

# **School Re-Opening Plan**

Amended 8/23/2021

**Agency Name:** Story Place Preschool, Inc

**BEDS Code:** 49030188029

**Administrative Address:** 1477 S. Schodack Road, Castleton NY 12033

**Program Site Address:** 1477 S. Schodack Road, Castleton NY 12033

**Program(s) provided at this site:**

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

**Contact Person (Name, Title):** Michele L. Rose, Preschool Director

**Contact Phone Number:** 518-477-7103

**Contact Email Address:** mrose919@nycap.rr.com

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

[www.storyplacepreschool.com](http://www.storyplacepreschool.com)

## **INTRODUCTION**

At Story Place Preschool, Inc. our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2021-2022 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our 4903088029 schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent the myriad of considerations Story Place Preschool, Inc. will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore have addressed this within our plan.

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 re-opening plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

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

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

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

1. Communication/Family and Community Engagement
2. Health and Safety
3. Facilities
4. Nutrition
5. Transportation
6. Social Emotional Well-Being
7. School Schedules
8. Budget and Fiscal

9. Attendance and Chronic Absenteeism

10. Technology and Connectivity

11. Teaching and Learning

12. Special Education

13. Staffing

14. Student Teaching

### Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

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

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### **A. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT**

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

- Identify the job titles/groups at your school who were involved in crafting the original re-opening plan and who will participate in future revisions of this plan:  
Michele L. Rose, MEd, SDL - Preschool Director

Kimberly DeBruin, MSOTR/L - Program Director  
Carol Altwerger - Executive Director

- What community-based groups or individuals were involved in your plan's creation or could become involved as the plan is modified or enhanced?  
Parents and guardians  
Schodack School District Administrators (district that we are housed in)  
Rensselaer County Department of Health

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

- Students - during instruction, when applicable
- Parents/Legal Guardians - Email, memos, website, virtual meetings, & face to face during drop-off/pick-up
- Staff - Email, memos, website, virtual meetings & face to face
- Visitors - Signage on outside doors of building (visitors are currently being allowed into the building for educational or medical necessity only.)

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

- Hand hygiene: modeling, signs, visual/verbal supports, videos/demonstration, routine & practice
- Proper face covering wearing: modeling, signs, visual/verbal supports, videos/demonstration, routine & practice
- Social distancing: modeling, floor markers, signs, visual/verbal supports, barriers in classroom, routine & practice
- Respiratory Hygiene: modeling, signs, visual/verbal supports, videos/demonstration, routine & practice

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

There are signs posted throughout the building, in all common areas/classrooms, and outside on entrance doors. Administrators will train staff on protocols and will be closely monitoring staff and students throughout the day for compliance.

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

When applicable, signs and written communication will be provided to the families in their preferred language. A translator will be utilized if necessary.

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

When applicable, modifications (such as enlarged print, sign language, written communication, braille, etc) will be provided to ensure the member has been informed.

## **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*

**As the guidance from the NYDOH, CDC, and NYSED changes relative to COVID-19, we will follow that updated guidance as it related to preschools and daycare settings. Families will be notified of changes.**

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

Staff will be informed of our protocols and trained in the procedures prior to beginning of in person instruction.

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.

Staff: Upon entering the building, staff will be required to take their own temperature.

Students: Upon arrival at the school, parents will call the main office. An administrator or school nurse will meet the student outside in the parent drop-off lane. The staff member will take the student's temperature PRIOR to exiting the vehicle. The parent/guardian will sign their child in to school. Students being transported by a bus, each morning by an administrator or school nurse will take each student's temperature before exiting the bus. A thorough wellness check of each student will be conducted by staff every morning.

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.

Staff will conduct a daily health check of all students upon arrival and dismissal. Our school nurse and/or administrators will be on site during all hours of operation. If anyone is exhibiting any COVID symptoms, the student or staff member will be sent home and required to have follow up with a health care provider, and provide a written note from the health care provider, before returning to school.

