



SPICE at ESM Park Hill Program COVID-19 Re-opening Plan

ELMCREST SPICE AT PARK HILL PROGRAM

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MOST RECENT REVISION: JULY 31, 2020

COVID-19 Section 4410 School Re-opening Plan for Preschool Special Class in an Integrated Setting and Preschool Special Class

July 31, 2020

I. Communication /Family and Community Engagement

1. Engagement with Stakeholders

A team of stakeholders and community members were consulted in the development of the Elmcrest SPICE Program re-opening plan, including: Parents, School Administrators, Agency Administrators, Agency Finance, Agency Purchasing, Agency Quality and Assurance, and the Onondaga County Health Department, as well as Program Therapists, Teachers and Staff. The SPICE program at Park Hill is located in an East Syracuse Minoa (ESM) School District building. All planning for re-opening in the fall is interconnected with the school district's plan for re-opening schools. The ESM School Building Principal was also involved throughout the planning process.

The ESM School District disseminated a parent survey a part of the planning process. All families enrolled in the SPICE Program at Park Hill were included in the survey from the district, and results were shared with Elmcrest administrators. In addition, parents/guardians of SPICE preschool students returning to school in the fall were additionally surveyed by SPICE staff regarding their satisfaction with distance learning at the end of last school and summer, as well as their specific plans for returning in the fall if school re-opens.

2. Communications Plans

A communication plan will provide children, parents, visitors, and staff consistently with information. This plan includes the following:

- a. The Elmcrest agency website early education page will be updated with information related to school reopening as new information is produced. The Re-opening Plan will also be published to the Agency website and edited as needed.
- b. Parents/guardians will be provided information in a variety of methods, including, but not limited to: communication sent via mail, email, social media apps (e.g., Remind or Seesaw), posting on the agency website, text messages, and phone calls. Parents will be provided with up to date information prior to the start of school as well as regularly through multiple means of communication as program changes occur. Communication will occur in the preferred home language as needed/preferred. Parents/guardians will also be directed to find important information on the ESM School District website.

- c. Training will be provided for staff prior to the start of school, to include information such as: health and safety protocols, teaching and learning, addressing the social-emotional needs of students, etc.
- d. Families will be provided with information on how to assess children for illness at home, as well as how to teach children to wear masks, etc. Social stories will be sent home to help children with special needs for wearing masks or other concerns.
- e. Parents/guardians and staff will receive ongoing communication regarding CDC and DOH guidance, from both SPICE and the ESM school nurse.
- f. Parents will be informed of the multiple ways to find communication prior to the start of school and at the beginning of the school year, with periodic reminders during the year (location of websites, different media apps and how to sign up, etc.).
- g. Parents will be provided an avenue for feedback through multiple sources, through the special education staff communicating directly with families, through the program social worker, or to the program director via email or phone. This information will be provided in the communications that are sent home prior to the start of school and periodically throughout the year. In addition, Elmcrest has established an email specific to COVID-19 concerns, which will be shared with parents so they can communicate questions/concerns and get a response in a timely manner.
- h. Elmcrest has designated Jerry Shannon, an Elmcrest Agency Administrator, as the COVID-19 Safety Coordinator for Early Education programs. Jerry Shannon will be the main point of contact for the COVID-19 email, any communication and follow up regarding the identification of positive COVID-19 cases, or other questions that arise related to COVID-19 concerns and cannot be answered by program staff.

3. Teaching Students New COVID-19 Protocols

The school team will develop a plan prior to the start of school (through training and/or group discussion) on how to teach students the new skills needed for COVID-19 protocols, such as handwashing, wearing masks, social distancing, new classroom routines, and respiratory hygiene. Students will be taught the new expectations/routines on entry to school and on an on-going basis through a variety of teaching methods that include visuals, direct instruction, and modeling. Visual supports will be posted as appropriate in the classroom and in the hallways of the school. Examples include markers and lines for social distancing in the classroom and walking in the hallway, step-by-step handwashing instructions, etc. Instruction will be provided in small groups and on a 1:1 basis to support practicing the new skills. Parents/guardians will be encouraged to practice the same skills at home.

4. Faculty, Staff, and Visitors Use of PPE/Face Coverings

There will be signs at all entrances to the building and throughout the building reminding staff and visitors about important protocols regarding the use of face coverings and other PPE. There will be a single point of entry for all visitors with directions posted regarding how to enter the building. All visitors and staff will be informed verbally and in writing/signage that they are required to wear appropriate face coverings at all times in the hallway/public spaces and in classrooms/offices when social distancing of 6 feet or more cannot be maintained. CDC and DOH guidance will also be posted in key locations. This information will also be provided through home communication. Signage will include information on, although is not limited to, Entry Protocols, Social Distancing, Signs of COVID-19, Hand Hygiene/Handwashing, Respiratory Hygiene and Cough Etiquette, Face Coverings, Cleaning and Disinfecting Procedures, and Stay Home if Sick.

5. Communications in the Language(s) Spoken at Home Among Families and Throughout the School Community

Communication will occur with families in the preferred home language as needed/preferred. The program social worker will assess the needs of all current and new families entering the program to determine if communication should be provided in an alternate means. The re-opening plan will be provided directly to all families through mail and email, and therefore will be accessible to families who do not have access to the internet or who need the information in a different language.

II. HEALTH AND SAFETY

1. Considerations for Number of Students and Staff Allowed to Return in Person

All health and safety protocols for the Elmcrest SPICE program will be in alignment with the East Syracuse Minoa School District Plan for Park Hill School. SPICE operates in an ESM school building, and must follow all school district building protocols. Any ESM guidance on health and safety can also be found on the school district website at www.esmschools.org.

ESM Schools assessed the space throughout the building to determine the maximum number of students allowed in the classrooms and therapy spaces to be able to maintain appropriate social distancing. It may be challenging for preschool students, particularly young preschool students who are developmentally delayed or have other special needs, to consistently wear face coverings in school. That was a key factor in the determination of the number of students that could be allowed in the classroom/therapy spaces in the building. Special consideration was given to allow for 6 feet of social distancing throughout the classrooms. The school building principal was involved in extensive discussions and consultation with school district personnel to determine how many students could be accommodated at one time for in-person instruction, which included assessment of transportation and classroom space. The building

information was discussed with the SPICE program administrator to determine attendance of SPICE students in the three classrooms that are collaborations between ESM and the SPICE program.

The transportation department at the County Health Department was consulted on protocols to safely transport students with special needs, as the County Health Department provides transportation for students in the SPICE program. The County Health Department is responsible to work with the contracted bus companies to follow appropriate COVID-19 protocols and maintain health and safety on the busses, per the state education guidance.

Information was also obtained regarding current COVID-19 cases and availability of local hospital capacity, which is currently below the threshold for ICU capacity.

