

THE CHILDREN'S SCHOOL FOR EARLY DEVELOPMENT

Fall 2020 Reopening Plan

Agency Name: NYSARC Inc. Westchester County Chapter

BEDS Code: 662200880040

Agency Inst. ID: 800000034793

Administrative Address: 40 Saw Mill River Road, Hawthorne, NY 10532

Program Site Address: 40 Saw Mill River Road, Hawthorne, NY 10532

Program(s) provided at this site:

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

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Website where this plan and any plan updates will be posted:

https://arcwestchester.org/news/csed_openingplan/

THE CHILDREN’S SCHOOL FOR EARLY DEVELOPMENT APPROVED SITES:

CSED Main Location
40 Saw Mill River Road
Hawthorne, NY 10532

CSED at Andrus Early Learning Center
55 Main Street
Tuckahoe, NY 10707

CSED at Elizabeth Mascia Child Care Center
174 Valley Street
Tarrytown, NY 10591

CSED at Pocantico Hills Elementary School Pre-
599 Bedford Road
Sleepy Hollow, NY 10591

CSED at Peas and Karrots Child Care
16 Elizabeth Street
Ossining, NY 10562

CSED at Mount Kisco Child Care Center
95 Radio Circle Drive
Mount Kisco, NY 10549

CSED at Boys and Girls Club of Northern Westchester
351 East Main Street
Mount Kisco, NY 10549

CSED at Country Children’s Center – Kitchawan Barns
862 Kitchawan Road
Ossining, NY 10562

CSED at Country Children’s Center – The White House
466 Cross River Road
Katonah, NY 10536

CSED at Country Children’s Center – Oak Ridge
800 Oak Ridge Commons
South Salem, NY 10590

INTRODUCTION

The transition into distance learning was a journey for all involved in the process motivated by the desire to provide each of our students with the special instruction and services that allowed for the greatest opportunities for growth. The transition out of distance learning and back to in-person services, rests upon the guidance issued for this purpose and in putting a plan in place that will keep our students, their families, and our staff safe.

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 Spirit 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 full body of staff during the original drafting of our reopening plan. We will rely on continued input from and partnership with all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

Among these stakeholders are our community-based partners with whom The Children's School for Early Development (CSED) holds contractual collaborative agreements. Given this program model, this plan is comprehensive in nature and all policies and guidelines referred to in this document address all school sites in which CSED operates. All of CSED's approved program sites are regulated by the Office for Children and Family Services (OCFS) with the exception of our site located at Pocantico Hills Elementary School who is responsible for submitting its own separate reopening plan and assurances to the New York State Education Department (NYSED). Working in coordination with each of them, all CSED approved sites have attested to following the guidelines set forth in this document.

We know our program must be as flexible and as responsive as possible to the needs of our students, families, and 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 this 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 beyond early academics to the social and emotional well-being and unique needs of each 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.

This plan is a compilation of each of these efforts.

This 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 preschool students with disabilities and their families:

A. Communication/Family and Community Engagement	5
B. Health and safety	6
a. Health Checks	
b. Health Hygiene	
c. Social Distancing	
d. Face Coverings and PPE	
e. Management of Sick Children and Staff	
f. Cleaning and Disinfecting	
C. Facilities.....	12
a. Utilization of Space	
b. Safety Drills	
D. Child Nutrition.....	13
E. Transportation	13
F. Social Emotional Well-Being.....	15
G. School Schedules.....	17
a. In-person Instruction	
b. Distance Learning	
c. Hybrid Model	
H. Budget and Fiscal Matters	19
I. Attendance	19
J. Technology and Connectivity.....	19
K. Teaching and Learning	20
L. Career and Technical Education (CTE)	22
M. Athletics and Extracurricular Activities.....	22
N. Special Education	23
O. Bilingual Education and World Languages.....	23
P. Staffing	24
Q. Teacher and Principal Evaluation System	24
R. Student Teaching	24

A. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

The CSED Reopening Workgroups consisted of preschool administrators, agency administrators and staff who consulted with the Westchester County Department of Health, Westchester County Office of Children and Family Services, and a coalition of NYS Arc Program Leaders. Personal outreach to each of our preschool families regarding their concerns and priorities as they relate to a return to school and our reopening plan was conducted by our social workers.

