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School Re-Opening Plan

Submitted: 7/31/2020

Agency Name: Sesame Sprout Preschool

BEDS Code: 342500880004

Administrative Address: 95-15 Horace Harding Expressway, Corona NY 11368

Program Site Address: 95-15 Horace Harding Expressway, Corona NY 11368

Program(s) provided at this site:

- 4410 (Pre-school Special Education)
- Special Class
- Special Class in an Integrated Setting
- Multi-Disciplinary Evaluations
- 853 (School Age Special Education)
- Other: PreK For All, Private Preschool

Contact Person (Name, Title): Janet Rogers

Contact Phone Number: (718) 271-2294

Contact Email Address: jrogers@sesamesproutschool.com

Website where this plan and any plan updates will be posted:

<http://www.sesamesproutschool.com/sed-reopening-plan/>

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 all of the new requirements and regulations which may emerge over time. 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.

We know our program must be as flexible and as responsive as possible to the needs of our students, families, staff members. We will closely monitor the conditions of our community as the COVID 19 pandemic continues and the effectiveness and appropriateness of our plan. Be assured that nothing has changed our sincere commitment to our students and our determination to provide the highest possible quality of educational programming and related services even during these difficult times.

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. Our focus and concerns extend to the social and emotional needs of our students, families and staff members. By diligently 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 and follows the structure of 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. Career and Technical Education
13. Athletics and Extra Curricular Activities
14. Special Education
15. Staffing
16. Teacher and Principal Evaluation System
17. Bilingual Education and World Languages
18. Student Teaching

Any suggestions, concerns and/or questions about our plan should be directed to the contact person identified at the beginning of this document.

A. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

1. What participants are involved in the Reopening Plan's creation and may be involved in any possible future revisions:

- **Identify the job titles/groups at your school who were involved in crafting the original re-opening plan and who will participate in future revisions of this plan:**

Sesame Sprout's administrative team is collaborating to create our Reopening Plan in accordance with guidance from the New York State Education Department, New York State Department of Health, New York City Department of Health and Mental Hygiene, NYS Office of Children and Family Services; soliciting input and preference from our faculties and families. Our Executive Director, Janet Rogers has coordinated a collaborative response to determine the safest and most beneficial practices to benefit student health, safety, education and development. Sesame's Principal Celia Exelbert, Curriculum Coordinator Jennifer Aronin, Related Services Coordinator JoAnn Mainardi, Parent Coordinator Marina Martinez, CACFP Coordinator Lisa Watson, SED and PKA Administrative Assistants Aneidy Salazar and Cinthia Bajana have collaborated and worked on the comprehensive aspects of this reopening plan.

- **What community-based groups or individuals were involved in your plan's creation or could become involved as the plan is modified or enhanced?**

Sesame Sprout Parents and Parent Group has had input through survey completion and coordinating with our Parent Coordinator to determine how to best meet the needs of our families. Our Parent Coordinator consistently reaches out to various community resources to identify and provide resources to family, as per our Parent Engagement Plan.

2. Moving forward how do you plan to consistently communicate with and provide information to each of the following groups?

- **Students:** Sesame Sprout builds independence and capacity in our preschoolers by offering multiple means of engagement to communicate with children, utilizing various technological avenue, including our Lesson Plan website which offers recorded lessons and educational resources, Class Dojo app on computers and smartphones for children to view their student work, individual, small and large group instruction offered live in person and remotely. For all activities, students are provided with print rich picture directions and visuals to increase understanding and independence, and active engagement in learning.
- **Parents/Legal Guardians:** Sesame Sprout provides multiple means of reciprocal communication with families in their native language of comfort, to maximize our partnership, acknowledging that a parent is his or her child's most important teacher. Sesame Sprout administrators and faculty identify each family's communication preference, and provide frequent communication through

communication notebooks, phone calls, video conferencing, email, classroom Dojo app which sends messages straight to text messaging platforms, our lesson plan web page and school website. Sesame Sprout's Parent Coordinator distributes a monthly newsletter to families containing upcoming school and community events, and our monthly schedule of Family Workshops and offerings. Further, we distribute a quarterly newsletter to all students and their families. Classroom staff provides families with a Unit Newsletter, sharing the concepts, vocabulary, literature and materials we will be teaching in the next unit, with suggestions on how to carry learning into home life, and create themed family projects.

- **Staff:** Sesame's faculty maintain consistent communication through weekly staff meetings, emailed and printed memorandum, faculty messaging platform, video conferencing, resource sharing Trello board, Sesame Sprout Lesson Plan web page, shared documents, and frequent connections with administrators through video conferencing, observation and collaborative meetings on varied topics. Teaching teams meet daily and weekly to plan instruction within classrooms and across classrooms.
- **Visitors:** Visitors to Sesame Sprout are presented with signage, front-office administrative staff, and documented procedures for safety, including *Visitor and Employee Health Screening Checklist*, Identification and Sign-In Procedures, and notifications of our new policy to limit unnecessary visitors onto our school ground as per NYSDOH and NYCDOHMH guidance. Necessary visitors to school are provided with a Guidelines for Visitors flyer, which outlines comportment and safety guidelines while on the premises.

3. Describe how you will ensure that all students are taught or trained how to follow each of the following COVID-19 protocols safely and correctly

- **Hand hygiene:** Sesame Sprout presents consistent, prolonged training for the first three months of school, and reinforced throughout the year, to guide children to wash hands properly as per guidelines of our multiple regulating entities. Sesame Sprout utilizes modeling, verbal and visual prompts to shape handwashing practices. Picture Directions are embedded near every sink. Handwashing and hand-sanitizing is visually supervised by Sesame faculty to ensure proper procedure, including rubbing all areas of the hands with soap or sanitizer for 30 seconds. Curriculum content also contains information about when to wash hands: before and after play activities, when dirty, before and after meals, after bathroom visits or after handling items that might transmit germs. In addition, Sesame Sprout provides guidance to families so that they can extend proper handwashing practices into family life.
- **Proper face covering wearing:** All Sesame Sprout staff will model the proper wearing of face covering by wearing face coverings at all times while on school grounds. Students will be encouraged, positively reinforced and supervised to

wear face coverings during the entire school day, except during times when it would interfere with natural activities, such as meal time and naps (for typical students), or if a child has educational and/or interfering sensory, emotional issues which interfere with successful learning; at which times social distance will be maintained except for masked staff members who need to provide appropriate supervision. Before the start of the school year, training will be provided to families and students on the proper wearing of face coverings, so that children come into school comfortable able to wear face coverings. Embedded transitions and routines will also incorporate prompts and fun directions involving the proper wearing of face coverings by children.

- **Social distancing:** Social distancing of children and faculty will be taught, and supervised as a consistent part of our daily practice. Social distance of 6 feet during sedentary activities, or 12 feet when breath is expelled forcefully (as during singing, raising voices or motor activities) will be maintained whenever possible; when social distance cannot be maintained the proper wearing of face coverings by all will be practiced.
- **Respiratory Hygiene:** Students and faculty will practice safe respiratory hygiene by maintaining appropriate social distance, appropriate wearing of face coverings, and supervised, consistent education on germ-stopper practices, including the proper use and disposal of tissues, coughing into a elbow or tissue, and maintaining social distance and use of masks when singing or engaging in active motor play.

