



The Jowonio School ♦ 3049 East Genesee Street ♦ Syracuse, New York 13224
Telephone: (315) 445-4010 Fax: (315) 445-4060 jowonio.org

Jowonio School Reopening Plan

Introduction

For anyone unfamiliar with our school, Jowonio is a 4410 approved preschool program in Syracuse, NY. Our main site is located at 3049 East Genesee St, Syracuse, NY 13224. We also have a collaborative classroom with Bellevue Heights Nursery School, located at 2112 South Geddes St, Syracuse, NY 13207. In addition to oversight (and funding for the Special Class Inclusive Setting (SCIS) services we provide to students with special needs) from the New York State Education Department (NYSED), Jowonio is licensed as a day care center, and thus regulated by the New York State Office of Child and Family Services (OCFS). We also receive a large family support grant from the Office for Persons with Developmental Disabilities (OPWDD), so are under the oversight of that agency as well. Finally, Jowonio receives a grant from the Syracuse City School District to provide a Universal Pre-Kindergarten program to approximately 55 three and four year olds residing in the district, and we follow their guidelines regarding curriculum and provision of that program.

Jowonio has a long history of commitment to inclusion. The school's mission is to provide model inclusive programs for young children, where diversity is celebrated and all are free to learn and grow. We are dedicated to:

- Creating innovative educational settings where children of all abilities are full participants, encouraged to reach their potential.
- Offering a wide range of therapeutic and family support services.
- Providing training and development for teachers, therapists and parents in collaboration with educational institutions and community agencies.
- And advocating for the inclusion of all children in schools and in society

The school serves 170 students, just over 1/3 of whom have identified special needs. We have 11 classrooms, in 4 different models. Two are toddler (2-3-year-old) rooms running for 2.5 hours/day and serving up to 13 children in each classroom. Two are mid-day rooms for preschoolers (3-5 years old) running for 4.25 hours/day and serving up to 16 children in each classroom. Seven are full day rooms for preschoolers, running for 5.75 hours/day and serving up to 16 children in each classroom. Lastly, one is a collaboration with an area nursery school that serves up to 27 preschoolers in 3 adjoining rooms. All of our classrooms include 6 children with a wide range of special needs.

The standard staffing configuration in Jowonio classrooms includes a certified special education teacher, an assistant teacher with a background in early childhood education and/or special education, a program assistant with a focus on the general education facets of the program, and one to one aides if required by the Individual Education Plans (IEPs) of students in the room

with special needs. Most of our classroom have 2 one to one aides, for a total of 5 adults per classroom. In addition to classroom staff, speech language therapists, occupational therapists, and physical therapists provide additional support as outlined on children's IEPs. We also have two full time social workers who provide support to families of the children enrolled in our program.

Jowonio has a strong play-based, relationship-based, and interactive approach to learning with our young children. We are deeply committed to developmentally appropriate practice. Social emotional learning and development are a key focus of our curriculum and approach, in addition to focus on communication, motor, cognitive, and pre-academic skills. Our classrooms' daily schedules include large chunks of child-directed play time, including ample time each day for outdoor and/or indoor gross motor activity, as well as brief teacher-directed large and small group activities and instruction. Classrooms are large, and offer a rich array of learning centers and materials for active exploration and play.

Jowonio also has a long commitment to collaboration – so much so that collaborating with parents, teachers, staff, and educational and community agencies is part of our expanded mission statement. The process of creating this plan definitely required an interactive and collaborative effort. Figuring out the complexities of responding to the educational and support needs of a truly diverse group of learners and families, maintaining the safety of all, and maintaining the quality of our highly interactive and relationship-based program has taken many minds and many, many hours of brainstorming and creative problem-solving. We are excited about the possibilities this plan offers, looking forward to a return to being together in person, and deeply grateful for the efforts of all who contributed.

It should be noticed that all provisions in this plan were developed in accordance with the most recent guidelines and recommendations provided by the national Centers for Disease Control (CDC), State and local Departments of Health (DOH), the New York State Office of Child and Family Services (OCFS) and the New York State Education Department (NYSED). Should the guidelines and recommendations provided by these agencies change, the plan may be adjusted accordingly.

FAMILY ENGAGEMENT AND COMMUNICATION

This plan was developed with the input and collaboration of multiple stakeholders.

- Families have been surveyed multiple times through the summer about their questions, concerns, and priorities.
- All members of the staff have participated in weekly meetings since the start of the summer, to share information, to brainstorm and share ideas, questions and concerns, as well as to prepare for a school-wide platform for remote learning.
- Small focus groups of administrators and staff members from all disciplines were formed to dig deeper into planning around each area of the reopening plan. Ideas from these groups were then brought back to the full administrative team for further consideration, as well as shared and discussed at staff meetings.
- Staff members have also been surveyed regarding their individual feelings and needs regarding reopening. In addition, the Director scheduled office hours of availability for staff to talk with her individually.

- In addition, school leaders have reached out to our daycare licensor, our NYSED regional associate, leaders at the Onondaga County Health Department, the school's medical consultant, and Directors of other area daycare programs and 4410 programs to clarify the regulations and brainstorm potential approaches.
- Jowonio's Director met with representatives of Syracuse University to consider options for planned student teaching placements.
- Jowonio's Director met with the Onondaga County transportation coordinator and a representative from Lanphere's bus company to discuss a transportation plan.
- Finally, the Finance Committee of the Board has met weekly throughout the summer to look at the financial implications of the closure and reopening.
- The Executive Committee of the Board have actively participated in the creation and drafting of the plan, The full Board, the members of which include both current and alumni parents as well as staff, have reviewed and adopted the plan.

The school will use a number of avenues to communicate with families of students:

- All families are invited to participate with the Remind communication app, as well as to be included in a family email list. All school announcements are sent out through Remind and to emails. Families can also send individual communications and questions to staff members who work with their child through these avenues, and can generate group communication threads including all staff members who work with their child.
- Remote learning activities and announcements for each classroom will be posted on their Google Classroom page.
- Significant all school information, including the school reopening plan and any COVID updates will be posted on the school's webpage at Jowonio.org.

Training in hand hygiene, face covering/PPE best use, social distancing, respiratory hygiene, symptoms of COVID, and remaining home when ill; as well as evolving information and guidelines related to preventing spread of the virus; will be provided in the following ways:

- For staff –
 - Written communication in the Personnel Policy Manual
 - In person or virtually during some weekly 2-hour staff development inservice times
 - Communication weekly in our Monday Morning Memo
 - Signage throughout the building regarding hand-washing, PPE regulations, social distancing, directionality around movement in the school, cleaning charts, etc.
- For families –
 - Written information in the Parent Handbook
 - Virtual parent group sessions
 - Information shared through our Remind APP, email and school Webpage.
 - Teachers will also connect regularly with families by phone for guidance and reassurance.
 - Language translation will be provided for families when appropriate.
- For students –
 - Targeted lessons in the classroom will allow teachers to support and guide children for their safety and health.
 - Signage in the classroom will guide children around health and safety expectations.