During the reopening process and throughout the 2020-2021 school year, CSED will communicate with both families and staff through multiple modalities including:

(1) Prior to reopening:

- a. Video-based information sessions for families regarding our reopening plan and the health and safety measures that will be taken to reduce the spread of COVID-19
- b. Video-based orientation sessions for families and students grouped by classroom to introduce them to their interdisciplinary educational team and to familiarize them with the structure and expectations of their child's school day
- c. Video-based meetings for all staff regarding our reopening plan and the health and safety measures that will be taken to reduce the spread of COVID-19
- d. Video-based series of professional development and training sessions for all staff regarding the full scope of COVID-19 related protocols, practices, and procedures regarding such areas as health and safety mandates (e.g., health checks, hand and respiratory hygiene, face coverings and proper use of PPE, social distancing, management of sick children and staff, infection control, cleaning and disinfecting), social emotional development and well-being, and effective teaching practices for distance learning among others
- e. Written communication regarding reopening plans sent to all families/caregivers and staff in the form of emails, traditional correspondence, and revised parent and staff handbooks
- f. Individualized outreach to families/caregivers as needed
- g. All family/caregiver communication to be provided in the family's primary language to the best of our ability

(2) Throughout the school year:

- a. Ongoing parent-based supports, updates, and communication through a wide array of platforms including personalized outreach provided by CSED special education teachers, social workers and/or school psychologists and

- written communication in the form of daily home/school communication, newsletters, and traditional correspondence
- b. Parent/teacher conferences, workshops and trainings related to COVID-19 and community-based conditions as well as other topics of interest to our families related to parenting a young child with special needs
 - c. A series of professional development sessions for all staff related to COVID-19 and related programmatic mandates as well as other areas identified for ongoing professional growth across pedagogical practices and disciplines
 - d. Staff newsletters, emails, verbal communication and team-based supports provided to all staff

Students will be taught to follow COVID-19 procedures regarding handwashing, face coverings (including mask breaks), social distancing, and respiratory hygiene based on what is developmentally appropriate and the individual learning profiles of our preschoolers with special needs.

Visual communication around all COVID-19 procedures will be presented in the form of signage to be displayed throughout our program in keeping with the Center for Disease Control (CDC) and Department of Health (DOH) guidelines regarding use of PPE, wearing face coverings, social distancing, hand and respiratory hygiene, and cleaning and disinfecting.

CSED Administration will serve as the designated coordinator and primary point of contact upon the identification of COVID-19 subsequent communication.

B. HEALTH AND SAFETY

CSED is operating with the best information we have at this point in time regarding how to maintain the health and safety of our students and staff for in-person school programs and limit the risk of COVID-19 transmission. Based on federal and state guidance and recommendations currently available, safely re-opening our program will require that the following components are in place:

a. Health Checks

Mandatory daily health screening will be practiced by all employees. All staff will sign an attestation regarding the practice of a daily health screen and their temperatures will be taken before entering the building. Records will be maintained that confirm that individuals were screened and the result of such screening (e.g., Cleared/Not Cleared). All staff will be instructed to stay home if they are sick.

Screening and daily health checks are also mandatory for children. Each child will have his/her temperature taken prior to entering the building and recorded on the appropriate daily health check record. Each parent/guardian will be asked to respond to a set of questions that determines whether the child or a member of his/her immediate family has:

- (1) Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19
- (2) Tested positive for COVID-19 in the past 14; and/or
- (3) Has experienced any symptoms of COVID-19 in the past 14 days
- (4) Has traveled internationally to or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the last 14 days

Any student or staff who has a temperature of 100 degrees Fahrenheit or greater or has a positive response on the screening questionnaire will be isolated from others and sent home immediately.

All staff performing screening activities will be appropriately protected from exposure and will be provided with the appropriate PPE (e.g., face mask, gloves, and/or face shield).

Parents/caregivers will be instructed in how to look for signs and symptoms of COVID-19 in their children. Staff will be required to make visual inspections of students throughout the day for signs of COVID-19. CSED will prohibit children and staff from entering the site if they are showing symptoms of COVID-19 and will be sent home with instructions to contact their healthcare provider for assessment and testing. CSED will immediately notify the appropriate state and local municipalities about the case if the results are positive for COVID-19.

Daily sign-in and sign-out logs will be kept so that all contacts can be identified, traced, and notified in the event a staff or child is diagnosed with COVID-19. Non-essential visitors will be prohibited on site, to the extent possible. Should a visitor need to enter the building, all screening, health hygiene, social distancing, and PPE/ face covering protocols will be mandated of that individual.

b. Health Hygiene

All staff and students will be instructed in proper hand and respiratory hygiene. Hand hygiene areas will be provided and maintained and will include

handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible. Hand sanitizer will also be made available through common areas on site and placed in convenient locations such as entrances, exits, and reception desks.

