

**Re-Opening Plan: 2020-2021 School Year**  
**Submitted: 08/05/2020**

**Agency Name: SMALL WONDER PRE-SCHOOL, INC.**

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## **INTRODUCTION**

On March 7, 2020, Governor Andrew M. Cuomo issued Executive Order 202, declaring a state of emergency in response to COVID-19. On March 16, 2020, Governor Andrew M. Cuomo issued Executive Order 202.4, ordering all schools to close no later than March 18, 2020. Small Wonder Preschool, Inc. complied with the order and closed all in-person services to students. We moved all educational and therapeutic experiences to a virtual and remote learning platform. This document outlines our plans to reopen in-person services to students for the 2020-2021 school year. As of this date, we await Governor Andrew M. Cuomo's decision on whether schools will reopen for in-person services.

Small Wonder Pre-School, Inc.'s reopening plan was developed to conform with 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, as well as guidance from the Centers for Disease Control (CDC) and NYS/NYC Departments of Health.*

Please note that our reopening plan may be revised and updated to adjust to changing public health conditions caused by the COVID-19 Pandemic and any new requirements and regulations which may emerge over time from our regulatory agencies. We solicited input and involvement from the families we serve, our administrative, teaching, and therapeutic personnel, and governing board during the 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 to the plan.

We realize our program must be flexible and 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 of 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 therapeutic services during these difficult times.

The goal of this plan is to inform of practices and to guide the delivery of high-quality educational and therapeutic services, as safely as possible, whether that service delivery is in-person, through a virtual and 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 Reopening Plan includes all required sections identified by NYSED and follows the structure of the guidance by addressing the following areas, as they apply to our staff, preschool students with disabilities, and their families:

1. Communication: Family and Community Engagement
2. Health and Safety
3. Facilities
4. Child Nutrition
5. Transportation
6. Social Emotional Well-Being
7. Attendance and Chronic Absenteeism
8. Technology and Connectivity
9. School Schedules
10. Teaching and Learning
11. Special Education
12. Bilingual Education and World Languages
13. Staffing and Human Resources
14. Student Teaching
15. Budget and Fiscal Matters
16. Questions and Answers

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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## **Communication: Family and Community Engagement**

Communication is a key element of our reopening plans, as we move forward into the new school year. With the uncertainty surrounding COVID-19's spread, its impact on local communities, and on our special education preschool operation, we take very seriously the importance of promoting communicative exchange and engagement. To this end, we have strengthened our existing schoolwide communication protocols and developed new means of delivering information to our constituents.

At the start of the Pandemic and during our initial months of remote and virtual learning, we developed multiple ways of reaching out to our stakeholders, parents, and staff. We recognized key members of the school team to direct and support the remote learning efforts of our special education preschool. Those persons included representatives of our community and school district stakeholders, parents or legal guardians of students, clinical and educational staff, and administrators of Small Wonder Pre-School, of whose support was instrumental in implementing successful remote and virtual learning platforms.

The Program Coordinator served as the primary liaison and worked closely with all persons. The coordinator will continue this role as we Phase-In our preschool reopening efforts to possibly include remote, hybrid and in person classroom and services delivery models. The Program Coordinator will serve in the role of Safety Coordinator whose responsibilities include continuous compliance with all aspects of our 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.

Since the start of the pandemic, we have learned many lessons along the way and have learned new virtual skill sets to meet the needs of those we serve. We plan to expand and grow our new skills to consistently communicate with, and provide information to each of the following groups, as we continue to engage with them.

Our parent engagement educational platforms, ClassDojo and Teaching Strategies Gold, allows for translation of messages into many languages of the families we serve. Constant Contact messages can be translated into different languages and sent via email. Bilingual staff can make phone calls and translate if needed. We employ bilingual teacher assistant (TA) staff who often provide translation assistance during virtual therapy sessions for parents and caretakers, during parent meetings, and trainings. For parents who need American Sign Language (ASL) assistance, it is made available via TTY, through resources from the NYC Department of Education, as well as from two staff members who sign ASL. New York City Department of Education (DOE) may also provide interpreter/translation support upon request.

As our in-person programs phased out in March 2020, we have engaged in the below communication methods with our constituents. We will continue to build upon what we have learned as we adopt a best practices approach.

- ✓ *Students:* InClass or Remote Learning, ClassDojo, Microsoft Teams, Phone Calls, Curriculum Packets
- ✓ *Parents/Legal Guardians:* ClassDojo, Microsoft Teams, Constant Contact, School Website, Facebook, Phone Calls, Email, Text Messages, Mail Correspondence

- ✓ *Staff:* Emails, Phone Calls, Microsoft Teams, Department and Full Staff Virtual Meetings, Email, Text Messages, Face to Face Communication
- ✓ *Stakeholders and Visitors:* Posters, Phone Calls, Emails, Messages, School Website, Face to Face Communication

Students, staff, and visitors will be prompted to adhere to Center of Disease Control (CDC) and Department of Health (DOH) COVID-19 guidelines regarding proper use of face coverings and social distancing with signage throughout the facility. We will post clear signage of the guidelines at the entrance of the building, as well as other point locations in and around the building- visible to parents, staff, and visitors. Face masks must always be worn by staff, visitors, and parents. Children will be encouraged to wear face masks. However, if masks are not tolerated, they will not be forced to wear them. Masks will be available for any person who wants to enter the building but does not have a mask or face covering. The screener will ensure that the person puts on the mask before leaving the screener's table.

Email and Constant Contact information to parents and staff will continue to be used to inform of any changes regarding communication protocols. New methods employed to engage with families include the school's website, our remote learning platforms via messages and posts, and Microsoft Teams virtual meetings.

## **Health and Safety**

The health and safety of the children and adults at Small Wonder Preschool, Inc is paramount. Health and safety concerns always come first in every decision made and every action taken by Small Wonder Preschool, Inc. Whether instruction is provided in-person, remotely, or through some combination of the two, we have an important role to play in educating and communicating with school members about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks
- Healthy Hygiene Practices
- Social Distancing
- Personal Protective Equipment (PPE) and Cloth Face Coverings
- Management of Ill Persons
- Cleaning and Disinfection

We are closely monitoring information and guidance from our health regulatory agencies, the NYS/NYC Departments of Health (DOH) and the Centers for Disease Control and Prevention (CDC), and will conform to any updates therein.

According to recent guidance of July 23, 2020 from the CDC website on preparing school administrators for a safe return to school in Fall 2020, children with intellectual and developmental disabilities are more likely to have comorbid medical conditions (e.g., diseases of the respiratory system; endocrine, nutritional and metabolic diseases; and diseases of the circulatory system) that may put them at increased risk for severe illness from COVID-19. Although rare, some children have developed

Multisystem Inflammatory Syndrome (MIS-C) after exposure to SARS-CoV-2. It is reported that most children hospitalized with MIS-C had recovered. We are mindful of this possible vulnerability amongst our preschool students and are preparing additional measures to safeguard our students and staff.

The CDC guidance document also revealed that common COVID-19 symptoms among children include fever, headache, sore throat, cough, fatigue, nausea/vomiting, and diarrhea. These symptoms are also indicative of other illnesses such as the influenza virus, which children are often prone to develop during the changing of the season and winter months. Although these symptoms cannot predict a COVID-19 infection they alert staff to remain vigilant to our standard protocols with respect to our Health Care Plan and Health and Safety measures taken herein.

We reviewed our Health Care Plan, approved by the NYC DOH, and have updated various aspects of the plan as it relates to core health and safety principles employed during the COVID-19 Public Health Emergency. In addition, interim guidance for in-person instruction from the NYS DOH, dated July 13, 2020, also informs our health and safety protocols.

Prior to commencing in person programs and services, all staff, families and students will be trained on how to follow our new COVID-19 Protocols safely and correctly including, but not limited to, hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Staff will be trained in the protocols during staff development days prior to the start of school. One-time signed attestation, daily temperature checks, and daily health screening checks are part of the screening protocol to enter the preschool. We will use various NYC DOH templates such as Preschool Visitor Health Check Logs and COVID-19 Employer Health Screening.

Training will include videos and workshops attended in physically distanced spaces or through virtual Microsoft Teams workshops, or other professional development channels. In addition, handouts, training materials by QualityStarsNY, CDC, and other resources will be used to develop staff trainings.

As we prepare for educating students this Fall 2020, parents will receive COVID-19 Protocol material in the welcome packet sent home to them to review and acknowledge. In addition, during our Meet the Teacher / Curriculum Night, we will review the COVID-19 protocols with parents conducted in either a virtual Microsoft Teams format or physically distanced meeting space. All correspondences and handouts will be made available in the parents preferred language.

