

Parsons Preschool Reopening Plan

Submitted: 08/01/2020

Agency Name: Psychotherapeutic Evaluational Programs, Inc.

BEDS Code: 3428-0088-0050

Administrative Address: 84-60 Parsons Blvd. Jamaica, NY 11432

Program Site Addresses: 84-60 Parsons Blvd. Jamaica, NY 11432
231-10 Hillside Ave. Queens Village, NY 11426
85-27 91st St. Woodhaven, NY 11421

Program(s) provided at this site:

- x 4410 Preschool Special Education
- x Special Class in an Integrated Setting
- x Multidisciplinary Evaluations

Contact Person: Michelle Pascucci, Executive Director

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Website where this plan and any plan updates will be posted:
www.ParsonsPreschool.org

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 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 staff during the original drafting of our reopening 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.

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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 or through a remote learning platform. 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:

- A. Communication/Family and Community Engagement**
- B. Health and Safety**
- C. Facilities**
- D. Nutrition**
- E. Transportation**
- F. Social Emotional Well-Being**
- G. School Schedules**
- H. Budget and Fiscal**
- I. Attendance and Chronic Absenteeism**
- J. Technology and Connectivity**
- K. Teaching and Learning**
- L. Career and Technical Education**
- M. Athletics and ExtraCurricular Activities**
- N. Special Education**
- O. Bilingual Education and World Languages**
- P. Staffing and Human Resources**
- Q. Teacher and Principal Evaluation System**
- R. 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.

A. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

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Parsons Preschool (Queens Village, Jamaica & Woodhaven locations) have formed a Reopening Schools Task Force that will meet throughout the Summer to create a Reopening of Schools Plan that will provide a safe and effective learning environment for all students and staff for the 2020-2021 school year.

What participants were 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 original reopening plan and who will participate in future of this plan:

Our Task Force includes:

Chair: **Michelle Pascucci, Executive Director**

Site Educational Directors: **Ann Marie Ginsberg, Ed.D; Kelly Portnoy; Natalie Postelnek**

Clinical Directors: **Kelly Ionescu, Anne Zepowitz**

School Psychologist: **Shauna Hall**

Building Administration Support: **Renisha Simmons, Stefanie Halsey-Perceval, Shereen Hosney-Bonilla**

Representatives from Site Building Parent Committees: **Natahsa Cyril-Brooks**

1. What community-based groups or individuals were involved in your plans creation or could become involved as the plan is modified or enhanced?

All families were electronically surveyed to ascertain parental needs and supports needed during the COVID-19. As the school begins (September 2020) and with the information gained from the Parent Surveys, modifications will be made to include best practices to meet the needs of our school population.

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

Students

Students will receive daily updates and instruction from their teacher and teaching assistants.

Parent/Legal Guardians

Parents will be notified of any changes. Parent communication tools such as Remind and/or Google Classroom will offer procedures with visual aids such as posters or instructional videos.

Staff

Staff will be notified immediately in person and in writing of any changes to the safety protocols. Employees will receive written notification through the Paychex portal.

Visitors

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Visitors will be limited during the COVID 19. Families needing to come to the building will be required to have a temperature check and fill out a consent form (see Appendix A)

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

School Staff will be required to take some classes online as well as will receive Professional Development the Week of August 31st.

- **Review of hygiene procedures to include toileting and sanitizing in the classroom and the new instruction of Social Distancing and Face Covering protocols. Review of Daily Health checks will include new to the protocol touch-less temperature taking upon arrival. Classrooms follow all DOH regulations and work towards reaching the highest levels of measure using the ECERS-R and ECERS-3 assessment tools.**
- **Safety Precautions – all non-washable items (dress up clothing, stuff animals, cloth pillows, puppets, rugs, etc..) will be removed until the completion of the COVID-19 protocols. Class sized sand and water tables are restricted. Individual sensory boxes to be used among the cohort will be created to reduce germs but allow for this important sensory experience.**

CCEI Online Classes

SOC100	How to Raise Emotionally Healthy Children: Meeting the Five Critical Needs of Children
SOC101	Healthy Social and Emotional Development vs. Challenging Behavior in Young Children
CCEI119	Food Allergies in the Early Care Setting
CCEI112A	Child Abuse: Signs of Abuse and Reporting Requirements for Early Childhood Professionals
HLTH103	Fit for Life
HLTH104	Basic Health and Hygiene Practices for the Early Childhood Setting
HLTH111	Safety Practices for Child Care Programs in the Face of COVID-19
NFS100	Healthy Habits: Nutrition and Fitness Practices
CCEI520	Parent Communication: Building Partners in the Educational Process
CCEI960	Staff Communication: Educational Partnerships
SOC110	Supporting Children and Families Who Have Experienced Trauma

Hand Hygiene

Hand washing sinks are available in all bathrooms and some classrooms. Hand washing posters (similar to example) depicting the procedure are posted by all sinks. Selected Classrooms have Hand Washing Social Stories to further guide the children.



Proper Face Covering Wearing

Following the NYSDOH Guidance, face coverings are required to be worn any time or place that individuals cannot maintain appropriate social distancing. Further, face coverings are “strongly recommended” by the New York Department of Health at all times, except for meals and instruction with appropriate social distancing. Direct Service Staff will wear face shield and protective clothing covering (scrubs) when working with the children.

Visitors will be provided with a mask if they do not have one in their possession. Temperature and release forms will attest that the visitor is not exhibiting any symptoms. Family Visits will be limited, with the exception of Parent Orientation scheduled for September 3rd. Parents will be afforded an opportunity to participate in Family Thematic Day, Parent Workshops and Celebration Days like Birthdays, via Zoom. Videos will be posted on Classroom Google Classroom to afford parents the opportunity to view when convenient to their schedule.

Social Distancing

Pursuant to NYSDOH Guidance, schools namely Parsons Preschool must ensure that appropriate social distancing (i.e. 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students, faculty, and staff), unless safety or the core activity requires a shorter distance. Classroom will be seen as a cohort with small clusters remaining cohesive eliminating the spread of germs through the consistency of the grouping.

Pursuant to NYSDOH Guidance, schools namely Parsons Preschool must maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities, including the responsibility to configure spaces so individuals can maintain social distancing.

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Until the COVID 19 regulations are lifted all inside common areas will be closed including STEM lab, Lunch and conference areas. Schools will refrain from school-wide social gatherings such as school dances. Students will be allowed to use playground areas. Walks are restrictive to school grounds.

Respiratory Hygiene

Following the guidelines by the CDC in regard to Respiratory Hygiene/Cough Etiquette in Healthcare Settings from the CDC Website:

<https://www.cdc.gov/flu/professionals/infectioncontrol/resphygiene.htm>

To prevent the transmission of all respiratory infections in healthcare settings, including influenza, the following infection control measures should be implemented at the first point of contact with a potentially infected person. They should be incorporated into infection control practices as one component of Standard Precautions.

a. Visual Alerts

Post visual alerts (in appropriate languages) at the entrance to outpatient facilities (e.g., emergency departments, physician offices, outpatient clinics) instructing patients and persons who accompany them (e.g., family, friends) to inform healthcare personnel of symptoms of a respiratory infection when they first register for care and to practice Respiratory Hygiene/Cough Etiquette

Cover Your Cough

Tips to prevent the spread of germs from coughing



Information about Personal Protective Equipment

Demonstrates the sequences for donning and removing personal protective equipment

SEQUENCE FOR PUTTING ON PERSONAL PROTECTIVE EQUIPMENT (PPE)

The type of PPE used will vary based on the level of precautions required, such as standard and contact, droplet or airborne infection isolation precautions. The procedure for putting on and removing PPE should be tailored to the specific type of PPE.