4. Describe how you 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) regarding the proper use of face coverings when social distancing is not possible: Sesame Sprout will begin our education of families, students and visitors by posting our NYSED Reopening Plan on our website, after it has been vetted and collaborated on by our faculty. Dissemination will then begin upon enrollment with an addendum added to our enrollment packet and orientation information given personally by our administrative assistants who register new families. Signage in varied languages is posted prominently throughout our school and at our entrance, as well as on our Classroom Dojo Apps and our Lesson Plan Website. Sesame Sprout will provide Orientation training about Safety Procedures as per the Center for Disease Control and Department of Health at our Program Wide and Classroom Orientations. Further, Sesame provides frequent training materials to families so that they can build safe compliant health practices into their family life, to protect themselves, our school and those they interact with.

5. Describe how you will provide communications in languages other than English: Sesame Sprout has created signage and notices in Spanish and English, which include picture directions, and will provide signage and communications in every family's native language of comfort, to inform all families and students, staff and visitors

on the proper use of face coverings when social distancing is not possible, according to the Center for Disease Control, NYS and NYC Departments of Health. Communication will be posted at the entrance(s) of the school, in several prominent locations, in all rooms and discrete areas of our building, is posted on our website, classroom lesson plan web page and Classroom Dojo Apps, and is sent home to families in their communication method and language of comfort.

6. Describe how you will communicate with members of the school community with visual and/or hearing impairments: Sesame Sprout will provide additional methods of communication for any family member, student, visitor or faculty member with a visual and/or hearing impairment by utilizing translation services, personal auditory guidance and staff assistance, to ensure that all visitors are informed and able to follow safety guidelines.

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

1. Describe your plan/protocol to instruct staff to observe for signs of illness in students and staff and requires that symptomatic persons to be sent to the school nurse or other designated school staff member.

Sesame Sprout's plan/protocol is to instruct staff to observe for signs of illness in students and staff and requires that symptomatic persons to be sent to a designated school staff member. Signs are:

Cough

Shortness of breath or difficulty breathing

Chills or repeated shaking with chills

Runny nose or new sinus congestion

Headache

Sore throat

Loss of taste or smell

Known close contact with a person who has tested positive or with a person under investigation (PUI) for COVID19

New gastrointestinal issues (nausea, vomiting, diarrhea)

2. Describe your school’s protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

Sesame created the attached Policy which clearly outlines the requirements for students and staff temperature screenings and daily questionnaire. Policy attached.

3. Describe your school’s plan to have ill students and staff assessed by the school nurse or other qualified medical professional engaged by the school. Confirm that if a qualified medical professional is not available at the school that the ill student and/or staff member will be sent home for follow up with a health care provider.

Sesame does not have a nurse but does have a staff member who is RTE (responding to medical emergencies) certified. The sick child/staff policy clearly states that the ill student and/or staff member will be sent home for follow up with a health care provider. Sick Child Policy attached,

4. Describe your school’s protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home

Sesame’s sick child policy addresses this question – policy attached.

Additionally access to the designated isolation area will be strictly limited and monitored (ie, parents picking up ill child will be escorted to and from the isolation area) and a carefully monitored checkout system will be activated.

5. Describe your school’s protocol for how you will conduct health screenings of visitors, guests, contractors, and/or vendors to the school.

Sesame’s school protocol for conducting health screening of visitors, guests and vendors is attached. Policy attached.

6. Describe your school’s protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

Student screening policy for parents/guardians is attached.

The attached child screening policy was created to assist parents to observe for signs of illness in their child that require they stay home from school. Policy attached.

7. Describe your school’s protocol and appropriate signage you use to instruct staff and students in correct hand and respiratory hygiene.

Hand washing signage is located in all bathrooms. The signage clearly demonstrates the correct method of handwashing. Additionally teacher will demonstrate through

classroom activities how the students should wash their hands. Teachers will also demonstrate how the students should sneeze and cough and what they should do directly after coughing or sneezing. Policy attached.

8. Describe how your school plans to ensure that all persons in school buildings keep a social distance of at least 6 feet whenever possible.

Social distancing signs are located in classrooms, hallways, bathrooms, the pantry, and shared spaces. Floors also have social distancing signs and markers as reminders everywhere. Rooms will be re-arranged if necessary to accommodate the number of students and staff in each room.

9. Describe your school's protocol explaining how your school will provide accommodations to all students and staff who are at high risk or live with a person at high risk. According to the CDC, individuals with certain conditions might be at higher risk for severe illness from COVID-19. These conditions may include:

- Older adults (age 65years and older),
- People with HIV,
- Chronic lung disease, diabetes,
- Serious heart conditions,
- Chronic kidney disease being treated with dialysis,
- Severe obesity and being immunocompromised (including recent transplant patients) or taking steroids.

Students, faculty and staff directed to return to school who have concerns about doing so due to age or medical condition may submit medical documentation to the principal who will confer with the Executive director to determine if an accommodation can be granted. Individuals in a high –risk category may be eligible for a reasonable accommodation, leave of absence or other mitigating measures. Please note, however, that a fear of contracting COVID-19 is not recognized generally as a valid reason for an accommodation.

10. Describe your school's protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

Cloth face covering are recommended as a simple barrier to help prevent respiratory droplets from travelling into the air and onto other people when the person wearing the covering coughs, sneezes, talks or raises their voice. All staff, students and visitors are mandated through Sesame's requirement and signage to wear a face covering when social distancing cannot be maintained for their safety.

Staff and students will be trained on the appropriate usage of face covering such as:

- Washing your hands before putting on your face covering
- Putting face covering over your nose and mouth and securing it on the top of your nose
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily

-Be careful not to touch your eyes, nose and mouth when removing and wash hands immediately after removing

11. Describe your school's protocol for allowing students to take "mask breaks.

Children need to take regular healthy breaks from wearing their masks during safe scheduled times of the day. During snack time, lunch time, and if a child chooses rest time, they will be provided safe social distance to remove their mask, if a student needs or requests a mask break due to sensory need or personal discomfort the cozy corner will be reserved for them with social distance to provide a mask break time. However masks must be worn during any activities where social distance cannot be maintained or heavy breath is expelled, as during music or physical activity, if a child is unable to wear their masks during these times, an engaging instructional alternate activity will be provided.

12. Describe your school's plan for obtaining and maintaining an adequate supply of cloth face coverings/masks for school staff, students who have forgotten their masks as well as all of the PPE needed by your school's health professionals.

Sesame Sprout is in the process of purchasing sufficient supplies of PPE and masks as directed for students who have forgotten their masks, staff, and health professionals to ensure they will be adequately covered.

13. Describe what actions your school will take if there is a confirmed case of COVID-19 in the school.

1. The child or adult will be promptly taken to the isolation room ...access to the rooms will be strictly limited and monitored (i.e parents picking up a child will be escorted to and from the isolation area) and a carefully checkout system will be activated.
2. Teacher will immediately inform supervisor/principal about the child or staff condition. Parents will be promptly contacted and asked to pick up child as soon as possible and we will contact a family member of the adult.
3. Documentation by the teacher of child's condition and procedure taken while in care will be completed and a copy given to the parent.
4. The classroom where the child or adult was located will be promptly closed for 48 hours and disinfected as a preventive means of reducing a possible spread (see cleaning guidance)
5. Parent or student and staff will be informed that they need to see a medical doctor and be tested. Once tested they are to inform us promptly of the result and the child or adult cannot return to school without a doctor's note attesting that the child or adult is well to return to school and perform all regular activities and can be in contact with children and staff.
6. Sesame will promptly alert employees that they may have come in close or proximate contact with a person with covid-19 via tracing, tracking or other mechanism

7. Sesame will trace all contact in the workplace and notify the Department of Health & Mental Hygiene of all workers and visitors who entered the site dating back 48 hours before the worker or child began experiencing covid-19 symptoms or tested positive.
8. Confidentiality must be maintained as required by Federal and State Law Regulations.
9. Sesame has identified several health care services which employees and families can access - SEE HEALTH CARE SERVICES/ASSISTANCE

14. Describe your plan that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Include in your description how you plan to coordinate with the local health department.

