a person who has been diagnosed with COVID-19

Office staff will be expected to obtain specific information about illness from parents/guardians when absences are being reported. Information will be recorded and shared with the school nurse and/or appropriate personnel. Individuals who medically fragile and immunocompromised must consult their medical provider prior to attending UCP-CDS.

Individuals that arrive at UCP-CDS with any of the following symptoms in isolation: a fever of 100.4°F or higher, diarrhea, or vomiting, must go home and cannot return to UCP-CDS until the individual is symptom-free without the use of medication for 24 hours. **The individual may not return to UCP-CDS the day after being sent home with a fever of 100.4°F or higher, diarrhea, or vomiting.**

Transportation

Transportation is provided by the school district bus companies.

If you will be driving your child to school, please enter through Door D.

Arrival and Dismissal Procedures

- Individuals will arrive/depart through assigned entrances/exits to limit exposure
 - All **students** will arrive at door D
 - **Parents/Guardians may not drop off student and leave prior to temperature/symptom screenings**

- All students will have their temperatures checked when they arrive at UCP-CDS
- Students will go directly to their classroom upon arrival
- Hand sanitizer/hand washing will be completed by everyone as they arrive
- Any student arriving at UCP-CDS with a temperature over 100.4°F will be sent to an isolation area until arrangements are made for the student to go home.

Emergency Closing of School

If the school must be closed because of inclement weather or another emergency, the announcement will be given as early in the morning as possible at the following public website: www.emergencyclosing.com and will also be broadcast on the local TV and radio stations.

If your school district closes for inclement weather, they will not transport even if Larson School remains open.

If Larson School closes, students will be expected to participate in Remote Learning activities.

Visitors to Larson School and Building Security

Parent(s)/guardian(s) wishing to visit or arranging for a designated representative to visit their child's class should call the building to set up an appointment, unless it is in response to a general invitation or a special event.

- In a continuing effort to provide for the safety of our students, Melvin J. Larson School has a Visitor's Pass Procedure.
- All visitors must enter the building through the main entrance. There they will sign in and receive a visitor's pass. This pass must be worn in a visible place at all times while in the building. At the end of your visit, please return to the front desk, sign out and return your pass.
- At no time are parents or visitors to enter the school building and go directly to their child's classroom or any other area of the building. We value the health, safety and welfare of our students. Therefore, in an effort to protect our students, all staff members will be required to ask anyone they see in the building for their visitor's pass.
- After 9:00 a.m., no visitors may interrupt the instructional process by taking a teacher's attention away from their students while classes are in session. Parental interest in the

educational process is the lifeline of school performance.

All placing districts, DCSF and ISBE may visit students at UCP-CDS Melvin J. Larson School with or without prior notice.

While COVID-19 restrictions are active, no visitors are allowed in the building during the school day.

Lunch

Student meals and utensils will need to arrive at UCP-CDS in a “ready to serve” fashion. This includes meals that are in need of blending/grinding prior to mealtime. By meals arriving “ready to serve” the need of touch contact to prepare food will be reduced and decrease the risk of spreading germs. If meals/food items need to be heated prior to serving, staff will do so in the container food was sent in. The container/utensils will be sent back home for washing.

All lunches will be stored in the student’s individual plastic container located within their classroom. Please remember to include a method of keeping meals cool if spoilage may be an issue.

Clothing

Please send 2 additional change of clothing in case of accidental soiling. If clothing is sent home with the student, please return a clean set of clothes as soon as possible. Please send individual toiletry supplies in monthly as storage is limited for surplus supplies.

Student Dignity

Diapering

Students may require diapering due to health, physical or intellectual disabilities which necessitate the use of diapers. These students may require changing either on a daily, scheduled basis or on an “as needed” basis. In any event, these tasks should be performed with dignity and respect for the student and in a private, safe, secure setting.