#### ❖ **Health Checks**

Generally, focused on preventive actions, Small Wonder Preschool staff and families will monitor and perform daily health checks and screenings. If staff or children are sick, they should stay home. All individuals will have their temperature checked each day, ideally, at home, prior to departing to school and prior to entering Small Wonder Preschool. If an individual presents a temperature of greater than 100.0°F, the individual will be denied entry into the preschool, or sent directly to a dedicated area prior to being picked up or otherwise sent home. If a staff member or enrolled child tests positive for COVID-19, we will immediately notify the NYC Test and Trace Corps at and the NYC DOE 4410 Oversight Unit at [CovidEmployerReport@nychhc.org](mailto:CovidEmployerReport@nychhc.org) and [4410oversight@schools.nyc.gov](mailto:4410oversight@schools.nyc.gov) respectively for further guidance.

Health screenings, as recommended by CDC and DOH, may be performed before the individual reports to school, to the extent possible; or may be performed on site at the school. Prior to opening in person services, we will heed the strong recommendations to conduct these screenings remotely (e.g. by electronic survey, digital application, or telephone, which may involve the parent/legal guardian). We

are in the process of reviewing apps and creating Google self-monitoring forms that monitor and report these employee and student conditions. Until these electronic forms are approved, paper forms will be used.

Remote and paper screenings are to identify individuals who should not go to school or work and should be referred to their health care provider for further evaluation and COVID-19 testing.

On-site screening to be coordinated in a manner that prevents individuals from intermingling in close or proximate contact with each other prior to completion of the screening. Screening for all students, faculty, staff, and, where practicable, visitors, contractors, and vendors, must be completed using our questionnaire which determines whether the individual has:

- ✓ knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19.
- ✓ tested positive through a diagnostic test for COVID-19 in the past 14 days.
- ✓ has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days: and/or
- ✓ has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

The on-site screening check-in table will have the following items to perform the screening:

- ✓ Screening forms either paper form or electronic format
- ✓ Facial masks for adults
- ✓ Signage to wear a mask and entrance protocol to the building including physical distancing
- ✓ Hand sanitizer (alcohol based)
- ✓ Temperature checklist poster
- ✓ Contactless temperature thermometer
- ✓ The school personnel performing the checks will wear a face mask, a facial shield, and gloves

#### ❖ **Healthy Hygiene Practices**

Tools such as posters, lesson plan activities, modeling, verbal and visual reminders, videos, pictures, and other information to be sent home to parents to start practicing proper hand hygiene prior to the child attends the in-person program. We are purchasing one portable sink for each of the five classrooms to help mitigate the spread of the coronavirus and to reduce the foot traffic to use the sinks in the bathrooms. Classrooms do not have sinks with running water in them. The portable sinks will be maintained, cleaned, disinfected, and filled daily with tap water daily or as often as needed. The temperature of the hot water in each of the units will be monitored daily to conform with DOH safety water standards for temperature. Each sink will have liquid soap and access to paper towels to dry hands. In the classroom, staff may use Purell to disinfect hands.

All children, staff, and volunteers to are to engage in hand washing at the following times:

- Arrival to the facility and after breaks; Before and after preparing food or drinks; Before and after eating or handling food or feeding children; Before and after administering medication or medical ointment.
- Before and after diapering; After using the toilet or helping a child use the bathroom.
- After encountering bodily fluid; After playing outdoors; After handling garbage/trash.
- Anytime the hands become soiled or dirty or sticky.

Proper handwashing techniques are reviewed during staff training as per DOH guidelines. Children and staff members must wash their hands using the following method:

- a. Check to be sure clean, disposable paper towels are available.
- b. Turn on clean, running water to a comfortable temperature.
- c. Moisten hands with water and apply liquid or powder soap to hands.
  - o Antibacterial soap and bar soaps should not be used.
- d. Rub hands together vigorously until a soapy lather appears (hands are out of the water stream) and continue for at least 20 seconds (sing “Happy Birthday to You” twice). Rub areas between fingers, around nail beds, under fingernails and jewelry, and on back of hands. Nails should be kept short; acrylic nails should not be worn.
- e. Rinse hands under clean, running water that is at a comfortable temperature until they are free of soap and dirt. Leave the water running while drying hands.
- f. Dry hands with the clean, disposable paper or single-use cloth towel.
- g. If faucets do not shut off automatically, turn faucets off with a disposable paper or single-use cloth towel.
- h. Throw disposable paper towels into a lined trash bin.

In addition, one hand sanitizer dispenser is installed in each of the classrooms, therapy suite area, and near the sign in timeclock. They follow the fire codes. We are purchasing individual hand sanitizers for office individual use as well as for the check in table at the main entrance.

#### ❖ **Social/Physical Distancing**

Various modes of transmitting information pertaining to physical distancing includes posters, floor and wall signage, modeling to staff and students correct practices, preparation of creative lesson plan activities, reviewing with parents prior to children attending the program protocol to keep distant, use pictures, videos, books to reinforce these measures. Review signage on the floor with 6 ft distance, review areas in the classroom and bathrooms. Review of arrival and dismissal as well as social interaction during class session. Our challenge to maintaining social distancing is during emergency drills that require leaving the building. Our preschool children with disabilities require direct supervision during these critical times. We have a policy to have one adult holds the hands of two preschoolers while they are walking away from the building to the outdoor meeting space. Our concern comes with having the children walk alone while maintaining 6 feet physical distancing. In addition, children cannot be left alone, 6 feet unattended, in the gathering area. Our classroom teachers will conduct lockdown drills in the classroom and provide an overview lesson on how to shelter or hide in the classroom that will meet the 6 ft distancing as practicable.

#### ❖ **Personal Protective Equipment (PPE) and Cloth Face Coverings**

Proper Face Covering- Tools such as posters, lesson plan activities, modeling, verbal and visual reminders, videos, pictures and other information to be sent home to parents to start practicing proper face covering and removal as well as cleaning and storage of face coverings. Actions steps for parents to take and points to consider is to inform them to have multiple cloth face coverings, so they can wash them daily and have back-ups ready. Choose cloth face coverings that fit snugly, but comfortably against the side of the face completely cover the nose and mouth a secured with ties or ear loops; Include multiple layers of fabric allow for breathing without restriction. Fabric coverings can be washed, and machine dried without damage or change to shape. Label child’s cloth face coverings clearly in a permanent marker so that they are not confused with those of other children. Practice with your child

putting on and taking off the mask/face covering. Children who are not able to wear face coverings will not be forced to do so.

Respiratory Hygiene: posters, adult modeling, visual and verbal cues, review in lesson plan. Review with parents to prepare students prior to the start of the in-person learning.

#### ❖ **Management of Ill Persons**

Specifically, all individuals must have their temperature checked each day before entering the school facility. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home. Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.

Staff or students suspected of having COVID-19 must be isolated in a room or area separate from others. Students will wait to be transported home by the parent/guardian, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet. The CDC and NYSDOH recommend closing off areas used by a sick person and not use these areas until after cleaning and disinfection has occurred. Opening outside doors and windows to increase air circulation in the area will occur as feasible. We will wait at least 24 hours before cleaning and disinfection of the areas. Cleaning and disinfecting of all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas will occur. Once the area has been appropriately cleaned and disinfected it can be reopened for use. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection. The DOH “Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure” informed this section.

Our school may need to implement short-term closure procedures regardless of community spread if an infected person has been in our school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

- ✓ Coordinate with local health officials including NYC DOH and NYC DOE 4410 unit to communicate dismissal decisions and the possible COVID-19 exposure. These officials will help administrators determine a course of action for our preschool program.
- ✓ Dismiss students and staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- ✓ At that time, all therapeutic and program services will enter a remote and virtual learning instructional phase. Parents will be notified through one or more of our communication methods of the temporary return to remote services.

### ❖ **Cleaning and Disinfection**

A schedule of cleaning and disinfecting the building especially for frequently touched surfaces, is a safety measure to be implemented upon reopening of the special education preschool. A bleach and water solution prepared according to DOH guidelines will be available in each classroom. The custodian will daily prepare the approved solution of 1/3cup bleach to 1-gallon water and fill each spray bottle for distribution to the classrooms, therapists, and office staff. We will also use EPA approved disinfectants when available.

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants are an important part of reducing the risk of exposure to COVID-19. If disinfectants are in short supply, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 60%-70% alcohol solutions).

Store and use disinfectants in a responsible and appropriate manner according to the label. It is important to not mix bleach or other cleaning and disinfection products together as this can cause fumes that may be very dangerous to breathe in. All disinfectants are kept out of the reach of children. We do not overuse or stockpile disinfectants or other supplies. This can result in shortages of appropriate products for others to use in critical situations. Staff using solutions always wear gloves appropriate for the chemicals being used when cleaning and disinfecting. Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands frequently and using alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available.

We are in the process of preparing and cleaning the facility for reopening. According to CDC guidance, we need to just use our normal routine cleaning to reopen the area as we have been closed for more than 7 days. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time. It is not necessary to clean ventilation systems, other than routine maintenance, as part of reducing risk of coronaviruses.

Examples of frequently touched surfaces and objects that will need routine disinfection following reopening are: • tables, • doorknobs, • light switches, • countertops, • handles, • desks, • phones, • keyboards, • toilets, • faucets and sinks, • copy/fax machines, • touch screens, and • timeclock machines.