The ESM School District will be providing PPE supplies in the building. Elmcrest will also keep backup supplies in the Agency storeroom with continual replenishments available as needed for SPICE staff. These PPE supplies include: n-95 masks, cloth washable face coverings, disposable surgical masks, face shields, gloves and gowns.

2. Engagement With School Stakeholders

Since SPICE operates in an ESM school building, and must follow all school district building protocols, health and safety planning was largely dependent on the ESM school district. The ESM School District engaged in extensive planning with a district advisory committee for building-specific health and safety plans. SPICE administrators were kept informed of the process and outcomes of decisions by the school building principal.

In addition, health and safety planning was reviewed with Elmcrest Agency administrators, who also consulted with the Onondaga County Health Department when establishing health and safety plans. See Section I.1 for more specific details regarding the Elmcrest planning process.

3. Communications Plan for Students, Parents/Guardians, Staff, and Visitors

As identified above in Section I (Communication/Family and Community Engagement), the SPICE Program at Park Hill has a communications plan to provide a consistent means of communication to parents/guardians, students, visitors, and staff. See Section I.2 for details.

4. Observing Signs of Illness

The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District to instruct staff on how to observe for signs of illness, as well as the process for sending symptomatic persons to the school nurse. See the school district re-opening plan at www.esmschools.org. The school district protocol will be reviewed with SPICE staff to ensure their knowledge of signs of illness and the procedure for follow up with the school nurse.

5. Daily Temperature Screenings and Screening Questionnaires

The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff. See the school district re-opening plan at www.esmschools.org.

6. Illness in School

The ESM School District provides the school nurse for the building. The ESM school nurse provides support for all SPICE students and staff in the building. The SPICE Program at Park Hill will be following the written protocol developed by the ESM School District for care of ill students or staff. See the school district re-opening plan at www.esmschools.org for details about the protocol.

All staff will be trained on the symptoms of illness that should be monitored, and will immediately refer concerns about any student to the ESM school nurse. Any student demonstrating symptoms related to COVID-19, as identified by the DOH, will immediately be isolated, following the school district protocol, until the student can be picked up from school. Any SPICE staff member who shows signs of a temperature or other signs of illness during school will be required to report to the school nurse and program administrator and to leave school immediately. Staff will be requested to be seen by a medical professional/referred for COVID-19 testing if appropriate.

Elmcrest Early Education Programs also has a written protocol for exclusion criteria that dictate when a parent/guardian must come to pick up a sick student/the student cannot be in school. This protocol has been updated to include COVID-19 related criteria that details when a child would need to be isolated until picked up by a parent/guardian, which includes any combination of the following symptoms:

- a. fever of 100.0°F or higher,
- b. persistent cough,
- c. shortness of breath or difficulty breathing, ,
- d. chills,
- e. muscle pain,
- f. sore throat and/or new loss of taste or smell,
- g. nausea,
- h. vomiting, and
- i. diarrhea.

Any protocols developed by the school district that are more stringent than the procedures developed by the SPICE program will take precedence over SPICE protocols.

7. Visitors

All visitors to the Park Hill School building will enter the building through a single point of entry, through the main office of the building. Visitors will be greeted by the ESM Park Hill school secretary, following a health screening protocol established by the school district. The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District for all visitors to the building. See the school district re-opening plan at www.esmschools.org.

Visitors to the building will be limited, in accordance with the ESM School District's plan and direction of the building principal. Any visitors for the SPICE program will only be allowed with the agreement of the school building principal and will be required to wear a mask while in the building unless a clear 6 feet of distancing can be maintained.

8. Illness That Requires Staying Home From School.

The SPICE Program at Park Hill follows the guidance of the ESM school nurse for exclusion criteria that requires students to stay home from school. Elmcrest also has a written protocol for the exclusion of students from school due to illness. COVID-19 specific guidance has been added to that protocol, based on information from the CDC and DOH. The SPICE Program at Park Hill will review the ESM protocols to ensure that our Elmcrest information is consistent with the school district protocol. SPICE will send the guidance home to parents/guardians before the start of school and any time information changes. The school nurse will also send home information to families with instructions on how to observe for signs of illness/when to keep a child home from school, as often as needed.

Parents/guardians of children in the SPICE program will be asked to keep children home/refrain from putting a child on the bus any time the following symptoms are observed:

- a. fever of 100.0°F or higher,
- b. persistent or dry cough,
- c. shortness of breath or difficulty breathing,
- d. congestion/runny nose
- e. chills or body aches,
- f. sore throat,
- g. loss of taste or smell,
- h. nausea or vomiting, or
- i. diarrhea.

Parents/guardians will be asked to notify the school so that the SPICE program and school nurse are aware any time a child stays home because of illness. Parents will be provided with information on how/when the child can return to school, as well as how to access COVID-19 testing if needed.

9. Instruction in Correct Hand and Respiratory Hygiene.

The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District to instruct staff and students in correct hand and respiratory hygiene. See the school district re-opening plan at www.esmschools.org.

There will be signs throughout the building reminding staff and visitors about important protocols for correct hand and respiratory hygiene. Relevant CDC and DOH guidance will also be posted in key locations. The SPICE program administrator will work with the school building principal to ensure that appropriate signage with visuals is in place in all classrooms/bathrooms and to train staff on the appropriate procedures for hand and respiratory hygiene. Hand hygiene guidance will include, at minimum:

- a. All adults (Parents, Staff, Visitors) will be encouraged to use hand sanitizer on their hands upon entry into the building.
- b. All SPICE staff will wash hands with soap and water for at least 20 seconds upon entry into the classroom.
- c. Students will wash hands immediately upon arrival in the classroom with soap and water for at least 20 seconds upon entry into the classroom.
- d. Handwashing protocols will be followed throughout the remainder of the school day in accordance with the school building plan, including washing hands for 20 seconds with soap and water
 - ii. When hands are dirty.
 - iii. After toileting
 - iv. Before and after food handling or eating
 - v. After contact with any bodily secretion or fluid
 - vi. After coming in from outdoors or from any other space outside of the classroom.

SPICE staff will use a daily checklist to inspect their areas to ensure they have the appropriate supplies each day, to include at minimum face coverings, gloves, tissues, hand hygiene supplies (soap and paper towels), and cleaning supplies approved by the school district.

Any protocols developed by the school district that are more stringent than the procedures developed by the SPICE program will take precedence over SPICE protocols.