1. Once a confirmed case is reported to Department of Health, the parent coordinator will follow up with the Department of Health to ensure all guidance outlined by DOH is followed and implemented by students and staff and that the required quarantine time of 14 days are adhered to.

2. Sesame's policy for the return to school for a student or staff requires a test is performed and a health provider documented note stating that the child or staff is well to return to school and can perform all regular activities and can be in contact with other students and staff must be submitted. What to do about sick or exposed employees attached.

15. Describe you school's protocol to clean and disinfect the school following CDC guidance. Routine daily cleaning and disinfecting are keys to maintaining a safe environment for students, faculty and staff.

Sesame has identified and purchased products identified by the CDC as adequate for infection control. Additionally, the school will be cleaned and disinfected after every session daily. Other areas identified as more used or frequently touched surfaces and objects such as bathrooms, door knobs, handles, classroom tables, chairs, countertops, light switches will be consistently sanitized. Policy attached.

16. Describe how you will conduct required school safety drills (i.e., .fire drills, lockdown) with the modifications which will be necessary to ensure social distancing between persons.

School safety fire drills will follow all Sesame's safety requirements including social distancing and facial covering protocols for all students and staff.

17. If your school operates before or after school care, describe you plan to implement health and safety protocols.

The same cleaning procedures will apply for before and after school care. However, Sesame will keep cohorts together in their respective classrooms as much as feasibly

possible even though this will present a problem due to classroom dynamics and coverage. If students have to be relocated to another class, Sesame will ensure that Students are well and safe and social distancing and/or facial coverings are adhered to. Sanitizing of areas are performed prior to and after they are relocated and that afterschool staff are also well informed and protected by ensuring that PPE are provided and required.

18. Identify by name, title and contact information the COVID-19 safety coordinator your school has selected to be responsible for 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.

Celia Exelbert – Program Director

However, all major decisions which have a direct impact programmatically or fiscally must be discussed and approval must be obtained from the Chief Executive Director Janet Rogers

19. Health related considerations prior to reopening:

- a) **Identify by name, title and contact information the COVID-19 resource person your agency has identified to assist your site(s) and the community.**

Marina Martinez – Parent Coordinator

- b) **Describe if and how your school will limit visitors to school grounds and/or buildings.**

All visitors are required to wear facial covering, be screened and be administered a temperature check. In the event it is necessary for a visitor to enter the school he or she must adhere to social distancing and all the above requirements. Visitors will be limited (based on need and importance) to the school building.

- c) **Describe the steps that will be taken to instruct parents/guardians in screening students at home for signs of illness by multiple means which may include written communication, short videos and parent forums.**

Parents/guardians will be instructed about screening their child at home both verbally and in written form and also via emails, web posting (at parent orientation) about the signs of illness. (Policy attached)

- d) If your school's plan relies on parent/guardian screening before, school should take into account the parent/guardian's ability to access internet or complete a written check list accessible in the language spoken by the family.**

Part of the school's plan is relying on parent/guardian screening their child (see policy both in English and Spanish). However, students will be additionally screened prior to entering the facility.

- e) If your school's plan is to screen students before they enter your school, describe how your protocol will: meet CDC requirements for PPE and social distancing; have sufficient supplies to conduct screenings; ensure that waiting students are supervised.**

Sesame is implementing a staggered system of student's arrival and departure. PKA students will arrive at 8:15 am while 4410 students will arrive at 8:30. Sesame will revisit the staggered schedule if it presents overlap of students' arrival. Parents and students will remain outside following social distancing guidelines while a designated staff member will obtain each child screening form and administered the temperature check. Another staff member will be available to take each child to their respective class if they are determined to be well.

- f) Does your school's plan encourage students to wear a cloth face covering at all times, unless otherwise inadvisable?**

Sesame's school plan encourages all students to wear a cloth face covering at all time unless otherwise inadvisable

- g) Does your school's plan include a requirement that school health personnel wear PPE when assessing ill students or conducting specific respiratory treatments?**

It is required that school health personnel wear PPE at all times when assessing ill students or staff or conducting specific respiratory treatments

- h) Which room in the facility has been identified for isolating ill persons?**

The Intake/Parent coordinator's office is identified for isolation of ill persons.

- i) If your school has a nurse or other health professional, what room (separate from the isolation room) has be identified as their space to administer medication and/or nursing treatments?**

N/A

- j) Confirm that your school's health office will use disposable equipment and supplies as much as possible.**

The health office will use disposable equipment and supplies as much as possible.

- k) Confirm that your school will provide appropriate PPE to custodial or other personnel cleaning or disinfecting your site if such protection is required by the manufacturer of the cleaning/disinfecting agent being used?**

Sesame's cleaning policy includes all appropriate PPE supplies to custodial or other personnel cleaning or disinfecting the site as required by the manufacturer of the cleaning/disinfecting agent being used.

- l) Confirm that your school has created 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.).**

Lisa Watson will be the responsible individual to ensure that all personnel have the required daily supplies. A check list will be given to each employee.

- m) Confirm the individual selected as your school's COVID-19 resource person and that the person:**

The resource person is the Parent coordinator

- a. Has a health background (i.e., school nurse) or is a school administrator familiar with the reopening plan?**

The resource person does not have a medical background but is familiar with the plan and is resourceful to parents and the school community.

The School administrator is familiar with the reopening plan and will collaborate with the school administrator.

- b. Will be the main contact upon the identification of positive COVID-19 cases and be responsible for subsequent communications?**

Celia Exelbert /Marina Martinez will be the main contact upon the identification of positive COVID-19 cases and will be responsible for subsequent communication In determining next steps in coordination with Janet Rogers –chief executive officer.

- c. Has been identified to the entire school community and that the community has contact information for the COVID-19 resource person?**

Marina Martinez – Parent coordinator will be the identified resource person to the entire school community.

- d. Has been involved in the development of the school's reopening plan?**

Marina Martinez – parent coordinator is assisting with the policies for both staff and parents both in Spanish/English

- n) **If your school has a before and/or afterschool program, do they support social distancing, PPE usage, cleaning and disinfection protocols, and the risk of COVID-19 transmission?**

The before and after school programs follow the same protocols such as social distancing, PPE usage and all cleaning and social disinfection protocols cleaning and to limit the risk of COVID-19 transmission.

- o) **If your school has a before and/or after school program have they considered maintaining the cohorts students are in during the day?**

Yes, we are considering and will be working on maintaining the cohorts students are in during the day. However, this may be difficult to accomplish for extended day students due to staffing issues but will ensure that all safety protocols are implemented and followed.

- p) **If your school has a before or after school program have they considered grouping members of the same household together?**

Very few of the students have siblings and therefore to the extent possible we will try to implement if it makes sense.

C. FACILITIES

1. **If you have to rearrange, repurpose, modify or expand facility space to implement social distancing or other safety measures, please describe:**

Sesame will only be closing off some learning sections which only allow us to expand classroom space to implement social distancing or other safety measures. Sesame will for example close off the Art Area (push equipment against the walls) and any other areas we deem necessary.

2. **Are all of the changes you described in response to #1 above in compliance with fire, building, child care and any other applicable codes, regulations and legal requirements?**

YES

3. **Have the school's written emergency plans (i.e., fire drills, evacuation, lockdown) been modified to reflect and facilitate social distancing?**

The school's written emergency plans (i.e. fire drills, evacuation, and lockdown) have not been modified to reflect and facilitate social distancing. However, Sesame has every intention to ensure that social distancing and facial mask implemented for these activities.