All students and staff must engage in frequent handwashing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal. Protocols have been established for effective handwashing in which individuals use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. If handwashing is not available, hand sanitizer will be available (with at least 60 percent alcohol content) and must be used.

All appropriate signage will be posted near hand sanitizer and handwashing stations indicated the proper hand hygiene procedures; visibly soiled hands will be washed with soap and water.

All staff and students will be instructed to maintain good respiratory hygiene including covering their nose and mouth with an acceptable face covering and additionally covering their mouths when sneezing and coughing with a tissue. Proper hand hygiene will be performed after sneezing, coughing, handling dirty tissues or other soiled material. Additional signage will be posted regarding all healthy hygiene practices.

c. Social Distancing

All students and staff are encouraged to maintain a social distance of 6 ft. to the greatest extent possible with the recognition that it is not always feasible when caring for young children with disabilities. As a result, all staff are required to wear an appropriate face covering at all times both indoors and outdoors. Protocols have been developed to maintain this distance when students are entering and exiting the building and moving through the hallway (including to and from the bathroom). Visual markers indicating a 6ft. social distance will be used throughout the program.

For the most part, there is not an expectation that young children will maintain physical distancing with their static group. However, during certain activities (e.g., meal time, snack, and circle time), more physical space and distance between the children will be provided. Student groupings will be maintained as static or stable as possible by having the same group or cohort of students and staff stay together throughout the school day. A fixed set of related service providers will also be assigned to each classroom for the duration of the school

year. The staffing plan will not require employees to “float” between different groups of children/classrooms unless such a rotation is necessary to safely supervise the children due to unforeseen circumstances (e.g., staff absence).

Designated areas for student drop-off and pick-up by bus or parent transport will be established with accompanying protocols for disembarking and pre-entrance screening procedures to allow for strict social distancing. Social distancing markers will be posted.

All reasonable measures will be put into place to limit the sharing of objects/learning materials and student belongings will be separated. No toys from home will be permissible for use in school. Activities will be modified to reduce the likelihood of close proximity (e.g., students seated at a table for engagement in place of work or play on the carpet). No food or drinks will be shared. Playgrounds and sensory spaces will continue to be used when proper safeguards are in place (e.g., use by one single cohort at a time, washing hands before entering and after leaving, cleaning and disinfecting between uses).

Work areas for staff and seating arrangements will be reconfigured to accommodate a strict social distance; barriers will be used when this is not able to be achieved.

d. Face Coverings and PPE

All staff will be required to wear face coverings at all times when interacting with children regardless of the distance between the staff member and the child. Our young preschoolers with a disability will be encouraged to wear a mask, but will not be considered mandatory given the scope of developmental disabilities with which our students present. All staff must wear a face covering within the facility or in common areas. CSED will provide acceptable face coverings to all staff and will have an adequate supply in case of need for replacement. Staff may wear their own cloth-based face coverings or surgical masks that cover both the mouth and nose. Staff may use alternate face coverings (e.g., face coverings that are transparent around the mouth) for instruction and interventions that require visualization of the movement of the lips and/or mouth (e.g., speech therapy). All staff will be instructed on the proper way to wear/use face coverings and care for reusable ones.

All staff will be required to wear gloves when diapering or assisting with toileting children, when handling food, and when handling blood and bodily secretions.

Additional PPE that will be made available to staff include face shields to be worn with a face mask and assigned to one individual, gloves, and disposable gowns as needed.

An ample supply of PPE will be kept and a plan for ongoing ordering on a monthly basis has been put in place.

e. Management of Sick Children and Staff

CSED will isolate and dismiss any student or staff member who has a fever, answers yes to any questions on the screening questionnaire, or presents with other symptoms of COVID-19 that are not explained by a chronic health condition. A room within the facility has been designated for this purpose. Students suspected of having COVID-19 waiting to be picked up by a parent/designated caregiver will remain isolated in this room with a supervising adult present utilizing appropriate PPE (e.g., mask, face shield, disposable gown, gloves). Upon their arrival, the student will be escorted to their parent/designated caregiver who will be instructed to call their health care provider and seek testing resources. Upon dismissal, this room and all areas used/accessed by the student or staff will be cleaned and disinfected before they can be reopened for use. CSED Administration must be advised of any such case.

