Easterseals Carmel Project Soar Re-Opening Plan

Submitted: 8/5/2020

Agency Name: Easterseals Project Soar

BEDS Code: 80000055533

Administrative Address: The Fedcap Group, 633 3rd Ave., 6th Floor New York, NY 10017

Program Site Address: 97 Old Route 6 Carmel, NY 10512

Program(s) provided at this site:

- X 4410 (Pre-school Special Education
  - X Special Class
  - X Special Class in an Integrated Setting
  - ☐ Multi-Disciplinary Evaluations
- ☐ 853 (School Age Special Education
- ☐ Other:

Contact Person (Name, Title): Janet Lowe, Assistant Director

Contact Phone Number: 845-835-3100

Contact Email Address: jlowe@eastersealsny.org

Website where this plan and any plan updates will be posted:
https://www.easterseals.com/newyork/our-programs/

INTRODUCTION

This plan was developed to conform to the guidance provided by the New York State Education Department (NYSED) in their July, 2020, document entitled: *Recovering, Rebuilding, and Renewing: The Spirt of New York's Schools – Reopening Guidance.* This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and all of the new requirements and regulations which may emerge over time. We solicited input and involvement from the families we serve and our staff during the original drafting of our re-opening plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

We know our program must be as flexible and as responsive as possible to the needs of our students, families, staff members. We will closely monitor the conditions of our community as the COVID 19 pandemic continues and the effectiveness and appropriateness of our plan. Be assured that nothing has changed our sincere commitment to our students and our determination to provide the highest possible

quality of educational programming and related services even during these difficult times.

The goal of the plan is to guide the delivery of high-quality educational services as safely as possible whether that service delivery is in-person, through a remote learning platform or a blended combination of remote and in-person services. Our focus and concerns extend to the social and emotional needs of our students, families and staff members. By diligently working together and remaining focused on the outcomes we desire, we can find solutions to the many challenges ahead.

Our plan includes all the required elements identified by NYSED and follows the structure of the guidance by addressing the following areas as they apply to our students with disabilities and their families:

1. Communication/Family and Community Engagement
2. Health and Safety
3. Facilities
4. Nutrition
5. Transportation
6. Social Emotional Well-Being
7. School Schedules
8. Budget and Fiscal
9. Attendance and Chronic Absenteeism
10. Technology and Connectivity
11. Teaching and Learning
12. Career and Technical Education
13. Athletics and Extra Curricular Activities
14. Special Education
15. Staffing
16. Teacher and Principal Evaluation System
17. Student Teaching

Any suggestions, concerns and/or questions about our plan should be directed to the contact person identified at the beginning of this document.

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A. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

1. **What participants involved in the Reopening Plan's creation and may be involved in any possible future revisions**:

- Identify the job titles/groups at your school who were involved in crafting the original re-opening plan and who will participate in future revisions of this plan:
  Janet Lowe, Assistant Director,
  Stephanie Lee, LPN.

- What community-based groups or individuals were involved in your plan's creation or could become involved as the plan is modified or enhanced?
  Not applicable

2. **Moving forward how do you plan to consistently communicate with and provide information to each of the following groups?**

- Students: *N/A*
- Parents/Legal Guardians: *OneCall Message system, emails, zoom, mailed notices, phone calls, and Class Dojo postings*
- Staff: *OneCall Message system, emails, zoom and phone calls*
- Visitors: *Phone calls prior to any scheduled arrivals*

3. **Describe how you will ensure that all students are taught or trained how to follow each of the following COVID-19 protocols safely and correctly.**

- Hand hygiene:
  Teachers will implement in their lesson plans and review daily. Handwashing steps will be sent home to families for follow up and consistency.
- Proper face covering wearing:
  Teachers will implement proper use activities and exercises into their lesson plans to help children become accustomed to using face coverings.
- Social distancing:
  Teachers will utilize markings/stickers in the school building including classrooms and provide reminders both verbally and with physical movement to keep students socially distant as best as possible.
- Respiratory Hygiene:
  Staff will provide physical and verbal modeling of how to sneeze/cough in their arms.

4. **Describe how you will use verbal and written communication to encourage students, staff and visitors to adhere to Center for Disease Control (CDC) and Department of Health (DOH) regarding the proper use of face coverings when social distancing is not possible.**

Notices/signs will be posted in all areas of the building. The nurse and support staff will verbally communicate as needed.

5. **Describe how you will provide communications in languages other than English Signs/postings are posted in multiple languages upon entry of the building.**

Appropriate signage will be translated into Spanish to accommodate population. We will use the best more of communication for parents with any impairments based on individual need (email/class dojo).

6. **Describe how you will communicate with members of the school community with visual and/or hearing impairments.**

We will use best mode of communication for parents with impairments based on individual need (email/texting etc.).

B. HEALTH AND SAFETY

NOTE: Students and staff will return to in-person instruction only when governmental authorities permit in-person education. Additionally any return to in-person instruction will necessitate that the school's leadership also determines the number of students and staff allowed to return in person based on: the ability to maintain social distancing; the availability of PPE, including the availability of cloth face coverings and face masks; availability of safe transportation; local hospital capacity according to the local Department of Health

1. **Describe your plan/protocol to instruct staff to observe for signs of illness in students and staff and requires that symptomatic persons to be sent to the school nurse or other designated school staff member**

Staff will be trained before students arrive by the School Nurse and Administration on the signs and symptoms of Covid-19 and Multisystem inflammatory Syndrome in Children. These symptoms will also be posted around the school building, therapy areas and all classrooms.

2. **Describe your school's protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.**

The Schools safety officer (Nurse) and designated Administrative support members will take each students' temperature upon arrival to school and again upon arrival in their classrooms. Staff will have their temperature checked upon arrival before signing in at that front desk by the receptionist.

3. **Describe your school's plan to have ill students and staff assessed by the school nurse or other qualified medical professional engaged by the school. Confirm that if a qualified medical professional is not available at the school that**

the ill student and/or staff member will be sent home for follow up with a health care provider.

Students and staff with symptoms of illness must be sent to the health office. If the school nurse is not available, ill person will be isolated and dismissed if they have a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

If students or staff become ill with Symptoms of COVID-19 on-site, our school will follow Education Law § 906, which provides [w]henever…a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director will immediately notify NYCDOHMH of any disease reportable under the public health law.

4. **Describe your school's protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.**

Students suspected of having COVID-19 awaiting transport home will be isolated in the nurses' office separate from others, with a supervising adult present utilizing appropriate PPE. If multiple students are suspected of COVID-19 the isolated area will be moved to the main office to ensure better social distancing (6 feet apart).

