

ICCD School Re-Opening Plan

Submitted: 7/31/2020, Rev. 1

Agency Name: Interdisciplinary Center for Child Development

BEDS Code: 342800880383

Administrative Address:

35-55 223d Street, Bayside, NY 11361

965 Willis Ave, Albertson, NY 11507

Program Site Address:

35-55 223d Street, Bayside, NY 11361

98-02 62nd Drive, Rego Park, NY 11374

999 Herricks Road, New Hyde Park, NY 11040

121 Jackson Avenue, Mineola, NY 11501

16-50 Utopia Parkway, Whitestone, NY 11357

Program(s) provided at this site:

- X 4410 (Pre-school Special Education)
 - X Special Class
 - X Special Class in an Integrated Setting
 - X Multi-Disciplinary Evaluations
- 853 (School Age Special Education)

Contact Person (Name, Title): David Locker, Executive Director

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Website where this plan and any plan updates will be posted: www.iccd.com

INTRODUCTION

This plan was developed to conform to the guidance provided by the New York State Education Department (NYSED) in their July 2020, document entitled: *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance*. This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and to incorporate new requirements and regulations given after the date of this initial document. We solicited input and involvement from the families we serve and our staff during the original drafting of our re-opening plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

The goal of the plan is to guide the delivery of high-quality educational services as safely as possible whether that service delivery is in-person, through a remote learning platform or a blended combination of remote and in-person services. ICCD's focus and concerns extend to the social and emotional needs of our students, families and staff members. Working together and remaining focused on the outcomes we desire; we can find solutions to the many challenges ahead.

Our plan includes all the required elements identified by NYSED related to our programs and follows the guidance by addressing the following areas as they apply to our students with disabilities and their families:

1. Communication/Family and Community Engagement
2. Health and Safety
3. Facilities
4. Nutrition
5. Transportation
6. Social Emotional Well-Being
7. School Schedules
8. Budget and Fiscal
9. Attendance and Chronic Absenteeism
10. Technology and Connectivity
11. Teaching and Learning
12. Staffing
13. Special Education Specific Items

Any suggestions, concerns and/or questions about our plan should be directed to the contact person identified at the beginning of this document, via e-mail or other written correspondence.

SERVICE MODEL OPTIONS

As per NYSED guidance, ICCD is presenting three plans on re-opening our school. The three options are:

1. In-Person Learning
2. Remote Learning
3. Hybrid (combination of in person and remote)

In any model that includes in-person learning (full in-person or hybrid), the hours will be minimally five hours of instructional time, per day. ICCD will maintain an educational environment that allows for social distancing, as per the most recent guidance governing schools. The goal of NYSED and ICCD is to allow for in-person learning for as many students as possible, in a safe environment. At any time during the school year, ICCD can be mandated to move to an all remote model, regardless of what model is initially decided upon. Additionally, parents can decide to move to an all remote delivery model at any time during the year. If a parent selects remote services, they can move to in-person model if they desire, based on availability of staff and space.

ICCD will develop a COVID Operational Manual that will contain specific COVID policies and procedures for our staff to follow. A summary of the three service delivery options is detailed below:

In-Person Model

ICCD will run an in-person model when the health and safety parameters allow for a return to full onsite learning in a safe environment. In order to run an in-person model at ICCD, we must follow all guidance on square footage allowable per person in a classroom and be able to follow social distancing requirements in classrooms, and during high traffic times like arrival / dismissal and toileting. An in-person model will allow for those families that wish to remain remote, to do so, but would not allow for a family to choose a hybrid option. The choice would be in school or out of school for all students. Classroom size will be dictated by the latest guidance on square footage allowed while maintaining proper social distancing. Cohorts will be established with the fundamental goal of keeping the cohorts together.

Remote Model

ICCD will utilize a full remote model if it was deemed unsafe to return to an in-person model for staff and students. A full remote model would utilize technology to provide remote classroom and remote therapy sessions. Daily interactions would be required for students and the IEP goals and objectives would still be the focal point of the educational process. Parental involvement during remote learning will be required, and essential for success.

Hybrid Model

ICCD will utilize a hybrid model at any point in time where we are allowed to open schools, but the safety guidance and requirements make it necessary to have less students and staff in the buildings at one time. This will be in order to maintain appropriate social distancing, cleaning requirements and any other safety requirements. In a hybrid model, a combination of in-school and remote services will be scheduled for students. The remote learning part will be identical to the remote learning opening plan and the in-person part of the hybrid model will mirror the in-person plan but maintain 50% of students / staff ratio in the building, at one time. The plan today is to split the classes and staff into two groups. Each group would attend two consecutive days in person and three remote days, with one day dedicated for cleaning and office staff use. The goal would be to increase the amount of in-person services when possible.

A. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

(All communication will be translated to a family's native language, as needed)

1. ICCD's re-opening committee will be responsible for updating this plan and to ensure further compliance with Federal/State and local guidance and regulations.

- ICCD's reopening committee includes a cross section of ICCD staff members, from all programs, locations and job titles. At least one member of ICCD's administrative team is required to be a participant on all meetings (in-person or virtual) pertaining to this plan and any future revisions.
- ICCD's families were given a survey to complete to offer opinions and views on the reopening plans, as required by the NYSED.

2. Moving forward, ICCD will communicate with families and staff through a combination of online, written, virtual meetings and phone calls to update information, as needed.

3. ICCD plans on working with families, children and staff through in-person and remote meetings to train people on the following topics:

- Hand hygiene
- Proper face covering wearing
- Social distancing
- Respiratory Hygiene

4. ICCD will use verbal and written communication to encourage students, staff and visitors to adhere to Center for Disease Control (CDC) and Department of Health (DOH) mandated regulations regarding the proper use of face coverings, when social distancing is not possible. This will include staff working with families and students to work towards the goal of wearing face coverings for those who are unable to.

B. HEALTH AND SAFETY

NOTE: Students and staff will return to in-person instruction only when governmental authorities permit in-person education. Additionally any return to in-person instruction will necessitate that the school's leadership also determines the number of students and staff allowed to return in person based on: the ability to maintain social distancing; the availability of PPE, including the availability of cloth face coverings and face masks; availability of safe transportation; local hospital capacity according to the local Department of Health. Additionally, restrictions or enhancements to the number of individuals (both students and staff) allowed in our facilities can change based on local guidance at any time.

1. All staff and families will be given symptom checklists, as determined by various Government and medical resources, on what to look for in terms of symptomatic COVID-19. Any signs of illness at home, should result in the individual not coming to school. If during the day any sign of COVID-19 symptoms should present themselves, the individual will be isolated and screened by an appropriate staff member.

2. All students and staff members will be required to have their temperatures checked before they arrive at school by their families. Any individual who has a fever of 100.4 F or greater, should not come to school. If during the day an individual has a fever of over 100 F, they will be sent to an isolation room or sent home immediately. All students will additionally be screened for fever by ICCD staff at the start of the day.

A daily COVID-19 wellness form must be completed by all ICCD staff prior to entering the building on a daily basis. Any indication of potential COVID-19 symptoms or exposure by any student or staff member will immediately require an additional screening to be conducted by a qualified staff member, either in-person or remotely. This individual will be sent home and further instructions will be given regarding when they can return. This screening will take place in an isolated area.

3. All visitors, guests and vendors who enter ICCD's facilities will be given a screening form and receive a temperature check before entering the building. Any concerns will result in a denying of access to the facility.

During the duration ICCD is operating under this COVID-19 plan, we will no longer have an open-door policy for parents to enter the building.

4. All sinks will be required to have proper age appropriate signage instructing proper hand washing techniques.

5. ICCD will require all individuals inside our facilities to maintain proper social distancing of minimally 6 feet of space between individuals, where possible. Proper signage will be used, where applicable.

6. Parents can decide to maintain an all remote option for their children if they are concerned with returning to in-person classroom services.

7. Based on Government mandates, all individuals are required to wear a cloth face covering whenever social distancing cannot be maintained. If any individual has a concern, they should contact their program director, in writing. ICCD will provide face coverings and any other mandated PPE for staff and any student who might need one.

8. Students can take mask breaks in a socially distanced manner, when needed.

9. Any confirmed case of COVID-19 will be reported to the appropriate local health department and any guidance given to ICCD will be followed. ICCD will follow all guidance on a return to work /school after a positive COVID-19 diagnosis. Any positive case will be treated in a confidential manner and only be shared with ICCD staff that need to be told.

10. ICCD will clean and disinfect our facilities with a combination of staff and outside vendors.

11. ICCD's Safety Coordinators will be the school nurses.

12. We will be providing isolation rooms for any student or staff member who becomes ill during the day.

13. ICCD will have a daily checklist for use by school personnel to inspect their work area and ensure that they have sufficient supplies every day (i.e., face covering, tissues, hand hygiene supplies and cleaning supplies, etc.).

C. FACILITIES

1. ICCD will arrange all space to maximize social distancing, as allowed with all governmental guidance.

2. All fire drills and emergency procedures will be written to allow for social distancing, where possible.
3. ICCD will ensure all sinks have an adequate supply of soap and hand sanitizing stations will be used throughout the building.
4. ICCD will install the highest level MERV filter that our HVAC systems can accommodate.
5. ICCD will use stand-alone air filtration devices in certain areas.