## **FACILITIES**

### ❖ **General Health and Safety**

It is vitally important to us that the physical spaces occupied, when students and adults return to school for in- person instruction, are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

We will continue to uphold the components of our day care safety plan as we add the additional requirements as it relates to other health and safety measures required in this document. To meet the health guidance related to social distancing and other safety measures, there are no changes to physical classroom space requirements. We changed the furniture and placement of items in the classroom to maximize social distancing requirements to the greatest extent possible. Square footage as per DOH

guidance meets the standard ratios on our daycare approved permit/license. Currently, we do not anticipate any additional space changes to our existing requirements. In addition, the above considered do not have any implications for fire code or building code compliance issues.

#### ❖ **Building Access**

We will limit the footprint to the preschool to those persons who provide direct and indirect services, or to those of our regulatory entities. A folding table health check station with health check documents, masks, hand sanitizer, face shield in lieu of erected barrier will be placed at the main entrance lobby and manned by a designated Small Wonder staff person. Persons entering will be temperature checked, screened, and approved to enter the building. Signage throughout the building, on the walls, doors, floors, bathrooms, and common areas, will be marked with appropriate directional and informational messaging.

#### ❖ **HVAC**

We have examined the ventilation requirements for the facility. Each classroom, therapy suite, administrative area has their own separate Heat Ventilation and Air Conditioning (HVAC) unit system delivering heat and air within those indoor spaces. Filters are checked and maintained per schedule.

#### ❖ **Safety Drills**

We intend to continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Our education coordinator will plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies. Our challenge to this is maintaining social distancing as one adult holds the hand of each preschooler while they are walking away from the building to the outdoor meeting space. Children cannot be left alone, 6 feet unattended, in the gathering area. The teachers will conduct lockdown drills in the classroom and provide an overview lesson on how to shelter or hide in the classroom.

#### ❖ **Plumbing Facilities and Fixtures**

The number of toilet and sink fixtures meet the standards of the New York State Building Code. We are in the process of adding one portable sink to each of the five classrooms. Children may wash their hands with liquid soap and water to help mitigate the spread of the coronavirus.

#### ❖ **Drinking Water Facilities**

The facility is not equipped with drinking water fountains. Tap water was tested for lead and approved for use during our DOH permit renewal in February 2020. However, we use a filtered drinking water system for students and staff. The water filters are maintained on a changing schedule. For the classrooms, each morning, a member of the teaching staff fills the classes two-quart covered pitcher with filtered water, making available fresh drinking water daily. At the end of the day, any remaining water is tossed out and container cleaned for the next day's use. Administrative and therapeutic staff have access to the water filtration system located in the breakroom area.

## **CHILD NUTRITION**

Small Wonder Preschool does not prepare meals on site for children. Food and meals are consumed in the child's classroom. Students will continue to bring their snacks and lunches to school from home. For those children, whose parents are not able to provide meals, we will follow up with the Department of Education to obtain grab and go meals (<https://www.schools.nyc.gov/school-life/food/free-meals>). A staff member will pick up the meals for those students without meals at a location near our preschool. The social worker will follow-up with the families regarding the grab and go meals option for their children. Small Wonder Preschool will continue to use the practices stated in our Health and Safety Plan regarding preparation and handling of food as well as protocol for assisting our preschool students.

We will continue to use gloves during food handling, as well as sanitation of tables and where food is handled. A bleach and water solution prepared according to DOH guidelines will be available in each classroom to sanitize the tables and places where food is handled, before and after meals. Children will not be near the areas to be sanitized until dried. Children will be seated in accordance to social distance guidelines, 6ft apart, or separated by a barrier. Children will remove masks and place them in a bag labeled with their names during mealtime. Disposable utensils, plates, napkins, cups will be used and distributed by an adult who is wearing gloves as children need them. Adults will serve filtered water, to the children in disposable cups. If beverages are refrigerated, adults will remove the refrigerated beverage and serve it to the child. Children will dispose of their food and disposable items, with assistance when needed. A garbage can is in each classroom with a self-opening and closing lid.

An allergy list containing children's allergies is posted in each classroom. The allergy list is reviewed weekly and updated as needed. Small Wonder Preschool is a Peanut free preschool environment. Individual child health care plans are reviewed with the classroom teachers and supervisors to ensure compliance.

Epi-pens are provided by parents as per the child's health plan. Small Wonder Preschool also have a supply of Epi-Pens for emergency use, which are stored in a locked cabinet in the MAT trained Curriculum Specialists office. MAT trained staff are available to administer Epi-Pens to students when needed. Expiration dates are checked, and Epi-Pens are replaced accordingly. Protocol for emergencies are in place and reviewed with staff.

The MAT trained staff instructs participants in handling, administering, storing and disposing of over-the-counter and prescription medicines safely; discusses permission and instruction requirements; provides information about medical conditions, such as allergies and asthma; and provides guidance in handling emergency situations.

### **❖ Mealtime Supervision**

A teacher will be seated at each table to ensure the children are not touching one another, touching each other's food, and to make sure children are maintaining social distance. Desks will be distanced properly throughout the classroom to maintain proper safety. Teachers and assistants will wear masks and gloves as they supervise mealtime.

After a child has finished eating, they will remain seated. Each child will then get up only when called to throw out their garbage and place their meal containers in their backpack. They will then go wash hands with a teacher at the portable sink located within the classroom. Portable sinks will be available in each classroom to ensure proper hand hygiene especially before and after meals. Children are instructed on

proper handwashing techniques. Teachers will wash hands before and after serving of meals to students.

Gloves will be worn during serving of food as well as during mealtime. Encouraging and teaching children good hand hygiene practices must be done in a safe manner. A “how to” poster that is developmentally appropriate will be placed wherever children wash their hands. Verbal cues such as singing the Alphabet Song, Twinkle, Twinkle Little Star or the Happy Birthday song will also be utilized during handwashing to engage children in the proper length of time (20 secs) to wash hands.

## **TRANSPORTATION**

The school bus is an extension of the classroom and services are provided to all students with consistency and equity according to their Individualized Educational Plan mandate. The New York City Department of Education Office of Pupil Transportation is responsible for transporting children to our program. We are involved with disembarking and embarking children from and to the school bus.

Students arrive, either on the school bus or they are dropped off by their parents/guardians. Drop-off students will be greeted in the lobby located by the front entrance of the building. The front door of the school is locked, and parents will ring the buzzer to alert the school that they are outside. The designated Small Wonder staff person will check outside the window by the front door to see who is arriving and making sure that they are wearing a mask. For parents who drop their children to school will be met in the main lobby by a designated Small Wonder Staff and undergo the health screening process. Parents sign in/sign out of their child will be completed at the welcome table the main lobby area. A staff member will escort the child to the class.

A “runner” will be assigned to take children to their classrooms and bring them to their parents at the end of the day. Both designated person and “runner” will wear masks and face shields. Children’s temperatures will be checked. Parents/guardians will sign their child in/out of the program. Parents will be encouraged to bring their own writing tools. Small Wonder Preschool writing tools will be made available.

Children who arrive by bus will be greeted by our bus coordinator, who conducts a visual health check, and completes the bus attendance forms. Children are assisted and directed to walk from the school bus to their classrooms by Small Wonder Preschool staff. Staff will wear masks. They will keep social distance as the children leave the bus and enter the school building. Dismissal will be conducted in a similar manner with safety precautions, masks, and ensuring social distance. We are considering staggered arrivals and dismissals pending number of children who are being dropped off, using transportation, number of buses, staff configuration.

Student arrival changes include location, staff protocols, safety measures, health, and hygiene measures to comply with CDC, NYC DOH and New York State guidelines. Signage will be used at all entrances. Masks must be worn by all. Social distance will require extended time for arrival and dismissal.

## **SOCIAL EMOTIONAL WELL-BEING**

### **❖ Schoolwide Policy**

Our schoolwide policy for social emotional and behavior support at Small Wonder Preschool, Inc. is Positive Behavioral Intervention Strategies (PBIS). The students learn explicitly about rules, friendship, feelings, peer relationships, sharing, and conflict resolution in a supportive environment with praise and positive reward systems. The social worker and school psychologist work with teachers and teacher assistants to implement PBIS throughout the day. Monthly trainings are also provided about topics related to PBIS, such as building supportive relationships in the classroom and responding to behavioral challenges. The staff has opportunities to attend Professional Development presentations.

School administrators, teachers, the social worker, and school psychologist meet to discuss the environment of the classroom and design the room in ways that promote positive behaviors. Teachers model appropriate behaviors and relationships in the classroom throughout the day. The classes use reward charts to track positive behavior. Classroom activities are designed to promote engagement and interest. Each classroom sets a routine and a visual schedule for the children to have consistency and predictability during the school day.

The classroom rules are taught and reviewed through developmentally appropriate and engaging visuals and songs. Students are praised and rewarded for following classroom rules and expectations. Directives and rules are stated clearly, in positive terms, and using developmentally appropriate language.