If a student is *not diagnosed* by a healthcare provider with COVID-19 he/she can return to school:

- (1) Once they are fever free without the use of fever reducing medicines and they have felt well for 72 hours
- (2) If they have been diagnosed with another condition and have a written note from the healthcare provider stating that they are clear to return to school

If a student or staff member *is diagnosed with COVID-19* by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has symptoms, they should stay home until:

- (1) It has been at least ten days since symptoms first occurred **AND**
- (2) It has been at least three days since the child or staff member has had a fever (without using fever reducing medicine) **AND**

- (3) It has been at least three days since the child or staff member's symptoms have improved, including cough and shortness of breath

Should a student or staff member be diagnosed with COVID-19, CSED will notify all appropriate local municipalities and identify close contacts. This includes all adults and children in the same static classroom groups as the student or staff who has tested positive for COVID-19 and any student or staff who has been within 6 ft. of the person who has tested positive for COVID-19 for a cumulative total of 15 minutes or more.

If a student or staff member has come in direct contact with someone who has tested positive for COVID-19 or is under the suspicion of testing positive for COVID-19, they are to remain home and quarantine for 14 days from the last contact with the individual who tested positive for COVID-19. A negative test will not alter the length of quarantine

In the event that a parent/guardian of a child must be isolated because they have tested positive for, or exhibited symptoms of, COVID-19, the parent/guardian must be advised that they cannot enter the site for any reason, including picking up their child and the following will be mandated:

- (1) If the parent/guardian who is a member of the same household as the child is exhibiting signs of COVID-19 or has been tested and is positive for the virus, they will be instructed to utilize an emergency contact authorized by the parent/guardian to come pick up the child. As a "close contact," the child must not return to the program for the duration of the quarantine.
- (2) If the parent/guardian who is a member of the same household as the child is being quarantined as a precautionary measure, without symptoms of the virus or a positive test result, staff should walk out or deliver the child to the parent/guardian at the boundary of, or outside, the premises. As a "contact of a contact" the child may return to the program during the duration of the quarantine.
- (3) If a child or their household member becomes symptomatic of COVID-19 and/or has a positive test result, the child must quarantine and may not return or attend the program until after quarantine is complete.

In any case in which a child is required to quarantine, CSED will provide remote learning services throughout the period of quarantine.

f. Cleaning and Disinfecting

Staff will frequently clean and disinfect equipment, learning materials, and all high touch surfaces throughout the day. A Cleaning and Disinfecting Log will be kept for all appropriate areas including sinks/faucets, tables/chairs, door handles, equipment, light switches, toys, sign in areas, outdoor play equipment, hygiene/hand sanitizer dispensers, telephones, and keyboards/tablets. Staff will inspect their work area and complete a daily checklist to ensure that they have sufficient supplies (e.g., face masks, tissues, hand hygiene supplies, cleaning and disinfecting supplies).

CSED will provide all appropriate cleaning/disinfecting supplies in keeping with DEC and EPA guidelines for effective use against COVID-19. All staff will be trained in cleaning and disinfecting procedures.

- g. CSED COVID-19 Safety Coordinator: Ann-Marie Sabrsula, MA., Education Coordinator, asabrsula@arcwestchester.org (914) 347-3227 x. 151
- h. CSED COVID-19 Resource Person: Ellen Lamonoff, RN, Arc Westchester Director of Nursing, elamonoff@arcwestchester.org (914) 495-4580

C. FACILITIES

According to the guidance CSED has been given, when the children and staff return to the preschool for in-person instruction, it will be important that the physical spaces occupied are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

a. Utilization of Space

CSED will follow federal and state health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To meet the requirements of that guidance, children will be separated and seated in designated spots at the tables for play and mealtimes and in chairs for whole group instruction in order to maintain social distance. If necessary, the physical space within the classroom may be separated by a movable barrier or dividers to alter existing spaces.

All school personnel will work on a rotating schedule to reduce congestion and promote social distancing. Office furniture has been reconfigured to maintain 6ft. of social distancing. Where this is not possible, plastic dividers will be installed. The staff lunch room will not be used as a congregate setting and staff

will be advised to eat in a designated space, their vehicle, or outdoors. Should they eat at the designated space, the areas will be appropriately cleaned and disinfected when done.