D. NUTRITION

1. Food will no longer be served family style. All snack and/or meals will be served following socially distancing guidelines. Proper hand washing and hand sanitizing protocols will be followed before and after all food is served. All meals for staff and students will take place in classrooms / or offices. No communal lunchrooms will be offered.
2. ICCD will continue to promote nutritional guidance to our families, with all guidance being sent out in a parent's native language.

E. TRANSPORTATION

ICCD is not responsible for the transportation of students. This is provided and contracted with the local municipality.

1. ICCD will utilize multiple entrances and exits to the buildings to promote social distancing while embarking and disembarking from the busses, where possible.
2. For families that drop-off their children, a staff member from their child's team will meet them outside the building and take them to their classroom through the designated entrance / exit.

F. SOCIAL EMOTIONAL WELL-BEING

1. ICCD will have our social work and psychology staff reach out to all families before the start of the Fall, 2020 school year and within the first 3 days of school to discuss the emotional well-being of the students.
2. ICCD's social and psychology staff will have direct access to the program directors and influence over policies relating to the emotional well-being of our students and families.
3. ICCD's social work staff will provide referrals for mental health, behavioral and emotional support programs, resources and services to families, as needed.

G. SCHOOL SCHEDULES

1. Staff hours will be adjusted to limit time in the building, as needed.

2. We will maintain a rotating schedule for staff that are not actively treating students. We will utilize remote tools to assist our staff and hold virtual meetings to maintain social distancing requirements.
3. ICCD will view classrooms as “cohorts” and attempt to maintain the cohorts with staff and students, as much as possible.

H. BUDGET AND FISCAL

1. ICCD will look for various funding opportunities including grants to meet the added expenses related to meeting COVID-19 related costs.
2. If tuition reimbursement is insufficient to meet the additional costs of providing services during the COVID-19 emergency, ICCD will look for loans and additional funding.

I. ATTENDANCE AND CHRONIC ABSENTEEISM

1. ICCD will take student attendance for all days of services, remote or in-person interactions. This will be done via attendance cards and transferred to any governmental electronic system. This includes therapy and classroom services. Staff attendance will be taken with a combination of electronic and paper system to maintain proper social distancing and reduce times of staff in the building and congregating in common areas.
2. ICCD will continue to communicate with families and staff through both digitally and by phone, as needed. While we will reduce in-person family and staff interactions, we will utilize technology and voice calls to maintain communication with all of ICCD’s families, students and staff.
3. If a family does not participate in remote learning, ICCD will make every effort to work with the family to provide communication and assistance and offer any level of service that mutually works for all involved.
4. ICCD will notify the CPSE of any student who does not participate in remote or in-person learning.

J. TECHNOLOGY AND CONNECTIVITY

1. ICCD will utilize a combination of survey results and direct communication to understand family and staff technology needs.
2. ICCD will use our best efforts to assist families and staff in obtaining technology, as needed.
3. If a family does not have access to technology to participate in remote learning, a staff member will provide service via phone, as applicable.

4. Staff development and staff supervision will occur via remote and phone, when possible.
5. ICCD will make our best effort to provide support for staff and families who are having technology issues preventing participation in remote learning. This will occur through remote technology assistance, digital correspondence and phone use, as needed.
6. All communication with families and staff regardless of the medium, will adhere to the strictest security standards to allow for confidentiality and privacy protection as required under the law.
7. ICCD will use surveys of both staff and families to gauge the effectiveness of our remote and digital interactions and make adjustments, as needed.

K. TEACHING AND LEARNING

1. ICCD will maintain the ability to pivot to any of the three reopening options, if guidance and regulations allow and Government mandates one delivery methodology to be employed.
2. ICCD will make our best efforts to align instruction, regardless of the modality used, with the outcomes in the New York State Learning Standards.
3. ICCD will ensure all students have opportunities to access routinely scheduled instruction, interaction, feedback and support from teachers, therapists and support staff, as needed. Regardless of the service delivery model, ICCD will limit in-person student and parent interactions and will rely on remote options for these vital interactions.
4. Regardless of the delivery method (remote, hybrid, in-person), students will have regular and substantive contact with qualified instructional personnel.
5. ICCD plans on hosting virtual workshops through our social work department to support student and family involvement to address the specialized needs of students whose educational experiences in 2019-2020 and the overall population of students whose education was disrupted due to school closures and who now require additional social, emotional or academic support to be successful.
6. ICCD plans on using social workers and psychologists to assist the staff in dealing with the students and families as they adjust to the new school procedures and school schedules.
7. Programs for preschool students (4410s) should briefly describe how they will:
 - a. All students will eat meals at tables maintaining social distance. No family style eating will take place and all utensils will be disposable.