Each classroom teacher addresses social and emotional goals that are identified in the IEP and promotes positive interactions with children in the classrooms. The class also displays and uses a visual emotions chart to help facilitate the discussion of feelings during Circle Time or when needed by the child. Through the PATHS curriculum, the social worker and school psychologist teach weekly lessons that develop and strengthen social and emotional skills. Teachers model giving compliments and students are asked to give compliments to their peers, which are shared with families in a notice that is sent home. The students also participate in movement activities, yoga, and mindfulness activities that are designed to improve social and emotional wellbeing and increase classroom engagement.

The social worker hosts monthly SWAP meetings (Small Wonder Association of Parents), which is an informative and supportive parent group that discusses different topics based on the needs and strengths of families in a supportive environment.

For students who need more support, the staff at Small Wonder Preschool, Inc. benefits from frequent communication with families. Families are encouraged to share information about changes at home, losses, or any concerns, challenges, or successes that their child is experiencing. The team of teachers and therapists meet to discuss the students' progress as well as any challenges experienced by the student and recommends strategies to support students in need.

Data is collected and the plans for social and emotional development are evaluated by completing Inventory of Practices for Promoting Social Emotional Competence: Building Positive Relationships, Inventory of Practices for Promoting Social Emotional Competence: Designing Supportive Environments, and the Small Wonder Preschool–Wide PBIS Benchmarks of Quality.

#### ❖ **Child and Parent Support: Virtual and In-Person**

Considering COVID-19 Pandemic, the school social worker and school psychologist reviewed and updated the plans related to student well-being and behavior management. We have amended the plan to meet the challenges of the global pandemic. Throughout the current crisis, the social worker and school psychologist have connected with families through phone calls, Microsoft Teams, and messaging to inquire about mental health and other needs. Families have been referred to mental health resources through the Office of Mental Health Emotional Support Line (phone number: 1-844-863-9314) and food distribution resources through 311. The social worker and school psychologist have used email communication, as well as the remote learning platforms to inform parents about online workshops available to address challenges at home (e.g., Sleep Coaching, Behavior Support). We have compiled materials to support social and emotional well-being, behaviors, and challenges at home (including, but not limited to, toilet training resources, reward charts, self-care, and information about deep breathing).

Another component of the plan has included sharing resources to support the children, specific to the current crises such as parent resources from the National Association of School Psychologists for talking to children about COVID-19 and the special broadcast hosted by Sesame Street and CNN entitled “Coming Together: Standing Up to Racism. A CNN/Sesame Street Town Hall for Kids and Families.”

Additionally, Small Wonder Preschool, Inc. has focused on care for caregivers, by sharing tips for families and educators to practice self-care, such as monitoring anxiety levels, exercise, healthy eating, sleep, meditation, creating non-COVID-focused interests. This approach is centered on optimism and amplifying the positives.

The school will continue to support family’s needs related to grief and the experience of losses with resources such as Addressing Grief by the National Association of School Psychologists, the Sesame Street grief resources, and books for children coping with loss or trauma.

#### ❖ **Interdisciplinary Team Approach**

The school psychologist and social worker will continue to meet with teaching and therapeutic teams to promote a whole-child approach to behavior support. The teams will understand that the children may display heightened anxiety, separation anxiety, changes in sleeping or eating patterns, regression of skills, and increased behavior concerns as an emotional response to their personal experiences during the quarantine. Prior to re-opening, staff has continued to have discussions to prepare for heightened anxiety and changes in the students and on-going plans to meet the needs of children who are dealing with anxieties and challenges, with emphasis on compassion and flexibility towards the children. The staff will prepare for crisis management at school or through referral to community-based resources. Priority has been placed on self-care and sharing resources. Upon re-opening, the social worker and school psychologist will continue to provide trainings to support staff in meeting these needs.

School staff and families have had the opportunity to voice concerns about re-opening through a survey. Communication with families and staff continue to be open and flexible to discuss experiences during the pandemic, losses, anxiety, and other social emotional issues that are affecting them.

The social worker and school psychologist also reach out to families through the Small Wonder Association of Parents (SWAP) meetings and teacher communications. We will reach staff members through staff meetings and ongoing communication with the curriculum specialist and program coordinator to address issues and needs of students.

Moving forward, the team will develop a screening tool to assess students' needs and will include parental input. One of the elements of the tool will include observation of the students' behavior, identifying the stress points, finding ways to reduce the stress, and bring the child back into balance.

❖ **Referrals for mental health, behavioral and emotional support programs, resources**

The school will continue to use a multi-tiered system to provide the appropriate level of support to meet all students' needs. At tier 1, each student in the school will receive universal supports, such as PBIS in a supportive environment designed for learning. At tiers 2 and 3, the students will receive targeted interventions and supports. The team, including teachers, service providers, and the school psychologist, will meet to discuss evidence-based strategies appropriate for students who need more support. The team will continue to have communication with the family. A Functional Behavior Assessment and Behavior Intervention Plan will be developed, if necessary. Students may be recommended for support through counseling.

The social worker, school psychologist, and classroom teacher will continue to meet with families to discuss supports, resources, and behavioral strategies to support families at home.

❖ **Professional Development**

Professional learning opportunities continues to be provided to all staff, biweekly, to address topics related to personal, student, community well-being, trauma-responsive practices, social-emotional learning, restorative practices, mental health education, and culturally and linguistically responsive practices. Workshops will be conducted on the following topics.

1. How to cope with the sense of loss after the pandemic. Staff will be invited to talk about losses and difficulties, with a focus on newness of preparation for teaching and learning.
2. Offering well-being tips during the pandemic. For example, sharing information from resources such as:
  - Physical Distancing is Not Social Distancing
  - Well-Being Tips During COVID-19 (such as, acknowledging negative emotions, focus on the present and what is under control, maintaining perspective, awareness of the influence of your emotions on others around you, how to set goals for yourself and manage stress, and taking care of the body and mind) published by the University of Wisconsin-Madison Center for Healthy Minds. Trainings will emphasize that no one is alone in the pandemic situation, that we are all in this together, and finding ways to experience positive emotions.
  - Compassion in Challenging Times to learn to check-in with your own feelings and understand the feelings of others.
3. Implicit bias, structural racism, and facilitating conversations about race.

❖ **Considerations Before Returning to In-Person Programs**

The focus will be to prepare students for the transition period back to school and to support their social-emotional well-being before teaching content. Before returning to school, the staff will prepare students for the physical safety rules in a nurturing way by showing visuals, modeling using masks, and providing positive behavior strategies to encourage students to follow the physical safety guidelines. During this process, staff will provide reassurance to the children about their safety and help them to

feel comfortable in the modified environment. Classes will practice safety procedures as part of the daily routine.

The staff will receive continued support to understand that students may have difficulty transitioning back to the school environment and may demonstrate regression from current skills or new challenges, such as separation anxiety or difficulty with transitions. This will be assessed through teacher observation and assessment of social and emotional skills.

The staff will be invited to talk about how the emotional well-being of the child is important. The message about student well-being will be consistent to ensure that all staff is on the same page for providing a supportive environment. Consistently, staff will be encouraged to check-in on their own emotions, with the understanding that their own emotional well-being influences their experiences with students, families, and colleagues. Staff is expected to model appropriate behaviors and relationships. Staff interactions with other staff members, students, and families, will communicate and demonstrate caring and concern for others.

When communicating with parents, staff will ask questions to closely monitor the children's behavior. Staff will inform the team about any concerning behaviors, while being aware of possible trauma or grief experienced by the child and/or family.

## **ATTENDANCE AND CHRONIC ABSENTEEISM**

While educating our students remotely, we closely monitor student attendance for related services therapy and class work participation. Our approaches to remote attendance tracking during service provision include a variety of supports and outreach to families. Small Wonder Preschool will continue to strengthen and improve on our outreach to families as we record daily attendance for therapy and classroom. To the extent possible, daily attendance is recorded by the child's therapist in EasyTrac and by the classroom teacher in ClassDojo and on child specific attendance cards. If a child has missed a virtual therapy session, not attended class meetings or parent posted any work as evidence of participation, have not answered daily TA outreach calls, and have not informed the school of the child's absence, the student is marked absent for the day.

The social worker and teacher will reach out to the family. They will inquire about the child's absence, if whether the family's situation has changed, and if additional supports are needed. When school returns to in person operations, attendance is taken as per current school protocol. If the child is absent, a phone call is made to the parent to inquire as to the child's attendance. This is especially helpful as children are transported by school bus and we want to assure that they arrive to school as expected.

Attendance documentation is collected, reviewed, and certified monthly, by the program coordinator on the Small Wonder Preschool Attendance Roster, per class., and by the executive director (or designee) through the Certified Monthly Roster of the Department of Education. Parent notes and emails of child's absence are collected to justify and affirm attendance. These documents are attached to the Small Wonder Preschool Attendance and scanned to the server.

Small Wonder Preschool continues to adhere to reporting requirements regarding a child's unexplained absence of 5 days or more to the Committee on Preschool Special Education (CPSE), through the RDNA

process. Upon guidance from the CPSE regarding the RDNA absence notification, Small Wonder Preschool will notify the parent via email and mail, of their child's discharge from the program. We will not discharge a student without notification to and guidance from the CPSE.

