



# **Reimagine School Reopening Plan**

## **White Plains Campus** **White Plains, New York**

**Submitted to the New York State Education Department**

**August 7, 2020**



Elizabeth  
Seton  
Children's

Where inspired care creates possibilities

**Mission Statement:**

“Creating possibilities for children with medical complexities and their families, inspired by the love of St. Elizabeth Seton.”

**Vision Statement:**

“Pursuing leadership and excellence by advancing innovative, loving care with transformational outcomes for children with medical complexities and their families.”

## School Information

**Agency Name:** John A. Coleman School

**DBA:** Elizabeth Seton Children's School

**BEDS Code:** 662600996417

**Administrative Address:** 300 Corporate Boulevard South, Yonkers, NY 10701

**Program Site Address:** 317 North Street, White Plains, NY 10605

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

- 4410 (Preschool Special Education)
  - Special Class
  - Special Class in an Integrated Setting
  - Multidisciplinary Evaluations
- 853 (School Age Special Education)

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[www.setonchildrens.org](http://www.setonchildrens.org)

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- Susan Monteforte, IDEA Project Coordinator, Elizabeth Seton Children's School
- Kathy Pereira, Executive Administrative Assistant
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- Parent Members:
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## Advisory Committee

- Rafael Gil, Director of Environmental Services, Security, Elizabeth Seton Children's Center
- Olivia Jackson, RN, Director of Infection Prevention and Occupational Health, Elizabeth Seton Children's Center
- Paul Mackey, VP of Facilities and Engineering, Elizabeth Seton Children's Center
- Dr. Alvin Moyer, MD, Interim Chief Medical Officer, Elizabeth Seton Children's Center
- Dr. Natalie Neu, MD, MPH, Infectious Disease Consultant, Columbia University Medical Center
- Carla Perruccio, Chief Financial Officer, Elizabeth Seton Children's Center
- Lisa Poskanzer, Corporate Compliance Officer, Elizabeth Seton Children's Center
- Carolyn Ryan, VP of Quality Improvement, Elizabeth Seton Children's Center
- Frances Sequeira, VP of Talent Management, Elizabeth Seton Children's Center
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## Background

New York State Department of Health (NYSDOH) monitors the public health situation created by the COVID-19 public health emergency. NYSDOH, in consultation with the New York State Education Department (NYSED), provides guidance and updates to local health departments, school districts, schools and day care providers on the latest policies, protocols, and precautions to reduce transmission of COVID-19 among New Yorkers, including our students, their families and our and staff. Through issuance of executive orders in March 2020, all public and non-public schools in New York State were closed and provision of distance learning was mandated for the remainder of the current school year. In June 2020, an executive order allowed for special education services and instruction be provided in person for the summer term. NYS DOH issued an *Interim Advisory for In-Person Special Education Services and Instruction During the COVID -19 Public Health Emergency* which stated that independent schools (non-public preschool and school age programs) may provide necessary services at the authorization of the referring school district. Elizabeth Seton Children's School opened its in-person summer program on July 13, 2020 according to all local and state guidelines.

On July 13, 2020, the New York State Department of Health issued [INTERIM GUIDANCE FOR IN-PERSON INSTRUCTION AT PRE-K TO GRADE 12 SCHOOL DURING THE COVID – 19 PUBLIC HEALTH EMERGENCY](#)

**On July 16, 2020, July 2020 New York State Education Department issued [RECOVERING,REBUILDING,AND RENEWING: THE SPIRIT OF NEW YORK'S SCHOOLS REOPENING GUIDANCE](#).**

**All schools in New York State are required to develop a comprehensive reopening plan that reflects full compliance and assurance with these guidelines. Elizabeth Seton Children's School has developed its Reimagine School Reopening Plan in accordance with these requirements.**



## Purpose

Our Reimagine School Reopening Plan addresses the challenges of how to provide in-person special education services and instruction while protecting the health and safety of our students and employees at all times. To accomplish this, we have used the essential information from NYS DOH and the Centers for Disease Control and Prevention (CDC), the New York State Department of Education, the Office of Children and Family Services (OCFS) and Reopening New York guidance.

To ensure that our Reimagine School Plan is comprehensive and specifically addresses the unique and special needs of our students and the concerns of our staff and families, we accessed the collective expertise of the Elizabeth Seton Children's Center and the Elizabeth Seton Children's Rehabilitation Center to assist in the development of our protocols and policies. We solicited input and involvement from the families we serve and our staff during the drafting of our reopening plan. We collaborated with local municipalities and elected officials, school districts, and the Board of Directors of Elizabeth Seton Children's. We will continue to rely on input from all stakeholders as we implement this plan and if we contemplate any additions or modifications.

We know our program must be as flexible and as responsive as possible to the needs of our students, families, and staff members. Our goal is to guide the delivery of the highest quality of educational excellence as safely as possible whether service delivery is in-person, through a distance learning platform or a blend of remote and in-person services. Our focus clearly extends to the social and emotional needs of our students, families and staff. By diligently working together and focused on the desired outcomes, we will find solutions to the challenges ahead. Be assured that nothing has changed our deep commitment to our students and our determination to provide exceptional education and related services even during these unprecedented times.

This tool is a *living document* based on the most updated public health information at this time. Because vetted data and best practices can frequently change, the Elizabeth Seton Children's School will revise and reissue this Plan as necessary according to recent public health conditions and new requirements and regulations which may emerge over time. We

acknowledge that we are accountable for adhering to all local, state and federal requirements relative to special education and child care.

Recognized as innovative leaders in our field, we will continue to enthusiastically engage our families, staff, community and regulatory partners as we move toward a school year re-opening. We thank you and appreciate your collaboration, flexibility and trust in Elizabeth Seton Children's School.

## Reimagine School Goal

### ***Design and implement a sustainable and robust reopening plan that:***

- Considers the health, safety and well-being of students, families and staff as our number one priority.
- Enables the transition between in-person, remote and/or blended learning environments with consideration for in-person services as an educational imperative.
- Ensures provision of FAPE (Free Appropriate Public Education) consistent with changing health and safety conditions.
- Addresses meaningful and frequent parent engagement in preferred modes of communication.
- Ensures equal access to necessary accommodations, supplementary aids, services and technology related to the unique needs of every student.
- Demonstrates collaboration with school districts to implement contingency plans for seamless transition to remote platforms in the event of potential closures.

## Quality Assurance

The Reimagine School Reopening Plan serves as the mechanism for ensuring that the health and safety of all our children and staff continues to be the foremost priority of the Elizabeth Seton Children's School.

The safety plan described in this document will be actively monitored by the school's Quality Improvement Council which provides the overall structure of an ongoing systematic approach to monitor, plan and improve the services and outcomes for all children, staff and families consistent with the philosophy of Elizabeth Seton Children's.

Our quality assurance plan has been developed in compliance with regulatory requirements of the New York State Department of Education, New York State Department of Health, New York State Office for Children and Family Services and the Elizabeth Seton Children's Corporate Compliance Plan which covers all its entities.

Our Quality Improvement Council assures oversight for all quality improvement activities and reports quarterly to the Quality Improvement and Safety/Talent Committee of the Board of Directors of Elizabeth Seton Children's.