Students will be escorted from isolation area to their parent/guardian. Parent/guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Symptomatic students or staff members will follow CDC's Stay Home When You Are Sick *guidance unless otherwise directed by a healthcare provider or the local health department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, administration will call 911 and notify the operator that the person may have COVID-19.*

If a student or staff member reports having tested positive for COVID-19, school administrator or her designee will notify the local health department to determine what steps are needed for the school community.

The CDC and NYSDOH recommend and our site will follow:

- *Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.*
- *Opening outside doors and windows to increase air circulation in the area.*

- *Waiting at least 24 hours before cleaning and disinfection. If waiting 24 is not feasible, wait as long as possible.*
- *Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, and common areas.*
- *Once the area has been appropriately cleaned and disinfected, it can be reopened for use.*
- *Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning or disinfection.*

For positive answers to the health questionnaire, individuals will be turned away and will not be allowed to remain on site.

5. **Describe your school's protocol for how you will conduct health screenings of visitors, guests, contractors, and/or vendors to the school.**

The mandatory health screening (temp check & questionnaire) will be completed by nurse and/or administration on-site for staff prior to entering the facility. Staff will be required to make visual inspections of children throughout the day for signs of COVID-19 illness. These symptoms include flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue, extreme fussiness or temperature over 100 degrees. Staff will be trained by school nurse prior to the opening of school on what to look for and/or be aware of during the day. Additional appointed staff will also be trained on how to complete the health assessment in case of the absence of the nurse.

6. **Describe your school's protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school**.

Families will continuously be sent home the signs and symptoms, facts sheets and local testing sites. During orientation we will provide a throughout explanation/workshop on the signs and symptoms parents need to look for.

7. **Describe your school's protocol and appropriate signage you use to instruct staff and students in correct hand and respiratory hygiene.**

Handwashing posters are posted in all of our bathrooms. Handwashing and respiratory hygiene will be built into the weekly lesson plans for teachers to review with students daily.

8. **Describe how your school plans to ensure that all persons in school buildings keep a social distance of at least 6 feet whenever possible.**

Signage will be posted around the building for reminders of social distancing. We will limit students and staff in the hallways and place distance markers in the hallways for appropriate social distancing.

Any time that staff or faculty are less than 6 feet from one another or students, they must wear acceptable face coverings. Ensure that student and staff groupings remain as static as possible by having the same group of students stay with the same staff. Restrict mixing between groups and limit maximum student group size to 15 in any specific area (e.g. classroom, gym, playground) at any given time. Limit gatherings, events and activities to those that can maintain social distancing with the maximum amount allowed by NYS. If there is a safety concern involving a student or staff or if the core activity requires a shorter distance (caring for a child or responding to the needs of a child) staff must wear acceptable face coverings. When diapering, staff is to follow CDC guidelines, wear long hair up, wear oversized button-down long sleeve shirt, face coverings and gloves.

9. **Describe your school's protocol explaining how your school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.**

It is important for parents/ guardians and staff to work with their healthcare provider so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Transitioning these students back to school requires planning and coordination of:
o school health services personnel o special education personnel
o pupil personnel services and
o administration.

Being aware that families are already under significant stress and COVID-19 has made their situations more critical. Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing include:

- *Additional PPE for staff caring for such students;*
- *Assigning only one staff member to care for the student(s);*
- *Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.*

As per our parent company guidelines, any staff member that identifies any concerns regarding returning to work due to being medically compromised or having a family member at home who is medically fragile needs to report to The Fedcap Group Human Resources department. Reasonable accommodations will be discussed and reviewed on a case by case basis.

10. **Describe your school's protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.**

All staff, students, and visitors will be required to wear a face mask when social distancing cannot be maintained. Signage will be posted upon entry of the building. The receptionist will not let in anyone without a face mask. The front door is locked, and all entries will need to be approved by the administration. There are cameras outside the front door which the receptionist can see anyone ringing the bell is wearing appropriate face covering.

11. **Describe your school's protocol for allowing students to take "mask breaks.**

Our school will follow CDC Guidelines regarding young children and face masks. CDC guidelines state: "Younger children (e.g., preschool or early elementary aged) may be unable to wear a cloth face covering properly, particularly for an extended period of time. Wearing of cloth face coverings will be prioritized at times when it is difficult to maintain a distance of 6 feet from others (e.g., during carpool drop off or pick up, or when standing in line at school)." Ensuring proper cloth face covering size and fit and providing children with frequent reminders and education on the importance and proper wear of cloth face coverings will help address these issues, in addition to providing "mask breaks" when necessary and appropriate.

12**. Describe your school's plan for obtaining and maintaining an adequate supply of cloth face coverings/masks for school staff, students who have forgotten their masks as well as all of the PPE needed by your school's health professionals.**

A two month supply will be on hand upon school reopening. The nurse will monitor the supply list and place an additional two month supply as needed.

13. **Describe what actions your school will take if there is a confirmed case of COVID-19 in the school.**

Affected and shared areas (such as offices, classrooms, bathrooms, common areas and shared equipment) will be shut down for 24 hours if possible, then cleaned and disinfected. Once the area has been appropriately cleaned and disinfected, it can be reopened for use. Bleach and water solutions, Clorox wipes and Lysol disinfecting spray as identified by the EPA effective against COVID-19 will be used to clean & disinfect areas & equipment. A 2-4 week supply will be kept on hand at all times. Open outside doors to the extent practicable to increase air circulation to the area while maintaining all health & safety standards.

In the case of an employee, parent/guardian or child testing positive, the responsible parties must cooperate with the state & local health department as required to trace all

contacts in the workplace. The state & local health department where the site is located must be notified of all individuals who entered the site dating back to 48 hours before the employee, parent/guardian or child first began experiencing COVID-19 symptoms or tested positive, whichever is earlier. Confidentiality must be maintained as required by federal & state law & regulations. The log will be used to trace contacts and staff will be informed by the nurse and/or administration.

14. **Describe your plan that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Include in your description how you plan to coordinate with the local health department.**

If an employee or student is symptomatic upon arrival at the facility or becomes sick with COVID-19 symptoms at the facility, has close or proximate contact with a person with COVID-19, the employee or student must be separated and sent home immediately. They may return upon completing at least 10 days of isolation from the onset of symptoms OR upon receipt of a negative COVID-19 test result.

