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Jowonio School Reopening Plan

This plan represents our best efforts to ensure the health and safety of our children, our staff, and all families connected to the school, while also maintaining our commitment to our mission to provide model inclusive programs for young children, where diversity is celebrated and all are free to learn and grow. We remain 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

Also at the core of this plan is maintaining our commitment to 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 will continue to 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. All will be designed to nurture and support peer interactions as well as development in all areas.

Jowonio also has a long commitment to collaboration. 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 continuing to be together in person, and deeply grateful for the efforts of all who contributed.

It should be noted 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), the American Academy of Pediatrics, 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, originally developed and implemented in 2020 and modified as regulatory guidelines changed, was developed with the input and collaboration of multiple stakeholders.

- Families have been surveyed multiple times and frequently asked to share their questions, concerns, and priorities.
- All members of the staff participated in weekly meetings during the summer of 2020, and intermittent staff meetings since, to share information, to brainstorm and to share ideas, questions and concerns..
- In 2020, 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 were also 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 reached out to our daycare licenser, 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 and much of the 2020-2021 school year, and biweekly after that, 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, reviewed and adopted the original plan in August, 2020.

The school will continue to 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, should they again be required, and announcements for each classroom will be posted on their Google Classroom page or via the Remind app.
- 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 and updated in the following ways:

- For staff –

- Written communication as part of a COVID addendum to 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.
 - written materials and/or videos may be provided to families to reinforce learning on these topics while in school.

The staff has hired a technology consultant to provide training and support to families and school staff in the use of various technologies for remote learning if needed. This training will be provided in person or virtually during periodically scheduled group training sessions, as well as through individual consultations with families and with staff members.

HEALTH AND SAFETY

Vaccination: A large majority of our staff were fully vaccinated in the winter and spring 2021, and the remainder have been strongly encouraged to get vaccinated. Per New York State Department of Health (NYSDOH) regulation, for the 2021-2022 school year all staff members will be required to either be fully vaccinated or to be tested weekly for COVID.

COVID-19 Testing: Jowonio will work with the Onondaga County Health Department to provide routine screening testing of a random sample of the school’s population of children and adults on a regular basis through the school year. This will help to monitor for asymptomatic cases and prevent outbreaks.

- Only staff who have consented, and children whose parents have provided consent, will be tested.
- Test results will be individually shared with families of children who are tested and with employees who are tested.

Jowonio will also provide referrals to local test sites for any child or employee who is demonstrating symptoms or COVID-19 or who has been exposed to someone diagnosed with COVID-19.

Face Masks: Per regulation from the NYSDOH regulation, all staff members, children, and visitors to the school will be required to wear face masks at all times inside the school building, unless eating, drinking, singing, or playing a wind instrument, in which case they will be spaced at least 6 feet apart.

- People with medical or developmental needs that preclude them from wearing a mask will be exempted from this requirement, with medical documentation.
- The school will maintain a supply of disposable face masks for adults and children who need them. Staff members and families will also be allowed to provide their own cloth masks if they prefer. Given the likelihood that masks may become wet or soiled, families and staff should plan to have multiple masks at hand each day.
- Unless new CDC, AAP, or DOH guidelines recommend masks be worn outdoors as well, or unless families specifically request their children keep masks on, children will be given mask breaks when outdoors and able to physically distance, and when eating or drinking. Children will be spaced 6 feet apart during all meal times.
- A physically distanced, well-ventilated 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.
- Responsible parties (administration) will train staff and students on how to put on, take off, clean, and dispose of masks and other PPE.

Health Screening and Entry Procedures: All staff, families and visitors to the school will be informed the decision to enter reflects implicit agreement that they are free from symptoms of COVID-19 and have not been exposed to anyone diagnosed or with symptoms of COVID-19 in the previous 2 weeks.

- 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 vehicles or the building entrance, support child(ren) to say goodbye to their parents, and escort the child(ren) to the classroom.
- Anyone experiencing symptoms of COVID-19, or any unvaccinated person who has been exposed to an individual with symptoms or a diagnosis of COVID will not be permitted to enter the building. They will be referred to their healthcare provider and the Onondaga County Health Department for follow up. The affected individual will not be permitted to return to school until cleared by their physician and/or the Health Department.
- 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.
- 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 the building to facilitate contact tracing. The log will contain contact information for the individuals entering, as well as the date and time of their visit. 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.