1. GOWN

- Fully cover torso from neck to knees, arms to end of wrists, and wrap around the back
- Fasten in back of neck and waist



2. MASK OR RESPIRATOR

- Secure ties or elastic bands at middle of head and neck
- Fit flexible band to nose bridge
- Fit snug to face and below chin
- Fit-check respirator



3. GOGGLES OR FACE SHIELD

- Place over face and eyes and adjust to fit



4. GLOVES

- Extend to cover wrist of isolation gown



USE SAFE WORK PRACTICES TO PROTECT YOURSELF AND LIMIT THE SPREAD OF CONTAMINATION

- Keep hands away from face
- Limit surfaces touched
- Change gloves when torn or heavily contaminated
- Perform hand hygiene



SEQUENCE FOR REMOVING PERSONAL PROTECTIVE EQUIPMENT (PPE)

Except for respirator, remove PPE at doorway or in anteroom. Remove respirator after leaving patient room and closing door.

1. GLOVES

- Outside of gloves is contaminated
- Grasp outside of glove with opposite gloved hand and peel off
- Hold removed glove in gloved hand
- Slide fingers of ungloved hand under remaining glove at wrist
- Peel glove off over first glove
- Discard gloves in waste container



2. GOGGLES OR FACE SHIELD

- Outside of goggles or face shield is contaminated
- To remove, handle by head band or ear pieces
- Place in designated receptacle for reprocessing or in waste container



3. GOWN

- Gown front and sleeves are contaminated
- Unfasten ties
- Pull away from neck and shoulders, holding inside of gown only
- Turn gown inside out
- Roll or roll into a bundle and discard



4. MASK OR RESPIRATOR

- Front of mask/respirator is contaminated — DO NOT TOUCH!
- Grasp bottom, then top (tie or elastic) and remove
- Discard in waste container



PERFORM HAND HYGIENE BETWEEN STEPS IF HANDS BECOME CONTAMINATED AND IMMEDIATELY AFTER REMOVING ALL PPE



b. Respiratory Hygiene/Cough Etiquette

The following measures to contain respiratory secretions are recommended for all individuals with signs and symptoms of a respiratory infection.

- Cover your mouth and nose with a tissue when coughing or sneezing;
- Use in the nearest waste receptacle to dispose of the tissue after use;
- Perform hand hygiene (e.g., hand washing with non-antimicrobial soap and water, alcohol-based hand rub, or antiseptic handwash) after having contact with respiratory secretions and contaminated objects/materials.
- Healthcare facilities should ensure the availability of materials for adhering to Respiratory Hygiene/Cough Etiquette in waiting areas for patients and visitors.
- Provide tissues and no-touch receptacles for used tissue disposal.
- Provide conveniently located dispensers of alcohol-based hand rub; where sinks are available, ensure that supplies for hand washing (i.e., soap, disposable towels) are consistently available.

c. Masking and Separation of Persons with Respiratory Symptoms

During periods of increased respiratory infection activity in the community (e.g., when there is increased absenteeism in schools and work settings and increased medical office visits by persons complaining of respiratory illness), offer masks to persons who are coughing. Either procedure masks (i.e., with ear loops) or surgical masks (i.e., with ties) may be used to contain respiratory secretions (respirators such as N-95 or above are not necessary for this purpose). When space and chair availability permit, encourage coughing persons to sit at least three feet away from others in common waiting areas. Some facilities may find it logistically easier to institute this recommendation year-round.

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.

Safety is always a greatest concern at Parsons Preschool. Staff will be diligent to adhere to the aforementioned. Administrations will intervene in situations of non-compliance.

5. Describe how you will provide communication in languages other than English

Parsons Preschool is an IABP Spanish setting. All materials generated from the school are sent in both languages. In addition, the school attempts to accommodate ENL families through using the same language staff to pair with the families.

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

Visuals are a great teaching tool in the preschool environment. Posters will be hung by all classrooms and lobby areas to ensure everyone is on the same page regarding our Safety Procedures and Protocols.

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

Written guidelines concerning symptoms of illness in either children or staff will be posted in classrooms, bathrooms, therapy areas, staff information bulletin boards and the front office. This poster will delineate all illness symptoms that require relocating a child or staff member to the designated staff member overseeing health and safety issues. Additionally, Staff Orientation training and ongoing Staff training will include review of the measures that will be implemented in such situations.

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.

- **All staff entering the building will have their temperature taken every day.**
- **All staff entering the building must answer COVID-19 symptom screening questions.**

- Any staff with a temperature of 100.0 or higher will not be permitted to enter the building.
- Any staff with COVID-19 symptoms will not be permitted to enter the building.
- Temperature checks and COVID-19 symptom screening questions will be logged on a daily form (pass/fail for temperatures and yes/no for symptoms).
- School Safety Monitor will be responsible for reviewing daily temperature logs and screening questions.

Students arriving by bus:

- All students who arrive by bus will have their temperature taken prior to their entering the facility.
- Any student with a temperature of 100.0 or higher and/or visible signs of COVID-19 symptoms will be taken to the isolation room until a parent/guardian arrives.
- Temperatures will be logged on a daily form (pass/fail for temperatures) for all students regardless of how they arrive at school.
- Parents will be required to periodically submit a COVID-19 symptom screening questionnaire for their child (this applies to all parents regardless of how their child arrives at school)
- School Safety Monitor will be responsible for reviewing daily temperature logs and periodic screening questionnaires (this applies to all students regardless of how they arrive at school)

Students arriving by parent transport:

- All students who arrive by parent transport will have their temperature taken prior to their entering the facility.
- Any student with a temperature of 100.0 or higher and/or visible signs of COVID-19 symptoms must return home with his/her parent.

Late arrival students:

- All students who arrive late (by parent) will have their temperature taken before entering the building.
- Any student with a temperature of 100.0 or higher and/or visible signs of COVID-19 symptoms must return home with his/her parent.

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.

- An isolation room for any student who has a fever 100.0 or higher will be set up.
- Signage detailing illness symptoms will be reviewed to assess: coughing, body aches, sore throat, nausea, vomiting, diarrhea, fatigue, difficulty breathing, etc.
- An ill student will remain in this isolation area (with a staff member) until a parent/guardian picks him/her up.

- Parent/guardian picking up a sick child will not enter the building. They will be instructed to meet their child at the school entrance.
- If multiple students are waiting for pickup, social distancing practices must be upheld.
- The door in the isolation room will be kept opened, when possible, to increase air circulation in the room.
- This isolation area must be cleaned and disinfected after each use.
- If a sick student is suspected or confirmed by a health care professional to have COVID-19, all areas the student visited, including classroom, bus, therapy room, isolation room, must be cleaned and disinfected. Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with a person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfecting.
- If a student/staff is not exhibiting COVID-19 symptoms or is not diagnosed with COVID-19, s/he may return to school:
 - Once there is no fever, without the use of fever reducing medicine, for 24 hours
 - If s/he has been diagnosed with another condition and has a healthcare provider written note stating they can return to school/work
 - If a student/staff is diagnosed with COVID-19 based on a COVID-19 test or their symptoms, they must remain at home until:
 - It has been at least 10 days since the individual had symptoms
 - It has been at least 3 days since the individual has had fever (without fever reducing medicine)
 - It has been at least 3 days since the individual's symptoms have improved, including cough and shortness of breath

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.