15. **Describe you school's protocol to clean and disinfect the school following CDC guidance.**

Adhere to hygiene, cleaning & disinfecting requirements from the CDC and NYSDOH and maintain logs that document date, time & scope of cleaning & disinfection. Assigned staff will clean and disinfect frequently touched surfaces within the school at least 3x daily (more often if needed). Appropriate cleaning & disinfecting supplies registered by NYS Department of Environmental Conservation (DEC) will be provided for shared & frequently touched surfaces (e.g. door handles, handrails, strollers, wheelchairs, walkers, some toys & supplies, tables & chairs, etc.). Ensure safe & correct application of such products and keep all products away from children. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as opening doors, unless they pose a safety or health risk. Children will not be allowed to use toys that cannot be cleaned & disinfected and restrict toys from home. Facilities will be thoroughly cleaned and disinfected each night.

16. **Describe how you will conduct required school safety drills (i.e., .fire drills, lockdown) with the modifications which will be necessary to ensure social distancing between persons.**

Per OCFS regulations, Fire-Drills will be placed on a "temporary interpretation status." This will allow staff to discuss the program's fire drill procedure with the students on a regular basis. This conversation will be logged in the fire drill log in place of conducting "conventional" fire drills until the COVID-19 crisis has passed. Administration will attempt to perform traditional fire drills if and when it is deemed safe to do so.

17. **If your school operates before or after school care, describe you plan to implement health and safety protocols.**

N/A

18. **Identify by name, title and contact information the COVID-19 safety coordinator your school has selected to be responsible for continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.**

Janet Lowe, Assistant Director, jlowe@eastersealsny.org 845-835-3100

Stephanie Lee, LPN, stelee@eastersealsny.org 845-835-3100

19. <u>Health related considerations prior to reopening</u>:

a) Identify by name, title and contact information the COVID-19 resource person your agency has identified to assist your site(s) and the community.

Aisha Lucas – Vice President Home Care

- Local number: **646-931-2400**
- Email: **alucas@fedcap.org**

b) Describe if and how your school will limit visitors to school grounds and/or buildings.

Unscheduled outside visitors will not be allowed inside the building. Families will not be allowed passed the reception area; for sign-in during pick/up drop off. If required to enter for an emergency or another reason, the mandatory health screening assessment (questionnaire and temperature) will be taken. Any outside therapists, caseworkers, or district personnel will be required to schedule their visit and to complete the health screening upon arrival. Scheduled visitors must state the child they will be working with as well as the area they will be using. Any deliveries will be left in a designated area (reception area) and repair service personnel will be screened using the mandatory assessment.

c) Describe the steps that will be taken to instruct parents/guardians in screening students at home for signs of illness by multiple means which may include e written communication, short videos and parent forums.

Parents will receive written communication about screening procedures and up-to-date guidelines via mail, email and the information will be posted on our website.

d) If your school's plan relies on parent/guardian screening before school should take into account the parent/guardian's ability to access internet or complete a written check list accessible in the language spoken by the family.

OCFS Form-6040 will be shared with and used by families for daily symptoms & temperature check daily prior to a child getting on the bus. Any parent that may require assistance prior to school will be contacted by the school LPN. An appointment will be made to assist in training the parent with appropriate safety measures taken. Parents that will be dropping off will be expected to complete the health screening as they sign in their child.

e) If your school's plan is to screen students before they enter your school, describe how your protocol will: meet CDC requirements for PPE and social distancing; have sufficient supplies to conduct screenings; ensure that waiting students are supervised.

Students whose parents drop them off will have their temperatures taken before they are allowed to leave the entrance area, and before their parents leave the site. Students who are taking the bus will have their temperatures taken before they get on the bus (according to OCFS protocol), and their temperatures will be taken again once they arrive at school.

Nurse (and/or administration if nurse is unavailable) will be provided with gloves, disposables gown, mask, and face shield to conduct screenings for appropriate protection.

f) Does your school's plan encourage students to wear a cloth face covering at all times, unless otherwise inadvisable?

Yes

g) Does your school's plan include a requirement that school health personnel wear PPE when assessing ill students or conducting specific respiratory treatments?

Yes. School health personnel will be provided all PPE necessary.

h) Which room in the facility has been identified for isolating ill persons?

The Nurse's office.

i) If your school has a nurse or other health professional, what room (separate from the isolation room) has be identified as their space to administer medication and/or nursing treatments?

The main office

j) Confirm that your school's health office will use disposable equipment and supplies as much as possible.

Yes.

k) Confirm that your school will provide appropriate PPE to custodial or other personnel cleaning or disinfecting your site if such protection is required by the manufacturer of the cleaning/disinfecting agent being used?

Yes.

l) Confirm that your school has created a daily checklist for use by school personnel to inspect their work area and ensure that they have sufficient supplies every day (i.e., face covering, tissues, hand hygiene supplies and cleaning supplies, etc.).

Yes.

m) Confirm that the individual selected as your school's COVID-19 resource person:
   a. Has a health background (i.e., school nurse) or is a school administrator familiar with the reopening plan? *Yes.*

   b. Will be the main contact upon the identification of positive COVID-19 cases and be responsible for subsequent communications? *Yes.*

   c. Has been identified to the entire school community and that the community has contact information for the COVID-19 resource person? *Yes.*

   d. Has been involved in the development of the school's reopening plan? *Yes*

n) If your school has a before and/or afterschool program, do they support social distancing, PPE usage, cleaning and disinfection protocols, and the risk of COVID-19 transmission?

N/A

o) If your school has a before and/or after school program have they considered maintaining the cohorts students are in during the day?

N/A

p) If your school has a before or after school program have they considered grouping members of the same household together?

N/A

C. FACILITIES

1. If you have to rearrange, repurpose, modify or expand facility space to implement social distancing or other safety measures, please describe:

Yes. We built a few walls to enclose a space in one of the larger classrooms to accommodate a separate Nurse's Office to isolate students. The classroom continues to be large enough to educate more than 12 students, where the Special Class Integrated Setting is approved to provide no more than 12 students at a time.

2. **Are all of the changes you described in response to #1 above in compliance with fire, building, child care and any other applicable codes, regulations and legal requirements?**

   Yes.

3. **Have the school's written emergency plans (i.e., fire drills, evacuation, lockdown) been modified to reflect and facilitate social distancing?**

   Yes.

4. **Describe any changes to time management and schedules of facility usage which are planned to reduce congestion and promote social distancing:**

   Staff will be permitted to arrive earlier to reduce congestion. Those that arrive earlier will be permitted to leave earlier, so long as they maintain their approved work schedule and requirements of the position. This is contingent upon building leader approval, within 30 minutes of their normal shift, and does not impact overall programming or child supervision.

5. **Will doors which do not have automatic closure mechanisms and/or are <u>not</u> fire-rated be maintained in an open position to increase air flow?**

   Yes, doors will remain open to increase air flow circulation when it is safe to do so.