10. Social Distancing

Since we are located in an ESM School District building, the SPICE Program at Park Hill will follow the written protocol developed by the ESM School District to ensure that all persons in the school building keep social distance of at least 6 feet whenever possible. See the school district re-opening plan at www.esmschools.org. The SPICE program administrator will work

with the school building principal to ensure that all persons are aware of and are following the protocol. Components of the plan include:

- a. Staff are expected to remain 6 feet apart at all times unless the core function of their work activity requires a shorter distance (such as the classroom), at which point face coverings will be required.
- b. Tightly confined spaces, such as elevators, will be occupied by only one individual at a time unless occupants are wearing face coverings.
- c. Occupancy in any enclosed area will be limited to no more than 50% of maximum occupancy, as set by the certificate of occupancy (subject to change as restrictions change).
- d. Therapy rooms only allow for one therapist and one student at this time, until the maximum occupancy allowance changes.
- e. Meeting spaces will be set up with chairs and tables arranged to support 6 feet of distancing between people. Attendance at meetings or trainings will be limited to the number of people who can be allowed for safe social distancing. Visual cues may be added to help maintain accurate distancing space. Meetings are encouraged to be conducted remotely whenever possible.
- f. Social distancing markers that denote 6 feet of space will be used in common areas such as the main office/reception area.
- g. Directional traffic flow will be established via one-way stairwells, hallways, in-room movement, and entrance/exits, where such flow control will result in fewer close contacts between individuals in the building. Signage will provide clear direction when necessary.
- h. Pick-ups and deliveries will only be made at designated areas.
- i. Staff lounge/break room areas will be modified to allow for 6 feet of distance between people. Staff are prohibited from sharing food, containers, or other items in the staff lounge/break area. All staff are required to wash, rinse and sanitize food contact surfaces, dishware, utensils, food preparation surfaces, and beverage equipment after use.
- j. During the instructional day when children are present:
 - a. Staff/adults within the classroom will maintain social distance from each other (to the extent possible) throughout the day.
 - b. Social distancing will be established for learning centers by having smaller groups of children in each learning center area, or one or two at a time.
 - c. Activities will be planned that limit close physical contact, sharing of equipment and waiting in line.
 - d. Staff will stay with the same group of children (and adults) as much as possible, throughout the day and day to day.

- e. The number of shared toys within the room will be reduced. Shared toys will be limited to items that can be cleaned and disinfected easily.
- f. Unused (or currently unnecessary) items will be placed into storage in order to allow surfaces to be cleaned and disinfected more easily.
- g. Transitions in hallways will be staggered or established with directional flow to provide appropriate social distancing while still transitioning safely

11. Accommodations for Students and Staff Who are at High Risk or Live With a Person at High Risk

SPICE serves students with special needs, some of whom may be medically fragile or have underlying health conditions.

- a. Parents/guardians will be encouraged to consult with their medical provider for any students who may have medical concerns that could cause complications if exposed to COVID-19. The SPICE program social worker, program administrator, or special education teacher (for returning students) will discuss any necessary accommodations for such students with families prior to the start of school, or when new needs arise during the school year.
- b. The ESM School Nurse will be included in any planning for students who are more vulnerable or at higher risk because of developmental or medical needs.
- c. Accommodations will be provided as possible, given the staffing support in place, to increase the safety of a student at high risk. All accommodations will be discussed with the parent/guardian before implementation, and the parent/guardian will be notified if any accommodations are unable to be met at any time. Such accommodations can include extra staffing support to ensure social distancing, additional PPE supplies for an individual working with a student, provision of therapies in a 1:1 setting instead of a group setting, etc.
- d. If a child cannot attend school per the parent's decision based on concerns with the health and safety of the child or of a family member who lives with the child, SPICE staff will provide distance learning for that student.

If a staff member is over age 65, pregnant or has an underlying health condition, he/she should consult a medical professional before reporting to work in order to determine if extra precautions should be taken to mitigate potential exposure to COVID-19. Any accommodations needed should be discussed with the SPICE program administrator and the Elmcrest Human Resources Department prior to returning to work.

12. Protocol for Wearing Face Covering/Masks

Since we are located in an ESM School District building, the SPICE Program at Park Hill will be following the written protocol developed by the ESM School District to ensure that all persons in the school building wear a cloth face covering whenever social distancing cannot be maintained. See the school district re-opening plan at www.esmschools.org. The SPICE program administrator will work with the school building principal to ensure that all persons are aware of and are following the protocol. SPICE protocols will include the following:

- a. Preschool students will be required to wear a mask, however exceptions may be made on a case by case basis based upon the following guidance as per Page 36 of NYSED Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools, *"Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction or obstruction to education services and instruction."* Any student needing an exemption to wearing a mask must also have written documentation from a medical professional.
- b. SPICE staff will work with parents/guardians to discuss the special needs of individual children for wearing face coverings, and will assist parents in developing strategies for teaching children to wear masks.
- c. Preschoolers wearing masks will be provided mask breaks throughout the day, on a schedule determined by the school district protocol. Preschool students will be able to take mask breaks when playing alone in an area that is 6 feet distance from other students, when eating food (which will be set up in an individual area at least 6 feet from other students), and when working on speech/language skills one-to-one with a speech therapist in an area away from other students and staff, or at any other times determined by the school building protocol.
- d. If students do not have a face covering, they will be provided one at school at no charge.
- e. All adults (and visiting children over the age of 2) entering the building will be required to wear a mask or face covering. This mask must cover the nose and mouth at all times in the building unless a person is in a solitary environment (i.e. working alone in their own office). (See Governor Cuomo's Executive Order 202.17). Adults must wear a mask in the hallways, classrooms, and other group settings. At Park Hill School this includes, but is not limited to:
 - i. Anytime staff are within 6 feet of another person,
 - ii. All common areas, which include the hallways, elevator when other people are present, building lobby, classrooms when children are present, common restrooms, and
 - iii. When traveling around the office where other people are present
- f. Visitors will be required to wear a face covering at all times while in an ESM facility.

- g. SPICE staff will be provided with a washable, reusable face covering. SPICE staff will be allowed to use their own acceptable face coverings. Approved face coverings include but are not limited to cloth (homemade, sewn, quick cut, bandana) or surgical masks.
- h. Face coverings must be cleaned or replaced after use (daily) or when damaged or soiled, may not be shared, and should be properly stored or discarded. Cloth masks are required to be washed daily. Single use surgical masks must be discarded after each use.
- i. It will be the employees' responsibility to wash the face covering daily and report to work with the face covering.
- j. Staff and students will be trained on the proper way to wear face coverings, proper removal of a face covering and proper care of face coverings.
- k. Parents will receive information on proper care of face coverings.

13. PPE Supplies and Face Covering/Masks

The ESM School District will be providing PPE for the school nurse, who is an ESM employee. See the school district re-opening plan at www.esmschools.org. The school district will provide supplies of cloth face coverings for school staff and students in the building who forget their masks. In addition, the SPICE program will maintain the same supplies in the SPICE office for any staff member or SPICE student who forgets a mask. These supplies will be replenished by Elmcrest as needed; Back up supplies will be maintained in the Agency storeroom so they are always available when needed for replenishment. These PPE supplies include: cloth washable face coverings, disposable surgical masks, face shields, gloves and gowns.