See above

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

All visitors, parents, vendors, guests, contractors will be required to complete a screening questionnaire, with signature required, before they are permitted to enter the building.

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.

Communication with families via telephone/text, email, REMIND app will be done periodically as reminders of illness symptoms that require the child to be kept at home.

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

Throughout the building facility will be posters detailing the correct method for hand and respiratory hygiene. These descriptive posters will be hung in hallways, classrooms, bathrooms, bulletin boards, offices and will be reviewed frequently at staff meetings.

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.

Program will install 6 feet distance markers throughout the building walkways, stairs and entrance areas. Additionally, hallways and stairs will have markers indicating one-way walking.

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.

Contact with families in which a child is at high risk for COVID, or lives with a family member at high risk will be done to assess the family's preference for in-school instruction or remote instruction. The same protocol will be utilized for staff at risk or living with an individual at risk. In this case, their preference for working in-school or not, will be discussed and decisions made.

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.

Program will provide for all employees all CDC required PPE. These will include:

a. Masks:

- Face masks must be worn by staff throughout the day, especially if they are within 6 feet of someone, in hallways, in restrooms, or in other congregate settings. The program will provide disposable surgical masks to staff on a daily basis. Staff may use their own mask if they prefer.
- Preschool students between the ages of 3-5 are encouraged to wear masks. However, due to this program's student population, masks wearing may be inappropriate and will, therefore, not be mandated.
- If a parent requests that their child wear a face mask, they will provide their own masks from home. Parents will be asked to keep an extra mask in their child's classroom.
- Staff and students will be instructed on the proper way to put on, wear, remove, and discard masks (disposable masks only)
- Signs will be posted throughout the building indicating that masks are required.
- Face masks may not be shared among students or staff.

- Staff with healthcare provider documentation stating they are not medically able to tolerate face coverings will not be required to do so.

Masks will not be placed on:

- Children younger than 2 years old.
- Students for whom wearing a mask will impair their health or mental health, or where such covering will present a challenge, distraction, or obstruction to educational services and instruction.
- Anyone who has trouble breathing or is unconscious.
- Anyone who is incapacitated or otherwise unable to remove a mask without assistance.

b. Face Shields:

- Staff may choose to wear a face shield over a mask. Face shields cannot be worn in lieu of masks.
- Staff may choose to use a face shield when sustained close contact with other people is expected
- Reusable face shields must be cleaned and disinfected after each use.
- Staff may not share face shields.

c. Gloves:

- Gloves should continue to be worn for already established school needs (i.e. toileting, diapering, in the presence of blood, food preparation)
- It is not permitted that gloves be worn all day.
- Staff must change gloves between children and activities, following best practice procedures for proper removal and disposal.

d. Medical gowns:

- Medical scrubs will be provided for direct care staff to prevent contact with students who frequently bite, spit, and/or drool, and to prevent excess bodily fluids from collecting on their clothing.
- Staff are encouraged to keep a change of clothing in their car or classroom/office.

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

Not applicable, because the wearing of masks for our student population is not mandated. If a parent chooses to have their child wear a mask, staff will assess when the child needs a "mask break."

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.

Program will supply all staff with cloth face coverings, as well as have available on-site extra supplies of surgical disposable masks, disposable gloves and hand sanitizer.

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

If a parent or staff reports that the child or staff member has tested positive for COVID, or has reported a confirmed case of COVID, the school will immediately contact the NYC Department of Health to determine what steps are needed for the school community.

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.

Program will follow CDC guidance for return of staff or children following the exhibiting of COVID symptoms. If there is no health professional's confirmation of COVID, the individual may return to school when fever-free for 24 hours, or if another illness is confirmed, a written healthcare provider note must be submitted, allowing the individual to return to school.

If staff or children have been diagnosed with COVID, they must stay at home until 10 days following first symptoms observed, fever-free for 3 days, and 3 days since evidence of coughing or shortness of breath. Program will follow all Dept. of Health recommendations for maintaining the opening of the school.

15. Describe your school's protocol to clean and disinfect the school following CDC guidance.
General building cleaning:

- **High touch areas, including door knobs, handrails, light switches, communal phones, bathrooms, communal computer equipment, water cooler, will be disinfected frequently throughout the day. Classrooms, offices, and therapy spaces will be disinfected daily. A cleaning log will be maintained that includes the date, time, and scope of cleaning and disinfection of each space**

Bathrooms:

- **Each bathroom will have a spray bottle with disinfectant, or disinfectant wipes. Staff who take a child to the bathroom must wipe down the toilet and sink after each use. Adult bathrooms will be provided with toilet seat coverings. A bathroom cleaning schedule log will be maintained, including date, time, and scope of cleaning.**

Classrooms:

- **High-touch areas in classrooms will be disinfected throughout the day by classroom staff, including but not limited to tables, chairs, doorknobs. Toys used throughout the day will be placed in a bin to be disinfected at the end of each day.**

Therapy spaces:

- **Equipment will be disinfected between student use. Toys used in therapy will be placed in a bin to be disinfected at the end of each day.**

Playgrounds:

- **Outdoor equipment requires normal routine cleaning (guidelines do not recommend using disinfectant on outdoor equipment). High-touch surfaces made of plastic or metal should be cleaned routinely.**

Isolation room must be cleaned and disinfected after each use.

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.

Parsons will continue to conduct monthly fire/lock down drills, in accordance with NYSED and DOH requirements. Three means of egress will continue to be used, as the children move quickly far from the building. Attempts to maintain social distancing while outdoors will be implemented as much as possible for our population of special education preschoolers. In-building lock down drills will continue to be conducted within the child's classroom, maintaining the ratios established by NYSED and maintaining social distancing.

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

Upon this program's decision to implement before and after school care this year, all safety protocols that have been described in this safety plan will be maintained during these additional services.

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.

Michelle Pascucci, Executive Director

19. Health related considerations prior to reopening:

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.

Michelle Pascucci, Executive Director, 347-242-0344, MPascucci5@gmail.com

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

Upon daily arrival and dismissal, parents will not be permitted to enter the building. All children will be escorted into the site by staff personnel. As an extension to this policy, all visitors, parents, vendors, guests, contractors that need to enter the building will be required to complete a screening questionnaire, with signature required, before they are permitted to enter the building. All outsiders delivering items will not be bringing the items into the building; the program will implement outside deliveries, with office staff signing for the delivery.

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 written communication, short videos and parent forums.

Communication with families via telephone/text, email, REMIND app will be done periodically as reminders of illness symptoms that require the child to be kept at home. These reminders will list all strategies to screen children, and to assess any symptoms that might necessitate keeping the child home. These reminders will list all conditions exhibited by a child that may be symptomatic of an illness. Additionally, an addendum to the Parsons Parent Welcome packet will include written information concerning these issues.

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

Not applicable at this time. Screenings will be done upon a child's arrival at school.