- Lessons on Google Classroom to be viewed and reviewed at home may be provided to reinforce these ideas at home.

Training in the Google Classroom platform, use and maintenance of technology, and setting up a remote learning environment will be provided in the following ways:

- For staff –
 - In person or virtually through some weekly 2-hour inservice times
 - Individual consultations provided by experienced staff members
- For families –
 - Evening or daytime parent training events
 - Teachers will incorporate use of devices and the Google Classroom platform into in-person instruction and parent communication at least weekly, in an effort to familiarize parents with the platform so they are prepared should there be a need to transition to full remote instruction
 - Individual consultations provided by experienced staff members when needed
- For students –
 - Teachers will incorporate use of devices and the Google Classroom platform into in-person instruction and extension activities at home at least weekly, in an effort to familiarize students with the platform so they are prepared should there be a need to transition to full remote instruction

HEALTH AND SAFETY

Physical Distancing: A variety of steps will be taken to promote physical distancing of 6 feet or more between individuals, unless the nature of the activity requires an adult to be in closer proximity to a child:

- Class enrollment will be limited to no more than 15 students and 5 staff members, or the number required by current guidance. Initially, no more than 13 students per classroom will attend on any given day. Square footage of rooms, based on the recommended 20 square feet per student, would allow for more. However, given the active nature of preschoolers, and the need for spaced out, hands-on activities, group sizes of up to 15 seem more realistic. Also because of the nature of the materials in the classroom and the play-based activities, the amount of room for tables in the classroom does not allow for a full six feet of distance while the full group is seated for meals.
- At least initially, and until guidance and experience can provide comfort around adherence to the regulations with our young group of children, full day children who *do not* have disabilities that qualify them for a Special Class Inclusive Setting (SCIS) will participate in in-person learning for half days, 5 days per week, and remote learning for the remainder of the day. Children with special needs who qualify for a SCIS program will attend in-person for the regular class day. This model allows for children, staff and administration to gain comfort in the logistics of implementing regulatory requirements of physical distancing including mask wearing, distancing during eating and play, and frequent and prolonged hand washing; and to see how this age group and the range of children we serve will respond. Our focus is to help ensure the health and safety of all. It is our hope and intention that, as we all become more familiar with these

measures and confident in their success, we will ultimately be able to safely move to a full in-person day for all enrolled children. *Effective 2/22/2021, all children will begin attending for the full length of their classroom day, with arrival and dismissal times staggered by 15 minutes to allow staff to accompany children to meet parents at their cars.*

- Social distancing will be maintained when possible in public spaces with the following methods: signage and markers on floors, in hallways and waiting areas, placed at least six feet apart, as well as daily/weekly schedules for use of shared spaces by staff, small groups and classrooms. This includes shared office spaces, shared activity rooms, staff kitchen, hallways, elevator and outdoor spaces.
- Where it is not possible to provide 6 feet of distance between staff workspaces, plexiglass or flexible clear plastic barriers will be constructed.
- One classroom at a time will have access to the gym, art studio, small activity rooms and outdoor spaces on a scheduled basis with the following considerations:
 - Number of students and adults allowed at one time based on square footage of the space, the type of activity and the ability to physically distance at least six feet apart
 - PPE and cleaning supplies will be available in all shared spaces
 - Staff are responsible for cleaning and disinfecting frequently touched materials/surfaces following use of a shared space, and for the removal of any toys or supplies which were brought in by the group
- Non-essential rooms and spaces, including those without proper ventilation, will be closed to classroom use
- General use multi-stall bathrooms will be labeled for adult use only (maximum of 2 adults), with alternate stalls available to provide physical distancing, and with an occupancy tracking system posted on the exterior door. Sinks will be separated by a partition.
- Space will be designated for staff use only and divided into zones, for use of the copier machine, shredder, and staff mailboxes. One staff person will be permitted to be in each marked off zone at one time, with those waiting for a turn wearing a mask and maintaining a social distance of at least six feet.
- Shared space will be made available to accommodate tasks and breaks for staff
 - Up to two staff members at a time will be allowed brief entry to the staff kitchen to retrieve refrigerated lunches, access coffee, or to use the oven, maintaining a 6-foot distance within the space.
 - Staff will be encouraged to use an isolated outdoor location, their car, or a designated shared space in the building where social distancing can be maintained, in order to take short breaks from teaching, to eat lunch or to take a break from wearing masks.
- Motor therapy/Occupational Therapy & Physical Therapy space (“Secret Garden”) will be divided into distinct zones of use:
 - The large motor room will be divided into two distinct spaces for use, separated by a movable barrier, with each space limited to up to 2 therapists and 2 children from the same classroom at one time. The number of equipment choices available will be limited, and any surfaces/materials touched will be cleaned between different cohorts/classrooms of children.
 - Small therapy rooms will be reserved for the provision of therapy only (not for classroom use), with 2 rooms dedicated for use by occupational therapists, and 1

- able to be scheduled for use by either an occupational or physical therapist. Each small therapy room will accommodate one therapist and up to 2 students from the same cohort/classroom at a time. Supplies will be cleaned or replaced between students, or placed into bins labeled with students' names, for individual use.
 - Therapists' office space will be divided by partitions between desks to allow for physical distancing.
- Speech-language space ("Pooh Corner")
 - Speech therapy will be conducted with no more than one therapist and one child in each office at any given time.
 - Therapist office space will be divided by partitions between desks to allow for physical distancing of two therapists working without children present.
 - The shared office space (with computer/copier), used by adults **only**, will be limited to use by no more than 2 therapists at a time, with a barrier between them.
- Movement through the building
 - Bi-directional hallway traffic will be reduced by designating hallways and stairwells as uni-directional, as indicated by one-way arrows on floors and walls and signage at doors and hallway entrances.
 - Classroom arrival and dismissal times will be staggered by 15 minutes to reduce congestion at entries and hallway traffic.
 - Students will arrive and depart through one of three assigned building entrances, based upon the building wing that their classroom is housed in.
 - The elevator will be restricted to essential use only (i.e. people using wheelchairs, or who are unable to utilize stairs). Maximum occupancy is one staff and one student at a time.
 - In order to ensure acceptable social distancing while staff and students wait to utilize shared areas, markers on the ground will be placed six feet apart outside of the entrance to those areas.