4. **Describe any changes to time management and schedules of facility usage which are planned to reduce congestion and promote social distancing:**

Sesame Sprout will be staggering all its programs. PKA students will arrive at 8:15am and depart at 2:00 and 4410 students will arrive at 8:30am and depart at 1:30pm to reduce congestion and promote social distancing.

5. Will doors which do not have automatic closure mechanisms and/or are not fire-rated be maintained in an open position to increase air flow?

Sesame will make every effort to keep at least one of our doors open (providing it is not a safety hazard) to add to increase the air flow even though the HVAC system brings in 100% of outside air.

6. Has your school installed plastic separators or other dividers? If so, please describe:

We have been working diligently to ensure all spaces have the required 6ft spacing with the exception of the therapy room. Most therapists will be working within the classroom. Additionally, Sesame has purchased a divider for the reception area which is an open space and meets the required 6ft spacing but needs additional protection due to PKA in person registration.

7. Describe your determination regarding the adequacy of hand-washing facilities. Have added additional sinks and/or mobile handwashing facilities? If so, please describe:

Sesame Sprout has sufficient hand washing facilities in addition to some portable sinks in some classrooms which we feel is adequate. However, due to space limitations we may not be able to add additional portal sinks but will make a determination.

8. Have you installed any hand sanitizer dispensers? If so, where and are those dispensers in compliance with all applicable fire codes?

Sesame purchased and is in the process of installing 8 wall mounted hand sanitizers which are strategically placed in the entrance, exit and near the entrances of all classrooms/offices. The sanitizers are in compliance with fire codes.

9. Have you installed dividers anywhere in the facility to control groups and/or manage the possibility of crowding?

We have not installed dividers with the exception of the reception area. We are thoughtfully ensuring that overcrowding will not be an issue.

10. Have you made any changes to drinking fountains or drinking water access for students in response to COVID-19? If so, please describe:

We have not made any changes to drinking fountains or drinking water. CACFP approves NYC drinking water which is acceptable to all.

11. Describe your plan for increasing ventilation and air flow (natural and/or mechanical):

The 20 ton HVAC unit installed at Sesame Sprout brings in 100% of outside air.

12. Describe your plan for enhancing and maintaining higher efficiency air filtering and any re-balancing of air flow necessitated by filtration changes:

The system has MERV 14 filters (on order) for the 20 ton HVAC unit which will be changed as soon as they are received by the end of July. The system will be re-balanced after the filters are installed.

13. Have you installed any new air purification technologies? If so, do those devices meet or exceed safety standards, including being listed/labeled as having been approved for the intended use by a nationally-recognized testing laboratory?

We have been informed that the HVAC system provides 100% of outside ventilation and no further action is required.

D. NUTRITION

1. Describe how you will work with the school district(s) and school food authorities (SFAs) to ensure that all eligible children have access to school meals:

Sesame Sprout participates in The Child and Adult Care Food Program (CACFP) which is sponsored by the USDA.

All students are mandated to submit a food eligibility form which allows them to participate in the food program.

The USDA may approve a plan that includes pick-up of meals for multiple days up to one week at a time for students receiving remote learning. Sesame must be mindful about the household's capability for refrigeration and reheating as discussed and the individual meals should be easily identifiable.

2. Describe any changes to your health, safety, sanitation and/or food-handling procedures in light of the COVID-19 public health emergency.

Meals are individually packaged and may be bagged for each child. Gloves are always worn in the serving and distribution of the meals. Clorox is always used in the sanitizing of the food premises.

3. Describe how children with food allergies will be protected as meal and snack procedures are revised to promote social distancing:

A listing of all food allergies and allergy reaction plan (from doctor) for individual students are listed in each classroom and in the pantry and all areas where food

is handled. The meals coordinator is fully aware and so are the teachers of students with allergies. Allergy free food will be distributed to the classrooms separately from regular school lunches to avoid cross contamination we will also have designated allergy friendly seating in the classroom as well as a designated allergy free zone in the pantry, separated by allergy. To avoid cross contamination gloves will be changed when serving allergy free food to students (gloves will be changed for each student with allergy). Additionally hands and surfaces will be thoroughly washed before handling food for students with food allergies.

4. **Describe how and where food and meals for students will be served and consumed:**

Food and meals will be served and consumed in student's individual classroom. Lunch will be staggered to ensure social distancing.

5. **Describe how students will be located while eating :**

Students will be placed 6 ft. apart in their individual classes. Designated allergy friendly seating ensuring social distancing will be implemented in the classroom

6. **Describe how appropriate hand hygiene will be promoted before and after serving or eating:**

Students are required to thoroughly wash their hands prior to eating (signage is visible and lessons are given on handwashing) and after eating. A lesson on germs will be prioritized at the beginning of reopening school.

7. **Describe how food/beverage sharing and family-style meals will be discouraged:**

Family style meals and food/beverages will be discouraged and will not be implemented during COVID-19.

8. As applicable, confirm that your school is in compliance with the Child Nutrition Program and any other SFAs your agency works with:

Sesame Sprout is in full compliance with the Child Adult Care food program. Sesame is in constant contact with the administrators of the program

9. **Describe how you will communicate with families, including those using a language other than English, about nutrition and meal//snack issues:**

Sesame Sprout has a bi-lingual (Spanish) parent coordinator on staff whose main role is to facilitate, interact, hold parent meetings, in person, or by telephone support as well as translate from English to Spanish all documents as needed for parents. At the beginning of each fiscal year and in September all families are given food eligibility forms which are further classified based on income as free, reduced or paid. All forms are posted on Sesame's website, emailed to parents and/or given to them during registration. The food coordinator

further follows up to ensure all parents submit the required completed form so that students are able to receive all meals.

E. TRANSPORTATION

NOTE: Transportation for students with disabilities enrolled in 4410 and/or 853 programs are provided by the school district. School programs, however, are involved in the embarking and disembarking of students.

- 1. Describe changes to student disembarking/arrival procedures and locations to promote social distancing:** Sesame Sprout has planned a carefully coordinated arrival procedure to ensure careful supervision, careful sanitary practices and social distancing. Sesame Sprout will have 26 students arriving daily. We have allocated 10 staff members to supervise/assist in our safe arrival procedure. JoAnn Mainardi or Jennifer Aronin will supervise at the bus door during the entire busing procedure.

Aneidy Salazar, our busing coordinator will supervise compliant arrival procedures and bus attendance. Celia Exelbert, Principal, will be present upon the arrival of each bus to ensure that each child is wearing a mask properly or provide one, scan temperatures and disperse hand-sanitizer and its proper application before children are removed from the bus. Seven special education classroom staff and full-time therapists will report to busing: One Special Education staff member from the 3-teacher models (Classes A, D, E, F) and 2 special education staff members from the 4-teacher model (Class B), and one full time Occupational Therapist.

Three staff members will be designated as 'Greeters', removing children from the bus by taking no more than 2 children at one time, and walking them to the bus entrance. 4 staff members will be designated as 'Runners', meeting children at the bus door and escorting them two at a time to their classrooms.

Social distancing floor markers will designate spaces for up to two children to wait for 'Runners' in the bus door alcove, supervised by the Bus Door Supervisor (JoAnn Mainardi, Related Services Coordinator or Jennifer Aronin, Curriculum Coordinator), if 'Runners' are away escorting other children to class. Aneidy Salazar will coordinate with the Bus Door Supervisor to stagger the disembarkation of students so that there is always a runner available to escort them, and so that no more than two children are waiting at the bus entrance.