## **TECHNOLOGY AND CONNECTIVITY**

Adequate access to a computing device and high-speed broadband is essential for educational equity. The NYC Department of Education has been instrumental in providing an internet ready device to students who did not have access to a device. Our social worker assisted parents in the procuring those units from the NYCDOE. For the recent period of remote learning, all students had access to a device and was able to participate in remote and virtual learning interventions. The social worker will continue to work with families to follow up with access to technology and internet connectivity. The social worker will survey families of children enrolling for the 2020-2021 school year for access and connectivity of technology and internet. We will outreach to the Department of Education to ascertain continued distribution of internet ready devices. We have staff available to assist families with connectivity issues using our school's platforms for virtual and remote learning (Microsoft Teams, ClassDojo, Ignite by Hatch, My Big World, Teaching Strategies Gold).

## **SCHOOL SCHEDULES**

Small Wonder Preschool, Inc. will begin the 2020-2021 school year with Phased-In model to include an initial total Remote program and extend to a Blended Learning Experience model. We will commence our Fall 2020 school year with a total Remote/Virtual Learning model until all new CDC, NYSED, NYSDOH, NYCDOH, NYCDOE, student transportation safeguards and protocols are operational within the preschool. Children and families will begin the school year on a Remote/Virtual Learning model of service. During the Remote/Virtual Learning model phase, we will work out any pauses within our internal controls. This allows us to maintain health and safety as our top priority and our committed focus on equity and excellence.

Parents will be notified when school is ready to begin the Blended Learning Model within two weeks of the start of the Blended Learning program. This will give time for parents to decide to participate and to arrange their schedules. Also, the transportation company would need to arrange pick up and drop off times prior to resuming in-person services. Children will return to the building, during the Blended Learning Model, two days a week and engage in Remote/Virtual Learning, three days a week. We will adhere to guidance on health and safety matters to reopening and align our onsite teaching and learning instruction with our remote learning objectives. Our main goal is to continue to deliver the best program possible during these uncertain times, while providing a safe balance so children may succeed academically and fully to the child centered school environment, we all have come to know and love.

Small Wonder students will have the experience to attend school on Tuesdays and Wednesdays. On those days, students will have the opportunity for whole class, small group, individual work and collaboration with classmates and teachers. Common areas as well as classroom environments will be modified to accommodate social distancing guidelines with the use of PPE, physical barriers, and

rotating cohort schedules for staff and students. Small Wonder Preschool will make every effort to ensure students will be taught by a consistent set of teachers in-person and remotely, who work together throughout the year to maintain continuity and maximize learning.

The classroom teacher will work with all students, while the teacher assistants will be assigned to a cohort group in each class. There will be two cohort groups per class. Remote learning will be provided on Mondays, Thursdays, and Fridays. Daily cleaning schedules will be used before, during and after in-person sessions on Tuesdays and Wednesdays. Teachers will provide take home lesson activities for children to complete on Wednesday. The take home lesson activities will be completed during the remote learning days and returned to school in the child's backpack on Tuesdays for review. ClassDojo and Microsoft Team platforms will be used and scheduled virtual class meetings will be conducted on Thursdays and Fridays. Therapies will be conducted remotely, at least during the first phase of our re-opening plans. This will promote less cross contamination and further support the in-class cohorts' assignment. Therapy schedules will be made by the servicing therapist. Communication will continue to function with use of ClassDojo messages, emails, phone calls, notebooks, memos, website information, parent notes, and virtual Microsoft Team meetings. We are designating one full building cleaning day as well as continued maintenance on the remote learning days, to ensure a safe school environment.

## **TEACHING AND LEARNING**

Parents are provided with a welcome packet about the school prior to the start of the school year. For this school year parents will have access to the reopening plans posted on our website. The welcome packet includes information about COVID-19, our policies for when to keep child home, health and safety protocols, and information about our Small Wonder Association of Parents (SWAP) meetings. We will have opportunities for them to ask questions, make suggestions, and share information during parent meetings.

In addition, parents will be contacted to provide consent to use remote and virtual learning platforms for instructional purposes. Parents will be provided with log on information to the remote and virtual learning platforms that the teachers and therapists will use during remote classroom instruction and therapeutic interventions. The Small Wonder Teletherapy Best Practice protocols will be reviewed with the parents for successful therapy sessions. ClassDojo, Teaching Strategies Gold, EasyTrac, and Microsoft Teams will be reviewed and set up with the parents to make for a successful school start.

### *❖ Educational and Teletherapy Program Considerations*

There are many benefits of Teletherapy services for use in providing the mandated related services on a child's IEP. Some of these benefits include:

- a) Creates a safer environment. It gives families/children the option of receiving their therapeutic services without the risk of contracting COVID-19, associated with in-person services. This is especially true for those children who have compromised immune systems and other health concerns such as asthma.
- b) The therapist has greater contact with the parent/caregiver to help them better understand their child's challenges.
- c) Equally important is that the key to children's progress is consistency. Tele-therapy allows opportunity for parent training. This ranges from teaching them how to engage with their child

to helping their children develop various skills. The therapist has greater opportunity to support the parent/family and reinforce the importance of carry-over. Often with school-base therapy, there is limited contact with the parent. With teletherapy, parents are directly involved in each of the sessions, providing opportunity for them to learn strategies for skills needed to help their child carry-over in everyday life. Therefore, the parent as partner with us has an important team member role in helping to ensure successful outcomes for their child.

- d) Various strategies are used to facilitate an effective treatment session. The therapist gathers information from the parent regarding what can be used in the home for therapy.

#### ❖ *Therapy Items and Structures*

During our remote and virtual learning sessions, we asked parents to supply, be prepared to participate, and have requested items on hand. The therapists may also mail out or email learning packets to the families ahead of joining virtual therapy with the child. A learning packet may include multiple worksheets, blank paper and construction paper varying in color. One worksheet can be used for multiple purposes. For instance, a worksheet of 6 shapes could be used for labeling shapes, target coloring, cutting, and pasting. Shapes can be cut out to make an inset puzzle and develop visual discrimination skills. For children working on more advance skills, the child can draw the shape to match the shape they cut out. They can trace or copy the first letter of the word that spells that shape (i.e. "T" for triangle). These shapes may be used as part of an obstacle course whereas the child must negotiate the obstacles to find the shape and bring it back to their workstations.

#### ❖ *Examples of Household items requested*

- Cotton balls – gluing to paper to form lines, shapes, letters, rainbows; used for painting; blowing
- Clothing pins – picks up small items or clip on paper; write letters and numbers on them for identifying symbols while also strengthening the hands.
- Cereal – for gluing to paper to make lines, shapes, letters, rainbows; color sorting, sequencing, counting
- Ice, toothpick & food coloring – used for painting; sensory
- Other Food products - Flour, water, salt makes playdoh for sensory and hand development
- Shaving cream – used to make lines, shapes, and letters with little fingers
- Chairs - a trail of chairs with legs can be used as a crawling tunnel for strengthening and sensory input
- Steps: On each step, tape paper with printed shapes, letters, or numbers to facilitate stair climbing and sensory input as the child is challenged to match or sort.
- Couch cushions: can be used as crash mats or obstacles to crawl over
- Pillows and blankets: use to make a crash mat
- Floor Space: can be used as a stage for a child to showcase exercises with their clinician
- Music Can Be Used Therapeutically: The child has the opportunity to hear familiar songs as they engage in visual motor activities with the therapist that involve whole body imitation, body awareness and spatial relation skills such as "Head-Shoulder-Knees-Toes". Music can also be used as a motivator for the child to initiate a task, to facilitate movement for active bodies, for calming for quiet bodies needed for learning readiness.

### ❖ *OT/PT Therapy Department Onsite Therapy Requirements*

To continue to provide OT/PT services with as low of a risk factor as possible to the spread of COVID-19 at school, it is important for us to examine our clinical environment and the space needed to provide the services in accordance with CDC guidance. Social distancing, reducing social density, PPE usage, cleaning and disinfecting are factors we need to consider prior to providing onsite OT/PT Therapy and Learning opportunities as mandated on the student's IEP. We all realize that health and safety is the top priority throughout this process.

To mitigate the spread of the virus we suggest the following safety measures as we plan for in person and hybrid models of therapy intervention. With these safety measures in place, we hope to be ready to provide in-person service again. Therefore, the request for additional space during our therapy sessions is to ensure that each of the therapists will be assigned a room and/or an area within the OT gym to facilitate social distancing with much needed items in each of the rooms.