Classroom Materials

- In the classroom, to the best of our ability, play situations will be set up where each child receives an individual tray or box filled with sensory, construction, or art materials. A limited number of trays or boxes, possibly no more than 4, will be set out on the table to be used at the same time.
- Washable toys and dolls will primarily be used. Those toys that are unable to be washed (e.g., cardboard lotto games) will be placed out of reach to be de-germed according to CDC guidelines. Stuffed animals and dress ups will be removed from the classroom.
- Individual boxes of art and sensory materials such as, but not limited to crayons, markers, rice, beans and playdough will be stored in individual containers with each child's name on them to use throughout the day. The materials will be stored separately such as in a shoe organizer.
- To reduce a large cluster of children during play in one area, an attempt will be made to provide enough playgroup options to ensure that a small group of no more than 3 children receive opportunities to play near each other will be made. For example, setting up a parking garage with a box of 10 cars enclosed within a taped shape on the rug for 3 children and one adult; about 6 feet away, another child/adult group and garage/car set can be available.
- For circle times and meals, set kids with 6 feet of social distance between them, seated in chairs with names affixed. Wash these chairs at end of day.
- During singing or gym movement times, attempt to provide 12 feet between each other.

- The number of toys stored on the shelves will be reduced, to allow for more thorough cleaning at the end of the day.
- Toys that have been mouthed or otherwise soiled will be taken out of circulation until they can be cleaned and disinfected at the end of the day.
- Alcohol or disinfecting wipes will be used to clean electronic equipment between uses.
- **Materials Shared Between Classrooms**
 - When toys are borrowed between classrooms (e.g., from the storage closet), a teacher will clean and disinfect the items before using and returning to the storage area.
 - All School Play Group Boxes: a sign out sheet to be placed on google.doc. Materials in boxes to be cleaned or set aside for the appropriate amount of time based on material type to become germ free before returning in line with CDC guidelines.
- **Managing Materials from Home**
 - To reduce the amount of items brought from home, families will be encouraged to send their child to school with only their outer clothes, several clean masks, and snack/lunch box (preferably paper bags to be discarded after use) The snack/lunch container will be put directly into their cubby immediately upon arrival.
 - Cloth backpacks will not be allowed in school. Families will be expected to send in several extra sets of clothes at the start of the school year, to be kept in individual boxes labeled with the child's name.
 - Teachers and therapists will also be expected to have several changes of clothes left at school, to be stored in a plastic bag or bin in the classroom storage closet, and brought home to be washed after each use.

Gatherings

- All whole-staff meetings will be held virtually, and multi-disciplinary teams will be encouraged to hold their own team meetings and parent meetings virtually, whenever possible. If small meetings of a few classroom staff must be held at school, masks will be worn or physical distancing maintained throughout the meeting.
- **Visitors** - Consideration will be made for reducing traffic in the building by limiting the number of non-essential visitors.
 - A procedure will be established for student drop-off at school whereby each student is screened at one of three building entrances (or directly from cars), and delivered to classrooms by staff, (reducing the need for parents to enter the building). A similar procedure will apply to pick-up for dismissal. (Please see the “Screening” section of this plan.) The front door of the building will be designated as the single point of entry and screening for all visitors, and other entrances will be locked other than at main arrival and dismissal times.
 - In extreme circumstances/when necessary, any parent who must enter the building will be required to wear a mask and will be screened (following the screening protocol) before being allowed entry.
- Procedures will be put in place for parents to pay tuition bills online when possible, instead of in-person.
- All visitors will be screened upon entry, will be required to wear masks, and will be subject to all policies outlined in this plan. Visitors will be limited to particular groups, such as itinerant service providers whose disciplines are not represented by

- Jowonio staff (e.g., music therapists, Teachers of the Visually Impaired, TOD), adaptive equipment vendors (for individual student fittings), or long-term student teachers as opposed to observers, volunteers and interns.
- A station will be created outside of the front entrance as a drop-off for mail, packages, etc. Jowonio staff who have been screened will retrieve mail and packages and bring them into the building.
 - Vendors will be allowed to enter the building only if their services are essential. Timing of visits will be scheduled so as not to conflict with more heavy traffic times such as arrival and dismissal. Vendors will be required to follow the screening protocol, wear a mask, and follow all physical distancing protocols while in the building.

Availability of PPE

- **Masks**
 - Staff will wear appropriate face coverings at all times when they are with children, and whenever unable to maintain at least 6 feet of distance from other adults
 - The school will maintain a supply of disposable face masks for all staff members who need them. Staff members will also be allowed to provide their own cloth masks if they prefer.
 - A physically distanced, adult-only space will be created in a designated location, to provide a safe way for adults to take a brief break from wearing a mask and/or eat a snack or meal.
 - With the exception of students under age two, or students for whom it would negatively impact their physical or mental health, or cause undue challenge, distraction, or obstruction to instruction, all students must wear face masks at all times when unable to maintain 6 feet of distance from others. Given the high level of movement and impulsivity in the preschool population, masks will be worn throughout the day, other than during meal times or other brief breaks in situations where there are not others in close proximity.
 - Given the likelihood that their masks will become wet or soiled, families will be asked to provide multiple clean face masks each day.
 - The school will maintain a supply of child-sized disposable masks and provide them to students when a cloth mask of their own is not available. Responsible parties (administration) will train staff and students on how to put on, take off, clean, and dispose of masks and other PPE.
 - N95 masks, gloves, and disposable gowns will be available to and used by staff who are with a quarantined child waiting for pick up due to any possible COVID related symptoms.
 - Face masks with clear plastic windows will be available for staff members' use, at their discretion, when they are working with a child in a scenario where it is particularly important for the child to see the staff member's mouth (e.g. during speech therapy sessions).
- **Clothing/PPE**
 - Staff will be instructed to have multiple sets of extra clothes available to change into should they get soiled
 - The school will maintain a supply of oversized t-shirts for staff to change into should they become soiled and not have their own extra clothes available