All Sesame Staff engaged in busing duties will wear appropriate PPE equipment, including masks, gloves and face shields as required by each function, and its proximity to students.

2. **Describe changes to student embarking/dismissal procedures and locations to promote social distancing:** Bus dismissal times will be staggered and extended to create appropriate social distancing and supervision. Classroom staff will escort no more than two children at a time to their buses. When possible, classroom staff will escort two students on the same bus to expedite dismissal. Staff and students will take every safety precaution by wearing masks, using hand-sanitizer. Staff members will wear gloves and any necessary PPE equipment. Aneidy Salazar will supervise the embarkation process at the buses and oversee attendance dismissal. An administrator (Celia Exelbert, Jennifer Aronin or JoAnn Mainardi) will supervise the bus door to ensure safe dismissal is practiced, and to coordinate the exit of staff and students from their classrooms in a manner that maintains social distance.

3. **Describe any changes made to stagger arrival and/or dismissal times:**
Arrival: PreK for all students will arrive at a different time at a separate entrance. Since there are 10 staff members to safely supervise the disembarkation of 26 preschoolers with disabilities, no staggering of arrival time is needed; however the disembarkation process will be extended so that every child can be welcomed safely into school.

Dismissal: Dismissal time will extend for 15 minutes to ensure the safe exit of every student, two at a time, escorted by their teacher or teacher assistant.

4. **Discuss the impact of social distancing on the length of time required for arrival and dismissal:** As described above, more time is needed for disembarkation and embarkation to maintain safe supervision and social distancing during busing. Busing procedures will be adapted, revised as necessary once school resumes, should analysis show that more time or alternate procedures are needed, which will be reflected in the classroom schedule.

5. **Discuss your plan for managing scheduling and social distancing when/if students are transported by their families by car, public transportation and/or walking:** PreK For All students will arrive at a different time through the main entrance. Therefore, any families who are transporting their families by car, public transportation or walking will arrive at the main entrance, where Cinthia Bajana and an administrator (Jennifer Aronin or JoAnn Mainardi) will be on hand to greet students, assess their health and wellness and the application of hand-sanitizer, and escort them to class.

Social Distance Markers will be placed at the left of the main entrance and under the overhang to the right of the bus door, for parents who need to wait for their turn for entry screening upon arrival.

If our Parent Survey indicates that more parents opt to transport their children, more staff will be allocated from the busing staff to support safe entrance at the main entrance.

- 6. Describe student hand-washing and/or hand sanitizer use during arrival and dismissal:** Non-contact hand-sanitizer dispensers are available at every entrance. Hand sanitizer will be offered at the disembarkation point for bus students. All arriving students will be provided with hand sanitizer upon arrival and supervised for proper application before disembarking from buses or entering school grounds.

Departing students will be provided with hand sanitizer and supervised in its proper application before they leave their classroom to travel to their buses.

F. SOCIAL EMOTIONAL WELL-BEING

- 1. List any school-wide plans/policies related to student well-being and/or behavior management:** Sesame Sprout believes that healthy, positive social emotional development and growth is THE key foundation for successful learning and life happiness. As such we adhere to the Framework for Systemic Social and Emotional Learning and the CSEFEL and NYS Pyramid Model. We support families, faculty and students to build their core social emotional competencies in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Sesame Sprout carefully crafted and follows the following policies and procedures to ensure that a positive social emotional environment is created: *'Policies and Procedures for PBIS Including Approaches to Instruction, Behavior Management, Discipline and the Restraint of Children'*, *'Policy and Procedures for School Conduct and Discipline'*, *'Rights and Responsibilities of Students and Their Families'*.

Sesame Sprout promotes Tier One school-wide positive supports by creating, reinforcing and sustaining school-wide positive behavior utilizing a matrix created by faculty collaboration. Rich, continuing professional development and training is provided to faculty and families. Sesame Sprout provides CSEFEL (Center for Social Emotional Foundations for Early Learning) to faculty and families through its training modules for staff and families. We provide a UdL (Universal Design for Learning) classroom which contains multiple means of representation, domains, multisensory supports, technology, to embed natural supports for learning success for all children. Additionally Sesame Sprout has adopted the New York State Social Emotional Supports for Faculty this past school year, which build mindfulness about how our emotional well-being affects our work with children.

Sesame Sprout provides Tier Two supports through providing rich curriculum through the Second Step Early Learning Program to support children's growth in

Skills for Learning, Empathy, Emotions Management, Friendship and Problem-Solving Skills, and Transition to Kindergarten. Sesame Sprout also begins each school day with Yoga For Learning, a 7-8 minute session of identifying our 'readiness to learn' by being mindful of how our 'body engine' is running (slow, like a turtle, fast like a rabbit, or 'just right'). We practice together to see how breathing, stretching and yoga practices improve our self-regulation and readiness to learn. During the Covid19 Pandemic closure we continued our yoga program remotely for families at home, and repeated all lessons on managing strong feelings and provided other resources to support children and families in opening the conversation, identifying their feelings of worry and fear, and managing them in positive, healthy ways. To measure its effectiveness and each child's social emotional capacity, Sesame Sprout teachers and families complete the DECA-P2 (Devereux Early Childhood Assessment for Preschoolers, 2nd Edition), in order to measure child strength, in school at home, in key social emotional areas: Initiative, Self-Regulation, Attachment/Relationships and Behavioral Concerns. The assessment is administered as a baseline information tool and family support guide in September, and at year-end to measure progress. Additionally, the DECA-P2 is administered to preschoolers with disabilities during the annual assessment process, and utilized to create measurable, targeted social emotional IEP goals for any identified area of need, and to provide guidance to families on how to support these goal areas at home.

Equally importantly, Sesame Sprout provides comprehensive Tier Three intervention for those preschoolers who need more support to manage their emotional needs positively, through utilizing interdisciplinary team meeting model and functional behavioral assessment to create positive, measurable behavior plans. Sesame Sprout is continually training its faculty to elevate our shared capacity to support those students most in need. This past school year our faculty began training in the Center for Resilient Children's 'Flip It Behavior Strategy for Managing Challenging Behavior'.

The big idea of Sesame's mission to build social-emotionally resilient children is that we are continually assessing and learning, seeking research and successful practices, and collaborating as a faculty on how to improve outcomes for our students and their families.

- 2. In light of COVID-19, have qualified professionals reviewed those plans and determined if they meet current student needs?** Sesame Sprout has sought feedback and knowledge as a consortium with our sister schools, from the New York State Education Department and New York City Department of Education, in addition to the resources utilized from CSEFEL and Children's Committee to examine how to meet the needs of our students and families at this unprecedented time, when health and safety, financial hardships and civic unrest have threatened the stability and peace of mind of our families. We have reviewed the guidance provided by New York State Education Department, and

retained consultants to ensure our responsiveness to family needs, in addition to continually surveying each individual family and our families as a whole. Sesame Sprout has consulted with the 'Social Emotional Learning: Essential for Learning, Essential for Life', New York State Education Department's SEL web page resources, 'New York State Prekindergarten Learning Standards', 'Social Emotional Learning: A Guide to Systemic Whole School Implementation', 'Reunite, Renew and Thrive: Social and Emotional Learning Roadmap for Reopening School', and other resources to plan for to support our children and shepherd their resilient return to school.