6. **Has your school installed plastic separators or other dividers? If so, please describe:**

   No

7. **Describe your determination regarding the adequacy of hand-washing facilities. Have added additional sinks and/or mobile handwashing facilities? If so, please describe:**

   Yes. Our new nurse's office has a portable sink to allow for handwashing for students and staff in Room 3 or in the event there is an ill student or staff member.

8. **Have you installed any hand sanitizer dispensers? If so, where and are those dispensers in compliance with all applicable fire codes?**

   Hand sanitizer dispensers installed around the school building, immediately at front entrance, in the hallways, and upon the entrance of each classroom.

9. **Have you installed dividers anywhere in the facility to control groups and/or manage the possibility of crowding?**

   N/A

10. **Have you made any changes to drinking fountains or drinking water access for students in response to COVID-19? If so, please describe:**

    No. We do no use drinking fountains. Potable drinking water is provided through water coolers.

11. **Describe your plan for increasing ventilation and air flow (natural and/or mechanical):**

    New HVAC unit was installed within the last year. This system will improve air flow and will be monitored.

12. **Describe your plan for enhancing and maintaining higher efficiency air filtering and any re-balancing of air flow necessitated by filtration changes:**

    See above

13. **Have you installed any new air purification technologies? If so, do those devices meet or exceed safety standards, including being listed/labeled as having been approved for the intended use by a nationally-recognized testing laboratory?**

    No.

D. NUTRITION

1. **Describe how you will work with the school district(s) and school food authorities (SFAs) to ensure that all eligible children have access to school meals:**
   Easter Seals NY has a contract with CACFP. Currently, Project Soar does not utilize this contract. In the event a family or student is food insecure, we will initiate the contract extension to include this site. While the extension is in process, we will provide well balanced meals for that child or children.

2. **Describe any changes to your health, safety, sanitation and/or food-handling procedures in light of the COVID-19 public health emergency:**
   No changes necessary. We adhere to policies and procedures recommended for food handling and distribution.

3. **Describe how children with food allergies will be protected as meal and snack procedures are revised to promote social distancing:**
   We will maintain the same policies as before. Every classroom will maintain a sign visible to all including what food allergies are present in the classroom. Staff

is informed of any food allergies and adjust as needed. School nurse maintains records of all allergies as well.

4. **Describe how and where food and meals for students will be served and consumed:**
   Meals will be served and consumed in the classroom

5. **Describe how students will be located while eating:**
   Students will be located at tables in the classrooms, with social distancing observed as much as possible.

6. **Describe how appropriate hand hygiene will be promoted before and after serving or eating:**
   Students and staff will wash hands before and after serving or eating meals.

7. **Describe how food/beverage sharing and family-style meals will be discouraged:**
   All meals are served individually. Drinks produced at individual servings.

8. **As applicable, confirm that your school is in compliance with the Child Nutrition Program and any other SFAs your agency works with:**
   N/A

9. **Describe how you will communicate with families, including those using a language other than English, about nutrition and meal//snack issues:**
   We will provide written communication in family's language regarding nutrition and snack issues. Topic will also be covered during enrollment process.

E. TRANSPORTATION

NOTE: *Transportation for students with disabilities enrolled in 4410 and/or 853 programs are provided by the school district. School programs, however, are involved in the embarking and disembarking of students.*

1. **Describe changes to student disembarking/arrival procedures and locations to promote social distancing:**
   We will be unloading one bus at a time, and classroom staff will be responsible for their own students in their classrooms to maintain groups as static as possible. Staff members will be limited to two students/classroom per trip to the bus and will sanitize their hands after each "run."

2. **Describe changes to student embarking/dismissal procedures and locations to promote social distancing:**
   Classrooms will be dismissed for busing through a staggered schedule. One classroom will be allowed to embark at a time.

3. **Describe any changes made to stagger arrival and/or dismissal times**:

Social distancing will be enforced at the door for pickup/drop off. Parents will be allowed in one at a time to sign their children and a designated staff from their classroom will be available to take them to and from their class. No parents will be allowed in past the reception area. During inclement weather we will try to accommodate two at a time while maintaining social distancing guidelines. Parents will be permitted to drop off up to 15 minutes before the start of the school day. See above for bussing changes.

4. **Discuss the impact of social distancing on the length of time required for arrival and dismissal:**
   Impact will be about 10 minutes.

5. **Discuss your plan for managing scheduling and social distancing when/if students are transported by their families by car, public transportation and/or walking:**
   For families transported by car, administration will signal the parent when they can come in to drop off/pick up their child. They will be provided the sign-out sheets at the end of the day. Only one parent will be allowed in at a time to maintain social distancing and will not be allowed passed the reception area.

   For public transportation/walking families, priority will be given to them for sign-in and drop offs. They will maintain social distancing and not be allowed in passed the reception area. Families will be permitted to drop off 15 minutes before the start of the school day.

6. **Describe student hand-washing and/or hand sanitizer use during arrival and dismissal:**
   Students will wash their hands upon arrival and before dismissal.

F. SOCIAL EMOTIONAL WELL-BEING

1. **List any school-wide plans/policies related to student well-being and/or behavior management:**
   -Staff will become more attuned to the social, emotional, and family stressors that may affect the student's ability to participate in class and services.
   -Staff will continue to support families when they return to school based on their previous needs assessment by continuing to connect them with food resources, mental health referrals, unemployment support, etc. School social worker for each site/geographical area will compile a list of mental health supports and agencies to have for referrals for families as needed.
   -PBIS team/LMSW will provide classroom teams with Social Emotional Activities to do with students to reinforce coping skills, comply with PPE requirements, and help students overcome any fears related to coronavirus.
   -PBIS/LMSW will act as a crisis response team/person to provide and support classrooms during any student crisis where the teacher feels the student is not acting safely.
   -School Staff will wear laminated pictures of their faces to help children with any difficulties or fears with seeing staff with a mask on.

2. **In light of COVID-19, have qualified professionals reviewed those plans and determined of they meet current student needs?**
   Plan was reviewed by Marianne Gribbon, MEd SBL, Senior Director of Childhood Programs

3. **As applicable, describe your plan for revising/updating your existing procedures and protocols to address student, staff and family needs in light of the pandemic:**
   -We will be providing another risk assessment surveys prior to the school opening. Once surveys are analyzed and needs identified, resources will be provided.
   -Administrators/Social Worker will be available to thoroughly explain policies and procedures about reopening guidelines during orientation for parents to ease their concerns about sending their children back to school.
   -Parent workshops will run via Zoom on a monthly basis

4. **Describe your plans to form an advisory council which will include families, community members, professionals and staff members to share in decision-making and future planning regarding: sustaining a positive school climate; mental health; initiatives to promote social/emotional wellness; trauma-responsive care; restorative practices; social/emotional learning (SEL); professional development; increased family/community engagement:**
   Family surveys will be sent out quarterly to assess family needs. Staff surveys and support groups will continuously run to help staff express their needs. During staff meetings, administration will provide opportunity for suggestions and concerns to be shared.