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

ARRIVAL PROCEDURES FOR STAFF AND CHILDREN

- **All staff entering the building will have their temperature taken every day**
- **All staff entering the building must answer COVID-19 symptom screening questions**
- **Any staff with a temperature of 100.0 or higher will not be permitted to enter the building.**
- **Any staff with COVID-19 symptoms will not be permitted to enter the building.**
- **Temperature checks and COVID-19 symptom screening questions will be logged on a daily form (pass/fail for temperatures and yes/no for symptoms)**
- **School Safety Monitor will be responsible for reviewing daily temperature logs and screening questions**

Students arriving by bus:

- **All students who arrive by bus will have their temperature taken as they reach the door of the building**
- **Any student with a temperature of 100.0 or higher and/or visible signs of COVID-19 symptoms will be taken to the isolation room until a parent/guardian arrives**
- **Temperatures will be logged on a daily form (pass/fail for temperatures) (for all students regardless of how they arrive at school)**
- **Parents will be required to periodically submit a COVID-19 symptom screening questionnaire for their child (this applies to all parents regardless of how their child arrives at school)**

- School Safety Monitor will be responsible for reviewing daily temperature logs and periodic screening questionnaires (this applies to all students regardless of how they arrive at school)

Students arriving by parent transport:

- All students who arrive by parent transport will have their temperature taken prior to their entering the building.
- Any student with a temperature of 100.0 or higher and/or visible signs of COVID-19 symptoms must return home with his/her parent.

Late arrival students:

- All students who arrive late (by parent) will have their temperature taken before entering the building.
- Any student with a temperature of 100.0 or higher and/or visible signs of COVID-19 symptoms must return home with his/her parent.

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

It has been determined that for this program's population of special education preschool students that the wearing of face masks is inadvisable.

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. All staff members, not limited to staff assessing ill students, have reviewed and signed an attestation form that they will comply with these requirements.

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

The Stem Lab (which is no longer being used due to social distancing) will be used as an isolation room. The director's office is also able to be used as an isolation room.

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

This program does not currently have on site a nurse or health professional.

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

Despite not having a designated health office, all PPEs, ie. gloves, surgical face masks are disposable. Each staff member will wear a different colored scrub (medical cover-up) on a particular day to ensure that they are not wearing the same cover-up without washing it at home.

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?

If the manufacturer of the cleaning product used by the custodial staff requires any PPE additional to face coverings and gloves, it will be provided to the custodial staff.

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.).

A checklist has been created for school personnel to inspect their work area and ensure that they have sufficient supplies everyday.

m. Confirm that the individual selected as your school's COVID-19 resource person:

1. Has a health background (i.e., school nurse) or is a school administrator familiar with the reopening plan?

Yes, the Site Director is familiar and cognizant of the program's reopening plan.

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

Yes, in addition to the Executive Director, Michelle Pascucci

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

Yes.

4. 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?

Yes, upon this program's decision to implement before and after school care this year, all safety protocols that have been described in this safety plan will be maintained during these additional services.

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

Such a decision depends on the number of children who are enrolled in the before or after school program. If numbers allow for it, Parsons will attempt to maintain cohorts, but if there are children enrolled from different classes, it would not be feasible to maintain these cohorts.

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

The after-school program may include children from different classes (cohorts) and cannot ensure that it will include only children from the same household.

C. FACILITIES

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

In each site, offices were adjusted to meet social distancing guidelines and common areas have been closed to limited in-person gatherings.

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, all changes described in #1 meet all compliance and guidelines.

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

All emergency plans have been updated and modified to ensure social distancing rules have taken effect. Staff and families have been notified that in the event of an actual emergency, our first priority however is to ensure the safety of all children and staff.

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

Arrivals and Dismissals have been broken down by multiple entrances and exits throughout the buildings to limit the number of children and adults at each location.

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

All doors (which are appropriate) will be left open to the greatest extent possible to promote increased air flow.

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

The school has purchased clear plastic dividers for areas that are considered "high traffic" to ensure safety for staff and visitors. These plastic dividers are not permanent structures

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

We believe that we have adequate hand washing areas throughout the buildings. If it is determined that more are needed we will look into adding additional mobile units.

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

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Additional hand sanitizers have been installed in common areas and areas that have shared equipment. Additional supplies of hand sanitizers have been purchased for all classrooms, therapy rooms and offices as well.

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

NO

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

Filters in all fresh water drinking fountains/water coolers have been changed and hand sanitizer has been installed in the area. We have ordered sterilizing kits for all the water systems as well.

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

Our HVAC systems are running at 100% fresh air flow.

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

We have contracted with our HVAC company to maintain each unit and balance and adjust areas as needed.

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 new air purification technologies have been purchased at this time.

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:

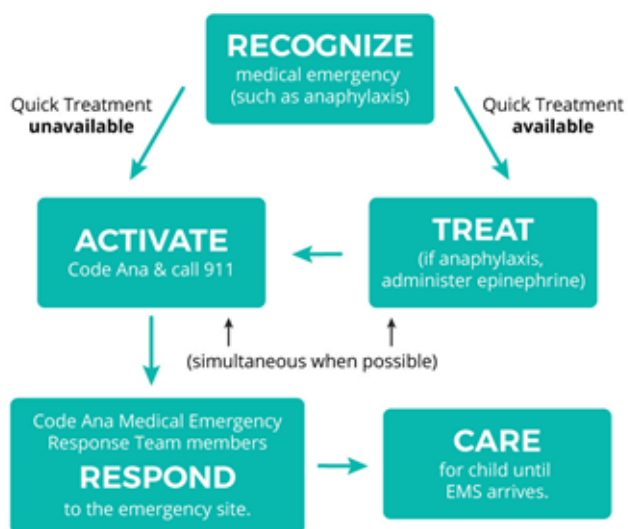
Food is delivered daily for all our students. Any student who chooses remote learning will also have food readily available for curbside pick-up.

2. Describe any changes to your health, safety, sanitation and/or food-handling procedures in light of the COVID-19 public health emergency:

Considering the current health emergency, staff will no longer be able to store their own food in any of the refrigerators. Microwaves will still be allowed and must be sanitized after every use. Our food coordinator will be the only one allowed in/out of the refrigerators.

3. Describe how children with food allergies will be protected as meal and snack procedures are revised to promote social distancing:

All of our staff have been trained (Code Ana) on food allergies, including symptoms of allergic reactions to food. Medical Alerts (including child allergies) are posted in each classroom/therapy room and throughout our building along with the Code Ana Response Algorithm. Additionally, more than $\frac{3}{4}$ of our staff have been trained in adult infant first aid and CPR (this is including epi-pen training).



4. Describe how and where food and meals for students will be served and consumed:

Food is delivered daily to our school. All food will be individually wrapped and prepackaged (including condiments). Food will be divided by the food coordinator depending on how many children are in attendance. All food will be picked up from the designated kitchen area (closest to the entrance to eliminate germs/contamination) by one person from each classroom. This person will wash their hands before going to pick up the food and will be wearing disposable gloves. The classroom staff, while wearing appropriate PPE, will distribute the individually packed food to each student. Tables will continue to be wiped down before and after eating.

5. Describe how students will be located while eating:

Students will eat all meals inside of the classrooms at their designated spots. They will remain in their spots for the entire meal. Classroom staff will dispose of all leftover food when the students are finished eating. Students will no longer be responsible for cleaning up/throwing out their own food/drinks.