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

Ill students or staff entering the building will be brought immediately to a designated "sick area" directly inside the lobby. Students or staff that become ill or show signs of illness during the school day will be brought immediately to the nurse's office and isolated until being picked up. They will be required to follow up with a health care provider, and provide a written note from the health care provider, before returning to school.

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

No outside visitors or volunteers will be allowed in the school building except for the safety and well-being of students.

All vendors must be wearing proper face covering prior to entering the building, and must be worn at all times when 6ft social distancing cannot be maintained. All vendors must first complete temperature screenings when entering 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.

Parents will be required to sign off on a written sick policy stating that they have read and understand the policy.

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

Staff will be informed and trained on protocols prior to the start of in person instruction. Signs and flyers (printed directly from the CDC website) are hung throughout the building.

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.

Floor markers and signs have been posted throughout the building, and in all common areas. School administrators and nurse will monitor staff to ensure compliance.

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.

Students will be provided with remote learning opportunities and activities, per physician request in writing.

Staff members who are requesting an accommodation from reporting for in-person work due to concerns about their own health must notify the Preschool Director or Program Director 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.

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

All adults (employees, visitors, vendors, contractors, etc) will be required to wear a face covering at all times while in the school building.

Students will be highly encouraged to wear face masks throughout the day (except during meal times and "mask breaks"). Students who are unable to medically or developmentally tolerate a face covering, including students where such face covering would impair their physical or mental health are not subject to the required use of a face covering but will maintain appropriate social distance from others.

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

Students will be allowed “mask breaks” during outdoor activities, meal times, 1:1 therapy sessions, and during times when the activity ensures social distancing (i.e. table work).

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.

- Face masks-
  - 50 cloth & 100 disposable kid masks are available for any student that does not come to school with a masks
  - 400 adult disposable per month – re-order as needed (when less than 100)

Staff will be required to launder personal face masks daily- staff will sign off daily that they have laundered their face mask properly.

- Disposable gloves - Currently 7 cases: 10 boxes/100 gloves per box (will re-order when less than 2 cases)
- Disposable gowns- Case of 50 (will re-order when less than 20)

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

Story Place Preschool, Inc will immediately contact the State and Rensselaer County Department of Health and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal laws and regulations.

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.

Story Place Preschool, Inc will require documentation or a phone call from a health care provider and/or the Department of Health following evaluation stating a release from isolation and a return to in person learning, along with a negative COVID-19 diagnostic test result. We will be in direct contact with the Rensselaer County Department of Health for additional guidance.

15. Describe your school’s protocol to clean and disinfect the school following CDC guidance.

Frequently touched surfaces (such as light switches, tables, door knobs, counter tops, faucets, & sinks) will be cleaned and sanitized (left on for 30 seconds) with DeCon-30



throughout the day. All other items will be cleaned and sanitized (left on for 30 seconds) with DeCon-30 after each use and then the entire classroom will be disinfected (left on for 10 minutes) with DeCon-30 after the last student leaves. Additionally, whenever all students have vacated the classroom (i.e. during playground time), a staff member will disinfect all surfaces with DeCon-30 (left on for 10 minutes). Disinfectant wipes (containing 75% alcohol) will be used on surfaces that are not able to be sprayed with DeCon-30 (i.e. Ipad screens, keyboards, computer monitors, phones, etc).

The Schodack School District custodial staff will clean and disinfect (SOP GREEN KLEAN) all utilized spaces and areas after all persons have left the building each day.

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.

### **Shelter-In-Place**

Areas will be identified that will be used for the Shelter-in-Place along with areas that cannot be used due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

### **Hold-In-Place**

Hold-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

### **Evacuation/Fire Drills**

During an evacuation/fire drill, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, evacuation/fire drill protocols will be mostly the same process as they have been conducted in the past.

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

### **Lockout**

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

### **Lockdown**

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one

Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

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

The students will stay in their designated classroom for before and after care, and follow the same health and safety protocols listed above.

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.

