

Elmcrest Early Education Center SPICE Program
Continuity of Learning Plan – In-Person and Remote Learning as Needed

I. Continuity of Learning Plan

1. The 2020-2021 continuity of learning plan will include the availability of in-person, remote and a hybrid model of preschool instruction. All students will be offered in-person instruction, with parent choice remaining at the forefront. If a parent chooses remote instruction, this will be provided as well as any desirable combination of in-person and remote – referred to as a hybrid model of instruction
2. Instruction provided will be aligned with outcomes delineated in the New York State Next Generation Learning Standards for Pre-kindergarten.
3. Meaningful parent engagement in the educational process is supported in the parent's preferred language through the following: CPSE placement meeting; intake meeting and facility tour with Family Coordinator; enrollment paperwork and individual meeting to review; 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, behavior analyst; family coordinator) on a regular basis; and the constant fostering of two-way communication between school and home.
4. 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 standards are utilized as instructional benchmarks.
 - A. Academic instruction, regardless of the delivery method, will be designed and provided by an appropriately certified teacher.

- B. 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.
- C. 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.
- D. The 2019-2020 school closure has resulted in an increased need for social/emotional and academic supports to ensure success during the 2020-2021 school year. Families provide extensive information about themselves and the needs of their children at the onset of the school year through the "All About Me" document in order to assist in planning for these supports.
- E. All pre-school children are screened during the initial days of prekindergarten using formative assessments (TSG) to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.
- F. Staff have participated 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.
- G. Professional development needs for administrators, teachers, therapists and teaching assistants for the upcoming year will be identified, particularly those needs related to teaching remotely and the use of technology. Appropriate professional development will be designed and delivered for the 2020-2021 school year.
- H. Families and caregivers will be offered training and supports to ensure comfort and ease with instructional programs and technological platforms to be used in the event of remote instruction.
- I. Center-based and small group instruction will continue to be an essential instructional component. Significant adaptations have been made in order to ensure health and safety:

- i. *all group sensory tables have been removed from classrooms and have been replaced with individual student sensory bins (water, sand, rice, pasta, beans)
 - ii. *playdough has been provided for children in individual student containers – each container is labelled by student name. In addition, individual student playdough trays (metal cookie sheets) have been provided and children are taught to work in “their space.”
 - iii.*students will be provided with individually labelled “writing/art boxes” which contain markers, scissors, pencils, crayons, glue sticks and liquid glue
 - iv.*instructional strategies will include developmentally appropriate practices such as child-choice during learning center time. Staff will intentionally limit the number of “available” slots at each center to promote social distancing
 - v. *dress-up clothes, stuffed animals, pillows and other “hard to clean” items have been removed from classrooms
 - vi.*all DOH and OCFS guidelines will be strictly followed with learning center areas and materials sanitized following student use
- J. Instructional staff will promote the development of socially appropriate inter-personal relationships within classroom groups, while discouraging physical contact such as hand-holding buddy systems.
- K. Remote learning plans that involve “non-screen” activities have been developed and used and will continue to be a priority for the 2020-2021 school year. These plans include “learning at home kits” with a significant number of materials; instructional activities posted to See-Saw for parents to engage with children; weekly mailed activities requiring “hands-on” engagement; and frequent individual parent training via phone, email and Zoom to support parents in these endeavors.
- L. Pre-school programming will remain full day (5.0 hrs.) five days per week. UPK youngsters participating in this CBO’s program will follow the attendance guidance of the Syracuse City School District.

- M. Primary instruction in each prekindergarten classroom will be led and delivered by an appropriately certified NYS teacher. Instructional programming will be supported by a minimum of three teaching assistants within each classroom.
 - N. Student cohorts will be created within the preschool population and these cohorts will be maintained throughout the pre-kindergarten day. Children will remain with the same group of peers and adults for the duration of the instructional day.
 - O. For the duration of the pandemic and this plan, the use of classroom volunteers will be prohibited in order to limit the number of persons and to increase social distancing.
5. Parents will be provided with contact information for questions about instruction and technology.
- A. The Family Coordinator will act as the first line of contact related to any Technology concerns, including accessibility issues. The Family Coordinator will assist the family with connecting with the appropriate party so that the needs can be addressed.
 - B. Teachers will be available to parents to answer questions and provide information related to instruction. Families will be able to contact the Teacher via phone, email or through the online instructional platform.
 - C. Contact information will be provided to families as part of the orientation process and will be communicated within the preferred home language and mode of communication for the family.

II. Special Education Considerations in Continuity of Learning

1. Special education services will be provided as delineated on each students' Individual Education Plan (IEP) and consistent with FAPE regulations. All procedures/practices will align with DOH guidelines to protect the health and safety of students and staff members.

2. The delivery of special education services to students is documented in the CPSE Portal for in-person services and on Continuity of Learning logs for remote services. In addition, CPSE Chairs are notified regarding the method of service delivery (in-person, remote, hybrid, teletherapy) for each student. Parents are communicated with regarding their child's progress in the format (written, text, phone, Remind app.) and language identified by the parent as being preferable.

- A. SPICE at Elmcrest will communicate the proposed Continuity of Learning Plan for 2020-2021 to all CPSE Chairs.
- B. SPICE at Elmcrest considers preschoolers with disabilities to be a high need student group. All planned reopening services will be delivered in-person, except where the parent/guardian requests an alternative method.
- C. Consistent with the regulation that least restrictive environment (LRE) must be maintained for all students with disabilities, SPICE at Elmcrest will provide a SCIS (special class integrated setting) for students whose IEPs identify that classroom model. This integration with typical peers will be provided to the maximum group size allowed in conjunction with DOH and OCFS guidelines.
- D. IEP services will be implemented as written, except where the mixing of "cohorts" would make grouping of children for therapies a health/safety risk.
- E. Progress monitoring is an essential component of 4410 programming. Formative assessment data is collected daily in SPICE classrooms and is utilized to drive instructional planning. In the event of remote services, data collection occurs through remote means (pictures, videos, parent reports, work samples, etc.)
- F. Requests for compensatory services will be made to CPSE Chairs in the event that a child demonstrates loss of skills or regression attributable to missed educational or therapy sessions during the pandemic. Data will be collected to document the loss of skills due to therapy format (e.g. tele-therapy) and any lack of progress with

supports in place to substantiate the need for compensatory services.

G. UPK children enrolled at SPICE will continue to be assessed, monitored and referred to CPSE for evaluation during the pandemic, as need arises.

H. It is the intention of the SPICE at Elmcrest 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 remote) of instruction may be utilized to accomplish this.

3. Meaningful parent engagement in the educational process is supported in the parent's preferred language through the following: CPSE placement meeting; intake meeting and facility tour with Family Coordinator; enrollment paperwork and individual meeting to review; 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, behavior analyst; family coordinator) on a regular basis; and the constant fostering of two-way communication between school and home.

4. SPICE at Elmcrest administrators are 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.

5. All necessary accommodations, modifications, supplementary aids and services, and technology will be provided by the program as deemed necessary and as indicated on IEPs.