### **Health and Safety Monitors:**

- Daily review of student and employee health screenings
- Set and ensure 60-day par level for PPE, and cleaning and disinfecting supplies
- Weekly review of cleaning and disinfecting logs
- Targeted weekly safety rounds
- Monthly comprehensive safety rounds
- Student Occurrences
- Provision of IEP mandated services
- Compliance with regulatory updates and changes

# Communication/Family and Community Engagement

*Elizabeth Seton Children's School is committed to keeping employees, families, and community stakeholders informed*

## 1. Employee Training

- Employees receive training on the following topics:
  - COVID-19 transmission and symptoms.
  - Enhanced health and safety procedures including but not limited to social distancing, hand hygiene, respiratory hygiene, and proper wearing of face coverings.
  - Infection prevention.
  - Proper wearing and disposal of Personal Protective Equipment (PPE).
  - Signs of Multisystem Inflammatory Syndrome in Children (MIS-C).
- Training will take place:
  - Prior to the school's reopening.
  - Any time procedures are revised or new procedures are developed.
  - At regularly scheduled intervals to ensure compliance.

## 2. Employee Information

- Employees are provided with a written copy of the Reimagine School Reopening Plan, which includes the school's health and safety plan.
- Reimagine School Reopening Plan is posted and accessible to employees.
- Employees receive a daily informational letter via email from Patricia Tursi, CEO. This letter includes current data on positive COVID-19 test results for staff and children.
- The school maintains clear signage throughout the building on ways to maintain social distancing and practice hand and respiratory hygiene.

- Employees are encouraged to maintain an open dialogue with the organization. Questions, concerns or suggestions related to COVID-19 can be sent to our COVID-19 email address at [COVID19questions@setonchildrens.org](mailto:COVID19questions@setonchildrens.org).
- Information is shared via mailings, email, website postings and mass notification system Blackboard Connect.

### **3. Family Information**

- Families receive an information guidebook at the beginning of the school year that outlines the school's health and safety protocols and the family's responsibilities in partnering for a healthy and safe school community.
- Families receive a health screening checklist for use at home.
- Families are informed of any changes to health and safety protocols via email and the school's mass notification system Blackboard Connect.
- Families are informed of positive COVID-19 test results for staff and children. Notifications are HIPPA compliant.
- Families are encouraged to maintain an open dialogue with the organization. Questions, concerns or suggestions related to COVID-19 can be sent to our COVID-19 email address at [COVID19questions@setonchildrens.org](mailto:COVID19questions@setonchildrens.org).

### **4. Outreach to regulatory agencies and community stakeholders**

School administration consults with and provides regular updates to:

- Elizabeth Seton Children's Board of Directors
- Local elected officials
- Westchester County Department of Health Children with Special Needs
- NYC DOE Division of Specialized Instruction and Student Support; 4410 Programs
- OCFS Licensing Representative
- NY State Education Department SEQA Office

- School districts CPSE/CSE chairpersons (Westchester, Putnam and Bronx)
- Collective Bargaining Unit (1199)

## **5. School Response Team**

All employees, families and community stakeholders are encouraged to maintain an open dialogue with the organization. Questions, concerns or suggestions related to this implementation guide should be directed to our School Response Team:

- Maureen Tomkiel; 914-597-4054; [mtomkiel@setonchildrens.org](mailto:mtomkiel@setonchildrens.org)
- Jennifer Geskie; 914-597-4098; [jgeskie@setonchildrens.org](mailto:jgeskie@setonchildrens.org)
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## Health and Safety

The Reimagine School Reopening Plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

Any questions or concerns should be directed to the [School Response Team](#).

### Health Checks

Elizabeth Seton Children's School will implement the following practices to conduct daily mandated health screening. The Centers for Disease Control and Prevention (CDC) [list of Coronavirus symptoms](#) was used to support the development of these resources.

### Employee Health Screening

Employees must stay home when sick or exhibiting signs of illness. Employees are responsible for exercising vigilance in monitoring symptoms and must take responsibility for disclosing symptoms to the school nurse.

In accordance with the [Office of Children and Family Services](#), all employees must sign a one-time self-screening attestation. These signed forms are stored in the school nursing office.

Prior to entering the work space each day, employees must participate in health screenings. Screening will include a temperature check and questionnaire. Employees must sign a daily attestation indicating they are symptom free and have not:

- Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has symptoms of COVID-19
- Tested positive for COVID-19 in the past 14 days; and/or
- Experienced any symptoms of COVID-19 in the past 14 days (based on the CDC's most current guidance on "[Symptoms of Coronavirus](#)")
- 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.



Any employee who exhibits symptoms or screens positive will be immediately sent home with instructions to contact their healthcare provider for assessment and testing.

Employees are required to disclose the outcome of assessment to school nurse. If an employee tests positive for COVID-19, the school will notify NYS and Westchester County Departments of Health (DOH) and the Elizabeth Seton Children's Center (ESCC) Infection Prevention Team.

Employees will follow return to work criteria as set by the CDC, state and local health departments, and ESCC Infection Prevention/Employee Health.

### **Employee Exclusion/Return Criteria**

If an employee is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at the workplace, without having had close or proximate contact with a person with COVID-19, the employee must be separated and sent home immediately. The employee may return to work:

- After completing at least 14 days of isolation from the onset of symptoms; OR
- A healthcare provider (physician, nurse practitioner, or physician assistant) diagnoses the employee with another condition and provides a written note stating they are clear to return to work; OR
- Upon receipt of a negative COVID-19 test result.

If an employee tests positive for COVID-19, regardless of whether the employee is symptomatic or asymptomatic, the employee must complete at least 14 days of isolation from the onset of symptoms or 14 days of isolation after the first positive test if they remain asymptomatic. **The employee must have a negative test result before returning to work.**

If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, the employee must complete at least 14 days of isolation. **The employee must have a negative test result before returning to work.**

If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is NOT experiencing COVID-19 related symptoms, the employee MUST complete 14 days of self-quarantine. **The employee must have a negative test result before returning to work.**

If an employee 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 AND is NOT experiencing COVID-19 related symptoms, the employee MUST complete 14 days of self-quarantine. **The employee must have a negative test result before returning to work.**

### **Definition of key health and safety terms:**

**Close Contact:** The New York State Department of Health considers a [close contact](#) to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.

**Proximate Contact:** [Proximate contact](#) is defined as “being in the same enclosed environment such as a classroom, office, or gatherings but greater than 6 ft from a person displaying symptoms of COVID-19 or someone who has tested positive for COVID-19.”

**Isolation and quarantine:** help protect the public by preventing exposure to people who have or may have a contagious disease. As defined by the CDC:

- [Isolation](#) is used to separate people infected with SARS-CoV-2, the virus that causes COVID-19, from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific “sick room” or area and using a separate bathroom (if available).
- [Quarantine](#) is used to keep someone *who might have been exposed to COVID-19* away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

## **Student Health Screening**

Students must stay home when sick or exhibiting signs of illness. Families are responsible for exercising vigilance in monitoring their own and their child's symptoms and must take responsibility for disclosing symptoms to the school nurse.