- Children will have multiple sets of extra clothing to change should they get soiled
- Gloves will be used by staff when helping a child change out of soiled clothes
- Gloves will be used by staff when appropriate to minimize possible exposure
- Face shields will be available for use in addition to a face mask in situations where an individual's risk is increased (i.e. they are medically compromised; they are screening multiple people; they are waiting with a sick child for pick up, etc.)
- **Hand and Respiratory Hygiene**
 - Children and staff will wash hands frequently
 - Upon arrival
 - Whenever entering the classroom from being outside of the classroom
 - Frequently between activities
 - After using the restroom
 - Before and after eating
 - Whenever soiled
 - Before leaving the program
 - Children and staff will be regularly instructed in the importance of handwashing and the proper technique. This will be reinforced with signage throughout the building
 - Hand sanitizer will be made available in all areas that do not have a sink. It will be stored out of children's reach. Adults will supervise children's use of the sanitizer.
 - Signage will be posted near the hand sanitizer, stating visibly dirty hands must be washed with soap and water.
 - Children and staff will be instructed to "catch" their coughs and sneezes with a clean tissue then throw the tissue out after use and wash their hands.
- **Health Screening and Entry Procedures**
 - Jowonio will conduct a mandatory daily screening of all employees, visitors, and children.
 - All staff will self-check their temperature prior to entering and sign a document with their answers to all required questions regarding exposure; if staff do not have thermometers at home, these will be available at each door for their use.
 - Staff members who answer yes to any of the required questions or have a temperature over 100 degrees Fahrenheit will not be permitted to enter the building.
 - In an effort to reduce the overall number of people entering the building each day and prevent the spread of COVID-19, we are encouraging parents to protect the safety of all children and staff by not entering the school and classrooms.
 - When feasible, including at all designated drop off and pick up times, staff will meet parents at entrance and conduct the mandated health screening of children.
 - Screeners will wear PPE including, at a minimum, a mask and gloves, and optional face shield and disposable gown.
 - Screeners will ask parents all required questions regarding exposure

- The child's temperature will be taken using a touchless thermometer that is cleaned between uses with an alcohol swab. If the screener touches the child, gloves will be changed between screenings as well.
- If the screening indicates a possible exposure (e.g. the parent answers "yes" to any of the screening questions or a child's temperature is above 100.0 degrees Fahrenheit), the child(ren) will not be allowed to enter the building, and the parent will be referred to their healthcare provider and/or the Onondaga County Health Department for follow up. The child will not be permitted to return to school until cleared by their physician and/or the Health Department.
- If the screening is clear, classroom staff will support children to say goodbye to their parents at the entrance, and a staff member will escort them to their classroom.
- If parents have a special reason for needing to enter the building, they will need to go through the screening process prior to entry as well.
- Children who are bussed to school will be screened by their parents prior to boarding the bus each morning.
 - Parents will be asked to sign a one-time affidavit saying they will answer the required questions each morning and take their child's temperature before putting them on the bus, and will keep them home if their child fails to pass the screening
 - Each child's temperature will also be taken upon arrival at school. If it is above 100 degrees, or if the child is showing symptoms of COVID-19, the child will immediately be taken to a separate room where a staff member will wait with them until they can be picked up. A staff member will contact the parent/guardian to notify them and have them come and pick the child up. They will be referred to their health care provider for follow-up.
- Entrances and exits will be designated for specific uses/classroom groups to minimize contact between them. Classrooms will use the entrance doors closest to their classroom for drop off and pickup, with the exception of children/families needing an accessible entrance and those being bussed to school. In those cases, the front door will be used. Other than during regularly scheduled arrival and dismissal times, all building entrances will be locked, the school will use a single point of entry at the front door, and front desk staff will perform screening of all who need to enter.
- Arrival and dismissal times for multiple classrooms needing to use the same entrance will be staggered to minimize congregating.
- Pavement outside the doors will be marked to maintain 6 ft. of spacing between parents and employees outside with chairs and markers
- All staff and children must wash hands or use hand sanitizer immediately upon entering building. A station will be set up at each door with hand sanitizer, extra PPE, and a thermometer for health screenings.
- In order to restrict building access to visitors, deliveries will be made outside of the front door in a designated area. Staff will bring materials into the building. Staff must wash hands before/after handling deliveries
- Staff will be instructed to stay home if sick and families will be instructed to keep sick children home. Signage will be posted at the entrance doors reminding all visitors of this expectation.

- A log will be maintained of every person entering building/screened to facilitate contact tracing. The log will contain contact information for the individuals entering, as well as the date and time of their visit and the locations in the school visited. Jowonio will assist in providing County Health Department contact tracers information about all individuals who may have come in contact with an infected individual for a period back to 48 hours prior to their last attendance at the school.
 - One person will complete the screening form/log for everyone who enters or the pen/electronic device will be sanitized between people
 - Employee/parent responses collected by the screening process will be reviewed daily by a designated person and a log kept of the review.
 - Staff will monitor children for symptoms throughout the day (flushed cheeks, rapid breathing, fatigue, extreme fussiness)
 - If a child or staff member tests positive for COVID, the health department must be notified. Jowonio staff will follow the direction of health department contact tracers regarding notification and quarantine/testing of anyone who has had significant contact with the individual who tested positive. The child or staff member must not return to school for the duration of any required quarantine.
 - If anyone in a household or those who have significant close contact with a child is being quarantined as a precautionary measure for potential exposure or travel advisory as outlined by the health department, but is without symptoms or a positive test, staff can walk child out of the building for this person to pick up. Jowonio will work with health department contact tracers to determine if the child needs to be quarantined as well and when they may return to school.
 - If anyone in a household or those who have significant close contact with a child or a staff member tests positive, the child or staff member then must not return to school for the duration of any required quarantine. If this result is discovered while the child is in school, an alternate person from the child's approved pick up list must pick up the child. If the individual who tested positive resides in the child's household or the child has had significant contact with them, the child then must not return to school for the duration of any required quarantine.
 - In the case of an employee, parent/guardian, or child testing positive, school staff will cooperate with the state and local health department as required to trace all contacts in the workplace, and the state and local health department 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 to the extent required by federal and state law and regulations.
 - If any staff member becomes aware, or any parent/family member becomes aware that they or their child, have come in close contact with a person with COVID-19, they will be required to self-report that to the school.
 - Jowonio will follow the guidance of the local health department regarding any necessary quarantine of an individual who has been exposed to or tested positive for COVID, and when they can return to school.
- **Containment if a Child or Employee Develops Symptoms of COVID While at School**

