



## **Capital District Beginnings** **Reopening Plan**

Capital District Beginnings has developed plans that include in-person instruction, remote learning, as well as a hybrid model that combines in-person instruction and remote learning in collaboration with our educational partners' plans. To help inform our plan, we collected feedback and input from stakeholders.

Our reopening plan, due to New York State on July 31, will be posted publicly on our website ([cdbegin.com](http://cdbegin.com)) The plan will be subject to change, at any time, as necessary and will be dependent upon the Governor's public health decisions.

Governor Cuomo announced on Monday, July 13, that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region. Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues as follows:

- If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold-in person instruction.
- If daily infection rates exceed 9% over a seven-day average, schools in that region would not reopen.
- Should the infection rate reach the 9% average, in the region, after reopening, the schools in that region would be directed to close.

We have also developed a plan for communicating information to staff, students, parents/guardians, visitors and education partners. The Agency will use its existing communication channels including the website, email, the Seesaw app, and SharePoint for staff. These communication channels will be used to share news and updates as we move forward.

Our plans and any information that we provide will be based on recommendations and guidance from the Centers for Disease Control and Prevention, the New York State Department of Health and the New York State Education Department.

### **Integrated Classroom Site Locations:**

Arbor Hill Elementary School  
Capital Milestones  
Giffen Memorial Elementary School  
Ohav Shalom  
Berlin Elementary  
Hoosic Valley  
Lansingburgh Turnpike Elementary  
Rensselaer Head Start: Hoosick Falls  
Rensselaer Head Start: LFRC

Rensselaer Head Start: RFRC  
Van Rensselaer Elementary  
Saratoga Head Start: Gordon Creek Elementary  
Saratoga Head Start: Halfmoon Lodge  
Saratoga Head Start: Jefferson Terrace  
Saratoga Head Start: Saratoga High School  
Rosa Venerini  
Schenectady Day Nursery  
SCCC Montessori

Albany  
113 New Krumkill Road  
Albany, NY 12208  
518.512.5277 Phone  
518.512.5279 Fax

Saratoga  
195 Church Street  
Saratoga Springs, NY 12866  
518.580.4520 Phone  
518.306.6444 Fax

Schenectady  
25 Lafayette Street  
Schenectady, NY 12305  
518.393.6535 Phone  
518.374.6375 Fax

Troy  
20 Gurley Ave, Suite B2  
Troy, NY 12182  
518.328.0220 Phone  
518.328.0224 Fax

### **Self-Contained Classroom Site Locations:**

*(programs operated solely by Beginnings)*

Children's Place at the Plaza

Ohav Shalom

St. Vincent's

Lansingburgh Turnpike Elementary

Rensselaer Head Start: LFRC

- **Communication/Family and Community Engagement**

- To help inform the reopening plan, Capital District Beginnings collected feedback and input from stakeholders. Surveys were developed to engage families and staff in the reopening process. Phone calls with collaborative partners were conducted to align and develop safety plans.
- Capital District Beginnings will communicate the reopening plan and all applicable CDC (Centers for Disease Control and Infection)/DOH (Department of Health) protocols and requirements via the Agency website, emails, Seesaw app, and SharePoint intranet for staff communication. Signs will be posted referencing protocols, where applicable.
- All staff and students will be trained to follow the new COVID-19 protocols safely and correctly utilizing CDC guidance on hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. CDC prevention signage will be posted throughout each program as applicable.

- **Health and Safety**

- DOH guidance for schools and childcare settings was utilized in determining the ability for the Agency to resume in person instruction. Group sizes are based on the guidance and ability to maintain appropriate social distance. Closure of in-person instruction standard for programs exclusively operated by Capital District Beginnings will be based on 10% of the student classroom enrollment in consultation with the local health department. Capital District Beginnings is going to follow the plans of our collaborative partners in our integrated classrooms regarding group size, social distancing, availability and use of PPE (Personal Protective Equipment) equipment, and safety protocols. For our self-contained classrooms, we will follow the guidance of CDC, OCFS (Office of Children and Family Services), DOH and SED (State Education Department).
- Classrooms will be arranged and activities designed to encourage social distancing, but due to the nature of the core functions of preschool special education (instruction, therapies and meeting the needs of our students), 6 feet of distance between individuals may not always be possible. Staff will be required to wear appropriate face coverings and PPE at all times.
- To help inform the reopening plan, Capital District Beginnings collected feedback and input from stakeholders. Surveys were developed to engage families and staff in the reopening process. Phone calls with collaborative partners were conducted to align and develop safety plans.