14. Protocol for Confirmed Case of COVID-19 in the School.

The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District for actions to be taken if there is a confirmed case of COVID-19 in the school. See the school district re-opening plan at www.esmschools.org.

If a SPICE staff member has a confirmed case of COVID-19, the staff member will follow both the ESM School District guidance and the Elmcrest guidance for return to work. An employee cannot return to work until *both* the school district and Elmcrest requirements have been met. Elmcrest clearance for an employee to return to work will occur in consultation with the Human Resource Department and will follow the Department of Health "Protocols for Essential Personnel to Return to Work Following COVID-19 Exposure or Infection."

15. Return to School After Absence Related to COVID-19

The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District for the return to school of students and staff following a positive screen for COVID-19

symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. All COVID-19 follow up will be coordinated by the ESM school nurse, who will also coordinate any return to school with the Onondaga County DOH, as directed by the DOH guidance. See the school district re-opening plan at www.esmschools.org.

Elmcrest Early Education Programs also has a written protocol that identifies how and when a student can return to school following any COVID-19 related illness or quarantine. Per Elmcrest policy, if a student becomes ill with a confirmed case of COVID-19 or tests positive for COVID-19, or is in quarantine due to exposure to someone with COVID-19:

1. If a student is in quarantine due to exposure to someone with COVID-19 but does not show any symptoms, school must be provided evidence of a negative COVID-19 test before the student can return to school, or documentation from a medical professional determining testing is not necessary and/or the student is not contagious.
2. If a symptomatic student tests positive, he/she may return to school after:
 - a. At least 3 days (72 hours) have passed since recovery, defined as resolution of fever without the use of fever-reducing medications; **AND**
 - b. Improvement in respiratory symptoms (e.g., cough, shortness of breath); **AND**
 - c. 10 days have passed since symptoms first appeared.
 - d. If retesting is completed: child must receive two consecutive negative results within a 24 hours period.
3. If an asymptomatic student tests positive, he/she may return to school after:
 - a. 10 days have passed since the date of positive results **AND** has no symptoms of subsequent illness;
 - b. If retesting is completed, the student must receive two consecutive negative results within a 24 hours period.

Return to school will be coordinated with the local health department.

16. Cleaning and disinfecting Schools Following CDC Guidance.

The ESM School District has the responsibility of cleaning and disinfecting all areas of the school building, per an agreement between Elmcrest and the ESM School District. Protocols to clean and disinfect the school will be developed by the school district. SPICE staff will use cleaning supplies as dictated by the district protocol and will follow the protocol as required for their specific areas of the building. See the school district re-opening plan at www.esmschools.org for details about the protocol. Some components of the current plan include:

- a. ESM will follow guidance from federal and state governments and agencies regarding cleaning and disinfecting its facilities, including guidance from the CDC.

- b. ESM will maintain a cleaning log for the building, which will be maintained by the head custodian of the building. The cleaning log will identify the date, time and scope of each cleaning, including cleaning and disinfection that is performed following a positive or suspected case of COVID-19.
- c. Hand soap and hand sanitizer will be provided in common areas.
- d. The school will be cleaned and disinfected as appropriate daily. As the Park Hill School operates two half-day sessions, cleaning will occur in classrooms and other areas used by students between the morning and afternoon school sessions as well as at the end of the day.
- e. A system will be developed to minimize or eliminate the use of shared toys, where items can be placed for cleaning once used and new materials will be available until the used materials can be cleaned.

17. School Safety Drills

The SPICE Program at Park Hill participates in the school district process for safety drills at the Park Hill school district building. We will continue to follow the written protocol developed by the ESM School District for modifications to the drills to ensure social distancing between persons. See the school district re-opening plan at www.esmschools.org.

18. COVID-19 Safety Coordinator

The ESM School District has designated the Park Hill School Principal as the ESM COVID-19 Safety Coordinator for the Park Hill School building. SPICE staff will operate under the guidance of the school's identified Safety Coordinator.

In addition, Elmcrest has designated Jerry Shannon, an Elmcrest Agency Administrator, as the COVID-19 Safety Coordinator for Elmcrest Early Education programs. Jerry Shannon will be the main point of contact for any communication and follow up regarding the identification of positive COVID-19 cases for early education programs, to respond to email sent to the Elmcrest dedicated COVID-19 email system, or to address other questions that arise related to COVID-19 concerns that cannot be answered by program staff. Any information communicated by the ESM school building COVID-19 Safety Coordinator will also be shared with the Elmcrest Agency COVID-19 Safety Coordinator. It will be the responsibility of the SPICE at Park Hill Program Administrator or designee to ensure that the Elmcrest COVID-19 Safety Coordinator is kept up to date on all issues related to COVID-19 at Park Hill school.

19. Transportation Related Health and Safety

- a. Transportation is provided to SPICE preschool students by the county Department of Health in which the student resides. The county in consultation with the transportation

vendor is responsible for routing as well as social distancing and hygiene protocols on all buses.

- b. The bus company is expected to: train on and enforce CDC and DOH guidelines, mandate face coverings for drivers and attendants, provide other PPE as needed for drivers and attendants, and enforce pre-screening of drivers and attendants before the start of their morning and afternoon shifts.
- c. Bus drivers should wear gloves if they must be in physical contact with students.
- d. Parents will be reminded on a regular basis to not put a sick child on the bus.
- e. Teachers will be responsible for meeting students from their specific classroom at the bus. This will reduce the number of contacts that a student has during a day.
- f. Students will disembark from the bus one at a time.
- g. Students will be expected to wash their hands with soap and water upon entry into the classroom.
- h. SPICE students will not be expected to wear a mask on transportation when there are established impairments to physical and mental health. Children should be properly socially distanced on buses by the bus driver and attendant.

III. FACILITIES

1. Changes or Additions to Facilities or Changes in Program

The Elmcrest SPICE program operates in Park Hill School, an ESM School District facility. The school district reopening plan does not include any changes or additions to the Park Hill school building, nor are there changes to the SPICE program model.

IV. NUTRITION

1. Access to School Meals

Although Elmcrest is a School Food Authority (SFA), the SPICE Program at Park Hill is located in an ESM School District building, and per agreement with the school district the district provides all school meals to SPICE students in the building. SPICE at Park Hill is an off-site Elmcrest program and does not operate under the Elmcrest SFA for nutrition. The school district will continue to provide school meals every day (which is a half-day preschool program). The district will be responsible for all reopening plans for meals in the building and will send home communication for all families, including SPICE. See the school district re-opening plan at www.esmschools.org.

If a family with a student enrolled in the SPICE program needs the school nutrition information in a different language, the program social worker will facilitate getting the information to the family in the appropriate language.

In the event of a school closure or provision of remote learning for a child for any reason, a family will be directed to their home school district for meals served remotely. This is a matter of convenience for families since we serve children from multiple school districts across an extensive geographical area.