5. **Describe how your school will provide referrals for mental health, behavioral and emotional support programs, resources and services:**
   Social worker will maintain an updated list of mental health resources to share with families as needed. Parent workshops will be available monthly, as well as the ability to schedule individual appointments.

6. **Describe your plans for professional development which will enable personnel to best support students, families and staff during and after the COVID-19 public health emergency while developing coping and resilience skills in students and staff:**
   -Administration will continue to assess staff needs for training as pandemic and re-opening continues based on needs.
   -Staff will be trained to implement proper hygiene techniques and protocols decided upon in health and safety, in order to reduce their anxieties surrounding returning to work.
   -Staff will be trained to become more attuned to the social, emotional, and family stressors that may affect the student's ability to participate in class and services.

7. **Describe how you will communicate to all stakeholders that social emotional well-being and learning is a priority for your school:**
   Social emotional well-being and learning will be included in both staff and family handbooks which will be reviewed by our Executive Administration.

G. SCHOOL SCHEDULES

1. **Describe any planned changes to class hours for students or work hours for staff:**
   No changes are necessary.

2. **Describe how you will limit in-person presence to only those staff members who are necessary to be at school during normal school hours:**
   Extra-Curricular activities at school will be eliminated. No outside visitors will be allowed in.

3. **Describe how you will promote, increase and or maintain a remote workforce to accommodate social distancing:**
   Staff that are medically fragile will be contacting Fedcap HR to discuss remote options.
   If hybrid model is used (based on state guidance) staff will be working remote on designated days.

4. **Describe how you will stagger schedules or make other time adjustments to reduce congestion in hallways, walkways and/or buildings:**
   Playground & bathroom schedules will be modified and allow one classroom in a hallway at any time. Hallways will have markers for the way traffic needs to walk.

5. **Describe any planned use of "cohorts" or class schedules to accommodate social distancing:**
   Classrooms will maintain the same staff and students every day so that they maintain as static as possible. Floaters will only be used based on need.

6. **Describe how you will involve all stakeholders in the school community (staff, families, etc,) in your consideration of alternative scheduling?**
   Family and Staff surveys will be sent out to assess their needs. Weekly staff meetings are conducted.

7. **Describe how you will communicate with families, including those who use a language other than English, and staff when schedules need to be changed/adjusted or instruction transitioned back to all remote:**
   Virtual meetings, email, OneCall messaging, ClassDojo, letters sent home, and phone calls as needed. Messages will be provided in primary language of each families.

8. **Describe how your scheduling decisions and instructional models promote equity and access a priority for all, including English language learners, those experiencing homelessness and students with disabilities:**

In the case of another wave of remote learning, materials will be available for all families to pick up and use at home.
A remote option will be available to families who choose not to send their children back for in-person instruction.
English language learners will have a translator available during instructional time.
Students experiencing homelessness will meet with the social worker to ensure needs are met.
Students with disabilities will be instructed as per their IEP with their goals driving their instruction.

H. BUDGET AND FISCAL

1. **Have your internal budgeting and expense reporting been adjusted and expanded to forecast, track and account for COVID-19 related expenses?**
   We utilize a monthly budget tracker to assess all expenses and revenues. A COVID 19 general ledger code has also been created to track specific COVID 19 expenses.

2. **Describe any of the possible additional revenue sources you might tap into to meet the added expenses related to meeting COVID-19 related costs:**
   If approved, IDEA 611 and 619 federal funding grants.

3. **Describe some of the steps you may take if your tuition reimbursement is insufficient to meet the additional costs of providing services during the COVID-19 emergency:**
   We will have to furlough/lay off as needed.

4. **Briefly outline some of the steps you will take to maintain high levels of student enrollment:**
   Administration will continue to maintain on going communication and an open-door policy with school district administrators to ensure high levels of student enrollment and reach full capacity.

I. ATTENDANCE AND CHRONIC ABSENTEEISM

1. **Describe how you intend to collect, document and report daily teacher/student/family engagement or attendance regardless of the instructional setting (in-person or remote):**
   Attendance sheets are required by each County as well as the OCFS daily health check form. Attendance will be tracked for each student, using in-person and a monthly attendance sheet will be used. If remote, that identifies daily participation on Zoom for both AM and PM session.

   Teachers will sign in daily in person. Administration will participate in daily Zoom meetings and track attendance, for remote.

Family engagement via remote will be encouraged through participation in Zoom activities and ClassDojo.

Absence notes will be collected whether in person or remote and filed away in students file.

2. **Briefly describe how you will develop/sustain positive relationships with students/families to promote attendance and participation:**
   Our program will maintain an open-door communications policy with parents whether in person or remote. Parents can address their concerns, and will be able to communicate with staff (classroom, therapists, and administration) via phone call, email, etc.

3. **Briefly describe your outreach efforts when students and families are not participating in remote learning:**
   Classroom staff communicates with families via phone or email to find out why they are not able to participate, and Administration/Therapists follows up when needed.

4. **Describe how you will involve the CPSE/CSE if students are not participating in remote learning:**
   Administration will collect documentation from families and/or classroom staff on lack of attendance and forward it to the corresponding administrator.

5. **Describe how you outreach to families who speak languages other than English**:
   We have access to free translation, as well as staff members who speak Spanish. ClassDojo translates activities into any language.

6. **Are your staff members periodically reminded of their responsibility as mandated reporters to contact the Department of Social Services if they suspect child abuse or neglect? L**
   Yes. Posted by the phone and will be addressed during staff professional development days.

J. TECHNOLOGY AND CONNECTIVITY

1. **Describe how will your school initially gather and periodically update information on the level of access students and staff members have to devices and high speed broadband at their places of residence:**
   Families have been assessed during first transition into remote learning for all technology needs and will continue to be checked by classroom staff for tech support. Incoming student needs will also be assessed.

2. **Describe how you will address the need to provide devices and internet access to students and staff members who do not currently have access:**
   School will supply iPads and webcams to carry out instruction at home. *School will find resource for students and staff in need of internet connection.*

3. **What multiple means of participation might you employ so that students can participate and demonstrate mastery of the Learning Standards in remote and blended models when they may not yet have sufficient access to devices or high-speed internet?**
   ClassDojo, use of email, and mail home materials and activities with a guided lesson plan.