Michele L. Rose, MEd, SDL - Preschool Director - 518-477-7103 - [mrose919@nycap.rr.com](mailto:mrose919@nycap.rr.com)

Kim DeBruin, MSOTR/L - Program Director - 518-477-7103 - [kdebruin13@gmail.com](mailto:kdebruin13@gmail.com)

Ashley Bruno, LPN - School Nurse - 518-477-7103 - [nurseashley515@gmail.com](mailto:nurseashley515@gmail.com)

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.

Kristopher Gardner - Director of Facilities, Schodack Central School District 518-732-2297 - [kgardner@schodack.k12.ny.us](mailto:kgardner@schodack.k12.ny.us)

Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH), and the New York State Education department (NYSED)

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

Visitors or volunteers will be allowed in the school building for educational and medical necessity only.

- 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.

Parents will be required to sign off on a written sick policy stating that they have read and understand the policy.

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

N/A

- e) If your school's plan is to screen students before they enter your school, describe how your protocol will: meet CDC requirements for PPE and social

distancing; have sufficient supplies to conduct screenings; ensure that waiting students are supervised.

Students: Upon arrival at the school, parents will call the main office. An administrator or school nurse will meet the student outside in the parent drop-off lane. The staff member will take the student's temperature PRIOR to exiting the vehicle and parents/guardians will sign their child in to school. Students being transported by a bus, morning by an administrator or school nurse will take each student's temperature before exiting the bus.

- Students and visitors will be screened for temperature at arrival.
  - Parents are encouraged to monitor for temperatures and symptoms prior to sending their child on a bus, however students will be screened at arrival for temperatures.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.

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

Students will be highly encouraged to wear face masks throughout the day (except during meal times and "mask breaks"). Students who are unable to developmentally or medically tolerate a face covering, including students where such face covering would impair their physical or mental health are not subject to the required use of a face covering but will maintain appropriate social distance from others.

- 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. Face masks, gloves, gowns, safety glasses, and face shields are available for use when needed.

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

Ill students or staff entering the building will be brought immediately to a designated "sick area" directly inside the lobby. Students or staff that become ill or show signs of illness during the school day will be brought immediately to the nurse's office and isolated until being picked up. They will be required to

follow up with a health care provider, and provide a written note from the health care provider, before returning to school.

- 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?

Main office or Program Director's office.

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

Yes, confirmed.

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

Yes, confirmed.

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

Yes, confirmed.

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

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

Yes.

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

Yes.

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

Yes.

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

Yes.

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

Yes.

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

Yes, when applicable.

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

Yes, when applicable.

### **C. FACILITIES**

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

Story Place Preschool, Inc will be rearranging the physical layout of each classroom to space out tables, play areas, etc to ensure social distancing.

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

Yes

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

Yes, when applicable. However, in order to protect life safety, evacuation/fire drill protocols will be mostly the same process as they have been conducted in the past.

4. 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?

The doors at each end of our hallway are fire doors and will remain closed during hours of operation.

- 5.

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

Sinks are located in every classroom.

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

Hand sanitizing dispensers have been placed in the school lobby, main office, therapy spaces, and every classroom.

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

The drinking fountain in the hallway has been turned off and blocked from use. Water will be available in classrooms when needed.

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

Classroom windows will be open as much as possible. Classroom and hallway doors will be opened when no students are present.

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

The Schodack Central School District will be responsible for monitoring and maintaining the air filtration system in the building. They will be using the highest air filter (MERV-7) possible, more frequent changing of filters, and having outside dampers opened to allow increased air flow

10. 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?

N/A

#### **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:

N/A - Parents are responsible for sending lunch in daily.

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

All staff are required to wear gloves when handling and preparing snacks and lunch. All counters, tables, and sinks will be cleaned and sanitized prior to, and after, snack and lunch times.

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

N/A Procedures are already in place regarding food allergies and health care plans.

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

Students will continue to have snack and lunch in their designated classrooms.

5. Describe how appropriate hand hygiene will be promoted before and after serving or eating:

Students will continue to be required to wash hands before and after snack and lunch times.

6. Describe how food/beverage sharing and family-style meals will be discouraged:

N/A

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

N/A

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

Communication will be provided in the families preferred language to ensure understanding and compliance.