The program social worker will monitor families who are food insecure during closure periods to insure that families are accessing meals within their local district. In the event of food emergencies, agency resources may be accessed to assist families in need.

2. Child Nutrition Program

Although Elmcrest is a School Food Authority (SFA), the SPICE Program at Park Hill is located in an ESM School District building, and per agreement with the school district the district provides all school meals to SPICE students in the building. SPICE at Park Hill is an off-site Elmcrest program and does not operate under the Elmcrest SFA for nutrition. The school district will be responsible for all reopening plans for meals in the building. See the school district re-opening plan at www.esmschools.org.

The ESM School District ensures compliance with Child Nutrition Program requirements and will work with food service personnel to ensure that all reopening mandatory requirements are met.

3. Food Service Health and Safety

Although Elmcrest is a School Food Authority (SFA), the SPICE Program at Park Hill is located in an ESM School District building, and per agreement with the school district the district provides all school meals to SPICE students in the building. SPICE at Park Hill is an off-site Elmcrest program and does not operate under the Elmcrest SFA for nutrition. The school district will be responsible for all reopening plans for meals in the building. See the school district re-opening plan at www.esmschools.org.

The ESM School District plan will address all applicable Food Service health and safety guidelines as outlines in the DOH guidance.

4. Protecting Students With Food Allergies

Meals at Park Hill are provided in preschool classrooms, not a public cafeteria. The school already has a system in place to protect students with food allergies. All medical information is gathered by the program social worker and special education teachers and is relayed to the school nurse. Each classroom is provided with detailed information regarding allergies or any other food restrictions, and is updated as necessary. Staff are required to review the allergy information and keep up to date on the information. This information is kept in a confidential manner in each classroom. Children will also be served meals separately (not family style).

5. Meals and Hand Hygiene

The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District for hand hygiene before and after eating as well as eating of food and beverages. See the school district re-opening plan at www.esmschools.org. Components of the plan will include:

- a. All Staff and students will wash hands with soap and water before and after meals (see Section II.d).
- b. Appropriate hand hygiene will be practiced and promoted throughout each day (not just at meals), and will be facilitated by staff until students can be more independent. Visual supports will also be provided to promote appropriate hand hygiene practices.
- c. Students will not be permitted to share food with other students. Students will be provided food in separate containers/plates. Students will also be placed 6 feet apart to eat meals, which will ensure no sharing of food.
- d. Staff members will sit near students at tables to promote safe behaviors and ensure that no food or beverages are being shared between students.

6. Cleaning and Disinfection for Meals

The SPICE Program at Park Hill will follow the written protocol developed by the ESM School District for cleaning and disinfection procedures. See the school district re-opening plan at www.esmschools.org. The building will be cleaned between morning and afternoon sessions by the custodial staff of the building. If students eat at the same area because of the process established to create social distancing, the teaching staff will clean the area between each student using cleaning supplies and protocols established by the school district.

7. Each school reopening plan must require that students must social distance (6 feet separation) while consuming meals in school unless a physical barrier is provided.

Meals at Park Hill are provided in preschool classrooms, not a public cafeteria. A space will be established in the classroom and the meal routine restructured to set up placement of students 6 feet from each other during meals. If 6 feet of space is unable to be maintained for meals, barriers will be placed on tables during meal time.

V. SOCIAL EMOTIONAL WELL-BEING

1. Resources and Referrals to Address Mental Health, Behavioral, and Emotional Support Services and Programs

The SPICE program has a program social worker who is extensively involved in supporting the mental health and well-being of students, their families, and staff. The program social worker's role is to provide resources and referrals to families, and staff, when needed. The program

social worker also provides counseling/play therapy services to students in the program, if determined to be an appropriate service and is requested by parents/guardians and/or approved by the school district Committee on Preschool Special Education (CPSE) and is on the student's IEP.

Instruction at Park Hill School includes the implementation of The Second Step curriculum, a social-emotional learning program that supports the social emotional health and well-being of the entire school. Students are provided weekly lessons on a variety of social emotional skills and topics, such as recognition of emotions, how to relate to others, regulation skills, and coping strategies. Social-emotional concerns related to COVID-19 can be addressed by teachers in the classroom during weekly lessons, as a natural extension of the existing social-emotional skills program.

In addition the following components will support the on-going mental health and well-being of students, their families, and staff:

- a. The program social worker will link families (or staff members if needed) to community organizations who can assist with emergency needs as they arise (food, clothing, housing, counseling, etc.).
- b. A parent survey during the enrollment process assists with the identification of more vulnerable families so that continued outreach can be provided to families as needed.
- c. If behavioral concerns arise that is beyond the scope of the special education team, support from the agency psychology department will be utilized to assess the functions of challenging behaviors, provide additional interventions, develop Behavioral Intervention Plans, etc.
- d. There is on-going communication with families because of the nature of the special education program and the provision of special education teacher and therapy services. In addition, special education teams meet regularly each month to coordinate services and identify needs or interventions for students. Any behavioral, mental health or emotional support concerns for a student or family can be quickly identified and will be referred to the program social worker or the agency psychology department, whether services are provided in person or remotely.
- e. A student will be referred to the program social worker any time counseling/play therapy is determined to be a possible appropriate intervention, whether initiated by a school team member or the family.
- f. Parent workshops will be offered via Zoom (or in person as permitted) on topics relevant to preschoolers (bedtime routines, positive discipline strategies, using visual schedules, engaging preschoolers in healthy eating, etc.).

- g. Parent support groups are planned to be offered to parents regarding: parenting preschoolers with ASD, parenting preschoolers in foster care or post-adoption and mindfulness.
- h. The social worker will take an active role in the regular Team Meetings to provide emotional well being support to faculty and staff.
- i. The social worker will be available for ongoing coaching for staff who may be experiencing emotional distress as a result of COVID-19 and act to refer faculty and staff to other services in the community.
- j. The program director will be available to participate in Team Meetings to provide emotional support to teams, or to meet individually with staff members if needed because of stress or concerns related to COVID-19 or any other issues.
- k. Faculty and Staff will also be able to access the agency Employee Assistance Program as needed. Information regarding the EAP will be posted prominently on the Employee bulletin board in the SPICE office.

2. Professional Development Regarding COVID-19

Professional development opportunities will be provided for faculty and staff on supporting students during and after COVID-19 as well as providing support for developing coping and resilience skills for students, faculty and staff. Since the SPICE program is integrated into ESM PreK classrooms, with ESM UPK students, SPICE staff are also integrated into the ESM professional development activities when appropriate. All SPICE staff will be participating in the ESM staff development activities that focus on:

- a. How to talk with and support students regarding changes in life, routines, school, etc. related to COVID-19
- b. Ways to develop supports for enhancing coping and resilience skills for students, faculty and staff
- c. Implementation of the Second Step social-emotional skills program; Second Step coaches may be available to assist in this process
- d. Any other topics that are relevant and assist staff with supporting students and each other for improved well-being

The ESM school plan includes time at the beginning of the year to allow faculty and staff to learn the new protocols and participate in the staff development activities that will enhance their ability to support the social-emotional well-being of students and colleagues in the building.