### ❖ *OT/PT Practices*

1. Wash/Clean children's hands at the beginning and ending of therapy sessions.
2. Restrict visits to the OT/PT area.
3. Therapy equipment and/or items cannot be borrowed.
4. Concerns should be addressed to the therapists via email, or through scheduled MT meetings
5. Items needed to maintain a safe environment
  - Disinfectant spray, Disinfectant wipes, Hand sanitizer
  - Paper towels, Tissue, Gloves
  - Kids and Adult Masks
  - Thermometer
6. Face shields (Adult size to be worn when working with students who cannot wear a mask)
7. Dividers on computer desk and student work area
8. Utilization of 2 small rooms in the OT/PT area and creating space in the back in the far-right corner of the OT/PT area
9. Each Designated Room/Work Area to Include
  - Small table and chair
  - Small structure (1 small slide, etc.)
  - Extra-large beanbag for crashing
  - High shelves on the wall (to keep supplies and materials)
10. Individual storage containers for each child that includes:
  - Crayons, Markers, Golf Pencils, Thera-Putty, Bubbles, Play-Doh, Scissors
  - Glue sticks, Plastic Tweezers, Chewy Tube, Copy Paper, Construction Paper
  - Zip Lock bags
11. Additional Supplies
  - 2- vibrating pillows
  - 3- XL Bean Bags
  - 3- Small slides

### ❖ *Curriculum Standards*

Small Wonder Preschool utilizes the Teaching Strategies Gold/Creative Curriculum for preschool students as our core learning standards-based program, which is widely used in programs where typically developing children attend. Teaching Strategies Gold (TSG) helps us to plan and implement a developmentally appropriate program that promotes children's social-emotional development and learning in the content areas of: Social-Emotional, Physical, Language, Cognitive, Mathematics, Science

and Technology, Social Studies, the Arts and English Language Acquisition. TSG promotes positive outcomes for all children. The online curriculum allows us to create lesson plans, maintain detailed information about each child's progress, upload and document their work through portfolio and document parent/teacher observations. TSG allows us to utilize quarterly benchmarks to assess and determine the child's current level of functioning and progress on goals. Individual educational goals are easily embedded within the content of the lesson plans. ClassDojo is also utilized along with TSG. ClassDojo allows teachers and parents to communicate by messages and email. Teachers share lesson plans, choice boards, links to resources and video lessons through ClassDojo. Families post photos and videos of their children's work. Activities are assigned through portfolios or in class stories. Students share photos, videos, drawings, and text. Work is uploaded as often as needed and teachers track student progress in a variety of ways. Families may respond to teachers from any device such as a tablet, computer, or smartphone. We use appropriate scaffolding and differentiated instruction to implement the curriculum. We connect the curriculum to children's interests, prior learning, family experiences, and cultures.

Our ClassDojo program provides a translated copy of the materials in the parents' language of preference. The need for remote learning has become an unexpected part of Small Wonder Preschool's learning platform. In these uncertain times, children have needed the comfort, security, and familiarity that the school environment provides. Due to the current circumstances, Small Wonder Preschool has worked hard to provide our children with a remote learning experience that brings some of that structure and familiarity back to them as well as offer them an opportunity to continue their learning journey with us.

Small Wonder Preschool will continue to utilize ClassDojo and Microsoft Teams throughout the school year for continuation of educational support regardless of the continuity of learning plan for remote, hybrid or in person learning. Parent meetings will be conducted virtually, depending on the learning plan needs. Staff and other team meetings will also be conducted virtually or in person, while providing physical distancing and use of masks.

During our remote and virtual teaching and learning experiences, teacher activities include the following for families to work with their children.

✓ **Read Alouds**

Teachers have recorded videos of themselves reading the story of the day for students to view at home. Links and videos were also provided for parents to access at home.

✓ **Daily schedule**

Teachers sent families a photo or example of a daily schedule so that they can maintain consistency at home. This also helped establish a routine which aided with transitions and overall flow of the day. Teachers have also recorded themselves doing a morning hello or an afternoon goodbye. This helped children remember the classroom routine and events of the day.

✓ **Check-ins**

Teachers are reaching out to families daily, through messaging, phone calls, and emails to see how families are doing or to troubleshoot any problem. (ex: My child does not understand the activity or I'm having trouble uploading a project. I have difficulty logging on to ClassDojo).

✓ **Physical Challenges**

Teachers have posted a video or description of a physical challenge to complete. Let us all look for 10 things that look like a circle in the house. Ready. Go. Do not Forget to Upload Pictures.

✓ **Digital Meetups**

Teachers have created events and meet at a certain time. For example, a class meets at 9:30 on Microsoft Teams for a morning hello. Teachers schedule an afternoon sing -a- long or goodbye time. Some of our teachers have scheduled a music and movement large group time to discuss what each child has been doing as well as showing their classmates some of the work they have completed. There have also been Microsoft Teams of small group meet ups to work on activities as well as larger group meet ups to discuss topics pertaining to the unit. Teachers have scheduled individual meetings to help students who require 1:1 attention as well as smaller groups of up to 3 students who needed small group instruction as well as socialization and help with lessons/skills. The Curriculum Specialist is also present during the class Microsoft Teams meeting providing support as needed by either teacher or parent in any capacity. The Curriculum Specialist serves as the ClassDojo mentor. The mentor is available to troubleshoot any problem that may arise with ClassDojo. The ClassDojo mentor assists parents with initial set up/log on, technical difficulties, teacher support, and overall questions and concerns. The mentor is the go-to person concerning support with ClassDojo.

✓ **Lesson Plans**

The teachers will implement a Health and Safety unit of study at the start of the school year to reinforce the new health and safety protocols to the students. The unit of study will include practicing proper health hygiene, physical/social distancing, wearing face coverings, etc. The school psychologist will implement Positive Behavior Intervention Strategies (PBIS) to reinforce appropriate COVID-19 protocols for the students both from a distance learning platform and in school learning. Microsoft Teams will be used to support to families while working with their children as we transition from remote to in person program. Units of Study are incorporated into each lesson plan that is uploaded into ClassDojo on a weekly basis. The lesson plan includes vocabulary, questions to ask the child, sections for TSG checkpoints as well as IEP goals addressed. Areas of interest include Art/Sensory, Math/Science, Play/Social, Read/Aloud, and Music/Movement.

Families access the parent version of the lesson plan through the class stories section of their child's class folder. Differentiated and supplemental activities are added as well as additional content and links. These activities are found in the portfolio section of ClassDojo. Teachers track student progress through uploaded work provided by parents. Parents upload their child's work through pictures and videos uploaded for the classroom teacher to see. The classroom teacher comments on the work in the comments section of portfolio providing feedback to the parent. Parents provide additional feedback through the comment section as well as through the messaging section of ClassDojo. Teachers plan weekly virtual class meetings with students and parents. Our social worker and psychologist also attend virtual meetings with individual students, parents, and groups of students.

✓ **Choice Boards**

Choice boards are used as an alternative to the weekly lesson plan. These are very simple activities that can be done by the child when the lesson plan becomes overwhelming or when children are not able to engage in any of the activities developmentally. A child may pick from up to 6 activities for the week. They may do a different one each day, complete all of them, or do just one. The child will

work according to their comfort level. The parent will record the child doing the activity through picture/video and upload to ClassDojo.

✓ **Activity Packets**

Activity packets based on the unit of the month are sent out to the student's homes to develop the child's academic skills in addition to the lesson plans and choice boards. These are also used when lesson plan and choice board activities become too challenging and overwhelming for parents/students. This alternative provides a resource for parents that can help develop their child's skills at their own pace and schedule. Activity packets in work in colors, shapes, letter/number recognition, counting, categorization, cutting skills, tracing are also provided.

✓ **My Big World**

My Big World from Scholastic continues to be offered by Small Wonder Preschool only now on our remote learning platform. My Big World offers a digital version of their magazine which teachers can access online. This digital version allows teachers to watch knowledge building videos, play interactive games, and access activity pages. The digital version of My Big World can be used as a resource on ClassDojo. It can be used as a read-aloud for circle time or as a resource for areas of interest such as math/science. It is shared with parents via a classroom password. This allows parents to access the online magazine as well as the same videos, activities, and resources that the classroom teacher accesses. The teacher can plan a lesson or activity that the parent can access at home and quickly resource through their computer, tablet, or smart phone device. Teachers also provide links from My Big World magazine that quickly lead parents to activities that can be done from home. Teaching assistants serve as support for trouble shooting or any questions that may come up while using the magazine. They can be reached through their Small Wonder email or ClassDojo messaging.

✓ **Ignite by Hatch**

Ignite by Hatch at Home is a digital learning platform in which children engage in activities encompassing several learning domains: Social Emotional, Physical, Language/Communication, Math, Phonics, Social Studies, and Science. Ignite by Hatch is offered by Small Wonder Preschool to parents as another tool to enhance the learning experience while in the home environment. A ClassDojo video message is sent to parents in Spanish/English with instructions on how to register and log on. Parents are given a code to access the application which is downloaded to any touch screen device. Supporting videos are provided in both English and Spanish to guide parents through the registration process as well as a tutorial of what is included in the application. Teacher Assistants were the support liaisons for Ignite and provided support for parents using the Hatch Ignite @ Home program. Any questions or concerns were addressed to the Teacher Assistants through the ClassDojo messaging system, through email or daily telephone support. Teacher Assistants have attended online HATCH trainings to familiarize themselves with the Hatch Ignite program as well as helped parents when needed.