Toileting

As with diapering students, toileting is another task that requires a certain amount of equipment and supplies in order to ensure the safety of both students and staff. There are different reasons why a student may require assistance with toileting, including physical and intellectual disabilities as well as toilet training.

Curriculum

UCP-CDS Melvin J. Larson School utilizes Unique Learning Systems (ULS) as its curriculum. ULS aligns to the Common Core Standards and the mandates of the Individuals with Disabilities Education Act (IDEA). ULS lessons and data collection support IEP development. ULS provides 30 lessons in each k-12 grade band per month. Transition has 21 lessons monthly; Preschool has 25 lessons. A topic unit is taught for a one-month period with all lesson differentiated across three levels.

UCP-CDS Melvin J. Larson School also utilizes Google Classroom, News-2-You, Raz-Kids, Prodigy and Seesaw to supplement ULS within the classroom.

Data Collection

Data-driven instruction is the educational approach used at UCP-CDS Melvin J. Larson School. The teachers utilize individual student data to inform teaching and learning.

All students at UCP-CDS Larson School have individual student portfolio binders for data collection. Data collected includes skill tracking, learning profile, monthly pre- and post – assessment measures, benchmarking assessments, core rubrics (readiness skills of employability, communication, self-advocacy, daily living and social strategies) and behavior data forms. Also contained within the binder are specific IEP goal data collection sheets. The data is collected weekly to monitor student progress, drive instruction and intervention.

Instructional Approaches

Autism

UCP-CDS Melvin J. Larson School's Autism program is designed to serve students who have been identified as having autism spectrum disorders. Program components include a self-contained classroom having a highly structured environment. When teaching students with Autism Spectrum Disorder (ASD), a number of different approaches are employed that have been proven to yield positive results. Larson School utilizes the following instructional approaches:

- Simple, concrete language, accompanied by visual supports
- Limited, clear choices
- Gentle tone and word when offering correction or critique
- Applied Behavioral Analysis (ABA) in conjunction with home based plans
- Discreet Trial Teaching (DTT)
- Behavior Therapist support
- Sensory diets

The ultimate goal of the Autism program is to provide a structured environment which will maximize the adverse effects from deficits in the social, communication and academic areas.

Developmental Delay

UCP-CDS Melvin J. Larson School's Developmental Delay program is designed to serve the educational needs of students age three through nine who have a significant delay in the process of development in speech/language and academic readiness areas. Program components include a self-contained classroom having a highly structured environment. When teaching students with an identified Developmental Delay, a number of different approaches are employed that have been proven to yield positive results. Larson School utilizes the following instructional approaches:

- Visual schedules with pictures/icons
- Songs with finger play to develop fine motor skills
- Life skills related to daily living and self-care.
- Teach and model personal hygiene habits such as washing hands, covering mouth and nose when sneezing or coughing, and dental care.
- Break down skills into steps
- Demonstration rather than giving directions verbally
- Visuals when presenting new information verbally.
- Hands-on materials and experiences(manipulatives)
- Timers to indicate transitions

- Consistent classroom routines
- Sequencing cards/visuals
- Use of natural consequences when possible to reinforce cause and effect involved in a rule, request, or limit.

The goal of the Developmental Delay program is to develop the academic, speech/language, and social skills necessary to increasingly participate in the educational process.

Emotional Disability

UCP-CDS Melvin J. Larson School's Emotional Disability program is designed to serve students who have a condition exhibiting one or more of the following characteristics along with a secondary coexisting recognized disability that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression;
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Program components include a self-contained classroom having a highly structured environment. When teaching students with an identified Emotional Disability and another coexisting qualifying disability, a number of different approaches are employed that have been proven to yield positive results. Larson School utilizes the following instructional approaches:

- Classroom rules/activities kept simple and clear
- Positive behaviors rewarded
- Mini-breaks allowed
- Consequences for breaking the rules are introduced at the same time:
- Consequences are applied consistently and firmly.
- Consequences are clearly understood, and remain constant and predictable.
- Feedback is administered clearly when consequences are administered.