4. **Describe your plans for professional development in effective practices during remote instruction and learning:**
   Professional development will be done through the school's educational consultant based on topics specific to remote learning, transition to remote learning, effective instructional practices, and difficulties with remote learning. Additional trainings will be offered and email to all staff. Certificates will be collected by administration and uploaded to Aspire.

5. **Describe your plan for providing information technology (IT) support to families and staff members who are experiencing IT issues and challenges:**
   Fedcap, our parent company, provides IT support to staff members, and staff members will provide IT support to families, as appropriate.

6. **Describe how you will ensure data privacy and security:**
   Fedcap, our parent company, maintains all data privacy and security measures.

7. **Describe how you will assess the effectiveness of the digital tools and platforms you are using/will use:**
   Parent feedback via user surveys and staff feedback via staff meetings.

8. **Describe some ways you intend to promote equitable access and flexibility for students, staff and families during remote instruction and learning:**
   Teachers will provide two zoom lessons, one in the morning and one in the afternoon, so that parents can attend both or choose what is easier for them. Therapists work with the parents to schedule appointments that accommodate their schedule.

K. TEACHING AND LEARNING

1. **Briefly describe your continuity of learning plan should state or local conditions warrant moving to/from in-person, blended and/or all remote instruction:**
   Teachers will create lesson plans for individualized in-person instruction. Remote learning lesson plans will be family/home oriented. Regardless of platform, lesson plans will reflect IEP goals and Next Generation Learning Standards.

2. **Will instruction, regardless of the modality used, remain aligned with the outcomes in the New York State Learning Standards?**
   Yes, We will continue to implement the Creative Curriculum, which is aligned with the New York State Learning Standards.

3. **Describe how your school will promote equity by making sure that all students have opportunities to access routinely scheduled instruction, interaction, feedback and support from teachers**:
   Teachers will maintain schedule of weekly phone calls with parents, and parents will have access to administration for any concerns and assistance throughout the remote learning process.

4. **Will all students have opportunities for regular and substantive contact with qualified instructional personnel regardless of the delivery method (remote, blended, in-person)?**
   Yes. Students will be provided daily contact with teachers, teaching assistants, and therapists via remote learning, a blended model, or in person instruction

5. **Describe how you will engage families in the teaching and learning process:**
   Teachers will provide two zoom lessons, one in the morning and one in the afternoon, so that parents can attend both or choose what is easier for them. Teachers will also conduct weekly phone calls to access family needs. Therapists work with the parents to schedule appointments that accommodate their schedule.

6. **Describe your communication plan so that students/families, regardless of their home language(s), have multiple means to contact teachers and, as applicable, related service providers:**
   ClassDojo translates activities into any language. Program staff uses phone, email, and additional apps to communicate. Program provides free translation service for families with language needs. Multiple staff members on site speak Spanish as well and are readily available to assist classroom staff.

7. **Describe your plan for student support and family involvement to address the specialized needs of students whose educational experiences in 2019-2020 were disrupted due to school closures and who now require additional social, emotional or academic support to be successful:**
   We will be sending out a follow up risk assessment to families, similar to the one sent out at the beginning of the remote learning process. Families will be addressed individually based on their specific needs.

   Our school crisis team/PBIS support/LMSW/BCBA will work with classroom staff and teachers on behavioral problems in the classroom and will provide families with support for at home behaviors.

8. **Describe how your school plans to help students to re-adjust to in-person instruction and the structure of school:**
   PBIS team/LMSW will be providing social emotional activities and support to the classroom staff and therapist to help students with re-adjustment issues and coping skills. Staff will be trained in using trauma informed care.

9. **Outline some of the things you will do to create a positive school climate of safety, comfort and routine in all program models:**
   -School Staff will wear laminated pictures of their faces to help children with any difficulties or fears with seeing staff with a mask on.
   -Staff will become more attuned to the social, emotional, and family stressors that may affect the student's ability to participate in class and services.
   -Child friendly signage about hygiene and PPE will be posted throughout the school (i.e. bathrooms, classrooms, hallways).

10. **Describe how you will help staff members share information about individual needs and each student's responses to blended, in-person and/or remote learning:**
    Family surveys have been sent assess how parents feel about returning to in-person instructions, and what their preferences are (i.e. remote/hybrid/in-person). Individual needs are found on student's IEP and addressed on an individual basis by classroom staff and therapists regardless of teaching platform.

11. **Describe how you will use diagnostic assessment to determine each student's academic, social and emotional needs:**
    Teachers will continue to access students based on the five areas of concentration. Classroom staff will continue with Teaching Strategies Gold, and therapists will use PLS-5 and Peabody assessments.

12. **Programs for preschool students (4410s) should briefly describe how they will:**
    a. **Manage meals without family-style service and with social distancing**
       We don't have family style meals. Lunches are brought from home and will not be shared. Snacks and drinks will be handed out individually. Tables during mealtime will be placed 6 feet apart.

    b. **Manage toileting and hand washing when classrooms do not have adjoining sinks and toilets**
       Only two people will be allowed in the bathroom at any time (including staff and students).

    c. **Implement nap time, if applicable**: *N/A*

    d. **Modify center time to enhance social distancing:**
       Children will have assigned seats during center time and circle time.

    e. **Avoid children having to share materials:**
       Each child will have their own bin of supplies to take with them to therapies and to use in the classroom.

    f. **Follow sanitation guidelines during the day, i.e., after center time:**
       Keep Inventory of supplies always needed (two-month supply in house)

- *Bleach, soap, hand sanitizer, toilet paper, paper towels, garbage bags, gloves, face coverings/face shields & gowns.*

Cleaning: *reduces number of germs, dirt and impurities on surfaces.*

- *Wear disposable gloves to clean & disinfect.*
- *Clean surfaces using soap and water, then use disinfectant.*
- *Ensure all water systems are safe to use after a prolonged facility shutdown.*

Disinfecting: *kills germs on surfaces.*

- *Recommend use of EPA- registered disinfectant (* www.epa.gov*) Follow the instructions on the label to ensure safe and effective use of the product.*
- *Keep surface wet for a period (see product label).*
  - *Use precautions such as wearing gloves and make sure you have good ventilation during use of the product.*
- *Wear skin protection and consider eye protection for potential splash hazards*
- *Ensure adequate ventilation*
- *Use no more than the amount recommended on the label*
- *Avoid mixing chemical products*
- *Label diluted cleaning solutions*
- *Log all cleaning / disinfecting on the Cleaning and Disinfecting Log sheet (OCFS-6041)*
- *Bleach solutions will be effective for disinfection up to 24 hours:* ***5 tablespoons (1/3 cup) bleach per gallon of water OR 4 tsp. bleach per quart or water***

g. **Discourage practices which encourage physical contact, i.e. partners holding hands:**
We will implement safety procedures into lesson plans and use constant reminders with children.