✓ **Websites and App Links**

Small Wonder Preschool has provided a list of developmentally and age appropriate apps to help parents with the remote learning process. These apps reinforced lessons as well as skills that children are developing. Teacher Assistants helped in compiling the list as well as provided feedback on whether they would be appropriate for each class. Teachers referenced links or apps, as supplement to a unit within the lesson plan, when appropriate.

✓ **The New York City Public Library**

Sara, our Queens Librarian, provides virtual Read Alouds twice a month with each class at Small Wonder Preschool. A reminder is sent out through ClassDojo messaging, reminding parents of the scheduled read aloud. Each class is given a scheduled time. The class teacher sends out a Microsoft Teams invite to the parents in her class. On the day of the read aloud the Librarian reads 3-4 books based on the unit of study. Songs and visual aids are used to reinforce the story told. Sara will come into the read aloud during each class' scheduled time. Parents also join in the read aloud and are encouraged to interact with their child. Read Alouds last approximately 15-20 minutes depending on the attention span of the class and activities to follow.

✓ **Teaching Strategies/DOE Units of Study**

All instruction will remain aligned with the outcomes of New York State Learning Standards. Teaching Strategies and the Department of Education Units of Study continue to be used as the curriculum framework for Small Wonder Preschool. Teaching Strategies resources such as objectives, checkpoints, mighty minutes, online resources, and webinars can continue to be accessed online and through TSG Gold. The DOE Units of Study can be accessed on their website as well. The 4410 Unit has provided a variety of resources that teachers have shared with parents within their lesson plans. These activities have provided ideas for parents to use at home with their children using center areas usually designated within the classroom. A comprehensive activity packet based on the April Units of Study was generated by Small Wonder Preschool to assist parents and teachers with remote learning. Activities were included in the areas of blocks, dramatic play, cooking, Library/Read-Aloud, Science/Math, Art/Sensory.

✓ **Parent Communication, Support, and Involvement**

During daily phone calls to parents, teachers check on progress children are making with activities and any problems parents may have doing activities. Constant communication is utilized to keep track of student's progress as well as parent's feedback on lessons and activities provided. Communication is made daily through phone calls, ClassDojo messaging, email, and Microsoft Teams.

Communication with families is essential for teachers to see how students are progressing not only with activities, but also within the home environment. Suggestions are made by parents for changes to activities that need to be differentiated to the child's level of development. Perhaps an activity may be too challenging or too easy. Consideration is given to supplies within the household as well as suggestions/comments that the parents may have for future lessons. Small Wonder Preschool has increased the number of parent support meetings. Our social worker will conduct two parent support meetings per month. Our classroom teachers will conduct weekly online parent meetings. We will continue to keep a high level of home/school communication through phone calls, notes in notebooks, emails, messages in ClassDojo. We will establish a benchmark assessment at the beginning of the school year and continue to document the children's progress daily/weekly/quarterly. Based on documentation, class and individual needs will be supported using our PBIS program, Special needs teaching strategies, small group and increased individual work.

✓ **IEP Goals**

IEP goals are addressed in weekly phone calls to parents. Teachers check on goal progress as well as mark checkpoint development in TSG. This weekly communication is logged to have a record of IEP progress that each child is making with the annual goals on their IEP. Teachers are addressing children's goals within lesson plans as per daily activities. Children's IEP goals are considered when

planning lessons. Goals for each child are included in the teacher version of the lesson plan created for the week as are TSG objectives addressed for each activity.

✓ **Microsoft Teams Meetings**

Through Microsoft Teams (MT) the curriculum specialist, program coordinator, teachers, school psychologist and teacher's assistants meet for daily morning meetings. Any questions, concerns or important announcements of the day are addressed during this time. Lesson planning and ClassDojo concerns are also discussed as are student needs/concerns. The administrative assistant coordinates the initial setup and troubleshooting for Microsoft Teams. MT is also used for collaboration between teams while lesson planning. Collaboration provides for sharing of ideas and suggestions as well as resources that some teachers may not have been aware of. It allows for better planning and a team approach to creating a lesson plan for our students.

✓ **The Teacher Assistant Role**

Teacher assistants also use Microsoft Teams to assist therapists in sessions as well as help teachers plan the weekly lessons. They are active participants in the planning process and can be called upon to conduct Read Alouds, Sing-Along, or a hello song video. Teacher assistants not only assist with planning, but also assist with activity development and website researches and uploads. Assistants also help with bilingual messaging and phone calls to parents. TA's helping with translation bridges the gap in communication with non-English speaking parents and is helpful in easing the transition into this new form of remote learning.

## **SPECIAL EDUCATION**

Small Wonder Preschool is an approved NYSED special education preschool program. We provide a Free Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those persons providing special education programs and services. As part of our program model, we offer meaningful parental engagement regarding the provision of services to their child. Collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) is key for students' placement, annual reviews of the IEP, as well as support to the district for students transitioning to kindergarten. We ensure that our students have access to the necessary instructional and technological supports to meet their unique educational needs. Our reopening plan addresses these key components of FAPE while providing equity and access for all students while participating and progressing in the general education curriculum.

We consider in-person services a priority for preschool students with disabilities, whenever feasible. In addition, we consider contingency plans developed by the CPSE/CSE and Small Wonder Preschool, Inc. to address remote learning needs in the event of intermittent or extended school closures.

## **BILINGUAL EDUCATION AND WORLD LANGUAGES**

Our program is approved by NYSED to provide Interim Alternate Bilingual Placements to children who live in bilingual speaking households with a preference to the home language. We continue to be able to provide bilingual language support to the children and their families. Currently, we have classroom staff

who speaks Spanish, Haitian Creole, French, Bengali, and Urdu. We also have support staff who speaks Greek, Turkish, and Portuguese.

Children entering the program with an interim alternate bilingual placement setting recommendation are placed in classes where there is a trained bilingual teacher assistant or teacher who speaks the language of the child. Upon enrollment to our program, then on a quarterly basis, our Level Two support person or certified bilingual professional meets with the teacher and classroom team to discuss the bilingual needs of those students. The Supporting English Language Learners (ELL) Form is completed with the input of the team members working with the child and suggestions for continued support and monitoring.

Upon review of the IEP, teachers identify which languages and cultures are represented by the students in their classroom. This will help them to know and understand the background of their students. While developing lesson plans, the teachers will consider the students' linguistic and cultural backgrounds.

Bilingual preschool students with disabilities are given the support of receiving bilingual Spanish speech and language therapy as recommended on their Individual Education Plan. During remote and virtual learning, our clinicians received the support of a translator when caretakers overseeing the child's virtual session spoke a language other than English. We utilized staff from our own program. The NYC DOE also offered bilingual support translation/interpreter resources to function in this capacity. We did not use their services as our bilingual staff was able to fulfill the need. For families who require notices and information in their language of dominance, we provide translated copies to them.

## **STAFFING AND HUMAN RESOURCES**

Each of our administrative, clinical, and teaching staff hold the appropriate licenses, certificates, and approvals to work in their respective capacities. Four of our teachers are approved through the New York State Teacher Certification Grant- teacher certification program, where they are attending a master's degree granting program at Touro College to become fully certified as a preschool teacher for children with special needs. For those teachers, the curriculum specialist and the program coordinator oversee their teaching and learning plans for the children. They also participate in observations of teaching for our in-person class programs. During our remote learning model, the curriculum specialist attends sessions the teachers have with the students and is available to offer feedback and support to the teacher during and after the session as needed.

All staff have appropriate clearances by the NYCDOE and NYCDOH to work in our program. Clearances include criminal background checks, health and medical checkups, identification and reporting of child abuse and maltreatment, sex offender list, staff exclusion list for professionals, as well as up to date training certificates in the first aid and CPR.

## **STUDENT TEACHING**

We have relationships with CUNY: Queens College & York College, Long Island University and Touro College to provide internship opportunities for their students. We have collaborated with the school psychology department, education department, occupational therapy department, and speech and

language pathology department. Prior to accepting a placement at the school, the intern must provide the same background check clearances as our staff members.

## **BUDGET AND FISCAL**

Small Wonder Preschool will continue to meet existing state aid reporting requirements. Additionally, the content of data submissions will remain consistent with past practices except where modified by law, regulation, or executive order. Budgets are drafted based on enrollment, staffing and direct and indirect program and facility costs. Additional supplies needed to create a healthy and safe learning environment for children and staff will be included in the FY2021 school year budget.

## **QUESTIONS AND ANSWERS**

### **How will your school plans help students to re-adjust to in-person instruction and the structure of school?**

First month – review health and safety protocols. Staff training on social/emotional and transition strategies as well as use of PBIS to support the children who may need extended time to adjust back to school. Monitor and modify lesson plan and instruction as needed to support the adjustment phase. Allow for extra time to transition from one activity to another. Increase visual cues and adult modeling. Provide reassurance that they are safe. Establish daily routines and create a positive atmosphere so that the children can explore, learn, and develop their social skills as much as possible.