6. Describe how appropriate hand hygiene will be promoted before and after serving or eating: **All students and staff will wash their hands with soap and water prior to mealtime. In addition, hand sanitizer will be given to all students right before eating to eliminate any germs that may have been picked between washing their hands and returning to their classrooms to eat. The same steps will be followed when finished eating before they can move on to the next activity.**

7. Describe how food/beverage sharing and family-style meals will be discouraged: **Students will not share food during breakfast, lunch, and snack time. Family-style meals will now be strictly prohibited across the board for everyone.**

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

Parsons Preschool's CACFP Contract is in full compliance.

9. Describe how you will communicate with families, including those using a language other than English, about nutrition and meal/snack issues:

We will use a variety of communication methods (newsletters, REMIND app, phone calls, emails) and ensure that communications are translated into languages spoken by families. Our food coordinator will be the contact person to receive communications from families. The coordinator's information will be included in written materials sent home to families.

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:

Each site has a designated school bus arrival / departure area that will be clearly labeled. Staff with proper PPE will be responsible for conducting health screenings for the children to limit bus staff from interacting with school staff. Buses will be loaded and unloaded one or two at a time to ensure social distancing.

2. Describe changes to student embarking/dismissal procedures and locations to promote social distancing:

Each site has a designated school bus arrival / departure area that will be clearly labeled. Staff with proper PPE will be responsible for conducting health screenings for the children to limit bus staff from interacting with school staff. Buses will be loaded and unloaded one or two at a time to ensure social distancing.

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

Following the new protocols will automatically stagger times.

4. Discuss the impact of social distancing on the length of time required for arrival and dismissal:

Buses will be unloaded 10 minutes prior to the start of the school day and dismissal will start 10 minutes prior to the end of the school day. This will leave time for two buses to be unloaded/loaded at a time to ensure proper health and safety checks.

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:

Students who arrive or leave school by parents will use different entrances to the buildings. Social distancing protocols will be used in these areas.

6. Describe student hand-washing and/or hand sanitizer use during arrival and dismissal:

Students will wash their hands with hand sanitizer prior to entering the building in the morning and prior to getting on the school bus in the afternoon.

F. SOCIAL EMOTIONAL WELL-BEING

1. List any school-wide plans/policies related to student well-being and/or behavior management:

Parsons Preschool will continue to utilize the Sanford Harmony program which is designed to teach children about cooperation, empathy, and effective communication skills. As an additional measure, parents/guardians will be provided with periodic updates of the specific concepts and class activities so that families can reinforce them at home and in the community.

Parsons Preschool will also continue to implement ongoing Positive Behavioral Interventions and Supports geared towards teaching students about positive classroom behaviors. Parsons will continue to implement rewards/acknowledgements to students and teachers for their efforts and growth in the domain of social and emotional development.

Staff will be provided with training on how to identify and better help students with social and emotional behavioral difficulties. Staff will seek out on site social worker and/or school psychologist as a resource.

During regularly scheduled Team Meetings, the interdisciplinary team will review the child's ongoing social and emotional functioning. Behavior changes and/or continued difficulties will be addressed.

Ensuring that classrooms provide a warm and supportive environment. This includes allowing for deviations from the schedule when it is evident that students need time and space to reconnect with each other and the classroom setting.

Teachers will be encouraged to spend as much time re-connecting with their students upon their return to the school environment.

2. In light of COVID-19, have qualified professionals reviewed those plans and determined if they meet current student needs?

Parsons Preschool's plan for supporting the social and emotional wellbeing of its students has been created and reviewed by the School psychologist and Educational Leadership staff to ensure that current student needs are met. In addition, the Sanford Harmony is an evidenced based program which promotes social and emotional learning and that also aligns with Common Core standards

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:

Parsons Preschool will continuously work with staff and families to assist however needed to ensure the well being for all involved.

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:

Parsons Preschool will create an advisory council that consists of each site's Educational Director as well as appointed parents, professionals, and community members on a voluntary basis. Parsons Preschool will seek out parents, professionals, and community leaders to inform of the creation of the advisory council and its need for members on a voluntary basis. Parsons Preschool will make all efforts to ensure that the advisory council is representative of the ethnic, racial, and economic community served by the school. Staff members will elect and vote for staff members for the advisory council.

5. Describe how your school will provide referrals for mental health, behavioral and emotional support programs, resources and services:

If a student is identified as having social and emotional behavioral difficulties by a teacher, staff member or through student social-emotional monitoring during team meetings, such child will be referred to the school psychologist or social worker who will conduct student observations, direct staff interview as well as outreach to the family.

Strategies/interventions will be explored and created by the multidisciplinary team in collaboration with the families. If the school is unable to address the presenting needs of the child and/or family, then external resources will be discussed with the family.

Assigned staff members will be given the task of making outreach to students who do not return as the transition back to school may cause separation anxiety and fear of being outside. If social-emotional challenges are identified or shared by the family when outreach is made, a referral will be made to the school psychologist or social worker. Once referred, the family will be contacted, and possible strategies/interventions or external resources will be discussed.

Utilizing online message boards as well as on site message boards, the school will provide information regarding mental health, behavioral and emotional support programs, resources and services for families

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:*

Parsons Preschool will provide ongoing training to classroom teachers, teacher assistants and related staff members on how to talk to and support children and their families as well as co-workers during and after the COVID-19 pandemic.

7. *Describe how you will communicate to all stakeholders that social emotional well-being and learning is a priority for your school:*

District administrators will be provided with information regarding SEL programs/strategies implemented at Parsons Preschool along with data that highlights the impact that such programs/strategies have on student's social and emotional wellbeing. Providing staff and parent workshops to enhance the understanding and effectiveness of SEL.

Developing parent newsletters or online message boards informing them of the importance of SEL. Parents will be provided with specific SEL programs implemented in the school along with sample success stories.

G. SCHOOL SCHEDULES

1. *Describe any planned changes to class hours for students or work hours for staff:*

No changes are being made.

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:*

Signage will be hung throughout the school, especially at entrances, to advise individuals that this program is limiting in-person presence to the school to only those individuals necessary for the provision of services to the children.

3. Describe how you will promote, increase and or maintain a remote workforce to accommodate social distancing:

Staff and parent training will be scheduled to educate and orient individuals, especially those families who are receiving remote instruction, concerning the necessity of social distancing, both within the facility and adjacent to the entrances and egresses.

4. Describe how you will stagger schedules or make other time adjustments to reduce congestion in hallways, walkways and/or buildings:

To ensure minimal congestion within the site, several procedures will be implemented:

- **Program will stagger playground times, leaving time between class use of the playground for cleaning surfaces, to decrease waiting time near the entrance to the playground**
- **Bathroom use will be limited to only 2 children at a time, with other toilets closed off from use.**
- **Staff responsible for picking up food from the kitchen and serving meals to children within their classrooms will be given a specific time to enter the kitchen to reduce congestion in the halls and to eliminate waiting in the halls or kitchen.**
- **Social distancing markers will be placed at entrances and egresses for arrival and dismissal time to prevent congestion. Dismissal time will now involve the PA system calling individual classes for bus dismissal and individual children being picked up by parents. Children will remain in their classrooms until they are called, thereby reducing congestion at dismissal time. Arrival time will employ a similar procedure with only 3 children being screened at a time and then escorted for hand washing, followed by entering the classroom.**

5. Describe any planned use of “cohorts” or class schedules to accommodate social distancing:
Children will remain throughout the day in their own “cohort,” except for playground time and bathroom time. Therapies will be implemented within the classroom, whenever possible, to maintain the children in their own cohort. Social distancing within the cohort will not be a requirement as our population of special needs preschoolers cannot appropriately maintain productive play when they are 6 feet apart from peers.