The goal of the Emotional Disability program is to provide a safe, predictable learning environment which is least restrictive and allows fostering of their individual emotional, educational and behavioral challenges.

Intellectual Disability

UCP – CDS Melvin J. Larson School’s Intellectual Disability program is designed to serve students that have limitations in cognitive functioning as well as deficits in personal independence, adaptive behavior, and academics. Program components include a self-contained classroom having a highly structured environment. When teaching students with an identified Intellectual Disability, a number of different approaches are employed that have been proven to yield positive results. Larson School utilizes the following instructional approaches:

- Systematic Instruction
- Focus on money concepts, time concepts, independent living skills, self-care and hygiene, community access, leisure activities, and vocational training
- Skills are taught in isolation then applied to increasingly general settings
- One concept or activity component at a time
- One step at a time to help support memorization and sequencing
- Multiple opportunities provided to practice skills in a number of different settings
- Use of physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses

The goal of the Intellectual Disability program is to encourage and motivate students to develop their abilities to their fullest potential.

Multiple Disabilities

UCP-CDS Melvin J. Larson School’s Multiple Disabilities program is designed to meet the educational needs of students who have two or more disabling disabilities, with one of the disabilities severe or profound intellectual disability. Individuals in this area require extensive ongoing support in “life activity” areas such as mobility, communication, self-care and academics. When teaching students with multiple disabilities, the following instructional strategies are used:

- Switch use to control environmental events with simple responses
- Data-based instruction using ongoing progress monitoring
- Systematic Instruction of daily living, job and community skills
- Chained task teaching by breaking components of the task into the discrete steps of a task analysis

- Focus on skills like self-management, goal setting, and choice making
- Time delays for responses
- Positive reinforcement

The goal of the Multiple Disabilities program is to foster independence and aid students in acquiring both academic and functional skills for the real world.

Orthopedic Impairment

UCP-CDS Melvin J. Larson School's Orthopedic Impairment program is designed to meet the educational and physical needs of students diagnosed by a medical physician to have a health impairment that is acute and chronic in nature. Students who qualify for this program have a level of cognitive delay and may have a delay in speech/language. When teaching students with an identified Orthopedic Impairment, a number of different approaches are employed that have been proven to yield positive results. Larson School utilizes the following instructional approaches:

- Seating arrangements to develop useful posture and movement
- Instruction focus on development of gross and fine motor skills
- Use of textured mats under worksheets and manipulatives to stabilize work area.
- Use of colored highlighters to direct attention to key information.
- Use of colored sticky notes to draw attention or clarify important information.
- Use of computers with touch screen capabilities.
- Demonstrate all concepts with manipulatives.
- Utilize computer speech-enhanced text and lessons.
- Use of drawings and real-life examples such as lunch counts and class lists

The goal of the Orthopedic Impairment program is to foster independence and increase both academic and functional skills along with assisting the student to transfer their skills for a manner of dignified living, working, and recreation in one's home community.

Other Health Impairment

UCP-CDS Melvin J. Larson School's Other Health Impairment program is designed to meet the educational and physical needs of students diagnosed by a medical physician to have a health impairment that is acute and chronic in nature. Students who qualify for this program have some level of cognitive delay and may have a delay in speech/language. When teaching students with an Other Health Impairment, a number of different approaches are employed that have been proven to yield positive results. Larson School utilizes the following instructional approaches:

- Extra time allowed for these students to shift from one activity or environment to the next
- Students taught specific techniques for organizing their materials
- Classroom organized accordingly, all materials kept in permanent locations for easy access
- For complex activities, steps are simplified to make them more manageable
- Student seated close to the teacher and away from any peers that might be distracting
- Daily schedule posted that clearly delineates each activity. These schedules can then be used as prompts to direct the student back on task
- Unstructured time kept at a minimum

The goal of the Other Health Impairment program is to foster independence and allow students to develop both academic and functional skills necessary for the world outside the classroom or school setting.