## **E. TRANSPORTATION**

*NOTE: Transportation for students with disabilities enrolled in 4410 and/or 853 programs are provided by the county. 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:

Parents will arrive in a designated drop-off lane in a separate location from the busses. Administrative staff or school nurse will go out to complete the temperature check for all students prior to entry into the building. Parents will sign their child in to school at that time. Staff will bring each child in to school.



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

Parents will wait in a designated pick-up lane. Students will be brought out by their classroom teachers.

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

There should be no impact on the length of time required. Social distancing will be observed to the best of our ability.

4. Discuss your plan for managing scheduling and social distancing when/if students are transported by their families by car, public transportation and/or walking:

Parents will arrive in a designated drop-off lane in a separate location from the busses. Administrative staff or school nurse will go out to complete the temperature check for all students prior to entry into the building.

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

When arriving and leaving the building, students will be required to use hand sanitizer (located in the school lobby).

## **F. SOCIAL EMOTIONAL WELL-BEING**

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As an agency, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. It will be critical to determine students who might be at risk for needing mental health support. We remain committed to

supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Additionally, all Story Place Preschool, Inc employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling.

The following considerations guided our planning:

*Emotional reactions to coming out of quarantine may include*

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes

Addressing Social-Emotional Health

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
  - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
  - The warning signs for quarantine related mental health needs
  - How to access crisis support and other mental health services

## **G. SCHOOL SCHEDULES**

1. Describe any planned changes to class hours for students or work hours for staff:  
  
N/A
- 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:

All staff are required to be in attendance during in-person instruction in order to meet required ratios and provide necessary therapy sessions.

3.

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

If necessary, staff will provide remote access to the classroom learning activities through live Zoom sessions and multiple daily recorded videos that will be posted daily to the Google Classroom.

4.

Describe any planned use of “cohorts” or class schedules to accommodate social distancing:

Students will be attending 5 days of in person instruction. Before/After Care will remain in cohorts to the best of our ability.

5.

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

Parents will be notified via in writing (in enrollment packets), and notifications on our website and social media forums. Staff will be made aware during weekly staff meetings and during staff training day prior to school beginning. We will notify the Schodack Central School District via zoom meeting, email, or in-person meetings.

6.

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:

Communication will be provided to the families and staff in their preferred language when schedules need to be changed and if instruction will be transitioned back to all remote.

7.

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:

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards.

## **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?

COVID-19 related expenses will be tracked through expense accounts in our accounting system. All invoices are retained and filed. The COVID-19 related expenses will be tracked as medical expenses and adjusted as necessary to ensure adequate funds are available for the necessary equipment.

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:

Possible revenue funds may include elements from the CARES Act to include the Governor's Emergency Education Relief Fund and the Elementary and Secondary School Emergency Relief Funds administered through the Local Education Agencies.

3.

Describe some of the steps you may take if your tuition reimbursement is insufficient to meet the additional costs of providing services during the COVID-19 emergency:

We will evaluate and prioritize staffing necessary to provide the educational and therapeutic services required to implement the model being used at the current time. With the addition of the PPP funds, we have been able to maintain staffing levels. If, at some point, we are unable to maintain this staffing level, we will consider reduced work hours.

4.

Briefly outline some of the steps you will take to maintain high levels of student enrollment:

We continue to work with our referral partners in the school districts, counties and county health departments to evaluate appropriately and recommend

services for infants and preschoolers with disabilities. These multidisciplinary evaluations will be provided either in-person, remotely or through a hybrid model depending on the changing circumstances. We will remain flexible with the parents and children in regard to their comfort level with the evaluations we provide.

I.

### **ATTENDANCE AND CHRONIC ABSENTEEISM**

**PLEASE NOTE\*\*\* Remote learning will only be provided in the event of a student with a medical exemption, or if we are closed due to quarantine directives from RCDOH.**

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):

All teachers will take daily attendance whether the student is in person, hybrid, or remote. Attendance policies and procedures will be communicated with staff and families prior to the start of the school year or if the instructional model changes during the year.

2.