6. Describe how you will involve all stakeholders in the school community (staff, families, etc.) in your consideration of alternative scheduling?

Staff and parents have already been given the option of beginning the year with in-service instruction or remote instruction. Letters and surveys have been disseminated to both groups. They have been informed that both options are available to them.

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:

If the situation were to arise where Parsons Preschool would require all remote instruction, many differing methods will be employed to advise families, as well as staff and bus personnel, of this need. Procedures will include emails, use of our communication app, REMIND, texts, and in some cases, phone calls. For those who require this information shared in a language other than English, written and telephone messages will be translated into the family's language of preference.

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:

Parsons Preschool's population has always included a multicultural and varied ethnic enrollment. Parsons is also a program that has always served children with disabilities and children living in varied types of housing -- shared housing with families, shelter living, city-funded motel living, etc. Our curriculum and experiences with our students is always adapted to their individual needs, while maintaining equity and respect for all. Individual social support, clothing and meal support, family counseling is provided, as needed, while maintaining the dignity of those receiving these services. Translations for English language learners are available for children throughout the school day, as well as for families who require and prefer it. To ensure that these practices are fully implemented, periodic staff training on equitable and sensitive involvement with families is provided by the site administrator.

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?

Yes, our internal budgets and reporting has been modified to keep track of additional PPE purchases and resources needed to meet the compliance mandate due to COVID-19.

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:

As a 4410 provider we do not ask parents to contribute to our expense; Therefore, these costs which are associated with this spending will come out of our regular budget.

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:

The program would have to cut costs in all areas to help meet the needs of our program if tuition reimbursement is insufficient.

4. Briefly outline some of the steps you will take to maintain high levels of student enrollment: **Our program is fully funded by NYC and NYS. We work tirelessly to meet the needs of all children and families. Our program staff is in direct and constant communication with families.**

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): **Daily attendance or interaction will be documented by the classroom staff within the first hour of the school day.**

2. Briefly describe how you will develop/sustain positive relationships with students/families to promote attendance and participation:

Classroom staff will reach out to all families daily if the student is remotely learning to ensure that the child is engaged in the activities and learning. Students who will be attending in building learning will be engaged in the classroom activities each day.

3. Briefly describe your outreach efforts when students and families are not participating in remote learning:

Teachers, assistants and administration all follow up with families during the remote learning process. When a child is not actively participating the school will reach out to determine the cause and assist the families with the process.

4. Describe how you will involve the CPSE/CSE if students are not participating in remote learning:

After 5 days of no contact and numerous attempts, the educational director will inform the CPSE for additional support.

5. Describe how you outreach to families who speak languages other than English:

Parsons Preschool staff speak over 15+ languages. A staff who speaks the native language of the family will be assigned to communicate in the families native language to ensure understanding.

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?

All staff will have training on their responsibilities as mandated reporters of abuse and neglect.

J. TECHNOLOGY AND CONNECTIVITY

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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:

Our program has developed a survey which has been sent out to all children registered for the school in the fall.

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:

All families have been informed that NYCDOE is making devices available for student use. Employees have been notified if they need a device to inform their direct supervisor.

3. What multiple means of participation might you employ so that students can participate and demonstrate mastery of the Learning Standards in remote and models when they may not yet have sufficient access to devices or high-speed internet?

Direct service staff has made connections with current families to ensure that they will be able to work with families through virtual and in-person services to provide educational services for our students. Email correspondence as well as Google Classrooms will ensure families have multiple opportunities to engage their children. Copies of all work can be mailed to the families homes if requested. Care packages have been made up to help support learning by providing materials and supplies as needed.

4. Describe your plans for professional development in effective practices during remote instruction and learning:

All staff have been set up to participate in ongoing virtual training and webinars. These training sessions will be posted to the school's google classroom so they can be re-visited as needed.

5. Describe your plan for providing information technology (IT) support to families and staff members who are experiencing IT issues and challenges:

Online support will be provided to all families and staff to ensure full participation.

6. Describe how you will ensure data privacy and security:

The school has enhanced data security to ensure that all email correspondence is secure.

7. Describe how you will assess the effectiveness of the digital tools and platforms you are using/will use:

Parsons Preschool will seek feedback from staff and families.

8. Describe some ways you intend to promote equitable access and flexibility for students, staff and families during remote instruction and learning:

The school buildings will remain open and accessible even during remote learning to ensure that all children are serviced appropriately.

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:

All classrooms have been set up and have utilized Google Classroom to share resource materials, teacher created videos and youtube links. Students are able to share work created at home with their teacher by attaching it in the Classroom in pre-assigned links. Google Classroom will be used for both in school and remote students. Students participating in remote learning will have additional posts and opportunities to view live zoom recording with the distant learning teacher at each site. All students will receive weekly overall videos, virtual homework assignments via Boom Cards and access to pre-recorded lessons from the week's instruction so parents can resource instruction thus partnering in the educational experience.

2. Will instruction, regardless of the modality used, remain aligned with the outcomes in the New York State Learning Standards?

Yes. All of our lessons are aligned to the Common Core using the DOE Units of Study as our curriculum outline.

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 have created with the families the best times to communicate via technology many times working outside of the school day (7:30-3). Teacher and Educational Directors will monitor student progress both online and in school. Families without technology (ex. iPad) were given assistance to fill out the appropriate paperwork so that all children could benefit through online instruction and support.

Google Classroom has an easy to use reply option that parents can readily ask questions, accessing the information from their phone or nearby computer. The ease of the platform helps to create an easy and effective method of communication.

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. All students will have their assigned teaching team (teacher and TAs) that will communicate via Google Classroom and the telephone via the parent's preference. Students on remote learning will have the teaching team plus an extra teacher assigned

to the remote instruction. The primary responsible of the IEP tracking will be the classroom teacher indicated on our school roster.

5. *Describe how you will engage families in the teaching and learning process:*

Family will engage in the learning process through our virtual homework experience and through watching with their children the reinforcement videos sent throughout the week. A Parent Engagement Resource Google Classroom will provide families with additional resources and support to help them navigate their child's educational experience and specific learning disabilities.

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:*

Initial contact is made with the home when the child first enters the school. At that time the parents are asked questions such as child preference, etc as well as the best way to partner towards the child's success. Digital platforms such as Google Classroom and REMIND have made communication and teacher accessibility more effective. Google translator as well as a multicultural staff have allowed for language to not be a barrier by making the connections between staff and home to bridge language by sharing information in the native language. Furthermore, all staff has been trained in ENL practice that facilitate how to present the information in a way to make connection and minimize mis-communications.

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:*

Students were afforded a full educational experience during the closure receiving high quality instruction, therapy and even social emotional support through social workers and Social Emotional Support Zoom Groups. Students' IEP Goals are tracked monthly and regression in any or all of the domains (Cognitive, Social-emotional, Speech & language, Fine, gross and general living skills) are noted and a plan put in place. Students with declining levels over a three-month period of time are considered for Request Review to assess if the current placement is appropriate.