In accordance with the [Office of Children and Family Services](#), all families must sign a one-time self-screening attestation before their child begins in-person instruction.

Prior to entering the school, children must participate in health screenings. Screening will include a temperature check and questionnaire indicating the child is symptom free and has not:

- Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has symptoms of COVID-19
- Tested positive for COVID-19 in the past 14 days; and/or
- Experienced any symptoms of COVID-19 in the past 14 days (based on the CDC's most current guidance on "[Symptoms of Coronavirus](#)")
- 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.

## **Parent Drop-Off**

Parents transporting their children to school will be given an arrival time and instructed to drive up to the school entrance. School nurse will conduct a health assessment of the student and occupants of the vehicle, including temperature checks. All occupants of the vehicle over the age two must wear masks during the arrival and screening process.

Any student who screens positive for or exhibits symptoms of COVID-19 will not be allowed to enter the building. The parent will be directed to take the child home and instructed to contact their healthcare provider for assessment. Parents are required to disclose the outcome of assessment to school nurse. If a child is tested and test results are positive for COVID-19, the school will notify NYS and Westchester County Departments of Health and ESCC Infection Prevention.

## **Bus Arrival**

Wearing a mask, school nurse/designee will conduct screening, including temperature check and verify family completion of daily health screening questionnaire. School nurse will maintain a record of screenings.  
learning/telepractice therapy model.

The school nurse will instruct parent to contact their healthcare provider for assessment. Parents are required to disclose the outcome of assessment to school nurse. If a child is tested and test results are positive for COVID-19, the school will notify NYS and Westchester County Departments of Health and ESCC Infection Prevention.

## **Exclusion from School/Return Criteria**

Students must meet return to school criteria as set by the CDC, state and local health departments, and ESCC Infection Prevention. Elizabeth Seton Children's School follows CDC guidance for allowing a student to return to school after exhibiting symptoms of COVID-19.

- If a student is tested and test results are positive for COVID-19, the school will notify NYS and Westchester County DOH and ESCC Infection Prevention. The student must have a negative COVID-19 test result before returning to school.
- If a student does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
  - It has been at least fourteen days since the individual first had symptoms;
  - It has been at least three days since the individual has had a fever (without using fever reducing medicine); **and**
  - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

### **OR**

- A healthcare provider (physician, nurse practitioner, or physician assistant) diagnoses the child with another condition and provides a written note stating they are clear to return to school.

Additional exclusion circumstances:

- The student of any parent, guardian, or household member who is being isolated because they have tested positive for or exhibited signs of COVID-19, may not return to school for the duration of the 14-day quarantine period.
- The student of a parent, guardian, or household member who is being quarantined as a precautionary measure without symptoms or a positive test, may not return to school for the duration of the 14-day quarantine period.

### **Procedures for Confirmed COVID-19 Case**

In the event of a suspected or confirmed case of COVID-19, the following procedures will be followed:

- Individuals who tested positive immediately provide the school with all information needed for required notifications and tracing.
- The [School Response Team](#) takes the following actions:
  - Immediately contacts ESCC Infection Prevention team and notifies NY State and Westchester County Departments of Health (WCDOH).
  - Closes school for 48-hours and seals off any contaminated area(s).
  - Communicates closure information to employees, families, and community stakeholders while maintaining confidentiality.
  - Transitions students and employees to remote work and all distance learning platforms during school closure.
  - Assists WCDOH in contact tracing, isolation, and quarantine efforts and follows guidance from WCDOH for reopening.
- Cleaning and disinfection protocols are initiated\*:
  - Identify shared building spaces used by the individual.
  - Open windows and outside doors to increase air circulation (if it is safe to do so).
  - Wait 24 hours before cleaning and disinfecting; if 24-hours is not feasible, wait as long as possible.
  - Environmental Services vendor conducts deep cleaning and disinfection of school facility using an electrostatic sprayer and Bioesque Botanical Disinfectant Solution, an EPA product approved to deactivate COVID-19.

*\*If more than 7 days have passed since the person who is sick, suspected of, or confirmed to have COVID-19 was in the facility, additional cleaning and disinfecting is not necessary but routine cleaning and disinfecting should continue.*

- Tracing and Tracking:
  - A log is maintained of every person, including employees, parents/guardians, children, and any essential visitors who may have close or proximate contact with other individuals at the work site or area. *This log excludes deliveries that are performed with appropriate PPE or through contactless means.* Log contains contact information, such that all contacts may be identified, traced, and notified in the event an employee, parent/guardian, child or visitor is diagnosed with COVID-19. The following methods are used:
    - ADP sign in for employees
    - Daily attendance sheets for children
    - Children’s emergency contact forms
    - Visitor log at security desk
    - Video surveillance cameras
  - The school will cooperate with the state and local health departments as required to trace all contacts in the workplace. State and local health departments will be notified of all individuals who entered the site dating back to 48 hours before the employee, parent/guardian, or child first began experiencing COVID-19 symptoms or tested positive, whichever is earlier. Confidentiality will be maintained as required by federal and state law and regulations.

## **Social Distancing and Personal Protective Equipment (PPE)**

### ***Employees: Social Distancing***

- Employees will practice social distancing upon arrival to work, in the parking lot, and while awaiting health screenings near the building entrance.
- Employees must adhere to bi-directional foot traffic markings in corridors and enter and exit the building at designated points.
- No more than 2 adults and 2 children may share the elevator.

- Employees must be alert to and adhere to safety signage throughout the building.
- Staff meetings will take place via phone or video-conferencing. In-person gatherings should be kept to a minimum and if held, take place in well-ventilated areas that allow employees to be spaced 6 feet apart from one another with a maximum of 10 persons in the rotunda at any time.

Recognizing that maintaining social distancing is not possible when caring for young children, the following precautionary measures will be taken:

- Direct care providers will bring extra sets of clothing to work.
- Direct care providers will consider wearing scrubs, smocks, or large button-down shirts that can be easily changed when soiled. Soiled clothing will be placed in a plastic bag and taken home to be laundered. If soiled with a child's secretions (including drool), employees will change soiled clothing and wash any skin areas that came into contact with the child's secretions (e.g. neck or hands).
- Direct care providers will keep long hair pulled up off the collar and in a ponytail or other updo.

### ***Employees: Personal Protective Equipment (PPE)***

- Employees will be provided with masks that cover the nose and mouth and must follow proper procedures for putting on/removing masks. Cloth or home-made masks/face coverings cannot be worn in place of employer-provided masks.
- Masks are to be worn at all times when in the building, particularly when around other people and when a 6-foot distance between other persons is not possible.
- As masks cannot be worn while eating, staff are encouraged to observe social distancing during mealtimes. Outdoor picnic areas are arranged to be socially distant and portable chairs are available. Outside spaces can be used to provide a reprieve from mask-wearing, as long as social distancing is still observed.
- Employees must wear masks at all times when children are present, regardless of the distance.
- Face shields will be provided and may be worn as an added layer of protection during care routines with children. Face shields may be worn in addition to, not in place of masks.