The program director, ESM principal, program social worker, and colleagues at the other Elmcrest special education preschool site will collaborate together to develop other staff

development opportunities for faculty and staff during the school year, whether an in-service is developed internally through the program social worker or resources are utilized from the community. Elmcrest will also encourage staff to participate in external conferences/training to address the above-mentioned issues and to enhance their professional skills. Elmcrest staff have already accessed some of these resources via remote/virtual opportunities during the current school closure.

VI. SCHOOL SCHEDULES

1. School Scheduling Options for the New School Year

Since students in the SPICE program at Park Hill are integrated into ESM UPK classrooms, any changes to the school schedule will be consistent with the ESM Park Hill School student schedule, in order to maintain integration with students in the UPK and to fit within the parameters determined by the school district to meet the social distancing and health and safety mandates. Because of that, SPICE must refer to the ESM School District Reopening Plan for school schedules, which can be found at www.esmschools.org.

The school district plan includes three learning models for the reopening of school, including in-person, hybrid and distance learning. In addition, the district has designed a phased-in, gradual implementation plan for the beginning of the year to address student-teacher relationships and home-school relationships while meeting the new health and safety requirements. Students will begin the school year with virtual learning to allow for staff, students, and families to learn the new requirements and return to school safely, and then students will transition to the determined learning model according to the ESM district schedule. This schedule will not be completely determined until later in August, and will include parent input in the decision-making.

There will be three options for scheduling:

In-Person Learning	Modified In-Person Learning (Hybrid Model)	Distance Learning
<ul style="list-style-type: none"> ➤ Students will attend school in person* full-time (2 ½ hours per school day) 5 days a week 	<ul style="list-style-type: none"> ➤ Students will attend school part-time in person*, 2 days a week (2 ½ hours each day) ➤ Students will receive distance learning 3 days a week 	<ul style="list-style-type: none"> ➤ Students will receive distance learning 5 days a week

*Any parent can request full distance learning, which will be provided by SPICE with the option for Teletherapy if determined to be appropriate.

VII. ATTENDANCE AND CHRONIC ABSENTEEISM

1. Daily teacher student engagement or attendance while in a remote or hybrid schedule.

Since students in the SPICE program at Park Hill are integrated into ESM UPK classrooms, the mechanisms to collect and report daily student engagement or attendance while in a remote or hybrid schedule will be somewhat dependent on the school district plan. SPICE staff teach ESM UPK students in their classrooms and must follow all school district expectations for regular education teaching and learning. Students in SPICE are provided the same teaching and learning with modifications as needed. Therefore, the SPICE plan will align completely with the school district plan for Park Hill School. See the ESM School District reopening plan at www.esmschools.org. Daily attendance and teacher/student engagement will be collected and reported for all students, at minimum:

- a. For in-person students, this will follow the normal procedure of attendance on School Tool
- b. For distance learning students, daily contact will be made between staff and the student/family; Attendance may be tracked on online applications such as Seesaw and all staff will record all student/family engagement for SPICE students/families on written logs
- c. Any Teletherapy sessions will be recording on the Onondaga County CPSE Portal
- d. Attendance for ESM UPK students will follow the requirements of the school district

Attendance at the preschool level is voluntary. Extra effort will be made to reach families who are not engaging or responding to attempts from staff, in multiple formats that can include phone calls, texting, emails, and letters in the mail. Continuing absence will be discussed with School District CPSE Officials for children whom chronic absenteeism becomes an issue.

VIII. TECHNOLOGY AND CONNECTIVITY

1. Access to Technology and Connectivity

Families will be surveyed for their level of access to high speed broadband and to devices to access learning, to determine any barriers to access to distance learning opportunities. Families in SPICE who have students returning to the program from last year have already been surveyed for this information. Families who are new to the program will be surveyed through the enrollment process with the program social worker.

To the extent practicable, and in cooperation with the home school district of a student, efforts will be made to provide devices and internet access for families who do not have sufficient access. SPICE has a limited number of devices to provide as needed. When that supply runs out, we will work with school districts to obtain devices and identify locations for access to high speed broadband that is close to the students' residences. Training will be provided for parents

by special education providers on how to access technology as needed if the program moves into some form of distance learning.

SPICE will offer multiple methods of distance learning, to include online applications such as Seesaw, parent coaching, teletherapy, and lessons in the mail. For families who prefer non-technologically based learning, lesson plans and materials will be mailed on a weekly basis and follow up with the family will be made via phone, text, or email according to the family's communication preference. Demonstration of skills while in distance learning will also occur in multiple ways, including but not limited to:

- a. through feedback on applications such as Seesaw, where parents can upload student work or post videos,
- b. through weekly conversations with teachers and therapists, via the preferred method of communication that includes phone, video platforms, texting, email, etc.,
- c. through video platforms for parent coaching or teletherapy.

All teaching staff (special education teachers, therapists, administrators) have been provided with a device to access the internet and provide instructional services remotely. The Elmcrest IT Department works to resolve and problems that arise with the technology as quickly as possible so that instructional services are not interrupted. Student data privacy standards will be followed per direction from the agency IT Department.

“Super-users,” staff who demonstrate a higher level of skill with technology/online applications, will be identified to assist other staff with needs that arise, specifically with Zoom, Seesaw and other platforms that may be used for remote learning.

IX. TEACHING AND LEARNING

1. Continuity of Learning Plan for the 2020-2021 School Year

Since students in the SPICE program at Park Hill are integrated into ESM UPK classrooms, the school year plan for teaching and learning will follow the school district plan. SPICE staff teach ESM UPK students in their classrooms and must follow all school district expectations for regular education teaching and learning. Students in SPICE are provided the same teaching and learning with modifications as needed. Therefore, the SPICE plan will align completely with the school district plan for Park Hill School. See the full ESM School District reopening plan at www.esmschools.org.

The 2020-2021 continuity of learning plan will include the availability of in-person, remote and a hybrid model of preschool instruction, with parent choice remaining at the forefront. If a parent chooses remote instruction, this will be provided as will any desirable combination of in-person and remote – referred to as a hybrid model of instruction.