- b. All toileting will take place while maintaining social distance, where possible. Frequent hand washing will take place for all staff and students.
 - c. All centers in the classroom will be modified to maintain social distancing, as much as possible.
 - d. Students will be given a box of essential supplies to limit the sharing of common classroom items.
 - e. All items in the classroom and therapy sessions will be cleaned and disinfected after each use.
 - f. Students will be required to maintain social distancing where possible and avoid physical contact with others.
8. ICCD will temporarily suspend our “open door policy” for families during the duration that we are operating under the COVID-19 operational plans. Only visitors deemed essential to ICCD’s operations will be allowed inside our buildings.
9. For a hybrid or full in-person opening plan, ICCD will utilize the concept of “Cohorts” to operate in a safe manner. The idea is that a group of students and staff will be together and remain together, as much as possible. While the cohort might be broken at times (i.e. transportation), we will make our best efforts to keep the cohorts separate from each other and outside of common areas where possible.
10. For a hybrid or all remote option, we will utilize a balance of live screen time events and pre-recorded lessons for families and students to work on together. Having access to technology to allow for viewing the remote lessons is important to the success of remote learning. We ask all families to download and be familiar with the apps and programs ICCD would utilize in the event remote learning is occurring. Please note that at any time, ICCD can be ordered to move to a full remote environment with little notice, so we are asking for everyone to make sure they are familiar with the use of these programs before the start of school.
11. ICCD will decide what model students are using based on the guidance of the Federal, State and local governments that have oversight of our school. Additionally, the Governor of NY has the authority to order all schools to move to remote learning at any time. ICCD must follow guidelines from all government agencies that have oversight over schools, day care centers, 4410s, SCIS /SC, and businesses, to name a few. These include the Federal Government and the CDC, US Department of Education, including any document pertaining to IDEA and FAPE, the State Government and any pertinent executive orders, the NYS

Department of Health, NYS Education Department, any Dept of Buildings / Fire Department with jurisdiction, any local Department of Education and local Department of Health (this list is not all inclusive). In the event of conflicting or duplicative guidance, ICCD legally must follow the most restrictive set of guidance to date.

L. STAFFING

1. ICCD plans on having all individuals hold a valid certification/license appropriate to their service assignment during the duration of the COVID-19 operational plans.
2. ICCD anticipates the need to be flexible to accommodate families in all service models under consideration. At any point, additional staff might need to be retained to accommodate appropriate levels of service delivery and social distancing requirements.
3. ICCD has no plans, at this time, to make an incidental teaching assignment but reserves the right to do so. (A teacher can be given an “incidental” assignment for no more than ten (10) classroom hours per week to allow an otherwise unqualified teacher teach a subject area which is not covered by their certificate.)
4. Substitute teachers will have an important role to play upon reopening, especially if there are extensive or protracted staff absences or in certain staff intensive instructional models that blend remote and in-person learning.

ICCD will undertake recruitment efforts to identify and process qualified substitutes. In the 2020/2021 school year, as permitted by NYSED, if qualified substitute teachers cannot be engaged, individuals with a high school diploma or equivalent, even those not working toward certification can first be engaged for up to ninety (90) days and then beyond the first ninety (90) day period through the end of June, 2021, as long as ICCD documents and attests that recruitment efforts did not identify a fully qualified substitute teacher.

5. Staff members who are requesting an accommodation from reporting for in-person work, due to concerns about their health, must notify the Human Resources department and then comply with submitting requested information before the agency can determine if a reasonable accommodation can be made based on applicable law, regulation and the agency’s needs and resources. A request is not a guarantee that an accommodation can be made.

M. SPECIAL EDUCATION

1. Regardless of service delivery model, ICCD has a mandate to provide a Free Appropriate Public Education (FAPE) to all students. ICCD will follow a student’s IEP and maintain contact with families throughout the school year.

2. ICCD will include families in the education process, regardless of the service delivery model. Utilizing both electronic and phone communication, we will involve families through the process. All communication will be delivered in the preferred language and mode of communication.
3. ICCD will contact CPSE administrators, as required. These communications will take place regardless if ICCD is operating in-person or remotely. We will notify and work with the CPSE to prepare plans to address a student's remote learning needs in the event of extended closures or remote learning.
4. ICCD will ensure access to any necessary accommodations, modifications, supplementary aids and services and technology (including assistive technology) to meet the unique disability-related needs of our students.
5. ICCD will look to offer in-person services to as many students as the guidance allows for. The goal is to return to an in-service model in a safe manner, as soon as we are able to.
6. ICCD will continue to monitor the progress of students, regardless of the service delivery model, and use that information to evaluate the effectiveness of the student's special education services and inform parents of their child's progress on a regular basis.
7. ICCD will assign and schedule related service caseloads to protect the integrity of student cohorts, where possible. Related service delivery will follow the opening model ICCD is implementing (in person, remote, hybrid). If a student is in school five days a week, all those therapy services will be in person. In an all remote model, all therapy will be delivered remotely. In a hybrid model, a combination of remote and in person related service delivery will be used.

This plan will be revised as needed