8. *Describe how your school plans to help students to re-adjust to in-person instruction and the structure of school:*

Example link of social stories developmentally appropriate for population:

<https://www.autismlittlelearners.com/2020/07/covid-19-related-stories-for-schools.html?m=1>

Zoom Parent Workshop to address Parental concerns and needs. All Zoom sessions are recorded to make them available to all parent's schedules.

9. Outline some of the things you will do to create a positive school climate of safety, comfort and routine in all program models:

All Parsons programs have a strong Social Emotional programming utilizing Step Second and Z Sanford Harmony Program. An important component is creating a positive learning environment. This is further assessed through the CLASS System. Safety is an important part of the overall running of the day and will continue to be one of our highest objectives. Following the guidelines from the State and City and aligning them to Early Elementary Best practices, these will create a blueprint of what we have established and will continue to implement in the upcoming school year.

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:

Teacher and therapist communicate regularly with parents regarding student progress and identified concerns. Classroom instruction and therapy sessions are formed around student's needs (IEP goals) and how to accomplish them. In addition, staff is addressing age appropriate and kindergarten readiness skills. Data is completed continuous to confirm teachers and therapists' observations.

11. Describe how you will use diagnostic assessment to determine each student's academic, social and emotional needs:

Diagnostic Assessments are an important part in being able to determine, by having hard data if a child is progressing. Students are assessed in the following ways:

DAYC-2

The Developmental Assessment of Young Children Second Edition (DAYC-2) is a popular test used to identify children with possible delays in five different domains. Children with IEPs routinely are assessed with the DAYC 2 annual to measure progress but evaluating students' delays from the normal range. The DAYC 2 is a normed test and utilizes chronological months over general age (Age 3 or 4) which makes the data more relevant and reliable. The DAYC 2 is used for yearly annual reports that determine the upcoming IEP goals and placement. Quarterlies are provided to families in December, March, June and August for 12-month students to provide progress updates through IEP completion goals and provide family partnering tips and WSS goals and expectations.

WSS

Work Sampling System (WSS) is an early childhood assessment tool that allows

teachers to evaluate the skills of children. Students demonstrate what they know through a series of evaluations, which allows their teachers to make informed decisions about how to guide instruction. Authentic Assessment Portfolio pieces help the teacher see through demonstration either in work form (Actual Art piece) or in the creation of (Ex: child building /exploring) helps the teacher assess the child's thinking and processing skills.

DECA-P2

Devereux Early Childhood Assessment - Preschool, Second Edition, or the DECA-P2 is a standardized, norm-referenced, strength-based tool that assesses protective factors in children 3 through 5 years old. The DECA-P2 is utilized pre (October) and post (June) to measure student's growth in Social Emotional Development with the premise that students should grow and show growth through the daily Social Emotional program of the Second Step and Sanford Harmony programs.

12. Programs for preschool students (4410s) should briefly describe how they will:

a. Manage meals without family-style service and with social distancing

Our schools are participants of the NYS-CACFP and all meals are prepared by an outside vendor and delivered. Meals will be served individually and there will be no family style meals served.

b. Manage toileting and hand washing when classrooms do not have adjoining sinks and toilets

Staff will accompany small groups of children to facilitate toileting and hand washing to ensure social distancing as well as proper hygiene.

c. Implement nap time, if applicable

Rest time/quiet time will take place in the children's seats. There will not be a nap time since cots cannot be set up with proper 6 feet social distancing protocols.

d. Modify center time to enhance social distancing

There will be a limited number of centers made available each day to ensure proper cleaning. The sandtable and dressup centers will be removed from the classrooms to flatten the spread of germs.

e. Avoid children having to share materials

Each child / staff will be provided their own sensory box with supplies to limit the sharing of materials.

f. Follow sanitation guidelines during the day, i.e., after center time

Proper hand washing protocols will be followed before and after every center and throughout the day.

g. Discourage practices which encourage physical contact, i.e. partners holding hands
Children will be taught new school rules and protocols that follow those outlines by the NYSDOH and the CDC.

13. For 4410 Programs Only: Describe how you will balance screen time and authentic learning experiences during remote learning periods:

Daily plans will be sent home to parents so that they can help their children learn without needing a screen. Parsons Preschool will provide parents with books, learning materials and resources that are necessary for their child's growth and development. Materials will be available for parents to pick-up at school.

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

All visitors to the school will have temperature checks and sign a waiver that they are symptom free prior to entry. School personnel will limit all visitors to the buildings.

15. Describe how you will maintain students in a "cohort"/"pod" for i-person and blended learning:

All preschool classrooms will act as their own cohort. All classes will be limited to 15 children.

16. Describe some of the best practices which can inform/facilitate high-quality remote instruction?

Schedules for remote learning must be realistic along with the understanding that the traditional school day cannot be replicated at home. Students will need mental breaks, gross motor time and virtual field trips. There must also be extra time allotted for reflection. Parsons Preschool will provide materials for the families to pick up at school to use at home. These materials will include tactile tools, craft materials, sensory materials, paper, scissors etc. Parsons Preschool will also help all families acquire remote learning devices and wifi.

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:

Children are placed in classrooms based on their IEPs. The learning model is based on parental choice.

18. Describe how you will make all models as inclusive and culturally-responsive as possible:

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Whether parents choose to send their children to school or choose to keep them home learning remotely - their instruction will be based on the same lesson plans and units of study. The teachers will focus on the same themes and use the same curriculum.

19. Describe your models for:

a. In-person education, including details such as number of students/staff per classroom; length of session; and any other important information:

Parsons Preschool will be following a normal instructional school day while adhering to all New York State and Department of Health Guidelines. There will be no more than 15 students per class. Staff-to-student ratio will be in compliance.

b. Remote learning:

Daily contact with students/families will be made. Weekly lesson plans that mirror what we are doing in school will be sent home.

c. Blended/hybrid learning, including days and duration of in-person services, staffing for in-person portions and typical patterns and practices for remote instruction:

Our blended learning model will enhance our in school programming and our remote learning model. Families will receive additional support and information virtually. Parents will be expected to choose from one of the two models. Blended learning as intended to bring students into the building just a few days will not work for our population due to many outside factors.

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 program, 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. ATHLETICS AND EXTRACURRICULAR 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:

All special education students with an IEP will continue to have all their mandated services provided to them, whether the services are provided in-school or remotely at home. All developmental curricula will continue as usual, with teachers' lesson plans detailing instruction in communication, math, science, literacy, art movement. Within COVID health and safety procedures, children will engage in naturalistic, experiential play settings, through which their educational goals will be addressed. For in-school children, therapies will be implemented in compliance with the IEP mandate for frequency, size and duration and will include a model on push-in therapy and/or pull-out therapy, as appropriate.

For remote instruction, Parsons will continue its current model of learning which includes live Zoom, Google Meets experiences, along with frequent contact to families for expanding learning at home through activities shared with them. Teachers' lesson plans will be provided via email to families in order for them to be cognizant of the goals being addressed. Similarly, for remote instruction, therapists will provide tele-therapy (if desired by parents) and ensure frequent phone, email contact to monitor the session activities shared with them.