Adequate code required ventilation will be maintained as designed.

b. Safety Drills

Lockdown drills will be conducted in the classroom setting separately, while maintaining social distancing and the use of masks. Emergency plans for fire drills and evacuations will also be modified to minimize risk of spreading infection. Staff will be instructed that in the case of an actual, true emergency or imminent danger that required a lockdown, the concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

D. CHILD NUTRITION

For all meals/snack times, students will maintain appropriate social distancing and will be seated at designated places at the table in their own designated seat. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced. Students will wash their hands prior to eating. No food will be shared.

All applicable precautions will be taken regarding food allergies and any culture-based food/feeding practices.

E. TRANSPORTATION

NOTE: Transportation for students with disabilities enrolled in 4410 programs are provided by the school district. School programs, however, are involved in the embarking and disembarking of students. It is expected that the combination of daily health and safety requirements and social distancing will impact upon the length of time required for arrival and dismissal and modifications may be made accordingly.

All disembarking/arrival procedures will be modified to promote social distancing. One entranceway will be designated for student arrival.

Arrival by bus:

- (1) Students will be taken from the bus by CSED staff on a one to one basis and walked to the designated entrance.
- (2) A social distance of 6ft. will be maintained when walking into the building and while waiting to enter.
- (3) Before entering, the site safety monitor will take each child's temperature and record it on the appropriate daily health checklist form. *Note: we have been advised by our local transportation official that the bus company will assume the role of clearing each child through the daily health questionnaire prior to allowing them on the bus.*
- (4) If a child does not have a fever (of 100 degrees Fahrenheit or more), the child will be brought into the site; if a child is found to have a fever, the child will be brought to the isolation room where the protocols and procedures for managing a sick child will begin.
- (5) Before entering the classroom, the child will be brought to the bathroom designated for his/her cohort to wash hands with soap and water for a minimum of 20 seconds.
- (6) After successful hand washing, the child will be brought to his/her classroom to continue with the arrival routine.

Arrival by parent transport:

- (1) An area of the parking lot will be designated for use by those parents who choose to drive their children to school.
- (2) Parents will be advised to drop off their child on a predetermined staggered schedule to avoid long wait times for their young children.
- (3) Parents will be met at their car by the site safety monitor and a staff member.
- (4) The site safety monitor will complete the daily health check questionnaire with each parent and take the temperature of each child.
- (5) If the parent completes the questionnaire successfully and the child does not have a fever (of 100 degrees Fahrenheit or more) the child will be taken from the car on a one to one basis and walked to the designated entrance; if a child is found to have a fever or does not pass the health questionnaire, the child will not be allowed into the building and the parent will be advised to follow up with their health care provider.

(6) A social distance of 6ft. will be maintained when walking into the building and while waiting to enter.

(7) Before entering the classroom, the child will be brought to the bathroom designated for his/her cohort to wash hands with soap and water for a minimum of 20 seconds.

(8) After successful hand washing, the child will be brought to his/her classroom to continue with the arrival routine.

Dismissal Procedures:

Procedures for dismissal will be similar to those established for arrival.

(1) Prior to dismissal, all students will be engaged in appropriate hand hygiene.

(2) When ready to be dismissed, each child will be brought to either their respective bus or their parent/caregiver vehicle on a one-to-one basis while maintaining appropriate social distance.

(3) Parents who are transporting their child will be asked to arrive at pickup on a predetermined staggered schedule to avoid long wait times and traffic congestion.

F. SOCIAL EMOTIONAL WELL-BEING

As noted in the NYSED guidance document, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of programming is critical to supporting the well-being and success of students, staff, and our community of preschool families. In keeping with this expectation, CSED has put in place the following programmatic supports.

Student Social Emotional Well-Being:

(1) A comprehensive, developmentally-appropriate school SEL program will be developed and implemented to address and support the social emotional well-being of our preschoolers with a disability.

(2) The collaborative workgroup will be led by CSED school psychologists who will work in partnership with our clinical social workers and members of the CSED Positive Behavior Intervention and Support (PBIS) Leadership Team.

(3) This initiative will build upon the efforts of the multi-tiered system of supports created around our PBIS framework and will help to communicate social emotional well-being and learning as a priority.

(4) This team will explore published tools and/or develop a program-based screening measure that will help to identify the SEL needs of our returning students.

(5) Based on the data used to identify SEL needs, strategies will be incorporated and embedded throughout the child's school day to meet those needs and foster their SEL.