- Capital District Beginnings will communicate the reopening plan and all applicable CDC/DOH protocols and requirements via the Agency website, emails, Seesaw app, and SharePoint intranet and trainings for staff communication. Signs will be posted referencing protocols, where applicable.
- Capital District Beginnings Staff will be provided with a written protocol based on CDC and DOH guidance for observing signs of illness in students and staff and trained on how to identify and respond to such illness. Staff trainings will occur prior to school reopening.
- All staff will be required to submit an electronic health screening questionnaire to HR (Human Resources) based on CDC guidance prior to arriving to work each day. Any positive responses to the survey will require staff to receive clearance from HR, based on CDC guidelines, prior to attending work. Families will be required to periodically complete the required health screening questionnaire as well. Families will be required to check their child's temperature prior to arrival at the program. Temperature checks will also occur by trained staff, utilizing appropriate PPE, upon arrival to the program.
- School staff will immediately report any illness of students or staff to the designated school staff at each site. In integrated programs without a nurse on site, illness will be reported to the site manager or school director/principal. In self-contained programs, the illness will be reported to Program Administrators or Directors. Students or staff exhibiting symptoms of COVID will be sent home. Parents will be directed to follow up with their healthcare provider.
- Anyone who has a temperature of 100°F or greater, or displays other signs of COVID related illness will be isolated from others and sent home immediately. Students will be supervised in the isolated area while awaiting transport home.
- Staff will review all guidelines prior to arriving at a site and adhere to all guidelines established by each site regarding entering/exiting the building and while providing therapies within the classroom/building to maintain the health and safety needs of each student and staff. In addition, all staff will be required to sign-in upon entry to the program.
- Visitors, guests, contractors, and vendors will be required to sign-in and complete a paper health screening upon entering the program or building. Any positive response to the screening will result in non-admittance to the program. Every effort will be made to schedule such visits outside of student program hours.
- Families will be provided with CDC guidance on "Symptoms of Coronavirus" and instructed to keep their child home should they display any signs of illness.
- All staff and students will be trained to follow the new COVID-19 protocols safely and correctly utilizing CDC guidance on hand hygiene, proper face covering wearing, social distancing of 6 ft whenever possible, and respiratory hygiene. CDC prevention signage will be posted throughout each program as applicable.
- Capital District Beginnings has contacted students' families and staff to ascertain if any individual or those they live with are at high medical risk. We will work collaboratively with families and school districts to develop an individualized plan to meet the educational needs of the student in a safe manner consistent with CDC guidelines (link below). This may include provision of services through remote learning. HR will address staff accommodations based on individual situations.

[https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html)

- Capital District Beginnings has a written protocol requiring all staff, students, and visitors to adhere to CDC and DOH guidance regarding the use of PPE, specifically face masks, unless medically exempt. This will be communicated via policies and signage. Capital District Beginnings teaching teams will facilitate the safe removal of masks for children when breaks are needed or in a classroom situation when masks are not necessary or must be removed. This involves a student's express need to remove a mask, during snack time and when drinking. During these times, social distancing will be ensured along with proper handwashing before mask removal using the CDC mask removal method.
- Capital District Beginnings will purchase, maintain and provide adequate supplies of face coverings for staff and students, as well as any other appropriate PPE as necessary.
- Capital District Beginnings' protocol for actions to be taken if there is a confirmed case of COVID-19 for a student or staff member includes immediately notifying the State and local Health Department about the case if test results are positive for COVID-19. Capital District Beginnings will follow the local Health Departments guidance on reducing further exposure and contact tracing. Staff symptom attestations, schedules, attendance registers and visitor logs are maintained daily.

Contact Tracing Procedures: <https://coronavirus.health.ny.gov/new-york-state-contact-tracing>

- Capital District Beginnings will follow the CDC and local Health Department guidance for any students or staff diagnosed or following quarantine due to contact with a confirmed case of COVID-19. Capital District Beginnings will provide all staff with a memo detailing return to work protocols. This guidance states if a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:
  - If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school. If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
    - It has been at least ten days since the individual first had symptoms;
    - It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
    - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
  - Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings. CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19.