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

Classrooms will provide a variety of developmentally appropriate activities at varying times throughout the day, both live and recorded. We are varying the type of activities and times during the day to accommodate the scheduling needs of the students and families. Teachers, therapists, and administrators will continue to reach out to families consistently to promote attendance and participation.

3.

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

Story Place Preschool, Inc recognizes that many factors will influence student attendance, and may be greatly impacted by the instructional models provided. Teachers, therapists, and administrators will reach out to families via in-person, phone or email correspondence to determine what difficulties/obstacles are impacting participation and attempt to support the family for increased engagement.

4.

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

After multiple attempts have been made to promote increased engagement, written communication via email will be sent to the students CPSE to determine next steps.

5.

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

All communication and correspondence will be made in the families preferred language to ensure understanding and participation. If needed, an interpreter/translator will be utilized.

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?

Yes. Staff are required to complete frequent Mandated Reporter training and can consult with an administrator or supervisor at any time.

## **J. TECHNOLOGY AND CONNECTIVITY**

Access to technology is essential for the successful roll-out of this plan. Story Place Preschool, Inc has been committed to ongoing planning and implementation to ensure equitable access for all staff and students. We have initiated plans that are mindful of student home access to reliable internet and computers.

Story Place Preschool, Inc will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, we will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Zoom, Google Meet or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom or See Saw). In the event students do not have sufficient access to devices and/or high-speed internet, we will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. We will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

1.

Describe how your school will 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:

Story Place Preschool, Inc will continue to assess the ongoing needs of our families for technology and connectivity (surveys, interviews, school outreach, etc). In the event students and/or teachers do not have access, we will take the necessary steps to meet their needs, where plausible.

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

Story Place Preschool, Inc will employ in-person instruction, as well as, providing instructional materials for the student to complete at home when not receiving in-person instruction. We will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc.

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

Staff will be provided with various training opportunities such as webinars, instructional videos, continuing education, professional networking, and mentoring.

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

Story Place Preschool, Inc will utilize our IT consultant to support families and staff members when experiencing IT issues and challenges.

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

Various privacy and security measures have been put in place such as, but not limited to, secured data connectivity, firewall protection, malware, and password protected devices. Any remote employee will be connected to a secured VPN with 2-step authentication and all internal systems require secure password access. Server access will require a secondary login for privacy information.

- 6.

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

Classrooms will provide a variety of developmentally appropriate activities at varying times throughout the day, both live and recorded. We are varying the type of activities and times during the day to accommodate the scheduling needs of the students and families.

## **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:

### **In-person Instruction**

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing.

All instruction will continue to be aligned to the New York State Learning Standards.

### **Remote/Hybrid Instruction**

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, we have developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

Consideration has been given to prioritizing hands-on activities while students are onsite. All instruction will continue to be aligned to the New York State Learning Standards.

Remote learning opportunities for students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and recorded lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a



common, coordinated set of guidelines for teachers to follow when using the platform with students.

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

All instruction will continue to be aligned to the New York State Learning Standards.

3. Describe how your school will promote equity by making sure that all students have opportunities to access routinely scheduled instruction, interaction, feedback and support from teachers:

Equity is at the heart of all school instructional decisions. All instruction in our preschool will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards.

4. Will all students have opportunities for regular and substantive contact with qualified instructional personnel regardless of the delivery method (remote, blended, in-person)?

Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).

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

Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact school and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

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:

Parents will be informed, in their native language, of appropriate means of communication with teachers, therapists, and administrators including in-person, email correspondence, phone calls, or zoom meetings.

7.

Describe your plan for student support and family involvement to address the specialized needs of students whose educational experiences were disrupted due to school closures and who now require additional social, emotional or academic support to be successful:

Support will be provided by our school social worker and family services coordinator. Additional screenings and evaluations will be conducted as needed. Family training opportunities will be offered throughout the school year or as needed.

8.

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

Various supports have been embedded into the daily curriculum and routine to help students adjust to in-person instruction (i.e. visual schedule, social stories, pictures, and transition objects).

9.