### **How will you help staff members share information about individual needs and each student's responses to blended, in-person and/or remote learning?**

Staff members have access to and review the child's IEP. The Program Coordinator and Curriculum Specialist reviews each child's individual goals with the classroom staff. Team meetings will be scheduled to discuss the child's individual goals and plan for any additional support needed to ensure educational success and progress towards each goal. Data and observation are shared amongst team members. During remote learning, exchange of emails, virtual meetings via Microsoft Teams, full staff meetings, daily Education Department meetings, monthly Teacher and Teacher assistant meetings support the exchange of information about individual student needs.

### **How will you use diagnostic assessment to determine each student's academic, social, and emotional needs?**

Teaching Strategies Gold is used to document children's skill levels. Additionally, informal assessment tools, such as Westby Symbolic Play Scale, Pragmatic Development Chart, New York Learning Standards, classroom observation/at home virtual observation, parent interview, portfolio, parent messages are used to document the child's current level of functioning. Therapists, parents, or teacher concerns regarding an area of development is discussed with the interdisciplinary team and screenings may be conducted to determine if a request for a supplemental evaluation is warranted. Social/emotional support as well as interfering behaviors are also discussed during team meetings with input from parents. Positive behavior strategies are always used in the classroom and therapy environments. If necessary, a functional behavior assessment is conducted to determine if the child needs a behavior intervention plan as well as counseling services.

**How will you manage mealtime with social distancing?**

Children bring their lunches and snacks to school in a thermal controlled lunch bag. Paper plates, plastic utensils, disposable cups, and napkins may be provided during mealtimes. Lunch time will be staggered in two cohort groups to include 2 groups of 6 students. They will be seated at child size tables, where a divider is placed in between two students to ensure hygiene and safety protocols. Water is always available for all students in the classroom. Tables are cleaned and disinfected prior to the first and second groups arrival the standard classroom bleach and water solution, with precautions that the children are not near the tables when they are being disinfected. Children who are using masks, will place their masks in a plastic bag that is labeled with their names. Children will be encouraged to throw away their disposable lunch and snack items. Children will wash their hands prior to and after mealtime.

**How do you manage toileting and hand washing when classrooms do not have adjoining sinks and toilets?**

Small Wonder Preschool has purchased portable children's sinks for each classroom, to facilitate the increased need for hand washing. Children will be able to wash their hands upon arrival, dismissal, before and after meals, and all other times during the day as deemed necessary. A bathroom time schedule will be made for each classroom to ensure that all students maintain social distance and are able to use the bathroom when needed. In addition, if children need to go at off times they will be properly escorted to the bathroom. Social Distance floor decals will be used if a child and staff member need to wait outside of the bathroom until it is available and social distance is kept. If social distance cannot be maintained, masks will always be worn, along with gloves for diapering and changing of student's clothes. Children will wash their hands after using the bathroom facilities.

**How do you implement nap time schedule?**

The children do not nap at the special education preschool program. Small Wonder Preschool does not have a nap time schedule.

**How do you modify center time to enhance social distancing?**

Classroom centers will provide ample materials for the children to explore, learn and master their individual skills. Classroom interest areas include: Art, Block, Library, Discovery, music and movement, technology: IPADs, Hatch tablets, computer. Storage and bins will be clearly labeled and disinfected daily. We will avoid children having to share materials to the greatest extent possible. In addition, we will discourage practices which encourage physical contact and remind students to stay at least, arm's length away.

Small Wonder Preschool will not use sensory tables, kitchen play, or dramatic dress up areas to reduce the spread of viruses. Instead, each child will have individual sensory items to use, and they will be stored in a Ziploc bag with their names on each bag. Small bins, individual trays will be used and sanitized prior to, and after use. When possible, materials will be labeled, and individual items will be selected for the students. Students may also select preferred items/toys to utilize during the school day. All handled toys will be placed in a bin labeled soiled for disinfecting and cleaning at the end of the day. Small Wonder Preschool will follow proper sanitation guidelines from the Department of Health during the day.

**How you will balance screen time and authentic learning experiences during remote learning periods?**

The lessons posted in ClassDojo, Choice Boards, and TSG provide examples from our planned activities, focusing on daily living skills, social and language skills in natural environment, use of home

environment, and outdoor activities (when safe to do so). Fun activities are posted of what families can do at home to support their child's development. Doing household chores together such as folding the laundry can provide children with experiences of matching and sorting; (socks and underwear), folding all the blue colored items; (color identification), etc.

**How will your program control/limit volunteers and visitors, including parents/guardians, and if they are permitted, how they will be informed of requirements for health and safety?**

We will limit visitors from coming into the building. Everyone entering must have temperature checked, health check screening, sign in, wear a mask, and use hand sanitizer. Parents and guardians always have the right to enter the building. However, they will be asked to wait in the designated area upstairs.

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

The need for remote learning has become an unexpected part of Small Wonder Preschool's learning platform. In these uncertain times children have needed the comfort, security, and familiarity that the school environment provides. Due to the current circumstances, Small Wonder Preschool has worked hard to provide our children with a remote learning experience that brings some of that structure and familiarity back to them as well as offer them an opportunity to continue their learning journey with us. Successful practices that we have implemented are use of lesson plans, choice boards, websites, at home supplemental packets, read aloud, videos and virtual meetings, technical support for all families and students. Using our ClassDojo platform, children have a variety of opportunities to exercise their independence through child-initiated learning and through parent guidance. The activities are developmentally appropriate with individual and class goals to support them at home in their natural environment.

Our curriculum and supplemental support activities provide an intense focus on literacy and language development while providing children with a variety of ways in which they can express themselves. The use of video sharing through ClassDojo and Microsoft Teams virtual meetings, allows the child opportunities to share their ideas and demonstrate mastery of new concepts. Children have opportunities to upload their finished work by taking a photo, a video or simply having the parent sent us a message to describe their child's accomplishments. The use of Hatch Tablets in school continues with Hatch ignite as well as online educational websites to reinforce the learning platform. A basic learning pack from Amazon was sent home to the families to supplement supplies that parents did not have at home to use with their children. All families were very appreciative of the materials and used them for their child during remote and virtual learning activities and supports. These items were purchased through supplemental funds through the IDEA Grant.

Communication with families has been essential for teachers to see how students are progressing not only with activities, but also within the home environment. Suggestions are made by parents for changes to activities that need to be differentiated to the child's level of development. Perhaps an activity may be too challenging or too easy. Consideration is given to supplies within the household as well as suggestions/comments that the parents may have for future lessons. Working together to provide rich and effective learning environments is key to the child's growth and development.

## **How will you approach the Phased-In Re-opening of Small Wonder Preschool?**

Our planning team has reviewed the parameters for our reopening plan. We are planning a phased-in reopening to allow for operational issues to be resolved before work activities return to “normal” levels in the building. This plan calls for a combination of remote and hybrid models of instructional activities.

Small Wonder Preschool, Inc. will begin the 2020-2021 school year with Phased-In Remote program and extend to a Blended Learning Experience model. We will commence our Fall 2020 school year with a total Remote/Virtual Learning model until all new CDC, NYSED, NYSDOH, NYCDOH, NYCDOE, student transportation safeguards and protocols are operational within the preschool. Children and families will begin the school year on a Remote/Virtual Learning model of service.

Parents will be notified when school is ready to begin the Blended Learning Model by various means of communication as outlined in the communication section of this document. Children will return to the building, during this phased-in time, two days a week. This allows us to maintain health and safety as our top priority and our committed focus on equity and excellence. During this phase, we will work out any issues with our internal controls as well as adhere to guidance on health and safety matters to reopening and align our onsite teaching and learning instruction to our remote learning objectives. Our main goal is to continue to deliver the best program possible during these uncertain circumstances, while providing a safe balance so that children succeed academically and can transition back to school with supports in place.

Small Wonder students will have the experience and opportunity to attend school on Tuesdays and Wednesdays. On those days, students will have the opportunity for whole class, small group, individual work and collaboration with classmates and teachers. Common areas as well as classroom environments will be modified to accommodate social distancing guidelines with the use of PPE, physical barriers, and rotating cohort schedules for staff and students. Small Wonder Preschool will make every effort to ensure students will be taught by a consistent set of teachers in-person and remotely, who work together throughout the year to maintain continuity and maximize learning.

The classroom teacher will work with all students, while the teacher assistants will be assigned to a cohort group in each class. There will be two cohort groups per class. Remote learning will be provided on Mondays, Thursdays, and Fridays. Daily cleaning schedules will be used before, during and after in-person sessions on Tuesdays and Wednesdays. We are designating one full building cleaning day as well as continued maintenance on the remote learning days, to ensure the maximum possible safe school environment. Teachers will provide take home lesson activities for children to complete on Wednesday. The take home lesson activities will be completed during the remote learning days and returned to school in the child’s backpack on Tuesdays for review. ClassDojo and Microsoft Team platforms will be used and scheduled virtual class meetings will be conducted on Thursdays and Fridays. Therapies will be conducted remotely, at least during the first phase of our re-opening plans. This will promote less cross contamination and further support the in-class cohorts’ assignment. Communication will continue function with use of ClassDojo messages, emails, phone calls, notebooks, memos, website information, parent notes, and virtual Microsoft Team meetings.