- The ill child or employee will immediately be escorted to a designated isolation space. There will be additional PPE equipment, including N95 masks, disposable gowns, face shields, and gloves, available for the staff escort.
- A staff member will notify the child's family (or the ill employee's family if needed) to arrange for them to be picked up, or call 911 if the severity of symptoms requires it.
- The staff member will remain with the child or employee until they are picked up.
- The parent/family member will be referred to their physician and/or the local Health Department for follow-up. Jowonio will require clearance from the child's physician and/or the local Health Department before the individual who was symptomatic can return to school
- Jowonio will follow the guidance of the local Health Department regarding the necessity of quarantining anyone with significant exposure to the symptomatic individual, for how long, and when they can return to the school.
- **COVID-19 Resource Person**
 - The school's Director will serve as a resource person to be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent communication.
 - Information on how to contact the resource person will be readily available to the entire school community
 - Contact information for the Director is shared with staff and families in all school communications, and posted on the school's website.
 - The resource person has worked with the school's medical consultant in the development of this plan, and the consultant has agreed to be available for phone calls should questions arise that the resource person is unable to answer. Jowonio does not have a nurse on site.
- **Medically Vulnerable/High Risk Individuals**
 - Jowonio is committed to responding to people with individual health needs to the extent possible.
 - Students who are medically vulnerable and/or who have high risk family members or families who are not comfortable sending their child to school due to the risk of COVID-19 will be offered fully remote learning. Other accommodations will be considered on an individual basis.
 - For staff members who are medically vulnerable or have high risk family members, Jowonio will engage in problem-solving to determine accommodations that might work for them and for the school, **potentially** including increased PPE, alternate assignments, and/or working remotely.
- **School Closures**
 - Jowonio staff will work with the local health department to recognize scenarios that might require modification or suspension of school operations, including individuals within the school who test positive for COVID, and/or indicators that the incidence of COVID is on the rise; and determine appropriate steps to mitigate. These steps may include modification of operations, closure and move to fully remote learning for one or more affected classrooms, and/or closure and move to fully remote learning for the school.
 - Conversely, should the need to move to fully remote learning occur, Jowonio will work with the local health department, as well as the New York State

Education Department (NYSED) and the Office of Child and Family Services (OCFS) to determine conditions and criteria that make it safe to return to in-person learning.

- **Cleaning and Disinfection**

- **General School-wide Cleaning and Disinfection**

- Jowonio School will purchase a misting disinfection system for use with a cleaner identified by the Environmental Protection Agency (EPA) as effective against COVID-19. This system will be used, in accordance with instructions, in every classroom and shared spaces (gym, staff offices) each evening to disinfect overall areas.
- Water fountains will be turned off at the water source and have appropriate signage indicating not for use.
- Additional custodial staff will be hired to be responsible for regular cleaning of high traffic/high touch areas at least 3 times per day.
- Disposable disinfectant wipes will be available so that commonly used areas (door handles, keypads, computer keyboards) can be wiped down before/after use (along with hand hygiene)
- Alcohol-based hand sanitizer containing 60% or more alcohol will be placed in areas where handwashing is not available/practical. Signage will be placed next to hand sanitizing stations to indicate that hand sanitizer is not effective on visibly soiled hands, and that soiled hands must be washed with soap and water
- Touchless receptacles for disposal of soiled items such as paper towels, wipes and/or PPE, will be placed in designated areas throughout the school
- Signage will indicate that staff and children need to practice hand hygiene in the following instances:
 - Upon arrival
 - Whenever entering the classroom from being outside of the classroom
 - Frequently between activities
 - After using the restroom
 - Before and after eating
 - Whenever soiled
 - Before leaving the program
- Disposable gloves will be provided for staff use when cleaning/disinfecting, diapering/toileting a student, handling a student's food or soiled clothing/materials, or as deemed necessary
- A cleaning log will be maintained that includes the date, time, and scope of cleaning and disinfection

- **Specific Cleaning/Disinfection of Bathrooms**

- Classroom toilets, potty chairs, and changing tables/mats will be cleaned after each use with a 2% bleach solution (mixed daily by classroom staff and contained out of reach of children in a clearly marked spray bottle)
- Classroom bathrooms will be cleaned by custodial staff at the end of each school day
- Touch free trash receptacles will be placed in each classroom and adult-use bathrooms

- Touch free paper towel dispensers will be placed in each classroom and adult-use bathrooms
 - Signage will be placed on adult bathroom doors indicating a limit of 2 adults at one time, and a flagging system will be used to indicate when occupied
 - Adult bathrooms will be cleaned by custodial staff at the beginning and end of each school day and at least once during the day
 - Disinfectant wipes will be available for staff to wipe down any touched surfaces after use
- **Specific Cleaning/Disinfection of Common Areas/Materials used by Students**
 - Custodial staff will clean/disinfect high touch areas (door knobs, light switches, railings) before arrival and after dismissal of students and at least once during school day
 - Frequently touched surfaces in the school gym will be cleaned/disinfected by custodial staff following each classroom use
 - Frequently touched surfaces on the school playground will be cleaned/disinfected by custodial staff following each classroom use
 - Disinfectant wipes will be available on Trike Town (outdoor play space) for classroom teachers to wipe down trike/scooter handlebars between children's use and before leaving the area
 - Occupational, Physical, Speech, and Play therapists will be responsible for cleaning/disinfecting of space utilized by a student during their therapy session. Disinfectant wipes and/or bleach solution will be made available to clean/disinfect between students from different classroom cohorts
 - Toys and/or materials placed in a student's mouth or otherwise soiled will be removed from circulation and placed in a marked bin for cleaning and disinfection. Classroom staff will clean/disinfect these items at the end of the day.
- **Specific Cleaning/Disinfection of Common Areas/ Materials used by Staff**
 - The staff kitchen will be limited to two members at a time. Disinfectant wipes/spray will be available to wipe down sink handles and any used appliance after use
 - Staff are encouraged to bring their own drinking vessel (for cold or hot drinks) that is taken to and from work
 - Staff are encouraged to bring their own eating utensils that are also brought to and from work, or to use disposable when necessary
 - Disinfectant wipes will be available to wipe down shared electronic equipment such as computer keyboards/mice, copy machine, and fax machine that is used by more than one staff member
 - Copy machine will be moved to a separate room where a limit of 1 person at a time can use and if a line needs to form, staff can be spaced 6' apart
- **Specific Cleaning/Disinfection Following Suspected or Confirmed COVID-19 Case**
 - Infected individual will be moved to an isolation area until he/she is transported home
 - Any exposed (high touch) areas/surfaces will be immediately cleaned/disinfected and that area will be closed off to all others

- If the suspected/confirmed case is a student, that classroom and the isolation space will be closed for 24 hours, or as long as possible, prior to cleaning
- Increased ventilation will be maintained while the area is closed by opening windows
- Once cleaned/disinfected, that area may be reopened for general school use
- The school will conduct all required safety and lockdown drills, modifying where necessary to ensure they are completed in a socially distanced way. Any modifications will be recorded in the fire safety plan.
- Drills will be scheduled to ensure all children in the program are instructed in safety procedures.

Fire Safety and Lockdown Drills

- The school will conduct all required safety and lockdown drills, modifying where necessary to ensure they are completed in a socially distanced way. Any modifications will be recorded in the fire safety plan.
- Drills will be scheduled to ensure all children in the program are instructed in safety procedures.