- Employees must wear gloves in accordance with CDC and OCFS guidelines.
- Proper procedures for putting on/removing/disposing of gloves and masks must be followed at all times.

***Students: Social Distancing and Personal Protective Equipment (PPE)***

- [Students over the age of two should wear face coverings during the school day when social distancing cannot be maintained.](#)
- Students will be provided with age-appropriate education and practice to learn about social distancing and face coverings.
- Families should provide their children with at least two clean face coverings per day.
- Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose.
- A supply of children’s masks will be available in the event that children do not come to school with face coverings.
- Students will be allowed to remove their face covering during meals, instruction, and for short breaks.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. Elizabeth Seton Children’s School will provide assistance to students who may have difficulty in adapting to wearing a face covering and provide staff with additional PPE to best protect health and safety.

**Health Hygiene**

***Hand Hygiene:***

Employees must be vigilant in proper hand hygiene. Wash hands with soap and water for 20 seconds. If soap and water are not available, use one of the hand sanitizing stations visibly located throughout the school.

Employees should engage in hand hygiene at the following times:

- Arrival to school 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 assisting a child with handwashing
- After coming in contact with bodily fluid
- After using a facial tissue
- After handling animals or cleaning up animal waste
- After playing outdoors or in sand
- After handling garbage
- After handling deliveries
- After removing gloves
- Before and after putting on or taking off face masks
- Anytime hands are visibly soiled

Employees should assist children in engaging in hand hygiene at the following times:

- Arrival to the school
- Before and after eating or handling food
- Before and after using shared materials
- After using the toilet or being diapered
- After coming in contact with bodily fluid
- After using a facial tissue
- After handling animals
- After playing outdoors or in sand
- After handling garbage
- Anytime hands are visibly soiled

### ***Respiratory Hygiene:***

- Cover coughs and sneezes with tissues or the corner of elbow.
- Dispose of soiled tissues immediately after use in a covered receptacle.
- Do not share food or beverages with others (e.g. buffet style meals).

### **Cleaning and Disinfecting**

Elizabeth Seton Children's School stays informed of all infection prevention protocols and adheres to [OSHA](#) and [CDC approved guidance](#) regarding cleaning and disinfecting.

Infection prevention protocols are based on the following information:

- 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.
- Store and use disinfectants in a responsible and appropriate manner according to the label and MSDS guidance.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product and will be made available.
- Practice social distancing, wear masks, 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.

Each member of the school community is responsible for maintaining a clean environment as outlined below:

- Employees limit sharing/touching of personal and school materials (e.g. pens, phones, clothing, bags, etc.)
- Employees and vendors maintain cleaning and disinfecting logs that include the date, time and scope of cleaning and disinfection. Logs must be visibly posted.
- Employees use [EPA](#) cleaning/disinfecting products approved to deactivate COVID-19: Medline MicroKill+, Morning Mist Neutral Disinfectant Cleaner.
- All cleaning materials are kept secure and out of reach of children.
- Cleaning products are not used near children.
- Employees are responsible to clean and disinfect shared work spaces and break spaces areas after use (e.g. keyboards, computer mouse, immediate table space).

### Cleaning and Disinfecting of Classroom and Therapy Treatment Areas:

- Employees complete routine cleaning of classroom/therapy materials and equipment throughout the day.
- Employees limit children from sharing/touching other children's personal and school materials.
- Toys that cannot be cleaned and disinfected should not be used.
- Toys and books that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves.
- Toys are not shared with other groups of children, unless they are washed and disinfected before being moved from one group to the other.
- Employees clean and disinfect shared equipment used by one child prior to using with another child (e.g. activity mats, benches, bolsters, balls, strollers, tables, playground touch-surfaces, changing table, etc.).
- Children's bedding is stored separately in individually labeled bins, cubbies, or bags. Cots and mats are labeled for each child
- Utensils, dishes and cups are cleaned and sanitized in the dishwasher.

### Cleaning and Disinfecting Responsibilities of Environmental Services Vendor:

- Environmental Services vendor cleans and disinfects high-touch areas including restrooms at least 3 times per day.
- Environmental Services vendor is prepared to conduct deep cleaning and disinfection in the event of COVID-19 exposure using an EPA product approved to deactivate COVID-19.
- Environmental Services vendor uses [EPA](#) cleaning/disinfecting products approved to deactivate COVID-19: Medline MicroKill+, Morning Mist Neutral Disinfectant Cleaner, Virex II Formula 256, Everwipe Surface Care Wipes, and Bioesque Botanical Disinfectant Solution. MSDS are centralized in the Administration Office.

### **Visitors**

Outside visitors are restricted and must have permission from school administration to enter the building. Visitors must wear face coverings at all times and complete a health screen prior to entering. Visitors must sign a log and provide contact information. Masks are available for visitors.

- All student drop off and pick up occurs curbside.
- With the exception of emergency situations, parents are not be permitted to enter the school building during instructional hours.
- Food delivery vendors are not permitted into the school building.

## **Safety Drills**

The school will maintain compliance with OCFS and NYSED regulations regarding frequency of fire, lockdown, and shelter-in-place drills. The school's safety plans will be updated to reflect the modifications to address social distancing requirements. Regardless of modifications used when conducting a drill, employees and students are instructed that if there were an actual emergency, the most imminent concern is to get to safety.

### ***Fire Drills***

Fire drills will be conducted on different days of the week and at different times during the day when different groups are present.

Fire drills that include evacuation will be conducted on a staggered schedule to minimize contact of students and employees in hallways, stairwells, and at the relocation site. Modified fire drills will be completed for all classrooms during the same day.

All employees and students will receive instruction in emergency procedures and participate in evacuation drills while they are in attendance in-person. Face coverings will be worn during fire drills.

### ***Lockdown Drills***

Lockdown drills will be conducted on different days of the week and at different times during the day when different groups are present.

Lockdown drills will be conducted without hiding or sheltering and will provide an overview of how to shelter or hide in the classroom in an actual emergency situation.

### ***Shelter-in-Place Drills***

Shelter-in-Place drills will be conducted on different days of the week and at different times during the day when different groups are present.

Shelter-in-Place drills will be conducted on a staggered schedule to minimize contact of students and employees in hallways, stairwells, and at the relocation site. Modified shelter-in-place drills will be completed for all classrooms during the same day.

# Facilities

## HVAC and Ventilation

The White Plains facility has an active service contract with a qualified HVAC vendor to maintain and repair the HVAC as needed and on a regular Preventative Maintenance schedule. To the best of our knowledge our systems are running at design conditions according to the recommendations of the American Society of Heating, Refrigerating and Air-Conditioning Engineers. ([ASHRAE](#)). We believe this will help control the spread of viruses, including COVID-19.

- We have opened outside air handlers to ensure recommended outside air is being achieved.
- Existing supply air filters are being replaced with MERV -13 filters. National Air Filtration Association (NAFA) recommends MERV-13 efficiency filtration for all HVAC applications in schools.

## New Construction, Renovations or Major Repairs

The school is not considering any new construction etc. at this time. If required in the future for space accommodations to better serve our population all proposed changes will be submitted to NYSED for fiscal review and written approval. All plans will comply with requirements of the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code as well as codes and reviews required by local municipalities/ code enforcement officials.