(6) Based on the recommendation of this team, effective, efficient, developmentally appropriate evidence-based practices and explicit SEL lessons will be used to inform these strategies; a curriculum has already been identified for this purpose.

(7) Instructional expectations will be adjusted to support our students' transition back into in-person learning and will include such considerations as:

- A prolonged period of adjustment to support the social and emotional well-being and resiliency of our students prior to phasing in early learning academic content
- Frequent opportunities for movement and physical activity will be incorporated into each child's school day
- Mindful planning for and creating a safe, supportive, engaging learning environment that nurture our students' SEL and the adult-student relationship will be expected within all classes regardless of the learning profile of the students or the model of learning being utilized at that time

(8) CSED school psychologists and clinical social workers will work collaboratively to provide individualized community-based resources and/or referrals to parents and caregivers to further address any mental health, behavioral health and/or emotional supports services who are in need of these additional interventions.

Adult Social Emotional Well-Being:

In acknowledgement of the fact that adults need access to professional development opportunities to better prepare them to support their own well-being as well as the well-being of their students and the families that they serve, the following will be put in place:

(1) In addition to all COVID-19 specific and required trainings, prior to reopening all CSED staff will be invited to participate in on-line meetings to discuss the differences,

lost expectations, and newness of preparing for teaching and learning in the aftermath of a public health emergency; small group, in-person meetings will be considered if deemed appropriate and safe based on current community-based COVID-19 data.

(2) School community structures and a culture that encourages human connection, the need for adults to mindfully consider and take care of their own physical and emotional safety and comfort, and frequent opportunities to build and foster mutually supportive and collaborative relationships across roles and responsibilities will be implemented.

(3) Professional learning communities and full staff development sessions will take place throughout the school year to support all staff in cultivating a deeper understanding of their role in supporting student SEL and overall well-being.

(4) Towards this goal, CSED will continue with a previously established initiative regarding the SEL of preschoolers with special needs and professional education in topics such as adverse childhood experiences, trauma-based practices for young children with developmental disabilities, coping and resilience, and culturally sensitive practices among others.

(5) Staff will continue to be surveyed regularly as they have prior to reopening and throughout the school year to maintain trust-based communication and feedback.

(6) Previously established forms of communication such as a staff newsletter, interdisciplinary and department-based team meetings, personal contact, and emails will continue to be used in support of all of the above.

All of these practices for both students and staff will remain in place for as long as necessary to appropriately support each student and member of the CSED educational community. Qualitative and quantitative data will be collected to inform this process and in support of overall continuous school improvement.

G. SCHOOL SCHEDULES

Preschool students with disabilities must have equal access to the same educational opportunities provided to all students. Programs have an ongoing obligation to continue to provide education to children and are responsible for continuity of learning, and to the greatest extent possible, the special education and/or related services identified in preschool children's IEPs.

To the best extent possible, CSED has put in place a set of three potential learning models that involve a combination of in-person instruction, remote learning, and a hybrid or blended model of in-person and remote services.

(1) In-person Services Only

This instructional model is one that allows allow students and staff to fully return to an in-person classroom setting with safety rules in place in keeping with all guidelines and expectations around reducing the likelihood of an occurrence of COVID-19. Within this model, CSED would reopen all classrooms on a full-day, full participation basis for all learners. **It is this fully in-person model/schedule that CSED intends to implement at the beginning of the 2020-2021 school year.**

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.

(2) Remote Services Only

While creating plans that are flexible and adaptable to ever-changing circumstances, especially given the possibility of a resurgence of COVID-19, CSED may need to shift back to fully remote learning should circumstances change and our program is required to close for a period of time. Within this model, CSED would engage in practices to effectively support the distance learning experiences of each of our students through a combination of remote instruction via such platforms as Google Classrooms, synchronous instruction through live video-based interactions, and related services delivered through telepractice.

(3) Hybrid/Blended Model

Transition to a hybrid model may be necessary at various time throughout the 2020-2021 school year. In cases when in-person instruction is not feasible, a phased-in or hybrid model will be considered. Within this model, CSED would engage the students as follows:

- Split schedule with alternating days
 - Group A: In-person services on Monday and Tuesday with remote services on Wednesday, Thursday and Friday
 - Group B: In-person services on Thursday and Friday with remote services on Monday, Tuesday and Wednesday

If a family declines in-person services or expresses a preference for remote learning, CSED is prepared to provide distance learning and related services.