13. **<u>For 4410 Programs Only</u>: Describe how you will balance screen time and authentic learning experiences during remote learning periods:**
Teachers will provide parents with a variety of lessons and activities that they can do with their children to work on their goals when they are not meeting on Zoom. This will help limit screen time in the home. Zoom sessions are only up to 30 minutes. (unless otherwise indicated on a child's IEP)

14. **Describe how your program will control/limit volunteers and visitors (including parents/guardians) and, if they are permitted, how they will be informed of requirements for health and safety**
Unscheduled outside visitors will not be allowed inside the building. Families will not be allowed passed the reception area; for sign-in during pick/up drop off. If required to enter for an emergency or another reason, the mandatory health

screening assessment (questionnaire and temperature) will be taken. Any outside therapists, caseworkers, or district personnel will be required to schedule their visit and to complete the health screening upon arrival. Scheduled visitors must state the child they will be working with as well as the area they will be using. Any deliveries will be left in a designated area (reception area) and repair service personnel will be screened using the mandatory assessment.

Health and safety procedures will be posted around the building for visitors to review.

15. **Describe how you will maintain students in a "cohort"/"pod" for in-person and blended learning:**
    All students will remain with their assigned classrooms at a maximum of 12 students for in-person.

16. **Describe some of the best practices which can inform/facilitate high-quality remote instruction?**
    Lesson plans will be sent to families prior to the start of the week. Small groups will be developed based on IEP goals and activities.

17. **Describe how are students are assigned to a learning model and if, how and when they might be moved from one model to another:**
    N/A

18. **Describe how you will make all models as inclusive and culturally-responsive as possible:**
    All student/family needs will be taken into account regardless of teaching platform.

19. **Describe your models for:**

    a) <u>In-person education</u>, including details such as number of students/staff per classroom; length of session; and any other important information:
    30 students maximum, split into 3 classrooms: 8 students & 1 teacher and two assistants in Classroom #1; 12 students & 1 teacher and 2 assistants in Classroom #2; and 10 students & 1 teacher and 1 assistant in Classroom #3. 5.5 hours a day, with pull out therapeutic services.

    b) <u>Remote learning:</u>
    One morning and one afternoon Zoom session daily, 30 minutes each. Focus on large group activity in the morning and small group activities with IEP specific goals in the afternoon. Tele-therapy will meet student mandate.

    c) <u>Blended/hybrid learning</u>, *including days and duration of in-person services, staffing for in-person portions and typical patterns and practices for remote instruction: Monday-Tuesday & Thursday-Friday in person; Wednesday's remote.*

For families that do not want to come in-person/hybrid they will join the classroom zooms at designated times and classroom staff will use ipads/computers to connect with families at home.

L. CAREER AND TECHNICAL EDUCATION

NOTE: *CTE does not specifically apply to 4410 programs except for the basic Learning Standards which can be achieved in remote, blended or in-person preschool instructional models.*

Any 853 programs engaged in a robust CTE programs, especially those with a "work-based" learning component should describe below some of the modifications which will be required to help students to make continued progress, especially in periods of remote or blended learning.

M. ATHELETCS AND EXTRA CURRICULAR ACTIVITIES

NOTE: *While athletics and extra-curricular activities are generally not part of any 4410 program and may have only limited manifestation in an 853 program. However, should such events or activities be contemplated and permitted by governmental authorities, our agency will comply completely with the guidance and requirements set forth in the DOH Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency. Should facilities under our control be used at any time by external community organizations, those groups will be required to follow State and local directives and health requirements regarding social distancing, hygiene and sanitation.*

N. SPECIAL EDUCATION

1. **Describe how students will receive FAPE, regardless of the service delivery model they are participating in:**
   Bussing will continue to be provided for in-person services, and instruction and tele-therapy will be provided for remote and in-person. All of our students have IEPs that will continue to be carried out by classroom instruction and therapy. In the event transportation is unavailable, remote learning will be an option.

2. **Describe how parents will be meaningfully engaged in their preferred language or mode of communication regarding the provision of mandated services to their child:**
   Therapists will contact via phone or email to review the plan of goals during sessions. Parent outreach will be conducted on a weekly basis.

3. **Outline how your program plans to work collaboratively and communicate with the CPSE/CSE:**
   Administration will continue to maintain an open-door policy with district administrators. Educational progress reports, related service quarterly reports and annual reports will continue to be submitted.

4. **Will your reopening plan ensure access to the necessary accommodations, modifications, supplementary aids and services and technology (including**

assistive technology) to meet the unique disability related needs of students?
Yes.

5. **Describe how your school will document the programs and services offered and provided to students with disabilities to their parents/guardians in their preferred language/mode of communication:**
   Any additional translations will be provided by staff members. *Communication is ongoing and documented via email, phone calls, and ClassDojo.*

6. **Describe how you could work with the CPSE/CSE to prepare contingency plans to address a student's remote learning needs in the event of future intermittent or extended school closures:**
   Administration will maintain an open conversation with all district administrators about the contingency plan should remote learning continue.

7. **Describe how your reopening plan prioritizes in-person services to the greatest extent possible for high-needs students:**
   All our students will return to their classrooms, if their parents choose. Classrooms will be kept static to reduce the amount of transitions. We are aiming to have all students attend in-person full time.

8. **Will your program continue to monitor the progress of students, regardless of the service delivery model, and use that information to evaluate the effectiveness of the student's special education services and inform parents of their child's progress on a regular basis?**
   Yes. Teachers and service providers will continue to collect data, whether in-person or remotely, and use this data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's present levels of academic achievement. Quarterly progress reports and annuals will continue to be submitted.

9. **Describe any changes or additions to student data collection you anticipate because of the possibility of changing student needs and experiences over various instructional models and platforms:**
   During remote sessions, teachers and clinicians will observe student's participation and obtain parent feedback on IEP goals. Teachers can also use the Brigance assessment and/or the Teaching Strategies Gold Assessment Tool as additional support of progress monitoring.

10. **Describe your plan's important considerations and approach to related service provision over the various models you are planning (in-person, remote, hybrid/blended):**
    For remote learning, clinicians will maintain their caseloads throughout the year. For in-person/hybrid classrooms will be kept as static as possible by limiting the related service providers per classroom.

11. **Describe how you will assign related service caseloads and provide related services to protect the integrity of student "cohorts"/"pods":**
We have 1 SLP, 1 OT, 1 LMSW, and 1 PT. Each clinician will create a schedule that allows them to work in each classroom at a designated time of day to reduce the number of adults in and out of the room.