## Hand Sanitizer Stations

- Hand sanitizer stations are visibly located throughout the building including outside every classroom and treatment area, by school entrance and checked regularly to ensure they are operational.

## Building Entryways

- Social distancing markers are painted on exterior sidewalks.
- Groups are not permitted to gather at building entryways.

## **Time Clocks**

- Hand sanitizer and alcohol wipes available adjacent to time clocks.

## **Corridors**

- Bi-directional markers located on doors and floors to indicate flow of traffic.

## **Informational Signs**

- Signage on social distancing, hand hygiene, and PPE visibly posted at school entrance and throughout the building.

## **Offices**

- Shared offices reconfigured to allow for 6 feet of distance between computer desk spaces and employees positioned back-to-back rather than facing one another. If 6 feet of distance is not possible, clear impermeable barriers will be installed between workstations.
- Doors and windows are opened as much as possible to allow for airflow.
- Employees will not enter shared offices without alerting the occupant(s) first.
- To the greatest extent possible, office supplies stored in administrative offices will be distributed through a requisition process so that other employees do not need to enter office space.

## **Copier Machines**

- Signage on social distancing posted near copy machines. Only 2 persons allowed in the copier area at a time.

## **Rotunda**

- Chairs removed from rotunda area as this is closed as a waiting space.

## **Security Desk**

- An impermeable barrier will be installed at the security desk.

## **Elevator**

- Floor decal placed 6-feet from elevator door to promote social distancing. No more than 2 adults and 2 children in the elevator at one time.

## **Stairwell**

- Signage visibly posted in stairwells to promote social distancing.

## **Classrooms**

- Classrooms reconfigured to allow for additional space in between play and instructional areas. Toys and materials reduced with most toys stored in clear plastic boxes for individual children.
- Clear desk dividers readily available as needed.

## **Therapy Treatment Areas**

- Therapy rooms reconfigured to allow for additional space in between treatment areas. Toys and materials reduced.

## **Playground**

- Social distancing signs placed in playground areas.

## **Nursing Office**

- Nursing office reconfigured to allow space for at least 2 children to be isolated.

## **Staff Lounge Areas**

- Pending installation of impermeable barriers, indoor staff lounge closed for seating.

## **Children's Kitchen**

- Signage placed on the door of the kitchen to prevent groups of people from gathering in small spaces. Only 2 persons allowed in at a time.



## Nutrition

Students will be provided with one snack time during shortened school schedule days (4 hours or less). In the event a full day schedule resumes (more than 4 hours), 2 snacks and a lunch will be provided. All foods will comply with [OCFS nutritional requirements](#).

Meals will be provided in classrooms while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The sharing of food and beverages (e.g., buffet style meals, snacks, shared cooking activities where students prepare food as a group) is prohibited, unless individuals are members of the same household.

## Transportation

A staggered schedule will be used to allow for greater social distancing during school arrival and dismissal.

	<i>Parent Transport</i>	<i>School Bus Transport</i>
<i>Arrival</i>	8:40-9:00	9:00-9:30
<i>Dismissal</i>	11:45-12:15	12:15-12:30

### **School Bus Transportation**

Elizabeth Seton Children’s School does not own, operate, or enter into contracts for bus transportation. Bus service is provided to students by their municipality or school district. The Elizabeth Seton Children’s School collaborates with Westchester County Department of Health, Putnam County Department of Health, The NYC Office of Pupil Transportation, and school district transportation departments to support the health and safety of student riders.

Health and safety measures for students arriving by bus will be developed in collaboration with the bus companies, school districts, and municipalities. As practicable as possible, a staff member from the student’s cohort will escort him/her from the bus to the classroom. Students will not be placed side by side in double strollers for transport unless they are members of the same family.

### **Parent Transportation**

Parents transporting their children to school will be given an arrival time and instructed to drive up to the school entrance. School nurse will conduct a health assessment of the student and occupants of the vehicle, including temperature checks. All occupants of the vehicle over the age two must wear masks during the arrival and screening process.

Any student who screens positive for or exhibits symptoms of COVID-19 will not be allowed to enter the building. The parent will be directed to take the

child home and instructed to contact their healthcare provider for assessment.

As practicable as possible, a staff member from the student's cohort will escort him/her from the bus to the classroom. Students will not be placed side by side in double strollers for transport unless they are members of the same family.

## Social Emotional Well-Being

The extended period of closure and the hybrid model for returning to school due to the COVID-19 pandemic have impacted the students, families and staff in unprecedented ways. As we prepare for returning to our Reimagined School, a vital component is the social emotional well-being of the students, families and staff. The reopening school plan incorporates a support system to ensure that the children will thrive within the new safety guidelines and the uncertain conditions we are facing. This social emotional support system draws from and is integrated into our existing Positive Behavior Interventions and Supports (PBIS) program. Our existing school-wide expectations “Be Safe, Work Together, Be Ready to Learn” each lend themselves to supporting the emotional wellbeing of children and families during these unprecedented times.

### **New Factors That May Affect a Child’s Social Emotional Well-Being**

The children and families may have faced significant challenges during the stay at home period including:

- Changes in routine
- New expectations
- Lack of predictability
- Social isolation
- Loss and illness
- Fear for one’s safety
- Financial insecurity, job loss, limited food access, and secure shelter

The prolonged possible exposure to the above as well as the necessity to adjust to a new hybrid model may materialize in school (whether in a distance learning, hybrid or in-person model) as challenging or withdrawn, anxious or grieving behaviors.

### **Teaching About the ‘New Normal’**

The multi-tiered system of support (MTSS) necessary to address the social emotional needs of the school community at large, as well as at-risk and high-risk children and families, is found in our PBIS tiered approach. It is

based on the premise that each child will receive the level of support needed based on their individual needs in order to achieve success.

**Tier 1:** Tier one supports are provided to all students and are designed to teach expected behaviors and address social emotional needs to promote a safe and secure school environment. Additions to the existing tier one supports include lessons on social distancing, mask wearing and the various reentry models students may be exposed to (e.g. synchronous learning, distance learning). In addition, lessons on feelings have been adjusted to incorporate children's new experiences during the initial COVID 19 closure.

**Tier 2:** Student's whose needs are not met by the supports at tier one will continue to benefit from the building wide supports at tier 1, however, the child's education and therapy staff will meet to develop additional supports that are tailored to the child's specific needs. These supports may include: individual picture schedule, task sequencing charts, sensory strategies, child specific social stories and teaching of specific coping skills.

**Tier 3:** When a child continues to struggle despite consistent access to tier 1 and 2 supports or behaviors are so severe that the child's wellbeing or those around him/her of are immediate concern the child's educational and therapy team as well as administration and parents will meet to determine the additional supports necessary to help the child succeed in school. These supports may include: adding counseling to the student's IEP, development of a behavior intervention plan or referral to community based resources.