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

[https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh\\_covid19\\_publicprivateemployee\\_returntowork\\_053120.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployee_returntowork_053120.pdf)

- Capital District Beginnings has procedures in place to clean and disinfect schools according to CDC guidelines. Capital District Beginnings staff will use soap and water along with a CDC approved disinfectant spray on a routine basis. Most surfaces and objects will just need normal routine cleaning. Frequently touched surfaces and objects like light switches and doorknobs, tables, chairs and learning materials will need to be cleaned and then disinfected after use and at regular daily intervals to further reduce the risk of germs on surfaces and objects.
  - First, clean the surface or object with soap and water.
  - Then, disinfect using an EPA (Environmental Protection Agency)-approved disinfectant.
  - If an EPA-approved disinfectant is unavailable, the CDC indicates that you can use 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions to disinfect. Do not mix bleach or other cleaning and disinfection products together. Bleach solutions will be effective for disinfection up to 24 hours. Spray bottles will be marked with time and date that the solution was made. Find additional information at CDC's website on Cleaning and Disinfecting Your Facility.

Capital District Beginnings classroom teams will identify items to be removed from classrooms to reduce frequent handling or contact from multiple people. Soft and porous materials, such as area rugs and seating, may be removed or stored to reduce the challenges with cleaning and disinfecting them. Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.

Find more information on cleaning and disinfection toys and other surfaces in the childcare program setting at CDC's Guidance for Childcare Programs that Remain Open.

- School safety drills will be conducted per guidelines using modifications to ensure social distancing and PPE wearing protocols.
- Capital District Beginnings has initially designated HR as their COVID 19 safety coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels, and will monitor the CDC website for any updates.

- **Child Nutrition**

- In order to maintain a safe environment for students with food allergies, protocols will be implemented in the classroom to ensure students are not exposed to those allergens. Students with allergies will have health safety plans as required. Cleaning protocols will be implemented to ensure all classroom surfaces that are utilized during meals are not contaminated with allergens.

- Classroom staff will build hand hygiene into their classroom schedules before and after eating. Care will be taken to ensure children do not stand closer than 6 feet while washing their hands. Child appropriate posters and visual schedules will be used to promote appropriate hand hygiene. Anytime food is consumed, children will be supervised so that they do not share food or beverages.
- Students will be seated at least 6 feet apart while consuming meals. In the event this distance cannot be achieved physical barriers will be considered if other alternatives are not available.

- **Transportation**

- Counties are responsible for providing bussing for children with special needs. Students arriving by bus are screened on-site at the time of arrival. Any child presenting symptoms will be cared for in a quarantine area. Children presenting with any symptoms are not permitted to be on the bus. Parents will need to arrange for the child to be picked up right away. Parents will be informed with regard to return to school requirements for the following day. Parents/guardians need to do an at-home health screen each day to prevent children with signs of illness from arriving at the program location. Parents/guardians are required to ensure their child is not experiencing any signs of COVID-19 and do not have a fever of 100°F or more prior to boarding their method of transportation to program. Parents and caregivers will follow specific procedures for drop-off and pick-up on site. For our self-contained classrooms, families will remain outside and staff will meet them at the door. Staff will conduct a health screening before the child is permitted to enter the program. No outside visitors will be permitted into the classroom. Children will be brought to wash their hands upon arrival and exiting the program.

- **Social Emotional Well-Being**

- Capital District Beginnings School Psychologists and Social Workers will utilize SED, DOH and CDC resources to support staff and students by providing resources and referrals to address mental health, behavioral, and emotional support needs. Collaboration with our integrated partners and local agencies will be utilized to create a support system which will be accessible through all phases of instruction.
- Staff will be provided with professional development opportunities which will include how to talk with and support students regarding the COVID-19 public health emergency on an on-going basis. Supports for developing coping and resilience skills for students, faculty and staff will be provided.
- For students, there will be emphasis on maintaining daily routines and structure, both in-person and remotely. Teaching of social skills, coping strategies, and self-regulation will be highlighted in our classrooms through varying Pyramid Model and PBIS practices. Upon reopening, ongoing assessment of children's needs and their acclimation to the classroom setting and peers will occur on an as needed, individual basis. Collaboration with our integrated partners and local agencies will assist in creating this support system through instruction.
- For families, information and resources will be made available based on individual needs. This guidance will be gathered from various sources, such as the CDC, NYSED, The National Association of School Psychologists (NASP), The National Association of Social Workers (NASW), The Center on Positive

Behavioral Interventions and Supports (PBIS), the Pyramid Model Consortium, and the New York State Parent Portal (NYS Parenting).