O. BILINGUAL EDUCATION AND WORLD LANGUAGES

1. **Understanding that the Spring 2020 COVID-10 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs), how will your school remain mindful of legal requirements and proactively address inequities, including:**

- **Providing Support and Instruction to all parents/guardians regarding the use of technology in their preferred language of communication:**

  We have 2 bilingual teachers that provide support to Spanish speaking families with any technological assistance they may need.

- **Providing supports needed to close the potential learning loss that may have been a result of the school closures due to COVID-19:**

  We will be sending out a follow up risk assessment to families, similar to the one sent out at the beginning of the remote learning process. Families will be addressed individually based on their specific needs.

  Our school crisis team/PBIS support/LMSW/BCBA will work with classroom staff and teachers on behavioral problems in the classroom and will provide families with support for at home behaviors. The team also has a school social worker to assist PBIS leader.

- **Afford ELLs the opportunity for full and equal participation in learning, considering their unique needs and strengthening the home language and supports necessary for English language development using synchronous and asynchronous learning:**
- *Our school will continue to provide resources and instructional material in the student's home language to promote equal participation in learning. Bilingual teachers will help ensure that their needs are met throughout the school year.*

- **Complete the ELL identification process within 30 school days of the start of the school year:**
    - *This will be done in conjunction with the school district.*

- **Provide required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction**:
- *Lessons can be provided in both Spanish and English during in-person or hybrid instruction*.

- **Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process.**

  All communications are sent home in Spanish. Our messaging system translates all messages via phone and text in any language needed. A bilingual teacher will communicate via phone with parents that require more assistance.

2. **How will you give consideration to ELLs for your reopening plan to:**

- **Ensure that all teachers and administrators receive professional learning on topics related to the use of technology and hybrid or remote learning strategies:**

  Weekly staff meetings will take place to discuss, review and engage in professional learning on the use of technology.

- **Establish protocols that promote coordination amongst ENL content areas or across classrooms for the delivery of remote and hybrid learning**

  N/A

- **Utilize progress monitoring tools to provide data that identifies gaps in student learning toward English language proficiency and the home language:**

  Teaching Strategies GOLD is an online tool we use which assess student growth in all objectives for development and learning which includes English Language.

- **Resume and create programs to address specific needs of SIFE (Students with Interrupted/Inconsistent Formal Education and ELLS with IEPs and other vulnerable populations, including progress monitoring and planning for learning, including the awareness that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification, regardless of whether they were**

engaged in remote schooling during that time:

- **Continue to utilize educational technology when teaching EKKS in-person and remotely to reinforce students' familiarity with these tools:**

  N/A

- **Actively engage students regularly to assess their need for social-emotional well-being that address the unique experiences of ELLS?**

  The bilingual classroom staff are culturally component and can address the individual students' needs along with the support of the Social worker.

- **Ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for remote learning:**

  Our school will survey our families to see who needs wi-fi connection for successful remote learning.

- **Display flexibility in providing additional units of study deemed necessary based on student need to address oral language development pre-readiness, readiness and/or writing and reading skills, and vocabulary development:**

  N/A

- **Including interpretation and translation needs to support the logistics and functionality of remote/hybrid learning, to provide equitable access to critical information about their children's education:**

  All information/communications are and will continue to be provided in the students' home language as needed.

3. **How will you identify potential ELLs by identifying newly enrolled typical students?**

   Students are identified as needing a bilingual classroom setting and or bilingual services on their IEPS prior to enrolling the Program via the initial CPSE evaluations and IEP mandate.

4. **How will your school support Emergent Multilingual Learners in Pre-Kindergarten?**

To the best of our ability, we will provide instruction to emergent multi-lingual learners by assessing family and student needs. Accommodations will be made as necessary.

5. **Describe how your program will support children from families who speak a language other than English at home to ensure equitable access to program advantages?**

- How will you implement best practice to implement culturally responsive-sustaining education, to leverage the home language in instruction:

  Teachers & Therapists will implement best practice using Creative Curriculum and bilingual staff. ClassDojo can also translate as needed to ensure all learning standards are being met.

6. **How will your school and stakeholders strengthen the family partnership and communication of ELL families?**

- How will your program create and provide resources in the language(s) most frequently spoken by your ELL/MLL students and families on how to access technology used in on-line education:

  ClassDojo will be used to inform parents. Bilingual teachers will contact families via phone, text, or email to best communicate information in their primary language.

- Describe the use of websites and social media platforms to disseminate these resources:

  ClassDojo will be utilized to translate any information and communication sent to parents or guardians.

P. STAFFING

1. **Will all individuals hold a valid certification/license appropriate to their service assignment?**
   Yes. Those who are not will be placed on a study plan.

2. **Will certifications and licenses be verified by the school using the internet-based tools made available by NYSED?**
   Yes.

3. **Describe any staffing changes which you might need to consider to meet instructional and operational demands during the COVID emergency period**
   N/A

4. **Will the school be making "incidental" teaching assignments during the 2020/2021 school year? (After extensive and well-documented unsuccessful recruitment, a teacher can be given an "incidental"**

assignment for no more than ten (10) classroom hours per week to allow an otherwise unqualified teacher teach a subject which is not covered by their certificate.)
N/A

5. **Substitute teachers will have an important role to play upon reopening, especially if there are extensive or protracted staff absences or in certain staff intensive instructional models that blend remote and in-person learning.**

   Our school will undertake robust recruitment efforts to identify and process qualified substitutes. In the 2020/2021 school year, as permitted by NYSED, if qualified substitute teachers cannot be engaged, individuals with a high school diploma or equivalent, even those not working toward certification can first be engaged for up to ninety (90) days and then beyond the first ninety (90) day period through the end of June, 2021, as long as the superintendent documents and attests that recruitment efforts did not identify a fully qualified substitute teacher. The superintendent must attest to the shortage of qualified recruits initially and then at the end of the first ninety (90) day period. Recruitment efforts will be extensively documented.

6. **Staff members who are requesting an accommodation from reporting for in-person work due to concerns about their own health must notify the Human Resources department and then comply with submitting requested information before the agency can determine if a reasonable accommodation can be made based on applicable law, regulation and the agency's needs and resources.**

Q. TEACHER AND PRINCIPAL EVALUATION SYSTEM

NOTE: *This required section of the reopening plan is not applicable since 4410 and 853 programs are not subject to the specific laws and regulations regarding professional evaluation cited in the NYSED guidance.*

R. STUDENT TEACHING

1. **Since NYSED permits and encourages it, will your school welcome student teachers during the 2020/2021 school year to participate in-person and/or remote instruction?**
   Yes.