In any case in which a child is required to quarantine, CSED is also prepared to

provide remote learning throughout the period of the quarantine until they are able to resume fully in-person instruction and services.

Any changed or adjusted programming or instruction that must be transitioned back to all remote learning will be communicated to all families and staff through multiple formats including emails, telephone calls, and/or written communication (e.g., via app-based platforms, traditional correspondence) and provided in a family's primary language to the best extent possible.

H. BUDGET AND FISCAL MATTERS

In keeping with the ongoing mandates regarding budgetary and fiscal responsibilities, CSED will continue to engage in all practices expected of a NYS 4410 Program including the 180-days of session requirement that remains in statute. Levels of student enrollment will be maintained through communication and collaboration with all Westchester County School District CPSE Chairpersons and outreach and intake engagement with prospective students and their families based on CPSE referrals and recommendations.

I. ATTENDANCE

As through the entire COVID-19 public health crisis, CSED has and will continue to remain engaged and supportive of all our students and their families. CSED will collect attendance regardless of the instructional setting and submit it to all required reporting entities (e.g., NYSED Portal). CSED will continue to communicate with our community of parents through various modalities suited to the needs and preferences of each family including information provided in their primary language to the extent possible. School staff outreach to parents/caregivers will further be facilitated by our social workers and school psychologists to provide them with more individualized supports and resources to maintain student attendance and engagement for all proposed models of instruction.

As has been a common practice, CPSE Chairpersons will notified by CSED should a student and their family be experiencing significant challenges related to participation in any program model and work in partnership with them to help plan for a solution.

Staff will continue to honor their role as a mandated reporter and contact the Department of Social Services should they suspect an incidence of child abuse or neglect.

J. TECHNOLOGY AND CONNECTIVITY

CSED will provide multiple ways for students to participate in learning activities in remote or blended models including those students/families who do not have sufficient access to devices and/or high-speed internet. Workshops and coaching will be provided to families to instruct them in the use of technology and how to support their young child with special needs when engaged in distance learning. For those families who do not have access to devices or adequate internet, CSED will work in partnership with the child's school district to explore any and all available options regarding technology. To the best of our ability, supplemental learning materials will be provided to these families and any other in need of such resources.

Professional development for all staff will be provided on designing effective, developmentally appropriate learning experiences and best practices for instruction and student engagement in remote settings prior to reopening as well as throughout the 2020-2021 school year. Staff will also continue to be supplied with the technology and web-based resources necessary for effective remote instruction.

K. TEACHING AND LEARNING

Equity and Clear Opportunities for Instruction

Instruction at CSED will be aligned with NYS Learning Standards. CSED has created plans for the continuity of education for all students including plans for in-person, fully remote and hybrid learning models throughout the 2020-21 school year. These plans will be made available to all students, including the opportunity to choose fully remote learning based on parent preference.

In-person, classroom-based learning will be led by a NYS certified special education teacher and all other appropriate support staff. Cohorts will be created throughout our program to limit exposure as outlined within this plan. In-person learning will include the effective and individualized instruction and engagement that is needed for each student to acquire skills and achieve early learning successes to the best of his/her ability.

Fully remote learning will consist of approved online platforms including, but not limited to, Google Classrooms, utilizing both individualized and group synchronous sessions as deemed appropriate for each student. Each student will be engaged through multiple instructional sessions and offered at a minimum of 3 individual and/or group sessions each week in addition to related services as per each child's IEP mandate. As per NYS guidelines and regulations, this remote learning model will be available to any student at CSED who chooses not to utilize in-person learning or who cannot access in person

learning at any time during the school year. All plans put in place will be implemented in partnership with each child’s family and in recognition of the fit between what is being offered and the family’s ability to support their child in distance learning.

CSED’s hybrid model will include a rotation schedule alternating in-person and remote learning. Weekly remote learning days will consist of a minimum of one individual and/or group session offered via an appropriate online platform. As with the fully remote model, teachers will collaborate with families to create an appropriate distance learning schedule based on their individual needs regarding preferred days/times when at all possible. The in-person portion of this model will provide for the equitable learning opportunities as indicated above.

The Children’s School for Early Development will continue to update and inform school districts and all appropriate municipalities regarding any changes to a student's educational plan.

Communication with Families

CSED will offer a variety of platforms to communicate effectively with our families. These include, but are not limited to, online platforms such as Google Classroom, phone or video chats, and secure text or web-based communication applications allowing our classroom team and families to regularly communicate with each other. All efforts will be made to translate such communication into the family’s primary language.