Traumatic Brain Injury

The UCP-CDS Melvin J. Larson School's program for Traumatic Brain Injury is designed to improve the lives of individuals who have sustained a traumatic brain injury (TBI) and aid the students in fully accessing their own learning. Students who sustained a TBI return to school with a range of cognitive, psychosocial, and physical deficits that can significantly affect their academic functioning. Successful educational reintegration for students with TBI requires careful assessment of each students' unique needs and abilities. The selection of classroom interventions is based on the results of the assessments. Larson Schools uses the following instructional approaches when working with a student who has a TBI:

- Directions given one step at a time.
- Consistent routines
- Modeling of new tasks/skills
- Multiple opportunities to practice new skills
- Opportunities for the student rest as needed
- Reduced distractions
- Repetition and consistency.

The goal of the traumatic brain injury program is successful reintegration to their least restrictive environment.

Student Rights

Formal Behavior Plan

A Functional Behavioral Assessment (FBA) will be completed by the Behavior Therapist to determine what problem behaviors are occurring, what the triggers are, and what the consequences are when the problem behavior occur. Parents will be notified by the Behavior Therapist or Special Education Teacher about the problem behavior and to let them know that data will be collected. The FBA will provide an operational definition of the problem behavior, so that staff will be able to identify the behavior to collect data. ABC Data will be collected on the problem behavior to see if there are specific times and triggers that increase the behavior. ABC data collects the antecedent, behavior, and the consequence. This data will determine if the problem behavior is occurring frequently or if it has a long duration. Once the FBA is completed, a Behavioral Intervention Plan (BIP) will set up to determine the plan of action for reducing the problem behavior. If a student comes in with a BIP, then the Behavior Therapist will go over the plan and set up a data collection method.

Once a behavior plan has been established, data sheet will be created. Depending on the problem behavior and the method of data collection (frequency, duration, etc.), staff will keep data daily and drop off weekly sheet to the Behavior Therapist. Staff will be trained on how to implement the BIP and how data should be collected. The Behavior Therapist will analyze the data and continue to monitor the progress. ABC data will be completed weekly to make sure that the function of behavior is still consistent. The Behavior Therapist will go into the classroom periodically to collect data to make sure that it is consistent between staff. If there is any inconsistency, then the Behavior Therapist will go through with the staff member to see where there are issues. Data will be collected yearly to be analyzed and interpreted at IEP meetings. This will show if the BIP had any progress or if there are changes that need to be made.

If the BIP is not effective and staff are consistent and implementing the BIP correctly, then a meeting will be set up to go over data and revise the BIP. A meeting will be asked to be called to amend the IEP to make any necessary changes.

Time-Outs

Per Section 1.285 Requirements for the Use of Isolated Time Out, Time Out and Physical Restraint, "Time out" means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with an adult trained under subsection (i) for part of the school day, only for a brief time, in a non-locked setting. Time outs should have the Behavior Therapist involved and the staff members must remain in the rooms until the time out is finished.

Section 1.285 Requirements for the Use of Isolated Time Out, Time Out and Physical Restraint, "Isolated time out" means the involuntary confinement of a student alone in a time out room

or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Isolated time out is allowed only under limited circumstances. If all other requirements under this Section are met, isolated time out may be used only when the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression.

Section 1.285 Requirements for the Use of Isolated Time Out, Time Out and Physical Restraint: Isolated time-outs and time-outs does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

The goal is to create situations and recognize signals or triggers before problem behaviors occur. This will allow teaching moments to have the student request appropriate breaks when needed. Followed by the students recognizing when they need a break on their own and then requesting it without the help of a staff member. If there is a need for a time-out, then there is a built in area within the sensory room that would allow for the student to go into with the staff member in charge to allow for calming and de-escalation. Isolation time-outs are not to be used unless it is absolutely necessary. A trained staff member who is in charge of the student should be in the room at all times. If the situation turns into a crisis, the Behavior Therapist should be notified immediately and assess the situation.