- For teachers and staff, opportunities for trainings regarding the impact that an event such as COVID-19 can have on individual student functioning, trainings and webinars regarding social-emotional functioning, trauma-responsive practices, mindfulness practices, self-care assessments, among other tools and resources, will be made available as needed to assist them as they navigate through reopening. Teachers and staff have access to the Capital Employee Assistance Program (EAP) which is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services for employees and their families. Available services include personal issues, stress, balancing work and family, among other important areas. School Psychologists and Social Workers will engage in conversations with staff and administrators on an as-needed basis to ensure equitable educational opportunities for all students. Consultation skills can be utilized to assist teachers, therapists, and collaborators who need support in differentiating instruction for in-person and remote SEL (Social Emotional Learning) opportunities.

- **School Schedules**

- The school schedule planned for implementation at the beginning of the 2020-2021 school year and any contingent scheduling models considered will be in collaboration with Capital District Beginnings integrated partners. For programs operated solely by Beginnings, the following models were considered: “in person”, hybrid model, and remote learning model. We will plan for a hybrid approach based upon the needs of the student population, families, and staff. This model will include in-person instruction in addition to remote learning using technology platforms such as Seesaw for Schools and Zoom. In addition, learning materials and educational activities will be sent home to work on reinforcement and carryover of IEP goals. Flexibility in adapting service delivery will take place in order to adapt to the needs and skills of the students, changing health considerations, equity, capacity, social distancing, PPE, feasibility, and learning considerations.
- Capital Beginnings students who are enrolled in our integrated classrooms with community partners (School Districts/UPK (Universal Pre-Kindergarten), EPK (Expanded Pre-Kindergarten), CEO (Commission on Economic Opportunity)/Head Start, and Daycares) will follow our partner’s schedules. Please visit our website for links to our partners’ programming information. Staff will communicate with families to help them to understand the schedule and any changes that may take place due to changing resources and health conditions.
- In planning to meet the needs of the children attending the self-contained classrooms operated solely by Capital District Beginnings, the decision was made to offer a hybrid model. The self-contained programs will be broken down into smaller cohorts to allow for proper social distancing and a more natural early childhood learning experience. We will be dividing the classroom group into an A and B group. The A group will attend school in-person on Mondays and Tuesdays and receive remote learning instruction Wednesday, Thursday and Friday. The B group will attend school in person on Thursdays and Fridays and receive remote learning instruction on Mondays, Tuesdays and Wednesdays. Wednesday will be a day for staff to deep clean and sanitize the classroom, clean and sanitize toys and learning materials for the next cohort and reach out to families. Due to the needs of the children in these

classrooms, every effort will be made to encourage the use of masks by children when not properly socially distanced. If a student wears a mask, they should be provided with mask breaks and take them off when eating or when they can be socially distant. Students and staff are expected to bring their own masks daily, however, the school will have masks available in case one is lost, soiled, or otherwise unusable.

- Clear communication and connection with families will be a critical aspect of the Capital District Beginnings self-contained classroom learning plan. Staff will emphasize carryover of learning activities presented in the classroom and adapt them for family's use in the home. For example, the teacher may use a First/Then visual schedule in the classroom to teach and reinforce skills such as washing hands before snack. In collaboration with the family, the staff may develop similar materials to be used in the home, model and teach families how to use the materials and receive feedback about how it is going. Priority will be given to learning activities that promote health and safety such as washing hands and wearing a mask, as well as family priorities. Multiple modalities will be used to promote carryover. On days that children are not in the classroom, they may participate in classroom activities presented on SeeSaw for Schools (circle time, music time), use learning activities that have been sent home (for example: looking at a social story with photographs about the child going to school, taking part in a reciprocal game- rolling a ball back and forth, tapping their chest to indicate "my turn"), or participate in a teletherapy session to work on goals identified by their IEP. By participating in these distance learning opportunities regularly, this will build the child's ability to access remote learning, in case service delivery needs to change due to changing health considerations for the child, family or classroom.