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:

With Parsons' philosophy of regarding parents as an integral part of our services, parents will continue to be meaningfully engaged by the following, with some changes this year due to COVID precautions:

- a. **Monthly curriculum letters are sent home to parents, detailing the curriculum concepts being addressed for that period.**
- b. **Monthly newsletter is sent home, with suggestions for enriching the curriculum learning at home.**
- c. **Ongoing telephone contact with parents.**
- d. **Parent Workshops, on relevant topics, will continue this year, although virtually.**
- e. **Family Engagement Days, during which the parent has previously been invited into the classroom to experience with their child the curriculum concepts (this year such events will be done via remote live videos). Webinar information on topics important to the parent (ie. toileting, nutrition, sleeping, behaviors) are sent home with the link to the webinars.**
- f. **Quarterly progress reports, as well as Annual evaluation reports, are shared with the parents.**
- g. **Twice a year parent conferences (this year via remote methods) to address progress and areas of need are held.**

All the above, both written forms or phone contact, is provided to the parent in their preferred language, with Parsons Preschool able to provide translators and interpreters.

3. Outline how your program plans to work collaboratively and communicate with the CPSE/CSE:

- a. **Parsons' collaboration and ongoing contact with CPSE/CSE staff has always been a positive and mutually respectful relationship.**
- b. **Every quarter period, CPSE administrators are given comprehensive progress updates in accordance with the IEP goals.**
- c. **Telephone and email contact is frequent when issues of placement changes may be needed.**
- d. **All Parsons' teachers, and therapists, if needed, participate in CPSE Annual Review IEP meetings where their input serves as an important factor in writing a new IEP.**
- e. **Additionally, many of Parsons' site directors participate in these meetings, as well.**
- f. **With this 2020-2021 COVID year being unique, these Annual Review meetings will be done via conference call, using Microsoft methods, instead of face-to-face meetings.**
- g. **When referrals to Parsons for potential new students occur, site directors and CPSE administrators carefully determine the best educational class ratio for the child. Prior to COVID, all determinations were made following a parent's visit to the program for a tour and an informal screening. It is Parsons goal to continue these visits with parents complying with all safety procedures implemented by the program.**
- h. **Collaboration with CSE staff, for Parsons Turning-5 children, has always been a productive relationship, with CSE representatives and Parsons' staff members working closely to determine the optimal kindergarten setting for the child via CSE observations, Parsons verbal input, sharing progress reports with CSE personnel and teacher participation in the kindergarten placement meeting.**

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, Parsons will make accommodations for socially distancing, modifying classrooms as needed to ensure safe practices and using both digital technology, PECS and assistive technology, as needed, to meet a child's IEP goals.

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:

SEE ABOVE #2, which provides information to parents about curriculum, IEP goals, workshops, etc. in a parent's preferred language.

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: **In the event that NYS/NYC requires that Parsons amend its in-school learning model and needs to switch to remote learning due to intermittent or extended school closures, Parsons' site directors will notify all CPSE administrators of this change and secure from them cell phone numbers and give them site directors' cell phone numbers so that contact for referrals, IEP meetings, placement issues, etc. can be continued.**

7. Describe how your reopening plan prioritizes in-person services to the greatest extent possible for high-needs students:

Parent surveys were disseminated via email to all returning and new parents about their preference for in-school or remote learning. Taken into account were children with high-risk medical issues, and site directors, knowing of these high-risk issues, made in-depth telephone contact to advise parents of the in-school protocols for their child in order that their decision and preference would be made following knowledge of all facts and procedures, as well as the preference and written requirements of the child's physician. If a high-risk child were to be enrolled as an in-school child, all COVID procedures, temperature taking, frequent hand-washing, classroom and building disinfecting, social distancing, the wearing a mask for the child, would all be implemented and checked daily.

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, via the following:

- a. **Work Sampling anecdotal observation notes done throughout the day, in alignment with both the child's IEP goals, as well as with the seven Work Sampling domains are done to assess the child's progress.**
- b. **Quarterly progress reports will continue to be generated - December, March June, August to monitor IEP goal mastery, shared with parents in hard copy or via email.**
- c. **Annual Review evaluations and parent conferences will continue to be done, whether virtual or face-to face, depending on COVID in-school models or remote models.**

- d. **To assess a child's social emotional resilience and adaptation to the issues affecting them, Parsons will continue to pre-assess these skills, using the DECA (), then implement its SEL programs, Second Step and Sanford Harmony and then at the end of the year conduct a post assessment of these social issues. In a parent's preferred language, this information is shared with them on a regular basis.**

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:

Parsons will continue to implement the student data collection as described above, amending its practices when unique or individual issues arise.

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 in-school related service provision:

- a. **With NYS stressing the benefits of maintaining children in cohorts, Parsons will implement, when appropriate to the specific child, push-in therapy so there is little movement from the child's class to the therapy room.**
- b. **For therapy that requires specific therapeutic equipment, a child will leave the room when the use of such equipment is required to address the child's IEP needs. In this situation, all equipment used will be thoroughly disinfected between children's use of the equipment.**
- c. **The use of therapeutic ball pits will not be used due the inability of effective disinfecting.**

For Remote related Services:

- a. **Parsons will continue with its two-fold method of remote related service provision, either via signed consent by a parent for tele-therapy or if no consent is given, by the model of phone, email, and activity sharing with the parent.**

Hybrid/Blended Learning:

Parsons does not anticipate utilizing a hybrid/blended method of instruction at this time.

11. Describe how you will assign related service caseloads and provide related services to protect the integrity of student "cohorts"/"pods":

Whenever appropriate and feasible, each therapist will be assigned to provide related services within a child's cohort (one therapist treating all the children in one room). With caseloads larger than the number of children in one cohort, therapists' caseloads may include working within two cohorts.

O. STAFFING

1. Will all individuals hold a valid certification/license appropriate to their service assignment?

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All staff in our program are either fully certified or on a study plan which is approved both by the NYCDOHMH and the NYSED.

Proper supervision is always required for all staff regardless of their level of certification.

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

Yes, all staff certifications are verified by our Human Resources Department to ensure compliance.

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

Substitute staff or contracting agencies may be necessary if staff shortages become an issue due to COVID. Uncertified staff may need to be used as substitute staff from time to time as needed to maintain ratios.

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.)

"Incidental" teaching assignments are not part of our school environment so we do not anticipate utilizing this mode.

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.

Staff will be made aware of

P. 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.

Q. 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?

Our program has always found a great value in student teaching. Due to our current situation, each case will have to be determined individually to ensure that everyone is in a safe environment since we are restricting visitors to our program.

R. 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:

Parsons Preschool has one bilingual (Spanish) class (Jamaica location) and multiple IABP (Spanish) classes (Jamaica and Queens Village locations). Speech services are provided in Spanish to those students who require them according to their IEP. Parsons Preschool will continue to provide support and instruction to all parents regarding the use of technology in their preferred language of communication. We will also provide all support needed to close the potential learning loss that may have been a result of the school closures due to COVID-19. This will be done on a case-by-case basis.

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

Our students are exposed to multilingual books and toys throughout the school day. Classroom signs and labels are in both English and Spanish.

3. 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? **We have staff members who speak many different languages across our three sites. These staff members are available to help emergent multilingual learners and their families to ensure equitable access to program advantages**