Bullying, Intimidation, and Harassment Prohibited

No person, including an United Cerebral Palsy- Center for Disability Services employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived; race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Melvin J. Larson School will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, visual, or cyber that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

UCP-CDS shall investigate alleged harassment of students when the Nondiscrimination Coordinator or Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974, the Individuals with Disabilities Education Act Amendments of 1997, the Illinois School Student Records Act, and regulations adopted by the State Board of Education, UCP-CDS Melvin J. Larson School will protect the confidentiality of any personally identifiable information collected by Larson School, during its collection, storage, disclosure, and destruction. The Board will protect District students and their families from invasions of privacy in the collection, storage, disclosure, and destruction of such information and provide access to recorded information only to those persons legally entitled thereto.

Re-opening Plan

United Cerebral Palsy- Center for Disability Services

* re-opening plans could change, as cases of COVID-19 increase or decrease

EQUITY & STUDENT/CLIENT SERVICES

The health and safety of students, clients, and staff is our priority.

Health/Safety

Parents/guardians/provider staff will be encouraged to keep all sick students/clients home and **students** access our Remote Learning Resources that will be made available. Individuals with the following symptoms are encouraged to remain home:

- Vomiting Diarrhea Headache
- Fever over 100.4°F
- Cough Nasal congestion
- Fatigue Poor appetite Muscle pain
- Loss of smell/taste
- Known close contact with a person who has been diagnosed with COVID-19

Office staff will be expected to obtain specific information about illness from parents/guardians/provider staff when absences are being reported. Information will be recorded and shared with school nurses and/or appropriate personnel. Individuals who medically fragile and immunocompromised must consult their medical provider prior to attending UCP-CDS. Individuals that arrive at UCP-CDS with any of the following symptoms in isolation: a fever of 100.4°F or higher, diarrhea, or vomiting, must go home and cannot return to UCP-CDS until the individual is symptom-free without the use of medication for 24 hours. **The individual may not return to UCP-CDS the day after being sent home with a fever of 100.4°F or higher, diarrhea, or vomiting.**

CDC and IDPH guidelines for individuals who were suspected of having COVID-19, tested positive or negative for COVID-19, are listed below.

- If an individual is suspected of having COVID-19, whether the child was tested or not, he/she may return to school after:
 - 72 hours of being fever-free without the use of medication **and**
 - after 10 days since symptoms first appeared.
- If an individual is tested for COVID-19 with negative results, he/she may return to UCP-CDS after:

- 72 hours of being fever-free without the use of medication,
- after 10 days since symptoms first appeared, and
- respiratory symptoms have improved.

■ **or two negative tests at least 24 hours apart**

If an individual has tested positive for COVID-19, the nurse will call the Will County Health Department to report and follow their guidance. A doctor's note will be required for an individual to return to programming after any confirmed case.

Health Education

As part of the planning days, all staff members will be required to participate in an informational session by the school nurse or Program Director about health/safety practices and procedures based on the guidance from the CDC. The training will include, but is not limited to social distancing, face covering, hand hygiene procedures, wellness checks, and when students should be sent to the nurse or when clients need to go home.

Signage

The Centers for Disease Control and Prevention (CDC) recommends posting signs and messages in highly visible locations that reinforce safety precautions and promote everyday protective measures (e.g., proper hand washing and appropriate face coverings). Posters promoting healthy practices will be displayed around the building. Posters will include:

- 6-foot distancing reminders
- Hygiene (appropriate hand washing, coughing/sneezing procedures, etc.)
- Face coverings reminders

Social Distance

To the best extent possible, social distancing will be established in common areas. Transitioning in the halls will be scheduled limiting the number of individuals in common areas.

Classrooms

- Classroom seating will be configured with maximum allowable space in between individuals as possible.
- Where possible, desks will face the same direction and/or individuals will sit on only one side of tables, spaced apart, in assigned seats.