Parent orientations and “town hall” type sessions will be offered before reopening and throughout the 2020-2021 school year to inform families of updated programmatic and classroom-based policies and procedures. Additional orientations before reopening will be held to allow families the opportunity to speak with their child’s teacher and educational team before the start of the school year in the spirit of community-building and partnership.

Addressing Social and Emotional Needs

When our students return to in-person learning, extended time will be devoted to addressing the social emotional needs of each student. This time will allow staff to create a climate of safety, comfort, and routine. Please refer to the Social-Emotional Section of this plan for further details including the active role of CSED school psychologists and social workers.

Assessment of Students Academic and Emotional Needs

A program developed, criterion-referenced assessment along with a formative measure assessment composed of daily data collection, will be utilized by each educator to

measure the learning of individual students throughout the year. These assessments will have a foundation based on the NYS Standards for PreK. Appropriate modifications may be made to these tools to better meet the needs of our specific population of preschoolers with disabilities as we begin to engage them at the start of the new school year.

For students in need of additional social and emotional and academic support, families will have access to their interdisciplinary team's school psychologist, social worker and/or Board Certified Behavior Analyst (BCBA).

Professional Development for Staff

Throughout the COVID-19 crisis, various staff meetings have been held via video-based platforms to keep staff informed of updates to school policies and information shared from NYSED and other regulatory bodies. Our 2020-2021 Professional Development Calendar will continue to include such information as well as additional resources regarding COVID-19 such as proper use of PPE, health and safety protocols, appropriate social distancing, hygiene practices, and agency policies among others. In addition, sessions regarding instruction using remote and online learning, social-emotional tools and curricular expectations, and other areas identified for professional growth will be shared at professional development opportunities offered throughout the school year.

Training and Support for our Families

The community of CSED families will continue to be provided individual support regardless of the program model. Outreach and engagement via phone calls and video-based sessions will be continually utilized to support families. Families will also be provided with access to a library of videos and resources created by CSED staff addressing COVID-19 specific information as well as general information related to parenting a child with special needs. Additional support will be given and more individualized training will be provided to any family who has difficulty accessing and using the technology needed to address educational/instructional services.

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.

M. ATHLETICS AND EXTRA CURRICULAR ACTIVITIES

NOTE: Athletics and extra-curricular activities are generally not part of any 4410 program. 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

CSED ensures that each preschool student with a disability is provided with the special education and related services identified in the child's IEP provided through in-person services to the greatest extent possible. This assurance is grounded by the following principles:

- (1) The provision of a free appropriate public education consistent with the need to protect the health and safety of preschoolers with a disability and those providing special education and related services
- (2) Meaningful parent and family engagement and outreach and communication through multiple modalities including bi-annual parent/teacher conferences, daily communication regarding their child's instructional day, and quarterly progress reports
- (3) Collaboration with the committees on preschool special education (CPSE) of each of the students we serve
- (4) Access to the accommodations, modifications, supplemental services and overall individualized supports each student needs in order to achieve learning successes
- (5) Data collection and qualitative documentation and monitoring of each child's progress towards their educational goals as indicated on their IEP and to evaluate program effectiveness adapted and modified for each instructional model and platform

O. BILINGUAL EDUCATION AND WORLD LANGUAGES

NOTE: While the mandate of bilingual education and world languages does not specifically apply to 4410 programs, CSED remains committed to providing comprehensive, high-quality, and culturally responsive special instruction and related services for all students including our English language learners. CSED will ensure that the parents/caregivers of these students are engaged in their children's education during

the reopening process and throughout the school year which includes telephone contact, text messages, social media, emails and regular mail in their preferred language to the best extent possible.

P. STAFFING

All CSED classrooms will be staffed by a NYS Certified Special Education Teacher, a NYS Certified Teaching Assistant and classroom and 1:1 aides as needed. All related service providers will hold a valid discipline-specific certification or license to practice. In anticipation of the need for increased staffing due to COVID-19 related health and safety issues, CSED will undertake robust recruitment efforts to identify and process qualified substitutes.

Q. TEACHER AND PRINCIPAL EVALUATION SYSTEM

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

R. STUDENT TEACHING

Although permitted and encouraged by NYSED, CSED will refrain from including student teachers or interns during the 2020-2021 school year. Should community-based data and the status of the COVID-19 public health crisis change significantly, this decision may be reconsidered accordingly.