FACILITIES CHANGES/UPGRADES

- Clear plastic barriers will be erected in areas where it is not possible to arrange for 6 feet of distance between people and workspaces
 - Between sinks in the bathrooms
 - Between the two workspaces at the front desk, and on the desk to provide a barrier between front desk staff and visitors to the building
 - Between workspaces in the therapy team offices
- Touchless alcohol-based hand sanitizer dispensers will be installed near each entrance to the building
- With the planned numbers of no more than 15 children and 5 staff members per classroom, Jowonio classrooms contain square footage well beyond the recommended 20 square feet per person
- Drinking fountains will be turned off and marked not for use. Children and staff will be asked to bring their own water bottles from home, to be filled at school sinks. Alternatively, disposable cups will be provided.
- **Ventilation**
 - In order to maximize the ability of our ventilation system to limit effects of a potential COVID exposure, Jowonio consulted with an HVAC engineer, who reviewed all systems. With his input, we are taking the following steps:
 - Installing MERV-13 filters in all heating units
 - Opening the dampers on all heating units to increase volume of outside air entering the building
 - Setting fans to run continuously while the building is occupied and two hours prior to occupancy to purge the air in the building

- Leaving windows open to increase circulation of outside air whenever it is feasible to do so and maintain a comfortable temperature in the room

CHILD NUTRITION

- Because many children at Jowonio have specific dietary restrictions, students bring their own snack and lunch each day.
 - Children will eat snack and some children will eat lunch in their classrooms. In order to allow for 6 feet of distance between children who have removed their masks to eat, snack will be offered in shifts in a separate area of the classroom. Because the children without disabilities will be dismissed prior to lunch, there will be space for the remaining children with IEPs to be seated 6 feet apart while eating lunch simultaneously in their classrooms.
 - Children will be instructed to wash hands thoroughly before and after eating. Signage will provide reminders about the importance of this, and timers will be used to encourage children to wash for 30 seconds.
 - Children will continue to be taught that each person's food is their own food, and the food that their parents chose because it is good for *their* bodies, and food is not to be shared in the classroom.
- The school maintains a small food pantry in order to provide or supplement snacks and lunches if children arrive without them or with an inadequate supply of food.
- If families are experiencing food insecurity, the school's social workers work to link them with supports such as the S.N.A.P. program, food pantries, etc.
- When Jowonio is operating remotely, social workers reach out to families to ensure access to nutritional programs through their home school districts as well as food pantries. When necessary, social workers make deliveries to ensure food is received.

TRANSPORTATION

- Children with special needs who attend any preschool are provided transportation by companies contracted through the Onondaga County Health Department. The school is not individually responsible for transportation. However, we consulted with the bus company to ensure they were following DOH and NYSED guidelines regarding transportation.
- We have been assured that students, with the exception of those for whom it would negatively impact their physical or mental health, will be required to wear masks on the bus, as will the bus driver and monitor.
- Busses will be thoroughly cleaned and disinfected at least once per day, with high touch areas cleaned more frequently.
- Students will be seated in every other row on the bus to maintain physical distance of 6 feet.
- Students will be loaded from the back of the bus to the front, and unloaded in the reverse order, to limit exposure while moving through the aisles
- Bus company employees will be required to complete a health screening, including temperature check, daily before beginning work.

- Parents of students riding the bus will be required to sign an affidavit agreeing to screen their child daily and take their temperature before putting them on the bus. Jowonio employees will repeat a temperature check upon arrival at school.
- Students will only be removed from the bus upon arrival, and returned to their bus at dismissal, by a staff member from their own classroom. Physical distance of 6 feet between people will be observed when walking between the bus and the classroom.

SOCIAL EMOTIONAL WELL BEING

- **Plan to assess mental health of students and provide support if needed**
 - Teachers will use a simple mental health screening tool to assess children’s mental health upon returning to school and periodically throughout the year
 - All staff will continually observe students to look for warning signs of mental health changes; each student will be assigned an advocate for ongoing questions or concerns. This advocate will follow students both in person and through distance learning.
 - Based on observations, results of screening and team discussions, Jowonio will utilize a multi-tiered system of supports consisting of:
 - Tier 1: Continued implementation of the Jowonio social emotional curriculum for all students along with continued community building as a whole, and individual relationship building, within each classroom cohort
 - Tier 2: Support of identified at-risk students through possible referral to in-house play therapist, social worker or school psychologist for direct work with the student and/or family.
 - Tier 3: Support of high need students who require in-house direct individualized support of a play therapist, social worker or school psychologist and may also require referral to community-based resources
 - Jowonio School will continue to employ mental health workers, including school psychologist, social workers, and a play therapist to support the emotional well-being of students, families, and staff
 - Staff will participate in inservice training on Compassion Resilience as well as other topics to assess ongoing mental health triggers and discuss ongoing stressors for children.
 - Jowonio will continue to utilize our administrative support team and Board of Directors (which includes parents) to ensure availability and use of school social emotional supports, as needed.
 - Students will continue to have daily movement activities built into the course of their day including gym, outdoor play and in-classroom gross motor activities to address the connection between physical activity and social emotional well-being.
 - Based on our school philosophy and behavior policy, we believe that behavior is a form of communication and teachers will continue to build relationships with students, analyze behavior in terms of communicative intent, and teach students appropriate ways to express themselves and meet their needs. Jowonio staff address behaviors through a problem-solving approach that focuses on teaching students to be more self-aware and providing/teaching alternatives to inappropriate behavior rather than administering punitive measures.
- **Plan to assess mental health of staff and provide support if needed**

- Referral (posted and shared) to Hotline for teachers and parents for mental health. 211 CNY brings together organizations in the community to better serve the residents of five counties: Onondaga, Oswego, Jefferson, Lewis, and St. Lawrence for help locating local resources. They can be reached by phone 24/7 by dialing 211 or visiting their website www.211cny.com
- Jowonio’s health consultant, a registered nurse, has agreed to be on call and available to answer parent/staff questions regarding COVID-19 or other health concerns that may be contributing to mental health challenges
- School staff will collaborate with Jowonio school mental health workers to determine independent referrals to outside agencies, as needed.
- Staff will participate in inservice training on Compassion Resilience. Other inservice training to address critical topics related to personal, student, and community well-being, such as trauma-responsive practices, social emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race will be offered through Jowonio and/or use of community resources.
- Staff have had the opportunity, and will continue throughout the school year, to participate in small group processing, surveys and educational staff development to assess ongoing mental health triggers and discuss ongoing stressors for adults.
- Additional staff development funding is available to staff to attend conferences and training sessions for further education as needed.