- Students/clients will not share school supplies; students/clients will use their own school supplies and keep belongings separate or in their backpacks during the day.
- Students/clients/staff are encouraged to bring a refillable water bottle from home to UCP-CDS. Bottles may be refilled throughout the day using a sink.
- Students/clients will be encouraged to leave their Chromebooks and any other unnecessary items at home.
- Hand sanitizer will be readily available in each classroom and students will be given time to thoroughly wash hands with soap and water several times throughout the day.
- All classrooms will have disinfectant wipes available for staff to disinfect high touch areas as needed throughout the day.
- Unnecessary furniture and supplies will be removed from classrooms to create additional instructional space.
- Interactive monitors and whiteboards, as well as document cameras will be disinfected by staff only. Individuals may utilize their own communication devices.
- Restroom procedures will be established to limit the number of individuals transitioning in the hallway and in restrooms at one time.

Hand Washing

Hand washing opportunities will be provided upon arrival, before and after lunch, and as requested or needed. Hand sanitizer will be available in common areas and classrooms.

Face Masks

Face masks will be required of all individuals and masks will be provided when necessary. We are asking that a mask be provided for each individual prior to coming to UCP-CDS. Only individuals with medical conditions certified in writing by a medical doctor will be excused from using a face mask as recommended by CDC. Face shields are not approved without the use of a mask underneath. Alternate plans will be discussed with parents/guardians/provider staff for individual students unable to wear face coverings.

Lunches

Student/client meals and utensils will need to arrive at UCP-CDS in a “ready to serve” fashion. This includes meals that are in need of blending/grinding prior to mealtime. By meals arriving “ready to serve” the need of touch contact to prepare food will be reduced and decrease the risk of spreading germs. If meals/food items need to be heated prior to serving, staff will do so in the container food was sent in. The container/utensils will be sent back home for washing.

Entrance to the Building Protocols

Arrival and Dismissal Procedures

- Individuals will arrive/depart through assigned entrances/exits to limit exposure
 - All *students* will arrive at door D
 - All *clients* will arrive at their previously assigned arrival doors
 - All *after school respite* will arrive at the front door
 - **Staff/parents may not drop off individuals and leave prior to individual participant screenings**
- All individuals will have their temperatures checked when they arrive at UCP-CDS
- Individuals will go directly to their classroom upon arrival
- Students/clients will eat in classrooms
- Hand sanitizer will be available for everyone as they arrive
- Any student arriving at UCP-CDS with a temperature over 100.4°F will be sent to an isolation area until arrangements are made for the student to go home.
- Any client who arrives with a temperature over 100.4°F will be sent back with their CILA provider staff.

Staff

- Building administrators will be responsible for ensuring that all staff has certified their health by having their temperature checked.
- Teachers, Paraprofessionals and DSP's will have wellness checks before entering the school by designated school staff.
- Any staff member with a temperature over 100.4°F will immediately be sent home.

Visitors

- **There will be no visitors allowed at UCP-CDS until further notice.**
- If parents or staff are picking up a child or client **please call 815-744-3500** and the individual will be escorted out of the building.

Special Needs Considerations

Adult Day Program

Each client's ISSA provider will modify Person Centered Plans as applicable to each client's need per IDHS.

Melvin J. Larson School

Working within the parameters set forth by CDC, IDPH, and ISBE, Melvin J. Larson School will provide the following for students receiving services per their IEP:

- **Students will attend with their age appropriate grade level 4 days a week, Monday, Tuesday, Thursday and Friday. Wednesday will be remote learning.**
- Safety must be the primary consideration when determining how to meet the needs of students with disabilities who are medically-fragile or immunocompromised upon return to in-person instruction. If a student is not returning to in-person traditional 4 days a week instruction, the IEP Team will consider how to address this risk to the student, including consideration of alternative placement options such as continuing the implementation of remote learning, hybrid instruction, or other appropriate placement options in the student's least restrictive environment.
 - **If remote learning is selected by parent, student will attend class during school hours with the class using Google Classroom.**
 - **Parents can change selected plan with written request.**