- **Attendance and Chronic Absenteeism**

- Capital District Beginnings will use multiple modalities including telephonic, electronic, and mail delivery to communicate and establish attendance with all families. In the event that those modalities are not successful, Capital District Beginnings will utilize text communication to arrange subsequent phone contact and/or seek out adults in the school who have established a connection with the student and/or family.
- A parent survey will be used to establish how each student plans to access their educational program. Options may include in-person, hybrid and remote learning access and will be based on directives from the DOH, SED and the Governor.
- Capital District Beginnings will take into consideration parent schedules, availability of technology, or other barriers that may preclude a student from connecting with teachers at a certain time and create a workable schedule and address barriers to ensure the child is able to participate.
- Capital District Beginnings will continue to document attendance daily via EnterClaims regardless of the delivery method (in-person, hybrid, remote learning). Capital District Beginnings will follow established school district and county protocols for collecting and submitting attendance. For both in-person and remote learning attendance, teachers will contact families of students who are absent to determine the reason, provide support and document in the child's file. Multiple modalities will be used to reach out to families and document those who have not been responsive: email, phone, texting and mail. Capital District Beginnings will report chronic absences to the district and/or County based on established protocols (3 consecutive absences). Education teams will collaborate with CPSE (Committee on

Preschool Special Education)/CSE (Committee on Special Education) chairpersons when this outreach has been unsuccessful.

- For remote learning, teachers will track attendance using the Seesaw class app or other designated remote learning platform established by the collaborative educational partner and attendance will be entered into EnterClaims. Instructions on how to access the Seesaw app will be provided to each family prior to the start of the school year. For families who are unable to access these apps/platforms, attendance will be established and maintained by any method available to the family (determined via survey) including email, and phone communication of distance learning activities. Classroom based related service providers will establish an appropriate platform (Doxy.me, Zoom, Google Meets) to provide remote learning therapy sessions prior to the start of the school year. Attendance for those sessions will be entered into EnterClaims according to IEP frequencies. Instructions and links to access the remote learning platform will be provided prior to the start of services.
- Capital District Beginnings will provide information regarding attendance to families in the family's dominant language.
- Capital District Beginnings will maintain their procedures as a mandated reporter and communicate all excessive absences to the school districts for appropriate follow up.

- **Technology and Connectivity**

- Capital District Beginnings' reopening plans includes information from surveys conducted to gain knowledge of the equipment, the tools and the resources available to staff, and the knowledge of the level of access to devices and highspeed broadband that all teachers/staff have and need in their places of residence. Capital District Beginnings will have knowledge of the level of access to devices and highspeed broadband of all students through surveys to families. This data will be used in the event of hybrid or distance education.
- Capital District Beginnings' reopening plan will (make efforts to) address the needs of ensuring devices and internet access to students and teachers who currently do not have sufficient access. Capital District Beginnings will work with CPSE/CSE to problem solve issues with access to electronic devices to support their remote learning at home. Capital District Beginnings has purchased and distributed laptops and/or tablets to all staff. This equipment supports connectivity for therapy or classroom meetings, program interactions with teachers, and communication exchanges with student's families. HR has also put a check-in system in place, through TEAMS, to account for staff availability.
- In the event that a remote learning or hybrid model is necessary, Capital District Beginnings' reopening plan will include and provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards through these remote learning or blended models. Students will be provided with personalized learning opportunities, with multiple ways to participate in learning and to demonstrate mastery of Learning Standards, including: on-line activities using Seesaw for Schools, video Teletherapy sessions, and multi-modality means of communication with families. Mailed home packets of activities and materials will also be supplied, especially if students do not yet have sufficient access to devices and/or high-speed internet.