### **Screening for Well-Being and Monitoring Progress**

Within the framework of ESCS PBIS program there exists a screening tools designed to regularly monitor student wellbeing. These screening and data collection tools have been adapted to include the possible challenges that arise as children adjust to the new normal. These tools include:

- Monthly Screening Tool: each month teachers rate the presence or absence of challenging behaviors for each child in their classroom. The new tool includes a section that monitors emotional wellbeing.
- Tiered Intervention Plan and Monthly Follow-Up: This tool is utilized to develop tier 2 plans for students. The plans are formally scheduled to be developed and revised in October, January and April, but teams can meet to adjust as student need arises.

## **Families as Partners**

During these times of distance learning, it is more important than ever for school and family to partner in the development and maintenance of plans to support their child's needs. At the tier 1 level, teachers and therapists share with families about our BE SAFE, WORK TOGETHER, BE READY TO LEARN, school wide expectations and our PBIS curriculum via monthly newsletters and regular communication and sharing of resources via Seesaw. At the tier 2 and 3 levels, parents partner in the development of their child's individualized support plan. It is important to recognize that the in-person learning environment is different than the one a child experiences at home. Part of this difference includes each family's own values (e.g. rules), resources (e.g. adult time) and emotional dynamic. School and families working together provide the consistency children need for success across all environments.

## **Mental Health Supports**

### ***School-Wide***

School-wide supports incorporate our Core Values of *Respect and Embrace Diversity, Loving Relationships, Excellence, Evolution Growth and Change, Collaboration and Innovation*, and promote a sense of positivity while working within the enhanced safety guidelines. Opportunities are provided for staff community building to facilitate reconnection, collaboration and understanding of diversity to mitigate unconscious biases and strengthen engagement with our families and colleagues .

### ***Employees***

- CCA Employee Assistance Program provides resources, workshops and referral sources for self-care, stress management and mental health issues.
- Employees are provided with resources to address challenges posed by COVID-19 and to promote appropriate coping strategies.
- Employee needs and concerns are addressed via individual contact with supervisors and Talent Management , as well as regular staff surveys and discussion forums.

- Employees are encouraged to identify when they may need breaks and are empowered to support one another through strategies (e.g. [‘Tap-in-Tap Out’](#)).
- The Core Values Team serves to facilitate supportive connections between the staff, reduce feelings of isolation and stress, promote positive connections. Strategies include:
  - Periodic box breakfast/lunch/snacks paired with wellness checks.
  - Create specific SEL/community building goals and schedule professional development accordingly.
  - Start meetings with a “Core Value” story.
  - Quarterly employee ‘climate feedback’ surveys with staff-led virtual discussion groups.

### **Vulnerable Populations**

Employees who are at increased risk for severe COVID–19 illness and/ or not comfortable returning to an in-person school environment, or need necessary modifications to perform their duties, may request accommodations to allow them to safely participate in educational activities based on their specific circumstances. All requests for reasonable accommodations should be submitted to the Human Resources Department. Individual requests will be evaluated in accordance with legal guidelines and in conjunction with the operational needs of the School.

### ***Children and Families***

Maintain connections and relationships with families in order to keep the lines of communication open and reduce feelings of isolation. During the first several weeks of school, the social work team, teachers, and related service providers will reach out to families as a support for transitioning back to school, dialogue about what to expect in the changed school environment, and strategize on how to manage the stress and demands of remote learning. Parent support groups and Parent Association meetings will be scheduled based on parent interest and availability. Quarterly feedback surveys will be conducted to encourage family participation in operational decisions that impact learning and curriculum models. Community happenings such as Back to School Night and town hall meetings (all designed as virtual events).

## School Schedules

Elizabeth Seton Children’s School’s goal is to develop schedules that maximize student time in school while maintaining all protocols for safety and social distancing. Although the NYS guidance documents call for schools to develop plans for three scenarios (in-person, blended, remote learning), we have determined that our student population density and management needs within the square footage of our school buildings precludes us from providing in-person schooling for all students simultaneously while social distancing and masking requirements are in effect. For this reason, the following schedules are devised for blended (60-70% of the student body attends school at a time) and remote learning (all students learn at home) scenarios.

In July of 2020, families were surveyed about learning preferences for the 2021 school year. The following options were offered:

Option A: 100% Remote Learning. Students remain at home and receive ALL instruction and related service therapy via synchronous and asynchronous methods.

Option B: Blended Learning: Students receive instruction and related services via a COMBINATION of in-person leaning and remote learning.

Based on the survey, the following blended schedules were developed:

### Blended Learning Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-12:30 In-Person	8:45-12:30 In-Person	8:45-2:45 Remote	8:45am-12:30 pm In-Person	8:45-12:30 In-Person
1:00-2:45 Remote	1:00-2:45 Remote		1:00-2:45 Remote	1:00-2:45 Remote



## Remote Learning Schedule

Families opting for 100% Remote Learning will have access to a regular schedule of educational and therapeutic learning activities throughout the week that ensures [educational equity](#) for all students.. This schedule includes:

- Daily access to live group classroom instruction (synchronous learning)..
- Weekly individual instruction with a certified classroom teacher or teacher assistant (at least 2x per week).
- Daily learning activities posted on Seesaw (asynchronous instruction)
- Weekly live music enrichment.
- Related service therapies scheduled according to the child's IEP as feasible.
- At-home learning materials provided to support participation in instruction and therapy .
- Meaningful engagement with classroom team members at least one time per week to monitor and document child's participation and progress.

\*\*In the event that a classroom or the school must close due to a positive case of COVID-19 or Executive Order, we will transition to a 100% remote learning platform. To ensure a smooth transition and maintain equity in education, all students, families, and employees must be prepared for and familiar with our asynchronous and synchronous remote learning platforms:

*Asynchronous learning:* Teachers and therapists provide instructional resources for students and families to access at different times throughout the day. These include but are not limited to: pre-recorded video instruction, pictures/written assignments, links to learning activities, and paper-based materials for learning.

Platforms for asynchronous learning include email and Seesaw for Schools.

*Synchronous learning:* Teachers or therapists engage with students and families in real-time. This includes but is not limited to: telepractice related service therapy, group instruction, individual instruction, music class, physical education, 'teacher chats', and student work groups.

Platforms for synchronous learning include Zoom for Schools and WebEx.

## Attendance and Chronic Absenteeism

Multiple methods will be used to track student attendance for in-person and remote classroom activities and related service sessions.

***In-Person Instruction:*** Parents must inform the school when their children will be absent. Student attendance will be recorded by teachers using forms approved by OCFS. Teachers are responsible for keeping track of student absences and recording reasons for absences. The school nursing office will monitor health related absences. Related service providers will record missed sessions on approved forms.

***Remote Instruction:*** Teachers will record student participation in remote learning activities using a school-approved form. Each student on 100% remote instruction will have a staff member designated to check in with them daily and document this contact.

In instances of chronic absenteeism and/or significantly reduced participation rates, the school principal will team with the child's classroom teacher, social worker and CPSE/CSE chairperson to support the family in accessing instruction in accordance with FAPE.

## Technology and Connectivity

Elizabeth Seton Children's School is committed to ensuring all students and employees have suitable technology devices, access to high-speed internet, and ongoing technology support to enable them to participate successfully in remote learning and teaching from home.