Melvin J. Larson will take attendance and monitor and verify each student's remote participation:

- Daily check-in with students may include
 - Live stream participation
 - Virtual meetings
 - Telephone calls
- When students are not engaged
 - Teachers will document all attempts made
 - Phone calls will be made after all lack of communication/engagement
 - Five consecutive missed days will lead to written notification of lack of engagement
 - School based problem-solving using attendance committee

Human Resources

The District will follow CDC and IDPH protocols regarding reported cases and take specific guidance from the Will County Health Department.

Reporting Requirements during this emergency period:

1. Employees are required to disclose to the Human Resources Department if they test positive for COVID-19 or have been in contact with someone who tests positive, even if asymptomatic. If work is available, those employees are permitted to work from home but are not allowed in the office until they are medically cleared, with required documentation submitted to the Human Resources Department.
2. Employees who are scheduled to work in an office or school building, or plan to return to work, are required to notify the Human Resources Department if they, or someone they live with, is experiencing any coronavirus-related symptoms (fever, cough, body aches, sore throat, etc.). Upon receiving such a report, if work is available, the employee will be required to work from home until they are medically cleared, with required documentation submitted to the Human Resources Department.
3. Employees who are unable to report to work, or work from home, as a result of COVID19 may be eligible for COVID-19 special leaves.

Employee Reporting:

Absences related to COVID-19 diagnoses and COVID-19 exposure should be reported directly to Human Resources. Human Resources personnel will request specific symptom information, including but not limited to:

- A positive result for, or other diagnosis with, COVID-19;
- Symptoms of infection with COVID-19, i.e., fever of or over 100.4°F, cough, shortness of breath, sore throat;
- “Close contact” (meaning the individual was within 6 feet of the individual with symptoms for more than 15 minutes) with any person who has tested positive for, or has otherwise been diagnosed with, COVID-19 infection within the preceding 14 days, even if asymptomatic;
- Whether the employee has been asked to self-quarantine by a health official within the preceding 14 days;

School Site and Adult Site Response:

Any individual within the UCP-CDS environment who shows symptoms should be immediately separated from the rest of the population. Individuals who are sick should be sent home. If emergency services are necessary, call 911. The Human Resources Department should be contacted as soon as possible to report the occurrence.

When interacting with individuals who may be sick, school nurses and personnel should follow CDC guidance on standard and transmission-based precautions.

Human Resources Department Response:

In accordance with the recommendations of the Centers for Disease Control and Prevention (CDC), if an employee is confirmed to have COVID-19 infection, employers should inform fellow employees of their possible exposure to COVID-19 in the workplace, but maintain confidentiality as required by the

Americans with Disabilities Act (ADA) and the Health Insurance Portability and Accountability Act (HIPAA). Co-workers should then self-monitor for symptoms (e.g., fever, cough, or shortness of breath). Human Resources will identify any additional staff, student or clients that will need to be quarantined and/or tested for COVID-19. Individuals who did not have close contact (meaning the individual was within 6 feet of the individual with symptoms for more than 15 minutes) with the person who is sick can return to work immediately after disinfection. ***Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days, even if asymptomatic. Close contact means the individual was within 6 feet of the individual with symptoms for more than 15 minutes.***

Human Resources will monitor staff quarantined, awaiting test results, and staff recovering from being infected with COVID-19. Staff needing additional considerations due to high risk situations will be addressed on an individual basis, as needed.