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

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional supports to help them re-engage and re-enter work and school. As an agency, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Administrators, school social worker and psychologist, school nurse and educators will play an extremely important role in the adjustment period when school reopens. In addition, it will be critical to determine students who might be at risk for needing mental health supports. School social worker and psychologist and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Additionally, all

Story Place Preschool, Inc employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the Story Place Preschool, Inc community. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

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:

During weekly team meetings, staff will have the opportunity to share information regarding individual needs of each student and/or family. An administrator and the school social worker and psychologist will be in attendance during every meeting in the event a student or family requires additional support.

11.

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

A social emotional screening tool will be developed and sent home to each family to complete prior to the start of the school year to determine the need for any additional support needed. All students will receive an academic screening during the first week of school to establish a baseline of skills.

12.

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

a.

Manage meals without family-style service and with social distancing

N/A - students bring their own lunch to school

b.

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

Upon arrival into the building, students will be brought to the bathroom for toileting and hand washing prior to entering their classroom. The bathroom has been arranged for proper social distancing (i.e. toilets, sinks, and urinals are separated by barriers or 6ft apart).

c.

Implement nap time, if applicable

For students that attend aftercare, a nap will be offered in their classroom and will be kept at a minimum of 3 ft apart from others.

- d. Modify center time to enhance social distancing

Students will be sitting at tables that are spaced 6ft apart and play areas in the classroom will be 3 ft apart to the best of our ability.

- e. Avoid children having to share materials

Every student will be provided with a personal tray, a container to hold their own art supplies, and toys will be distributed to ensure all students have their own supply.

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

Staff will be informed and trained on the strict cleaning protocols that will be required throughout the day to ensure proper CDC sanitation guidelines are being followed (see below).

Frequently touched surfaces (such as light switches, tables, door knobs, counter tops, faucets, & sinks) will be cleaned and sanitized (left on for 30 seconds) with DeCon-30 throughout the day.

All other items will be cleaned and sanitized (left on for 30 seconds) with DeCon-30 after each use and then the entire classroom will be disinfected (left on for 10 minutes) with DeCon-30 after the last student leaves. Additionally, whenever all students have vacated the classroom (i.e. during playground time), a staff member will disinfect all surfaces with DeCon-30 (left on for 10 minutes). Disinfectant wipes (containing 75% alcohol) will be used on surfaces that are not able to be sprayed with DeCon-30 (i.e. Ipad screens, keyboards, computer monitors, phones, etc)

The Schodack School District custodial staff will clean and disinfect (SOP GREEN KLEAN) all utilized spaces and areas after all persons have left the building each day.

- g. Discourage practices which encourage physical contact, i.e. partners holding hands

When transitioning in the hallway, students will be encouraged to walk in a single file line, spaced 6ft apart. Staff will provide consistent verbal and/or visual reminders to ensure compliance. While in the classroom, activities that require physical contact or close proximity will be discouraged. At times, staff may be required to provide physical contact, or be in close proximity of a student, in order to protect the safety of all students.

13.

Describe how you will balance screen time and authentic learning experiences during remote learning periods:

If necessary, remote learning opportunities for students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and recorded lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. In addition, teachers will provide instructional materials for the students to complete at home when not receiving in-person or remote instruction.

14.

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:

Students will be attending in person instruction 5 days, 5 hours, per week. Class sizes will be limited to 15 students, while maintaining appropriate OCFS staffing ratios.

b)

Remote learning:

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, we have developed a schedule that can continue in a fully remote environment.

Remote learning opportunities for students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and recorded lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will

ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

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:

The number of students in each of our classrooms will be reduced to 15 to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' seats are positioned no less than six feet apart. Each classroom will be separated into 2 cohorts (A & B), that will attend in-person 2 consecutive days per week (i.e. cohort A - Monday/Tuesday in-person, Wednesday/Thursday/Friday remote learning and cohort B Wednesday/Thursday in-person, Monday/Tuesday/Friday remote learning). Each cohort will have a 5 hour educational program, with wrap-around care available from 7:00-5:00 if needed. For center based students, additional related services (i.e. OT, PT, ST) will be offered on Fridays in order to meet IEP needs.