### **Students**

A survey was completed with families to assess the potential need for school-loaned iPads and access to reliable internet services. IDEA allocations and funding through the ESC Development Office is being secured to purchase iPads to loan to families. Informational resources regarding our asynchronous and synchronous platforms are available to families in English and Spanish.

Families are required to sign consent forms to participate in remote instruction/telepractice. These forms are distributed to parents prior to the start of school.

### **Employees**

A survey was completed with employees to assess the potential need for school-loaned iPads and access to reliable internet services. IDEA allocations and funding through ESC Office of Institutional Advancement is being secured to purchase additional devices and the school IT department is enhancing WiFi access within the building to enable employees to use their own devices. Expanded 'remote access' has been offered to employees to enable access from home.

User accounts are created for all teachers and therapists to schedule synchronous instruction/therapy sessions. User accounts are created for all direct-care employees to post and review learning activities via Seesaw for Schools which is our asynchronous platform.

SMART Boards in classrooms are enabled to allow access to our synchronous learning platform.

# Teaching and Learning

## Learning Standards

Elizabeth Seton Children’s School is committed to designing and implementing engaging, differentiated instruction that is aligned with the [NY State Early Learning Guidelines](#), the [NY State Prekindergarten Learning Standards](#), the [NY State Kindergarten Learning Standards](#), and the [NY State First Grade Learning Standards](#). Our curriculum is guided by the National Association for the Education of Young Children’s [Developmentally Appropriate Practice](#) Position Statement and incorporates the following principles:

- All children are capable of learning, achieving, and making developmental progress.
- Children develop at varying rates and each child is unique in his/her own development, growth, and acquisition of skills. Appropriate supports and accommodations must be provided to enable all children to succeed.
- Children are active learners. Intentional planning should invite participation, involve multiple contexts and engage the senses to help children explore.
- Family is a significant contributor to children’s lifelong learning and development. Actively engaging parents in the education of their children is essential to children’s success.
- Children’s backgrounds, heritage, cultures, and linguistic differences should be acknowledged and respected.
- Teaching and learning must be guided by evidenced-based practices and integrate ongoing assessment of children’s progress and needs.

Regardless of the instructional platform, our curriculum meets and exceeds these standards. Teachers engage in ongoing professional activities to develop creative and data-driven instructional strategies for a variety of learners and learning formats.

## Educational Equity

Educational equity is at the forefront of our Reimagine School Plan, ensuring that every child has equitable access to the highest quality educational opportunities, services, and supports that provide effective instruction

aligned to the state's standards, as well as positive learning environments so that each child is prepared for success. Equity guides our community to:

- Engage all stakeholders in planning.
- Make decisions in the best interest of all students, staff and families.
- Affirm decisions reflect equal treatment and rights for everyone in the learning community.
- Ensure decisions are culturally responsive.
- Design strategies that are racially equitable.
- Inform all stakeholders of measures of accountability.

### **Instructional Practices**

All classes at Elizabeth Seton Children's School are led by New York State certified teachers. Each class also includes at least one New York State certified teacher assistant and a teacher aide. Certified teachers are responsible for designing instructional plans aligned with current best practices and implementing lessons in a differentiated manner which provides multiple pathways for learning.

During the 2020-2021 school year, instructional methods will be modified to allow for greater social distancing while maintaining the integrity of educational excellence. Physical distancing is difficult to implement in our student age group, and its relative impact among children is likely small. We will focus more on mitigating risk with strategies such as hand hygiene, infection prevention education for staff and families, cohorting and spending time outdoors. For adults social distancing and wearing of face masks is required.

### ***Modifications to in-person instruction include:***

- Identify alternative strategies for social interaction so that physical student-to-student contact such as tapping one another for a turn, hand-holding or 'buddy'-systems is minimized.
- Provide individual bins for sensory play.
- Redesign cooking activities so that each child has his/her own set of ingredients.
- Limit the number of students together in a shared learning center.
- Create individual boxes of learning and play materials for students.

- Live-stream group learning activities occurring in the classroom to students on remote learning via a virtual platform (e.g. Zoom or WebEx).
- Redesign 'helper' jobs to occur all inside the classroom instead throughout other areas of the school building (e.g. attendance helper; copy machine helper; milk/snack helper, etc.)
- Deliver related services in a therapy room/area outside of the classroom.

***Modifications to remote instruction include:***

- Use of virtual platforms as a synchronous instructional platform.
- Teachers act as collaborative coaches for teacher assistants, aides, and families in supporting students in accessing instruction and making progress. Members from the child's classroom team schedule one-on-one or small group virtual sessions with child and family.
- Post learning activities on Seesaw for Schools and engage in asynchronous feedback loops with families.
- Conduct music enrichment through a virtual platform.

**Classroom Spaces and Care Routines**

Classroom spaces have been redesigned to maximize open space for social distancing. Tables and chairs are set up at a distance of 6 feet apart or are separated by 'sneeze-guards'. Learning center spaces have been opened-up to allow for more space between students when engaging in these areas.

Students are taken to the bathroom one at a time. Only one student and one employee can be in the bathroom area at a time *unless the safety of the student necessitates additional adult support.*

Students do not share food (unless they are members of the same household).

**Cohort Configuration**

Students will be grouped into stable cohorts. This means students are in self-contained, preassigned classrooms with the same children each day. Groups of students from one classroom will not utilize common spaces with groups of students from another classroom at the same time (i.e. playground, rotunda).

To the greatest extent possible, cohorts will have stable teachers and teacher assistants and aides. Our staffing plan does not require employees to “float” between different classrooms or groups of children, unless such rotation is necessary to safely supervise the children/campers due to unforeseen circumstances (e.g. staff absence).

## Special Education

Children with special needs are mandated to receive a Free Appropriate Public Education (FAPE) and are entitled to special education services based on their individualized education program (IEP). Guidance from the New York State Education Department indicates that in-person services are a priority for high-needs students and preschool students with disabilities. Whether services are provided in-person, remotely or in a hybrid model, IEPs will be implemented to the greatest extent possible. Frequency, duration, group size and location of related services, as well as class size ratios, may differ from IEP mandates to ensure that all children receive services and to protect the health and safety of students and staff.

Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of each student to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

### **Progress Monitoring**

Progress monitoring is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, any school closures or modifications to school schedules impact the student's learning. Teachers and therapists collect data for students participating in both in-person and remote learning activities. This data is used to monitor each student's progress toward annual IEP goals and to evaluate the effectiveness of services and strategies. The following progress monitoring strategies are used:

- Teachers and therapists review IEP present levels of performance and assess current skill levels.
- Teachers and therapists review IEP goals with families and develop plans for addressing and monitoring progress both at home and at school.
- Teachers, therapists, and classroom team members check-in with families at least weekly via phone/ email/Seesaw/in-person/virtually.



- Observations during in-person, virtual synchronous sessions as well as review of student work submitted via asynchronous platforms (Seesaw; email; mailed), are documented on daily and weekly progress monitoring logs
- Quarterly updates are completed on IEP Direct, CM5 progress notes, and/or ESCC progress note forms.