Children and Staff Members Who Become Ill After Arrival at School:

- Staff will monitor children for symptoms throughout the day (flushed cheeks, rapid breathing, fatigue, extreme fussiness, as well as symptoms of COVID-19)
- 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.
- According to the NYSDOH’s Commissioner’s testing determination, all school students, teachers, and staff with new or worsening symptoms of COVID-19 *must* be excluded from school, regardless of vaccination status, and either (a) provide a negative COVID test result, or (b) remain excluded from school for a minimum of 10 calendar days from symptom onset, prior to returning to school. If student, teacher, or staff symptoms are improving AND they are fever-free for at least 24 hours without the use of fever reducing medicines, they may return to school with either a note from the healthcare provider indicating the test was negative OR a copy of the negative test result. Given the growing prevalence of breakthrough infections among vaccinated populations nationwide, there is no recommended exemption for symptomatic vaccinated people.
- 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.

If a Child or Staff Member Tests Positive for COVID-19: The health department must be notified.

- 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 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 or a staff member tests positive, the child or staff member 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. Confidentiality will be maintained to the extent required by federal and state law and regulations.
- Quarantine and close contact – Consistent with CDC guidance, all “close contacts” with someone with COVID must quarantine unless they are fully vaccinated. People who are fully

vaccinated do not need to quarantine after contact with someone who is suspected or confirmed to have COVID-19 unless they also present possible symptoms of infection; however, they should be tested 3-5 days after exposure and must wear a mask indoors for 14 days or until they receive a negative diagnostic test result. In general, a “close contact” is anyone who was within 6 feet of an infected person (laboratory-confirmed or a clinically compatible illness) for a cumulative total of 15 minutes¹ or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes).

- 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.

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 16 students and 5 staff members, or the number required by current guidance. Initially, no more than 14 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 14 at a time seem more realistic. Also this allows more room for seating to ensure students can be placed 6 feet apart when unmasked to eat lunch, along with providing space for the nature of the materials in the classroom and the play-based activities.
- Physical 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.
- One classroom at a time will have access to the gym, Enchanted Forest, 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. 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 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 two children 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
 - 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.

Gatherings

- All group adult meetings will be held virtually unless masks are worn and a distance of 3-6 feet is maintained throughout.
- Parent meetings will be held virtually whenever possible.

Transportation: All adults and children are required to wear masks on school busses and in any instance when transported by the school.

Availability of PPE: The school will maintain a supply of surgical masks and gloves, as well as hand soap, hand sanitizer and disinfectant wipes.

- 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).
- 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.

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.

- Reasonable accommodations will be considered on an individual basis.
- 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 supported to find alternatives.
- 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: CDC, AAP, NYSED, and NYSDOH guidelines all stress the cost to students and families of prolonged school closures, including detrimental effects on social emotional and cognitive learning and physical and mental health, along with increases in domestic violence and substance abuse. Therefore, Jowonio remains committed to staying open and providing in-person learning unless community incidence of COVID and health department guidelines clearly indicate it is not possible to do so safely.

- 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 once 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
 - 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
 - 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

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.

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 have taken the following steps:

- Installing MERV-13 filters in all heating units
- Opening the dampers on all heating units to increase volume of outside barrier between front desk staff and visitors to 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
- Purchasing portable air filtration units for any rooms in the building that do not have windows or adequate ventilation
- Communicating to staff the importance of not blocking any air vents or diffusers
- Requesting that staff leave windows and doors open to allow for greater airflow when possible to safely do so
- Utilizing a schedule of regular inspections and maintenance of the HVAC system
- Keeping ventilation systems running 24/7
- With the planned numbers of no more than 16 children and 5 staff members per classroom, Jowonio classrooms contain square footage well beyond 20 square feet per person recommended to allow for air circulation and physical distancing

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 patterns that maintain as much physical distancing as possible..
- 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 as much as possible when walking between the bus and the classroom.

Social-Emotional Health and Well-Being

- **Plan to assess mental health of students and provide support if needed**

- 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.
- 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 reopening 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. 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.
- 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.
- 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.
- 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.
- 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 16 children (14 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.
- Due to the need to reduce the number of people in and out of the building by meeting families at cars, and the traffic challenges that presents in our parking lot, arrival and dismissal times for classrooms will be shifted by 15-30 minutes to allow for only half the classrooms at each end of the building to be arriving/departing at one time, and to allow time to dismiss children to cars prior to needing to walk children to busses.

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 changes in community incidence of COVID necessitate a change to 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 has created 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, if required, 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 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:

- While committed to being open and in person as long as it is safe to do so, 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. This will require 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 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
- 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 between in-person and remote 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 early in the school year to identify students' needs, strategies, and address any parent concerns. Strategies and focus goals identified will be the focus of learning activities for that child, whether provided in-person or remotely
- 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
- Weekly inservice times (large group gatherings) will be provided to support staff development and training and will continue to happen remotely during any times of closure
- 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 at least twice daily 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 to be posted and 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.
 - Parent training events will be offered as needed to teach families about technologies used in the classroom and for remote learning, 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
 - 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 electronic platforms, 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.
 - 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.