Key areas in which we plan to build our capacity are by embedding Trauma-based supports and Equity and Diversity education into our culture, our curriculum and our practices. This school year presented world crises and challenges that took our lives off course in countless ways. These challenges impacted our health and safety, our ability to interact communally with families and friends, our economic stability and our awareness of racial injustices in our country and world. We need to responsively examine as educators, as families and individuals, and as a society how to enact meaningful change; how to embrace diversity, how to mindfully support one another in our shared endeavor to build resilience and equity into our belief system, and how to affect change through our shared practices and our individual imprint on the world.

Sesame Sprout intends to continue to build on our culture to sustain a safe, supportive and equitable learning environment, which will call on adults to: engage in practices that affirm diverse social and cultural identities; cultivate a sense of belonging and community; provide structure for physical and emotional safety; use engaging, relevant and culturally responsive instruction build on an understanding of how children grow and develop socially, emotionally and cognitively; create space for the voices and agency of children, family and educators; offer frequent opportunities for children to discuss and practice anti-racism and develop collaborative solutions to address inequities through their own play and learning, and it's corresponding higher order thinking, problem-solving and role play opportunities, and to provide tiered supports that meet the needs of all students.

3. As applicable, describe your plan for revising/updating your existing procedures and protocols to address student, staff and family needs in light of the pandemic:

Sesame Sprout is exploring resources to build mindfulness, diversity and trauma supports into our policies, procedures, curriculum and daily schedule in meaningful ways. Our faculty is currently investigating and collaborating on mindfulness curriculum in order to build mindfulness into our daily schedule and curriculum. This practice initiated by building mindfulness moments into our faculty meetings, in order to connect with each other supportively both

professionally and personally, as to how this pandemic and remote learning has impacted each of us. We have opened the conversation with our families, to support them in having their own conversations with their families. Utilizing sourced supports and resources including those from the School Mental Health Resource and Training Center, NYSED's Guide, 'Social Emotional Learning: Essentials For Learning, Essentials For Life', and many other resources, Sesame Sprout's mission is to build each child's, family's and educator's ability to identify, understand and respond resiliently to tangible and emotional challenges. Sesame Sprout has always presented curriculum, play and family supports to celebrate our cultural diversity and what unites us. This year we believe that the time has come to open the conversation about equity, in age-appropriate impactful ways, and to explore solutions through our own play and role play, problem-solving and higher order thinking opportunities as we learn in purposeful ways.

4. **Describe your plans to form an advisory council which will include families, community members, professionals and staff members to share in decision-making and future planning regarding: sustaining a positive school climate; mental health; initiatives to promote social/emotional wellness; trauma-responsive care; restorative practices; social/emotional learning (SEL); professional development; increased family/community engagement:** Sesame Sprout intends to continue the conversations we have begun from the first moment we became aware in February, 2020 that a health crisis threatened us: we met as an administrative team and with our faculty, then with our families to create safe policy, procedures, curriculum and systems that enabled us to continue instruction safely, until the pandemic closure. Throughout remote learning, we have maintained a strong connection as a faculty and with our families. Sesame Sprout intends to fortify this strong base in the next school year by bringing together our faculty, Sesame Parent Group and administrative team to share in decision-making and future planning regarding maintaining a healthy, positive school climate. Sesame Sprout is in the midst of collecting survey data from all families to organize this work.

5. **Describe how your school will provide referrals for mental health, behavioral and emotional support programs, resources and services:** Sesame Sprout Preschool's Parent Coordinator and IEP Coordinator work actively to support all families by providing resources to support each families fiscal, physical, social-emotional, educational and family needs. Guided by our Parent Support Plans, the job descriptions for these roles include the identifying and facilitating the sharing of resources and supports personalized to the needs of each family. This has long been a part of our practice. Since the pandemic closure, our role has expanded to connecting families with resources that provide groceries, medication, mental health supports, and at times medical and first-

responder care. Resources are also shared throughout school website, and distributed as identified through varied forms of technology in the method of comfort of each family – via text, email, Classroom App, etc.

6. **Describe your plans for professional development which will enable personnel to best support students, families and staff during and after the COVID-19 public health emergency while developing coping and resilience skills in students and staff:** Sesame Sprout consistently provided Pyramid Model, PBIS and SEL training materials to its faculty to continually build capacity, and to provide the fidelity of practice to new staff members. During the pandemic closure, Sesame provided additional training resources to support our faculty to meet the needs of their struggling families with understanding and effective practices. As we continue our mission this year, whether it be at school or remotely, we continue our growth and development by seeking effective practices in the field, scholarly articles and agency resources, by meeting as a faculty to parse what works for each of us, by continuing our interdisciplinary approach and peer observation and supervision practices so that we can continue to grow by learning from each other, in order to support one another, our students and families. Procedurally, Sesame Sprout is working thoughtfully to create many new compliant safety procedures, for which thorough training of our staff will be provided to ensure a healthy, safe learning environment.

7. **Describe how you will communicate to all stakeholders that social emotional well-being and learning is a priority for your school:** Sesame Sprout’s vision and mission statements ground our commitment to ensure in that social emotional well-being and learning are our priorities: ‘Sesame Sprout: Opening Young Minds To A World Of Learning’. ‘Sesame Sprout Preschool aims to prepare students to live successful, health and productive lives. We work to prepare them for later success in school and the learner diverse world community which awaits them. We work to build strong, intellectual emotional and social foundations for our students, never losing sight of supporting their joyful ness, creativity, spontaneity and love of learning. We dedicate ourselves to high-quality developmentally-ap-propriety practices, individualizations; nurturant; supporting the development of each student’s full potential, building competence and self-esteem in children; promoting pro-social skills and an appreciation of diversity. We work collaboratively with families and strive to ensure that our interventions meet the highest standards of professionalism and accountability.”

All families and faculty members receive a copy of our vision and mission statement in their language of comfort and it is posted prominently in our entry way and in our classrooms. All families receive a copy of our Student Rights and Responsibilities, and Student Code of Conduct, and support is provided through our enrollment process packet, through parent orientation, and in practice throughout the year. More importantly, we build personal relationships with each

family, so that when there is a need, they are more open to reach out to obtain support.

G. SCHOOL SCHEDULES

- 1. Describe any planned changes to class hours for students or work hours for staff:** Sesame Sprout will utilize an alternating week schedule, with A and B Cohorts attending Monday through Thursday, with Fridays devoted to remote instruction. All students will attend school every other week for 4 days per week, and receive remote instruction on the alternating week.

Sesame Sprout will provide a staggered arrival schedule for students from our varied programs. In addition we will use both entrance doors and social distance markers, to organize parents safely as we welcome students. Private Preschoolers for early drop-off will be welcomed between 7:00 and 7:30.

PreK For All Students will arrive at 8:15am and depart at 1:55 p.m., and will receive 30 minutes of remote instruction on days that they attend school in person, in the form of guided extension activities and posting of student work. Preschoolers with disabilities will arrive at 8:30 a.m. and depart at 1:30pm, and receive 30 minutes of remote instruction on days that they attend school in person, in the form of guided extension activities and posting of student work.

Classroom staff for our integrated classrooms will arrive at 7:55am and depart at 4:00 p.m. Classroom staff will receive lunch after student dismissal, followed by room/toy sanitization time, prep and meetings.

Utilizing this schedule will carve time for daily room sanitization and school cleaning, Teachers will have additional time to complete the planning necessary for in-school instruction and simultaneous remote instruction. Additionally, faculty will have time to communicate with families, provide remote instruction and parent mentoring, and have the necessary time to collaborate as educators in order to sustain a successful hybrid education model.