Consideration has been given to prioritizing hands-on activities while students are onsite. All instruction will continue to be aligned to the New York State Learning Standards.

There will be a minimum of 3 staff in each classroom, unless otherwise specified on a student's IEP.

## **L. SPECIAL EDUCATION**

1.

Describe how students will receive FAPE, regardless of the service delivery model they are participating in:

Story Place Preschool, Inc reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education in

the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE is consistent with the changing health and safety conditions that exist.

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:

Story Place Preschool, Inc is committed to providing meaningful parent engagement, in the parent's preferred language or mode of communication, regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children's education during the reopening process.

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

Story Place Preschool, Inc will plan and support collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on Individualized Education Programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

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. Story Place Preschool, Inc will 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.

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:

Story Place Preschool, Inc will document the programs and services offered and provided to students with disabilities as well as the communications with parents in their preferred language and mode of communication (i.e. Daily Attendance Form, Related Services Log, etc). Story Place Preschool, Inc will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2021-22, a record of what instruction and services were provided, a record of formal and informal assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

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:

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, we have developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment. Story Place Preschool, Inc will collaborate with CPSE/CSE to develop a distance learning plan that will be shared with parents/guardians/staff/community members.

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

Story Place Preschool, Inc has developed a reopening plan that prioritizes in-person services for our high needs students, while adhering to the current guidance set forth by the NYSED & NYSDOH. Additional opportunities for in-person related services will be offered to our high needs students every Friday. We are committed to closely monitoring the guidance for any changes or accommodations offered to allow for an increase of in-person services.

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. Continuous monitoring of a student's progress, regardless of service delivery model, and communication with a student's parents/guardians will occur on a regular basis to ensure the effectiveness of the student's special education services.



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:

Changes to our data collection procedures will rely on collaboration between staff and parents/guardians. Parents will be required to participate and engage in the remote learning process in order to support the data collection over various instructional models and platforms. Teachers will provide weekly written communication, focused around the students' educational goals, progress, and areas of need.

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):

Related service providers are prepared and equipped to provide quality services in-person, remotely or in a hybrid/blended model. Related services can include a combination of in-person or teletherapy sessions, as well as, providing suggested activities, materials, and learning videos to be incorporated in the remote setting.

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

Story Place Preschool, Inc is committed to ensuring the health and safety for all students and staff. Each classroom will be assigned a team of related service providers including OT, PT, ST and Social Worker that will be responsible for providing related services in accordance with the students IEP. Whenever possible, the related service provider will remain in a designated classroom for the duration necessary to meet all frequencies of the students in attendance. Prior to entering a different classroom, the related service provider will be required to adhere to a strict cleaning and sanitizing procedure, including but not limited to, washing hands with soap/water, disinfecting (leaving DeCon 30 on for longer than 10 minutes) toys, materials, and any touched surfaces.

## **M. STAFFING**

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

Yes. All individuals that require a professional certification/license will provide the necessary proof of documentation related to their service assignment. Supervision will be provided to those individuals if required or as necessary.

2.

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

Yes. All certifications and licenses are verified through NYS Education Department or NYS Office of Professions websites.

3.

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

To ensure the health and safety of all students and staff, and to limit potential exposure to the COVID 19 virus, reasonable efforts will be made to maintain the same staff members in each classroom per day. Substitutes will be limited and utilized only when necessary to uphold required ratios and/or classroom coverage. However, when necessary, a staff member will be required to adhere to strict cleaning and sanitizing procedures prior to entering a different environment.

4.

Will the school be making "incidental" teaching assignments during the 2021-22 school year?

Not at this time. However, 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 to teach in a classroom which is not covered by their certificate.

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 2021-22 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, 2022, as long as the Preschool Director documents and attests that recruitment efforts did not identify a fully qualified substitute teacher. The Preschool Director 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.

**N. STUDENT TEACHING**

1. Since NYSED permits and encourages it, will your school welcome student teachers during the 2021-22 school year to participate in-person and/or remote instruction?

Yes.