SCHOOL SCHEDULES AND COHORTS

Jowonio’s development of our re-opening schedule was guided by the following principles:

- We recognize the importance of in-person instruction to our young and vulnerable population of students. Social and emotional skills developed through relationships and interaction with peers, as well as motor, language, and cognitive skills developed through hands-on play-based activities, are at the heart of preschool curriculum. Computer-based instruction is limited in its developmental appropriateness as well as its capacity to engage children of this age. And, while our staff have found creative ways to use a variety of platforms and formats for communicating activity ideas and providing materials to parents, and families are often highly invested, those families’ own work requirements, limited access to technology, and/or significant life stressors have meant their ability to engage their children in the full range of learning activities offered each day varied greatly. Therefore, within our ability to do so while still meeting all health department guidelines, we want to provide as much in-person instruction as possible.
- We recognize the amount of in-person instruction we are able to provide, and the format in which we provide it, may need to shift, in either direction, at different points during the year, in response to incidents at the school, to what is working well and what is not, and to community incidence of COVID-19. The model we reopen with is a starting point, and flexibility will be required of all.
- Children with special needs require access to a wide range of services and supports and, because many of these students did not experience success with teletherapy during our period of remote learning, their access to these services was compromised. Therefore, they must be prioritized for in-person instruction as we re-open.

- Celebration of diversity is at the heart of Jowonio’s mission, and each of the children we serve is important to us. Therefore, it is critical to have children with a wide range of abilities, needs, and backgrounds, with and without disabilities, in our overall classroom make-up.
- While our classrooms are large, the play-based nature of our curriculum requires access to a range of play materials and equipment, as well as open space to move. This does not allow for the number and size of tables that would be necessary to serve a meal to all children in our typical class size simultaneously. *While the specific approach varies from classroom to classroom, through a combination of creative use of space/furnishings and creative scheduling, all of our classrooms have found a way to provide meals to all children enrolled in a classroom while maintaining physical distancing guidelines.*
- Wearing masks/face coverings when in group settings and/or close proximity is a critical factor in reducing the spread of COVID-19. The highly movement-oriented and impulsive nature of most preschoolers, as well as the interactive nature of our curriculum, makes it difficult to ensure physical distancing will be maintained, increasing the importance of wearing masks. Yet, for many of our preschoolers, wearing a mask at all will be a new and perhaps challenging experience. It may take time to desensitize many of them to be able to tolerate the mask for even short periods of time, much less for a full school day. *While some children are still adjusting to wearing masks, most have adjusted remarkably well and, when given playful brief breaks (i.e. at meal times), are able to wear their masks for the full time they are in school.*
- Stable cohorts of children and staff are crucial to limiting potential exposure to COVID-19, as well as to being able to trace contacts if someone tests positive. This is easily managed within classroom groupings, but becomes more complex with speech language, occupational, and physical therapists who likely will have a caseload involving children in more than one classroom. The need for therapists to limit their travel between classrooms creates scheduling challenges and a need for both creative problem-solving and additional time.

Components of the Plan:

- Presuming incidence of COVID in Onondaga County remains low enough to warrant reopening in-person, Jowonio is planning and preparing to open in September with a fully in-person model for our students with disabilities, and a hybrid model of mornings in-person and afternoons with remote instruction for our students without disabilities. Schedules will be as follows:
 - All students enrolled in our half day (8:45-11:15) classrooms will attend school in-person for the regularly scheduled session each day. These are our youngest students (2-3 years old).
 - All students enrolled in our mid-day (8:45-1:00) classroom will attend school in-person until 11:45 each day; at that point, students without disabilities will be dismissed. Follow-up activities to supplement their classroom experience will be provided remotely during the afternoon. *Effective 2/22/21, students without disabilities will attend until 12:45 each day. Unless a family has elected to have their child participate remotely only, there will be no remote learning activities provided.* The 6 students with special needs in each class will remain at school until the regular 1:00 dismissal. This will allow

- o opportunity to provide all therapy services and ensure all individual goals on their IEPs are addressed.
- o All students enrolled in our full day (8:45-2:30) classroom will attend school in-person until 12:00 each day; at that point, students without disabilities will be dismissed. Follow-up activities to supplement their classroom experience will be provided remotely during the afternoon. *Effective 2/22/21, students without disabilities will attend until 2:00 each day. Unless a family has elected to have their child participate remotely only, there will be no remote learning activities provided.* The 6 students with special needs in each class will remain at school until the regular 2:30 dismissal. This will allow opportunity to provide all therapy services and ensure all individual goals on their IEPs are addressed.
- Based upon space available in our classrooms and the need to physically distance as much as possible while still providing a rich learning environment, enrollment in classes at Jowonio will be comprised of no more than 15 children (13 per classroom on any given day). In order to limit exposure to other cohorts, speech, occupational, physical therapists will be grouped in cohorts of adults as much as possible (e.g. a team of one speech therapist, one occupational therapist, and one physical therapist all work with the same three classrooms). In order to limit movement between the different classrooms, they will schedule blocks of time to see several children in one classroom, then wash their hands and change their PPE before entering the next classroom. Group therapy sessions will be provided only to children within the same classroom. Our play therapist will follow the same procedures.

ATTENDANCE AND CHRONIC ABSENTEEISM

- Attendance in preschool is not state-mandated. However, we recognize the importance for our students of regular and consistent engagement in play-based learning activities and interaction with teachers and peer, whether that is provided remotely or in-person. Being able to monitor engagement and participation in learning activities is critical to being able to target our instruction to the skills, needs, and interests of our students.
- Daily attendance will be recorded during times of in-person learning.
- During times of remote learning, curriculum-based activities will be designed and posted, and parents asked to submit responses, in ways that allow school staff to track engagement. This engagement and participation will be recorded as attendance.
- If a student is repeatedly absent, classroom staff/support teachers will reach out to the parent to find out why, and what can be done to help. Together, staff and families can brainstorm strategies to address barriers and increase engagement. Social work staff will be available to support these efforts as needed.

TECHNOLOGY AND CONNECTIVITY

- Current technology within the school building will be assessed to see if upgrades are needed or more devices need to be acquired to make sure teaching staff has adequate access to teach students remotely if utilizing a hybrid or fully remote teaching model

- School staff will survey families early in the school year regarding their access to technology devices and internet connectivity, as well as their comfort with navigating the various platforms used by the school.
- Districts serving children with disabilities will be asked to provide technology devices and support access to internet service as needed by families residing in their district in order to access/participate in teletherapy and remote learning sessions
- Jowonio School will create a technology bank through donations and grants to support any student (without disabilities) in need of a device for remote learning
- The Jowonio social work staff will work with any family who does not have a reliable internet access
- Remote learning activities will be offered in multiple formats (online, using a remote learning platform; through hands-on materials and written instructions delivered to the family, etc.)
- Periodic parent training and consultation will be offered around accessing the technology platforms, designing a teletherapy space, and tips for making teletherapy more accessible and meaningful for their child.