- 2. Describe how you will limit in-person presence to only those staff members who are necessary to be at school during normal school hours:** All school positions and job responsibilities are being examined to determine what job functions can be performed remotely while safe, mandated ratios of student supervision are maintained. Wherever possible in-school presence will be limited. For example, if one classroom assistant is responsible for supervising remote learning, he/she could successfully perform this work from home. Administrative Assistants could rotate their presence on Fridays when no students are in attendance, or calls can be forwarded. Related Services Personnel can similarly

service the portion of their caseload learning remotely, by working remotely themselves.

3. **Describe how you will promote, increase and or maintain a remote workforce to accommodate social distancing:** Office furniture has been redistributed to create social distancing spaces in our administrative offices. In addition, individual work schedules will be staggered so that whenever possible, only one person is working in an office. For example, if one administrator is working with students and teachers, her/his office-mate can have in-office time. Masks will be worn by all staff while on school grounds. During meal times, classroom staff can eat in their classroom after student dismissal, in the pantry, in the Principal's office, or in the bus door alcove, which will provide enough space for staff members who choose to eat on-premises to maintain safe social distance during meal times.
4. **Describe how you will stagger schedules or make other time adjustments to reduce congestion in hallways, walkways and/or buildings:** Teachers, Private Early Drop Off Students, PreK For All Students and Preschoolers with disabilities will arrive at different times, to ensure that there is no congestion at entrance doors, in hallways, or in classrooms. Departures will also be staggered, and both exits will be utilized to reduce congestion. Floor markers will be placed in all hallways directing all traffic to move clockwise through the rectangle that comprises our school hallway, so that social distance can be maintained while navigating hallways.
5. **Describe any planned use of "cohorts" or class schedules to accommodate social distancing:** As described above, Sesame will divide their school roster into 2 cohorts, A and B, which will attend school Monday through Thursday on alternating weeks. Arrival and dismissal times will be staggered to maintain safe social distancing while entering and departing school.
6. **Describe how you will involve all stakeholders in the school community (staff, families, etc.) in your consideration of alternative scheduling?** During the creation of the reopening plan, and determining how to plan for the safe education of our students, Sesame Sprout administrative staff has collaborated with faculties and families utilizing staff meetings, document sharing and surveys, in order to plan for what our families need in a safe manner. Our aim is to provide sequenced, rich school instruction consisting of the most important aspects of education that our students need based on the pandemic closure (opportunities for socialization, language, community building, social-emotional support and self-regulation) within a schedule that provided sequenced says of attendance to minimize separation difficulties and increases opportunities for in-depth learning.

7. **Describe how you will communicate with families, including those who use a language other than English, and staff when schedules need to be changed/adjusted or instruction transitioned back to all remote:** Sesame Sprout utilizes a phone chain to immediately notify families of any schedule changes. Information is also posted on our website, and will be transmitted through out classroom apps for immediate retrieval via text message or email, as parents have designated.

8. **Describe how your scheduling decisions and instructional models promote equity and access a priority for all, including English language learners, those experiencing homelessness and students with disabilities:** Whether in person or remote, Sesame Sprout provides rich, meaningful instruction through engaging techniques, We continue to provide dual language and alternate interim bilingual placement (IABP) required components to children and families in all forms of hybrid learning. We understand that our most at risk children and families need the most support, and allocate faculty to work personally with children and families in both settings. We support all of our families in obtaining and accessing technology so that every child can have equitable access to instruction. More importantly, we support family's social-emotional and personal wellness by building strong relationships and communication in a personal manner. This relationship enables us to provide resources and assistance to all families, especially those who need it most.

Sesame Sprout's faculty has continued to grow in our ability to provide multi sensory supports and scaffolded, differentiated instruction remotely, which has enabled us to support our preschoolers with disabilities in achieving their IEP goals, as well as enhance language skills for our languages-delayed students, and develop bilingual Spanish/English language skills for our English Language learners.

H. BUDGET AND FISCAL

1. **Have your internal budgeting and expense reporting been adjusted and expanded to forecast, track and account for COVID-19 related expenses?**
Sesame's CPA has begun budgeting, reporting expenses and tracking expenses for COVID-19 related expenses. Forecasting will occur later.

2. **Describe any of the possible additional revenue sources you might tap into to meet the added expenses related to meeting COVID-19 related costs:**
Sesame Sprout will be allocating some of the IDEA funds of 611/619 to supplement the cost of added COVID-19 expenses for special education students and its staff.

3. Describe some of the steps you may take if your tuition reimbursement is insufficient to meet the additional costs of providing services during the COVID-19 emergency:

Sesame may have to take serious steps if the tuition reimbursements are insufficient to meet the additional cost of providing services by:

- Reducing staff hours when necessary
- Being prudent in purchasing supplies
- Maximizing the efficiency of operation without reducing the quality of the program

4. Briefly outline some of the steps you will take to maintain high levels of student enrollment:

1. Sesame Sprout is constantly sending out seat availability to the districts to alert them of vacancies in the 4410 program.
2. Follow up on all inquiries regarding special education

I. ATTENDANCE AND CHRONIC ABSENTEEISM

Describe

1. How you intend to collect, document and report daily

teacher/student/family engagement or attendance regardless of the instructional setting (in-person or remote): Sesame Sprout supports and monitors consistent attendance of its faculty and students through its Employee Handbook Policies and its Student Attendance Policy. Sesame Sprout administrative staff calls daily to identify the reason for any student who is absent. During remote learning, Sesame Sprout began and will continue a Learning Engagement Tracking Form, which collects and addresses student absenteeism from learning in an interdisciplinary manner, to identify and resolve any interfering issues which interfere with attendance. Sesame Sprout works supportively with each family to support and resolve their needs flexibly. Daily teacher/student/family engagement is consistently supervised through daily supervision. Sesame Sprout's Principal and Curriculum Coordinator join and observe daily instruction that is presented through carefully designed lesson planning created with supervisory feedback to ensure compliant delivery of services. Sesame Sprout's Teacher Activity log is designed to capture attendance data, activity data, and IEP data collection, to present a full picture of instruction and differentiation, and teacher productivity. This practice will continue for all days that teachers work remotely.

Sesame Sprout will work to identify qualified substitutes and utilize our Level 3 Teacher Assistants as approved by New York State Office of Teaching Initiatives, as well as its floating special education teacher and teacher assistant, to provide coverage during staff absence.

2. **Briefly describe how you will develop/sustain positive relationships with students/families to promote attendance and participation:** Sesame Sprout maintains daily and weekly communication with all families through our Parent Coordinator, IEP Coordinator, Administrative Assistants, Related Service Providers and Classroom Staff. It is through the building of these relationships, and maximizing on the strengths of each family that we can utilize interdisciplinary collaboration to overcome any family's obstacles of learning engagement. This past year Sesame Sprout has provided flexible scheduling for first responders – meeting with children and families before or after the school day and in some cases on weekends for Parent Mentoring sessions. We have changed schedules and groupings to meet individual need, and have varied methods of instruction to the manner most conducive and comfortable for each family.

3. **Briefly describe your outreach efforts when students and families are not participating in remote learning:** Sesame Sprout set family engagement as a priority so that there was no child that did not participate in remote learning, and we continue this commitment. We believe that we can achieve the right balance with every family if we work flexibly in the manner of comfort for each family. Sesame Sprout presents a 'Buffet Menu' of instruction from which families can choose type and frequency: Recorded Instruction across domains, live instruction in large groups, small groups, and individually based on each student's need, and weekly parent mentoring. We have and will continue to utilize a variety of technology platforms to provide access to every child, and have worked through the New York City Department of Education to provide tablets and internet access to many families; followed by caring assistance through our faculty and NYCDOE Tech Support resources to provide access and build the capacity of each family to engage successfully in remote instruction. We have been able to ensure that every child receives IEP instruction daily in some form as confirmed by teacher observation, parent observation and report of guided home instruction and student work.