Human Resources Department Recommended Schedule for Actions:

- Immediately Upon Notification
 - If the employee is currently in the facility, quickly determine a strategy for the employee to leave
 - Consider how to handle this situation to avoid exposure to others, while protecting the dignity and privacy of the individual
- One-Two Hours After Notification
 - While consulting with Executive Management, assess whether to send all employees home for the day/close the building where the employee worked
 - Obtain additional information from infected employee and conduct telephone interview (assuming employee is medically able to participate)
 - Develop list of likely individuals to have had close contact with infected employee
 - Identify individual(s) responsible for communication plan for those who had close contact with infected individual and prepare plan
 - Work with Building and Support Services to arrange for thorough cleaning/disinfecting per CDC Guidance
- Two-Five Hours After Notification
 - Assess work impact of closure of facility
 - Execute communication plan for coworkers and others who had close contact with infected individual
 - Work with Executive Management to prepare media statement

Building Engineer/Custodian/Building Support Services Response:

Close off any areas of the building used by a sick person and do not use these areas until after proper cleaning and disinfection procedures have been completed. Open windows to increase air circulation in the area. It is advised by the CDC to wait at least 24 hours before cleaning and disinfecting; if 24 hours are not possible, wait as long as possible. Clean and disinfect all areas, such as offices, bathrooms, common areas, shared electronic equipment, etc., used by the person who is sick.

Employee's Return to Work:

In accordance with state and federal guidance, employees who have been off work due to COVID-19 illness, exposure, or quarantine should not return to work until they have met criteria to return. Employees returning from illness, exposure, or quarantine related to COVID-19 should contact the Human Resources Department prior to returning to work to ensure all documentation required for the employee's return has been received and accepted.

Enhanced Cleaning Procedures:

- Cleaning and disinfecting individual desks/chairs daily.
- Main touchpoints will be cleaned and disinfected (switches, handles, doors).
- Bathroom touchpoints will be cleaned and disinfected daily.
- Additional disinfecting throughout the day to the following
 - Push bars
 - Door handles
 - Soap dispensers
 - Sanitizer dispensers
 - Partition doors (inside and outside of doors)
 - Toilet seats
 - Flush handles- urinals & toilets
 - All faucet handles in restrooms
 - All sink handles in classrooms, etc
 - Handrails
 - Main Office countertops
- Staff to add additional disinfecting (using wipes or spray) to the following:
 - Students/clients sanitize &/or wash hands throughout the day (set time to sanitize/clean)
 - Disinfect desk before & after lunch in classroom

- Disinfect back of chairs
- Gloves should be available for hand over hand activities
- Attempt to spend less time on carpet/floor to help eliminate germs (hard surface to disinfect)

End of Day Cleaning Process:

- Confirm proper dwell time is used for disinfectant on all areas discussed above
- Deeper clean/disinfect to chairs and desks
- Deeper clean/disinfect to all classroom countertops, tables, sinks, toilets, urinals
- Deeper clean to all dispensers, partition walls, restroom doors, office doors, etc
- All touchpoints in the building will be cleaned and disinfected.
- Deep cleaning to restrooms throughout the facility
- Additional deep cleaning and disinfecting will be done in classrooms.
- Conduct a thorough cleaning of all surfaces discussed to remove any and all disinfectant residue off all surfaces.

Recess/Playgrounds

- Playground equipment will be cleaned at the beginning of the day and after each use.
- Recess procedures will be established to limit the number of people outside for recess at one time.

Safety Measures

- All staff required to wear masks throughout the day except when eating, outside or when alone in a room.
- Staff to wear gloves as needed to protect skin from irritation from cleaning supplies as well as protect from bodily fluids and aerosols.
- All staff to be provided with 2 scrub tops, 5 cloth masks, gloves and reusable face shields to limit their exposure to bodily fluids as well as to protect from aerosols.
- Students, clients and staff will be encouraged to bring refillable water bottles to UCP-CDS.
- Each program will establish bathroom protocols to ensure social distancing and student safety.
- Adequate hand soap and sanitizer will be available in restrooms and facility entrances.
- Hand sanitizer and disinfecting wipes available in every classroom.

- Cleaning supplies inventory to remain sufficient for the total number of classrooms and offices.
- No visitors allowed until further notice.
- Vendors and contractors required to leave materials and items at the assigned location in the vestibule.