The tentative ESM School District plan for Park Hill School is as follows:

2020-21 PH Continuity of Learning Plan:

Learning Models of Instruction		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Distance Learning
<ul style="list-style-type: none"> • 100% in person student attendance • Attendance in School 5 days per week 	<ul style="list-style-type: none"> • 50% in person student attendance • Alternating Attendance 	<ul style="list-style-type: none"> • 0% in person student attendance • All distance learning
Based on the lower levels of transmission of COVID-19: <ul style="list-style-type: none"> • All students return to school in person as part of a full reopening 	Based on a higher transmission risk of COVID-19: <ul style="list-style-type: none"> • Student numbers in the school are reduced by 50% • Students attend on a AAA or BB cycle; Distance learning takes place on days not in school 	Based on widespread increase in transmission levels of COVID-19: <ul style="list-style-type: none"> • Learning takes place at home for all students (school or district closure) • Parents have option to choose distance learning
All teachers will be expected to meet with students every day.		
What this looks like at Park Hill (PH)		
PH School Total Enrollment 160 Potential Capacity with CDC Guidelines: -Request for Distance Learning 31 -Request for in-person learning 71 -Waiting on parent survey information to have final numbers for in-person vs. distance	Schedule Model: <ul style="list-style-type: none"> • 50% of students face-to-face two days • All students virtual one day • The other 50% of students face-to-face two days M/T → 50% in-person, 50% virtual W → 100% Virtual; Building deep cleaning, teacher: student virtual time, team meetings, staff development, etc. TH/F → 50% in-person, 50% virtual	100% of lessons delivered virtually to all students.

Teacher-Student Interaction Expectations		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Distance Learning
Students will attend classes for 2.5 hours per day, per student IEPs	<p>Students will attend classes 2 days per week</p> <p>Students will virtually attend classes 3 days per week</p>	<p>Students will virtually attend classes</p> <p>Synchronous Expectations:</p> <ul style="list-style-type: none"> Students will attend synchronous portions of class according to their classroom schedule <p>Asynchronous Expectations:</p> <ul style="list-style-type: none"> Students will complete asynchronous portions of coursework according to due dates set by their teacher(s) <p>Scheduled teacher-student check-in times where attendance and SEL check-ins can happen regularly.</p> <p>Communication and feedback via email or by use of an online platform or app.</p>
All teachers will be expected to meet with students every day in alignment with the NYS guidance		
		Teachers will be expected to perform communication/duties in the form of “office hours” each day

AA/BB Hybrid MODEL				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	A	<i>Virtual Learning Day</i>	B	B
<ul style="list-style-type: none"> Students in the SPICE & ESM UPK program are broken into “A” and “B” sections (<i>each representing 1/2 of the in-person student population</i>), and attend school either Monday/Tuesday or Thursday/Friday with the rest being virtual learning Wednesdays are fully virtual for all students, and provides the opportunity for teachers to collaborate within their PLC’s and for the building to be cleaned. 				

Remote learning plans that involve “non-screen” activities will be developed in conjunction with on-line virtual experiences to expand the opportunities for learning for students of different levels and to allow teachers and therapists to modify lessons as appropriate.

2. Alignment with New York State Learning Standards

Instruction provided will be aligned with outcomes delineated in the New York State Next Generation Learning Standards for Pre-kindergarten, and will be consistent with ESM instructional practices, including implementation of the Creative Curriculum and Second Step Social Skills program. Implementation of the curriculum, which aligns with the NYS Learning Standards, will continue whether a student is in-person or is distance learning.

3. Regular Substantive Interaction Between Teachers and Students

See the model provided above (IX.1) for the ESM School District Continuity of Learning Plan. Any distance learning will include daily virtual lessons and check in times to allow for regular substantive interactions between teachers and students, whether on a hybrid model or full distance learning.

In addition, SPICE students interact with a variety of special education providers, including special education teachers, speech therapists, occupational therapists, and physical therapists. SPICE established a continuity of learning plan previously when on school closure, that provides for regular interaction between teachers and students or teachers and families where student participation is limited by the developmental delays of the student. That plan will continue in the fall in addition to the previously identified daily teacher interactions, such as

- A clearly defined method for on-going weekly exchange of educational and supportive resource information, based upon parent preference (includes: phone, texting, Remind app, e-mail, U.S. mail, Seesaw app, video contact such as Zoom or Google Meet, and home deliveries if needed)
- Modification of learning activities to meet the individual needs for every student with an IEP, regardless of their skill level or learning style, which often results in additional regular and substantial interaction with families for parent coaching and to support skill development
- Strategic individualized curricular planning for children based upon IEP goals
- Parent training as needed to implement educational plans at home (provided by special education teachers, therapists, and social worker);
- On-going progress monitoring of individual students by special education teacher and therapists (via videos, Seesaw, phone, texting, U.S. mail, etc.);

- On-going connection with and access to counseling/supportive resources through linkage with the program Social Worker (Zoom meetings, phone, email, texting, etc.);
- Teletherapy when developmentally appropriate for the student and agreed to by the family.

4. Equity in Instruction for All Students

Educational equity will be a key driver relative to instructional decisions. Instructional staff will provide consistent, accessible opportunities for all students and will ensure that State Learning Standards are utilized as instructional benchmarks. Academic instruction, regardless of the delivery method, will be designed and provided by an appropriately certified teacher. Teachers will establish routine times during distance learning that will be available daily for student/family check-ins. See the model provided above (IX.1) for the ESM School District Continuity of Learning Plan.

Instructional experiences (in-person, remote or hybrid) will be inclusive, culturally responsive, and will consider the needs of all students. Additionally, all instructional experiences will adhere to established state regulations and guidelines for unique populations.

Staff have and will continue to participate in forums to discuss individual student needs and to share best practices regarding instructional design for in-person, remote and hybrid models of learning. These forums include: regularly scheduled classroom meetings, team meetings, teacher meetings, therapist meetings, administrative meetings and individual provider meetings. In addition, the regular communication and modification of instructional activities identified above in Section IX.4 will support equity in learning for all of our students.

5. Communication Plan for Contacting School Staff

Parent orientation materials for the 2020-2021, as well as the Parent Handbook, will clearly communicate the plan for families to contact administrators and teachers with instructional questions. Plans for individual families will be created based upon unique family needs.

Every family will be surveyed in person to identify the preferred method of communication and to determine if there is a need for information in a different language or format. This process will occur through the orientation process or in the beginning of the school year, even for families who are returning to program from last year.

Information will be relayed to families in multiple ways at multiple times regarding how to contact school staff for questions about instruction or technology. For example, contact information for providers will be put on the bottom of learning materials that are sent home regularly. The same information will be provided via communication platforms, letters sent

home, through email, and on phone or text conversations. Contact information will also be on the agency website.

Teachers, therapists and administrators will be available at established times each day (e.g., “office hours”) via phone, text, email, communication apps (e.g., Seeaw or Remind) or video communication during distance learning. They will also respond to questions/concerns that arise at other times as soon as their schedule allows. The program social worker and program director will be available to communicate with families as needed when other providers are not available due to teaching schedules.