## **Technology**

Students are provided with assistive technology to increase, maintain, and/or improve their functional capabilities and access to learning. The following provisions are in place to ensure student needs are met:

- Speech pathologists and teachers collaborate to review students with speech services on their IEPs and identify any supports needed to address communication needs.
- The school's lending library offers families a variety of low tech communication devices with voice output as well as adapted toys to address IEP goals.
- The school loans families iPads with the preloaded educational apps and programs.

## Evaluations and Outpatient Therapy

The Elizabeth Seton Children's School offers in-person evaluations and outpatient therapy services at our facility. Off site evaluations are not currently available (as of 7/15/20). Protocols have been developed in full compliance with the most current state and county guidance.

Every attempt will be made to complete requested evaluations within a minimal number of visits. Priority will be placed on psychological and physical therapy evaluations, or the area of greatest concern. Subsequent evaluations may need to be completed virtually.

### ***Arrival***

Evaluations and outpatient services will be scheduled in the afternoon hours, when school is not in session, to limit on-site interactions.

Families will be given a specific arrival time and will be asked to wait at the entrance of the school. A school representative will meet them at the door and initiate the ESCS's outlined procedure for school admittance, including a temperature check, a health check questionnaire, hand washing/sanitizing and the provision of a mask, which must be worn.

One parent/guardian will be permitted to accompany the child to the evaluation/therapy room. All others will be asked to wait outside the building. If the parent does not accompany the child to the evaluation/therapy room, they are required to remain on the premises and provide a cell phone number.

Toys/items from home will not be allowed to be brought into the building.

### ***Evaluation/Therapy Session***

The evaluation room will be set up to maintain appropriate social distancing among adults. The room will be free of clutter and any porous materials removed. Evaluators/therapists will be required to wear a mask at all times. Additional PPE including gloves, face shields, and gowns are available in the evaluation room. Evaluation/therapy materials will be cleaned and sanitized between evaluations, with fresh materials used when feasible ( e.g. crayons, pencils etc.). Only one child will be scheduled at a time.

### ***Toileting/Diapering (for Evaluations and Outpatient Therapy Only)***

If the child is toilet trained and the parent is not in the building, the child will be accompanied to the toilet by staff.

If the child is toilet trained and the parent is in the building, the parent and child will be accompanied to the toileting area by staff.

If the child is not toilet trained and has a soiled diaper that needs to be changed and the parent is in the building, the parent will be accompanied to the diapering area by staff. Diapering supplies will be provided. A handwashing station with soap, running water, and paper towels will be provided.

If the child is not toilet trained and has a soiled diaper that needs to be changed and the parent is not in the building, and the parent is outside, the parent will be called and may choose to change their child in their car. If changing the child in the car is not possible or practical or the parent is already in the building, the child may be changed in a designated area in the building. If the parent is not in the building, the parent will have temperature taken, with non-contact thermometer, before entering the building and be provided with a mask. Diapering supplies will be provided. A handwashing station with soap, running water, and paper towels will be provided.

***Steps for proper handwashing procedures are visibly posted in all toileting/diapering areas.***

## **Certification, Incidental Teaching and Substitute Teaching**

All school leaders, teachers, teacher assistants and related service providers hold valid and appropriate certifications and licenses for their assignment. Certifications and licenses are verified monthly through the Office of Teaching Initiatives and the Office of the Professions respectively. Teacher assistants with a valid certification and can provide coverage as a substitute teacher in the absence of the teacher. Additionally, our school will continue recruitment efforts to identify and process qualified substitutes. In the 2020-2021 school year, as permitted by NYSED, if qualified substitute teachers cannot be engaged, individuals with a high school diploma or equivalent, even those not working toward certification can first be engaged for up to ninety (90) days and then beyond the first ninety (90) day period through the end of June 2021, provided that recruitment efforts are extensive and well documented. Following extensive and documented recruitment efforts, incidental teaching may be used both in classrooms and on distance learning platforms during the 2020-2021 school year. If incidental teaching is required it will not exceed the regulatory limit of 10 hours per week.

## Resources

CDC Guidance for Childcare Programs that Remain Open

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

CDC Checklist

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure

[https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh\\_covid19\\_publicprivateemployeereturntowork\\_053120.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployeereturntowork_053120.pdf)

NYS DOH Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency

[https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K\\_to\\_Grade\\_12\\_Schools\\_MasterGuidance.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf)

NYS DOH Interim Advisory for In-Person Special Education Services and Instruction During the COVID-19 Public Health Emergency

[https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh\\_specialeducationguidance.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_specialeducationguidance.pdf)

NYS DOH Interim Guidance for Child Care and Day Camp Programs During the COVID-19 Public Health Emergency

<https://ocfs.ny.gov/main/news/2020/COVID-2020Jun26-Day-Camp-Detailed-Guidelines.pdf>

NYS DOH Interim Guidance for Quarantine Restrictions on Travelers Arriving in New York State Following Out of State Travel

[https://coronavirus.health.ny.gov/system/files/documents/2020/06/interimguidance\\_traveladvisory.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/interimguidance_traveladvisory.pdf)

NYSED: Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Reopening Guidance

<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

NYSED Office of Special Education: Supplement #2 – Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in New York State  
<http://www.p12.nysed.gov/specialed/publications/2020-memos/special-education-supplement-2-covid-qa-memo-6-20-2020.pdf>

NYSED Office of Special Education: Supplement #3 – Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in New York State  
<http://www.p12.nysed.gov/specialed/publications/2020-memos/special-education-supplement-3-covid-qa-memo-6-20-2020.pdf>

Office of Children and Family Services COVID-19 Resource Page  
<https://ocfs.ny.gov/programs/childcare/#COVID19>

Reopening New York: Child Care and Day Camp Programs Guidelines  
<https://ocfs.ny.gov/main/news/2020/COVID-2020Jun08-Day-Camp-Summary.pdf>

Return to School Amid COVID-19: A Cleveland Clinic Guide for Educators  
<https://my.clevelandclinic.org/-/scassets/files/org/employer-solutions/covid-19-education-guide.ashx>

School reopening guidance: A message from the AAP President  
[https://contentsharing.net/actions/email\\_web\\_version.cfm?ep=i6MMu18PmA\\_mjwhkyqSinWkkcKwa01lpeF\\_x9dsv4Q94s7pRsCwFpQ9XgThfCJUXybdEEI0lc5Wriva4Mn\\_2uNxJOVpyk0-w4yuuHo\\_EzN6kOQHAsvKV\\_3IJzhGgIYQj4f80AgM739rcceDGQRrsZmA~~](https://contentsharing.net/actions/email_web_version.cfm?ep=i6MMu18PmA_mjwhkyqSinWkkcKwa01lpeF_x9dsv4Q94s7pRsCwFpQ9XgThfCJUXybdEEI0lc5Wriva4Mn_2uNxJOVpyk0-w4yuuHo_EzN6kOQHAsvKV_3IJzhGgIYQj4f80AgM739rcceDGQRrsZmA~~)

US Department of Labor/Department of Health and Human Services:  
Guidance on Preparing Workplaces for COVID-19  
<https://www.osha.gov/Publications/OSHA3990.pdf>