CONTINUITY OF LEARNING

Jowonio's plan for continuity of learning is based on the following understandings:

- All instruction, whether remote or in-person, needs to include a focus on building and maintaining relationships/community-building, and supporting students' social and emotional learning and mental health, as well as on building communication, motor, cognitive, and pre-academic skills.
- The New York State Learning Standards, as supported by the Creative Curriculum/Teaching Strategies Gold, Core Knowledge Language Arts (CKLA) and Math Modules curriculums, provide the basis for all instructional activities, whether in-person or remote.
- The students that return to us after this long period of closure will not be demonstrating the same skills and needs as they were when the closure began. They may have developed some new skills, but others may have been lost. There will likely be some gaps in learning for many of our children. Present levels will need to be assessed, and a plan made to address any learning gaps and guide instruction moving forward.
- We recognize the likelihood that changing community rates of COVID-19 infections could necessitate the ability to move quickly and fluidly between in-person learning and remote learning, assessing and addressing any gaps in learning to maximize the benefits of in-person or remote learning times, and planfully and proactively designing and preparing for learning experiences that are as meaningful, curriculum-based, and developmentally appropriate to our preschool population as possible, whether those are provided remotely or in-person.
- All instruction, whether remote or in person, needs to ensure the provision of a free and appropriate public education to students with disabilities, that addresses, to the extent possible, the range of strengths, needs, services, modifications/instructional supports, and individual goals contained in their IEP.
- **Plan for assessing gaps in learning during remote instruction and transitioning students from remote to in-person learning.**

- Classroom teachers will use a curriculum-based checklist to assess the baseline social emotional, language, motor, and cognitive skills of all students at the beginning of the school year, and will update periodically throughout the year to determine areas of regression and/or continued need
 - For students whose home language is something other than/in addition to English, the home language questionnaire from Teaching Strategies Gold will be administered.
 - Results of checklists used will be maintained in a Google Drive folder and tracked using a spreadsheet per classroom, such that teachers can easily see where gaps are for each student and for the class as a whole, and this information will be available to them remotely as well as when in the school building
 - Whether instruction is provided remotely or in-person, learning activities prepared for students will address the gap areas identified
 - Classroom team, including teachers and therapists, will hold implementation plan meetings with parents attending remotely early in the school year to identify students' needs, strategies, and address any parent concerns with a hybrid approach of remote and in-person learning
 - Speech, occupational and physical therapists will use assessment tools to identify any gaps as compared to where the child's level of skills were prior to closure
 - Inservice times (large group gatherings) to support staff development and training will happen remotely
 - Classroom clinical support meetings to ensure transdisciplinary programming is addressing student's needs will occur remotely or in person while meeting social distance guidelines. Parents will attend these meetings remotely through video or phone conferencing
- **If another closure is required- plan for fluidly transitioning between in-person and distance learning**
 - Jowonio's remote learning plan provides the following components:
 - A focus on maintaining relationships through opportunities for families and students to see and interact with teachers and peers through use of video-conferencing platforms, as well as opportunities to see videos/photos of their teacher, post videos/photos of themselves engaged in activities
 - Posting of hands-on and play-based activity plans focusing on all areas of the Creative Curriculum/Teaching Strategies Gold, Core Knowledge Language Arts (CKLA) and Math Modules curriculums, including social emotional, communication, motor, cognitive, and pre-academic skills
 - Ongoing provision of activity kits containing materials needed to complete posted activities
 - Opportunities for families to post photos or other commentary on their child's engagement with these activities, so teachers can monitor attendance/engagement, as well as to allow opportunities for informal assessment, so that future learning activities posted can most effectively meet students' needs
 - Individual adaptations provided to families of students with disabilities, in order to allow their child to access the activities provided
 - Teletherapy or other means for all therapists/teachers that are part of a child with disabilities' IEP to offer activities, materials, strategies, and adaptive

- equipment for children with disabilities to progress with their individual IEP goals in all areas
 - And opportunities for regular parent communication with teachers and therapists working with a child, to celebrate successes, share concerns, provide support and problem-solving, and discuss next steps.
- Curriculum kits/bins will be made in advance to be sent home with each student when a closure occurs. Kits will be individualized to address each student’s gaps in learning and/or IEP goals plus adaptations for identified students with special needs
- Two weeks’ worth of lesson plans will be created and held in reserve on each classroom’s Google Classroom site to be implemented during a sudden closure
- Home-based learning implementation plans will be designed and ready for students with IEPs, providing strategies, adaptations, and individual supports to address their individual goals and needs in a remote learning situation, including teletherapy, provision of adaptive equipment and modifications needed to access class learning activities, and other supports as agreed upon by the family and the team.
- Agreed-upon implementation plans will be shared with the Committee on Preschool Special Education (CPSE) for their review and consent.
- Google Classroom will be the platform used by each classroom across the school while in person and while teaching remotely
- Parent training events will be offered early in the school year to teach families about Google Classroom, as well as the benefits to setting up a teletherapy workspace and what is needed to help make teletherapy more successful and meaningful for the child
- Tech support for families will be provided by designated staff
- Classrooms will immediately begin utilizing their Google Classroom accounts by sharing the weekly schedule and classroom newsletter to introduce and support parents to use the platform. Additionally, classrooms will offer at least 1 “extension activity” each day to support students enrolled in distance learning for a part of their day
- Staff and family access to technology and internet, as well as needs for support with particular platforms, will be assessed early in the school year, and plans made to address any gaps found (see “Technology and Connectivity” section of this plan)
- Teachers and therapists will maintain contact with families during any times of closure, through use of Google Classroom, as well as the family’s choice of the Remind app, emails, or phone calls, in order to monitor how the plan is working, trouble-shoot any issues that arise, and provide resources and support to the family and/or the child. School social workers will be available to assist in this process as needed. Communication with families will be provided in the language of their choice.
- Family contacts and services and supports offered remotely will be documented and tracked throughout any time of closure or remote instruction, and shared with the CPSE chairperson at their request.
- **Curriculum to support a fluid transition between in-person and remote learning**
 - Jowonio supports the Syracuse City Universal Pre-K (UPK) curriculum through Unit and weekly planning. Classroom teams will pair (or triumvirate) to plan a consistent curriculum, share materials (with appropriate cleaning/disinfecting), and share responsibilities in the event one classroom needs to close due to a confirmed case of COVID-19.

- To support curriculum, progress monitoring, and implementation of appropriate adaptations, and reduce the number of classrooms therapists enter, speech language, occupational, and physical therapists will support the students in a set of paired/tripled classrooms
- Weekly schedules that follow the identified curriculum goals will be sent home each week whether students are in-person or remote
- Curriculum kits to supplement distance learning activities will continue to be distributed throughout any future closures.