X. SPECIAL EDUCATION

1. Provision of Free Appropriate Public Education (FAPE)

It is the intention of the SPICE program to provide 180 instructional days during 2020-2021 and six weeks of instruction during summer 2021. Given the unforeseen nature of the pandemic, a hybrid model (some in-person and some distance learning) of instruction may be utilized to accomplish this.

Special education services will be provided as delineated on each student’s Individual Education Plan (IEP) and consistent with FAPE regulations, whether students are in person or in some form of distance learning. In-person procedures/practices will align with DOH guidelines to protect the health and safety of students and staff members, as identified elsewhere in this document.

Consistent with the regulation that least restrictive environment (LRE) must be maintained for all students with disabilities, SPICE students will continue to integrate with ESM UPK students as per the IEPs. This integration with typical peers will be provided with the maximum group size allowed in conjunction with DOH guidelines and allowable school district space.

For in-person learning, IEP services will be implemented as written, except where the mixing of “cohorts” would make grouping of children for therapies a health/safety risk.

Any student who does not attend school in-person, even if it is available, will be provided with instruction and special education services through distance learning. Special education teachers will provide modifications/adaptations to learning activities that do not meet the needs of the child through the general education distance learning instructional platform.

Therapy providers (ST, OT, PT) will offer teletherapy as an option for children who are not in person at school. However, teletherapy may not be an appropriate intervention for young children who are developmentally delayed or have limited attention for instruction delivered through video or virtual means. Teletherapy may also not meet the needs of a family. In that case, parents will be offered parent coaching as an alternative, on a weekly schedule or at a frequency that meets the family’s needs. Parent coaching can provide a family with regular,

routine, direct access to a licensed therapy provider who can offer guidance to work on specific skills or to adapt learning activities when a child cannot participate directly with a provider virtually. The ultimate delivery of special education services for distance learning will be driven by parent choice to the extent possible.

2. Documentation

The delivery of special education services to students will be documented in the CPSE Portal for in-person services and on Continuity of Learning logs for distance learning services. Parents will be communicated with regarding instructional services and their child's progress in the format (written, text, phone, Remind app.) and language identified by the parent as being preferable. All student contacts and family contacts will be documented on Continuity of Learning logs during any distance learning. In addition, CPSE Chairs will be notified regarding the method of service delivery (in-person, remote, hybrid, teletherapy) for each student. (see Section X for more details)

3. Meaningful Parent Engagement

SPICE places high priority on meaningful parent engagement for all families in the program, under normal circumstances. Building family relationships and engaging in meaningful communication with families becomes even more of a priority during COVID-19. SPICE staff developed strategies to increase meaningful engagement with families during the previous school closure and over the distance learning summer program. Surveys of current families has indicated satisfaction with these processes, which will continue into the new school year.

Meaningful parent engagement in the educational process is supported in the parent's preferred language through the following at SPICE: CPSE placement meeting; enrollment process with the program social worker; multiple mailings to outline program goals and practices; orientation session for parent and child prior to school opening; planned parent forums and trainings designed based upon parent need; individual parent contacts by multiple staff members (teacher, administrator, therapist, social worker) on a regular basis; and the constant fostering of two-way communication between school and home.

All special education providers providing services on the IEP for a student will foster two-way communication between school and home on a weekly basis, unless the family requests otherwise. Some families find that such frequent communication can be time consuming and overwhelming. SPICE staff will offer communication in the format, language, and frequency that best meets the family's needs.

SPICE students interact with a variety of special education providers, including special education teachers, speech therapists, occupational therapists, and physical therapists. SPICE established a continuity of learning plan previously when on school closure, that provides for regular interaction between teachers and students or teachers and families where student

participation is limited by the developmental delays of the student. That plan will continue in the fall, in addition to the previously identified daily teacher interactions, such as

- A clearly defined method for on-going weekly exchange of educational and supportive resource information, based upon parent preference (includes: phone, texting, Remind app, e-mail, U.S. mail, Seesaw app, video contact such as Zoom or Google Meet, and home deliveries if needed)
- Modification of learning activities to meet the individual needs for every student, regardless of their skill level or learning style, which often results in additional regular and substantial interaction with families for parent coaching and to support skill development
- Strategic individualized curricular planning for children based upon IEP goals
- Parent training as needed to implement educational plans at home (provided by special education teachers, therapists, and social worker);
- On-going progress monitoring of individual students by special education teacher and therapists (via videos, Seesaw, phone, texting, U.S. mail, etc.);
- On-going connection with and access to counseling/supportive resources through linkage with the program Social Worker (Zoom meetings, phone, email, texting, etc.);
- Teletherapy when developmentally appropriate for the student and agreed to by the family.

SPICE will collaborate with school district chairpersons to keep them informed about service delivery and/or any challenges to engagement for any families.

4. Collaboration with CPSE/CSE

SPICE will communicate the Continuity of Learning Plan to all CPSE Chairs for the 2020-2021 school year. SPICE administrators and social workers are actively involved in on-going communication with CPSE Chairs who are responsible for the placement of children. CPSE Chairs provide the program staff with current information, including an IEP and any related educational evaluations at the time of referral. CPSE Chairs indicate on the IEP the plans for monitoring and reporting student progress to the school district. SPICE will collaborate with CPSE chairs for enrollment of new children during the pandemic, as well as for any recommendations for changes to service delivery on the IEP to meet students' needs appropriately. SPICE will also collaborate with CPSE Chairs should the need for additional student resources arise beyond the scope of the program that may be available through the school district (e.g., technology resources, access to meals, etc.).

Progress monitoring is an essential component of 4410 programming. Formative assessment data is collected in SPICE classrooms and is utilized to drive instructional planning. In the event

of distance learning, data collection will occur through remote means (pictures, videos, parent reports, parent coaching sessions, teletherapy, work samples, etc.). IEP progress reporting will continue according to the frequency on each student's IEP, whether school is provided in person or remotely.

Requests for compensatory services will be made to CPSE Chairs in the event that a student demonstrates loss of skills or regression attributable to missed educational or therapy sessions during the pandemic. Documentation of student skills will be available to CPSE Chairs to assist with decision-making regarding compensatory services.

5. Accommodations, Modifications, Supplementary Aids and Services, and Technology

Any student who does not attend school in-person, even if it is available, will be provided with instruction and special education services through distance learning. This includes provision of the accommodations, supplementary aids and technology identified on IEPs. Special education teachers will provide modifications/adaptations to learning activities as needed to meet each child's unique needs, in the preferred method and format for each family, each week.

Therapy providers (ST, OT, PT) will also provide direct services remotely or parent coaching when remote services are not viable because of the student's or family's needs. Providers will work with parents to support the kinds of modifications needed to help students learn, and will provide resources to do so. This can include provision of visual resources for a student who utilizes a picture schedule for communication, parent coaching to support a family in using an assistive technology device, etc.

XI. CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

1. Teacher Certification

All teachers in the SPICE program are required to have a valid certification or to have an approved Plan of Study that will result in certification.