- **Teaching and Learning**

- Capital District Beginnings' plan includes a continuity of learning plan for in-person, hybrid and remote learning. As we collaborate and partner with school districts, in person or hybrid instruction for our integrated classrooms will follow our collaborating partners' reopening plan. Beginnings will take into consideration the needs of students with IEPs, in accordance with the LEAs (Local Educational Agency) policies and procedures. Links to our partners' webpages will be included on our website.
- In person instruction for our self-contained programs will be a hybrid model and will follow DOH, SED and CDC guidance. Groups will be divided into cohort Group A and B. Group A will attend in person on Mondays and Tuesdays and receive remote learning instruction on Wednesdays, Thursdays and Fridays. Group B will attend in person on Thursdays and Fridays and receive remote learning instruction on Mondays, Tuesdays and Wednesdays. On Wednesdays, teachers will sanitize materials, communicate with families and plan instruction. Young children learn best while engaged in hands-on learning opportunities. Children learning through an in-person model will learn using individual materials, individual learning bins, and learning areas sanitized after each use. Early learning activities for young learners continue, but in accordance with required health and safety practices. All materials are sanitized to prevent spread in accordance with current health and safety guidelines. Activities are designed to minimize child to child contact.
- If education is provided in person, the curriculum will be aligned with NYS (New York State) Learning Standards. If education is provided through remote learning, the Agency-wide tool for instruction is Seesaw for Schools which allows for tracking of goals aligned with NYS Learning Standards.
- If there are closures due to a COVID outbreak, continuity of learning will be provided using a variety of distance education methods including Seesaw for Schools, video calls, and learning packets sent home via mail. Teaching teams will establish schedules which may include teletherapy or video sessions with students. In self-contained classrooms, teaching teams will also connect with students and families by using Seesaw for Schools to provide materials/activities and receive responses/feedback. Regardless of delivery method, instruction will include opportunities for regular and substantive interaction between students and teaching teams.
- Instruction, whether provided in-person or through remote learning, will be accessible to all students and aligned with the NYS Learning Standards. If there is a change in instruction from in-person to remote learning due to closures there will be a continuity of education for all students via remote learning. If using a distance education model, a mechanism will be provided for students to interact "face-to-face" with their teacher, therapists, and other students using a remote learning communication platform such as Zoom.
- In-person, remote learning, and hybrid learning/therapy models provide continuity of learning based on curriculum and learning standards as well as therapy services based on a child's IFSP/IEP. Progress monitoring continues, for all models, and includes the family in establishing and developing goal focused activities and practices that facilitate progress. Young children learn best while engaged in hands-on learning opportunities. Children learning through an in-person model will learn using individual materials, individual learning bins, learning areas sanitized after each use, and in small groups with clear barriers. Early learning activities for young learners continue, but in accordance with required health and safety practices. All materials are sanitized to prevent spread in accordance with current health and safety guidelines. Activities are designed to minimize child to child contact.

- Education teams will work with families to establish a plan for communication. The communication plan will be documented in EnterClaims notes. This can include emails, phone calls, video calls, and/or texts. If parents are having difficulty accessing education due to issues with technology, teachers will connect them to IT (Information Technology) personnel for assistance. Information will be provided in multiple languages based on family needs. Teachers will continue to use translation tools to provide information to families when English is not their primary language.

- **Special Education**

- Reopening plans will be designed to enable transitioning between in-person, remote learning, and hybrid learning environments. This will be to ensure the provision of FAPE (Free and Appropriate Public Education) consistent with the changing health and safety conditions that exist. The following delivery methods will be considered based on the health and safety needs of students and providers: in-person classroom attendance and therapies, hybrid model to include some in-person and some remote learning services, and remote learning which can include both on-line and hands-on learning activities to address IEP goals. All delivery methods will follow mandated guidelines from DOH, CDC, and SED. Regardless of delivery method, teaching staff will incorporate Seesaw for Schools into their teaching plans to ensure an ease of transition should schools need to close and transition to remote learning only, as appropriate.
- Programs and services offered and provided are documented in daily progress notes in our EnterClaims database. Regardless of delivery method, providers regularly communicate with parents regarding programs, services, and progress. Student progress is also communicated through quarterly updates which are mailed to parents.
- Regardless of the means of service delivery, providers will engage parents through their preferred method of communication and language to meet the requirements of the IDEA (Individuals with Disabilities Education Act). Providers will continue to use translation software when necessary.
- There will be continued collaboration between service providers and the CPSE/CSE regarding provision of services and any changes to method of delivery. Student progress will continue to be monitored and shared through quarterly updates.
- Students will have access to necessary accommodations, modifications, supplementary aids and technology to meet their needs as required by their IEP, regardless of service delivery method. If needed, we will collaborate with CPSE/CSE to provide technology resources and supplementary aids and services to families.

- **Staffing**

- Capital District Beginnings will work to ensure qualified staff are providing services to children. Capital District Beginnings' school reopening plan will ensure that all Substitute Teachers hold valid and appropriate certificates for their teaching assignments when applicable. Capital District Beginnings will also ensure we maintain a pipeline of qualified and available Substitutes to fill in when Teachers and staff call out sick. In addition, we will utilize the flexibility allowed for Teacher Substitutes by NYSED and BOCES (Board of Cooperative Education Services) due to the COVID-19 crisis. Human Resources will be responsible for the staffing of Substitutes along with monitoring staff call outs to ensure vacancy is filled on a daily basis. Appropriate PPE will be provided and worn by staff.