4. **Describe how you will involve the CPSE/CSE if students are not participating in remote learning:** Sesame Sprout will notify CPSE representatives in writing if there is any child to whom we are unable to provide remote learning and related services.

5. **Describe how you outreach to families who speak languages other than English:** Sesame Sprout continues to interact responsively to our diverse Queens Community in every family's language of comfort. We are an alternate interim bilingual placement for Spanish approved through the New York State Education Department. We operate a Spanish dual-language classroom through the New York City Department of Education's PreK For All program. Sesame

Sprout's technological platforms, including our website, Classroom apps and Lesson Plan Page our available in translated forms. Sesame Sprout faculty speaks a variety of languages and notices are translated into every family's language of comfort.

6. **Are your staff members periodically reminded of their responsibility as mandated reporters to contact the Department of Social Services if they suspect child abuse or neglect?** Sesame Sprout staff are reminded throughout the year, at staff meetings, and when issues arise, that our responsibility as mandated reporters is consistently whether we are teaching on-site or remotely.

J. TECHNOLOGY AND CONNECTIVITY

1. **Describe how will your school initially gather and periodically update information on the level of access students and staff members have to devices and high speed broadband at their places of residence:** Sesame Sprout distributed and is collecting a survey to assess the needs of all families, including their readiness and level of comfort to utilize the platforms and devices necessary for rich remote learning. We provide access to devices, internet and training, and work to prevent a variety of secure platforms for learning, including Google Classroom, Zoom, Classroom Dojo App, instructional programs and materials, and often video phone calls and audio calls when technology experiences glitches. We continue to research and identify beneficial resources for our family.
2. **Describe how you will address the need to provide devices and internet access to students and staff members who do not currently have access:** Sesame Sprout has and will continue to provide tablets and internet connectivity through the New York City Department of Education, for all families with identified need. Parent need will continually be assessed throughout the year in the event that need changes. During this past school year as some parents returned to work, we applied for a secondary round of devices for children so that they could engage in learning. A number of our families now have parent and student accounts, and many students are able to log on independently to live instruction, supervised by an adult.
3. **What multiple means of participation might you employ so that students can participate and demonstrate mastery of the Learning Standards in remote and blended models when they may not yet have sufficient access to devices or high-speed internet?** In addition to all of the practices outlined above to provide technology and resources to families learning remotely, Sesame Sprout will front-load instruction by sending home hard copies of all

material and teaching/learning supplies to supplement digital resources when children are learning at home.

4. **Describe your plans for professional development in effective practices during remote instruction and learning:** Though this has been a frightening, unsafe time for our world, we have experienced an exciting opportunity to learn and grow as a faculty in our ability to provide effective, engaging rich instruction. By participating in professional development, experimenting with technological resources, platforms, techniques and programs, and by watching each other and other teachers in our industry, we have approved in our ability to present effective remote teaching. Moreover, we have built our capacity to differentiate the manner, groupings and techniques of instruction to benefit each student. We are looking forward to another year of growth in this area.
5. **Describe your plan for providing information technology (IT) support to families and staff members who are experiencing IT issues and challenges:** As described above, Sesame Faculty, family workshops and New York City Department of Education tech support will continue to be utilized to support the technological capacity of each family. All new Sesame Families will be provided a parent workshop during parent orientation, followed by individual support from their classroom team, to ensure that their family can access remote instruction successfully.
6. **Describe how you will ensure data privacy and security:** Sesame Sprout Preschool utilized end-to-end encryption in its email communication. We provide notifications at the dissemination of any information via email that it is intended only for the use of the addressed person(s). Sesame's tech platforms are accessed securely through the New York City Department of Education external email platforms, including Zoom and Google Classroom. Parents will continue to be provided with their annual notification of their right to privacy. Sesame Sprout does not transmit personally identifying student information through unsecured platforms. Students' identifying information are not utilized during live instruction.
7. **Describe how you will assess the effectiveness of the digital tools and platforms you are using/will use:** As described above, Sesame Sprout faculty meets regularly to discuss the effectiveness of digital tools, to share resources they have used and identified, and to learn from watching each other utilize these tools through online peer observation.
8. **Describe some ways you intend to promote equitable access and flexibility for students, staff and families during remote instruction and learning:**

Sesame Sprout provides rich instruction to different learners, preschoolers with disabilities, language-delayed children and Emergent Learners of English who's language of comfort is other than English. We are aware that often these students are at a disadvantage due to the barriers of language, access, familiarity, resources and fiscal inequity; and so we make every effort to build strong relationships with all families, to higher faculty from diverse backgrounds who speak diverse language, by identifying and providing not only the needed resources, but education and training to families and students so that they are afforded rich opportunity to succeed through remote instruction and in-person instruction alongside their peers. We achieve this through differentiated IEP instruction presented in a UdL (Universal Design for Learning) framework which presents multiple means of engagement, technology, instruction and domain learning by a richly supported and trained faculty.

K. TEACHING AND LEARNING

- 1. Briefly describe your continuity of learning plan should state or local conditions warrant moving to/from in-person, blended and/or all remote instruction:** Sesame Sprout will be dividing its students into an A-Cohort and B-Cohort, and alternating weeks of instruction in-person and remotely. All instruction will be provided remotely through recorded lessons and live instruction. Faculty will be provided with duplicate curricula materials for home use, to maximize their ability to work and teach remotely. Faculty will be provided with digital and hard copies of administrative documents, including classroom roster, IEP Goals, data collection tools, etc. so that they are prepared to work in any setting. With these provisions in place, we will be able to make an immediate shift to remote learning should it become necessary.
- 2. Will instruction, regardless of the modality used, remain aligned with the outcomes in the New York State Learning Standards?** Sesame Sprout's curriculum utilized the PreK For All and 3K For All Units of Study, enhanced by some components of the Creative Curriculum, along with the Second Step Early Learning Program and Building Blocks Math Curriculum. All of our curriculum are aligned with the New York State Next Generation Early Learning Standards.
- 3. Describe how your school will promote equity by making sure that all students have opportunities to access routinely scheduled instruction, interaction, feedback and support from teachers:** As described in detail above, Sesame Sprout offers a 'Buffet' of differentiated learning modalities which differentiate the form, size and content of instruction. In addition, all families of preschoolers with disabilities receive weekly mentoring sessions to enable them to target their child's IEP goals through remote learning and family life. When required, some struggling students who's families approved, receive an extra

individual instruction session per day, in addition to integrated and remote learning, to improve outcomes. Additionally, questioning and instruction continues to be presented via high to low support scaffolded questioning strategies with varied prompt modalities, differentiated for each learner to maximize outcomes. Sesame Sprout is surveying parents and whenever possible, will present instruction in a manner that is conducive to their responsibilities, including scheduling in-person cohorts to match the schedules of their other children and work responsibilities. Whether learning in school or at home, children and their families will have many opportunities to connect personally with their teachers, peers and administrators.

4. **Will all students have opportunities for regular and substantive contact with qualified instructional personnel regardless of the delivery method (remote, blended, in-person)?** Sesame Sprout counts attendance for remote learning when a certified teacher presents substantive IEP instruction, regardless of delivery method. We expect, encourage and document daily IEP attendance.
5. **Describe how you will engage families in the teaching and learning process:** IEP goals are targeted through providing students and their families with access to an age-appropriate curriculum, presented around common themes that children can connect to from their own life experiences, which propel them to learn more about what interests them, and about knowledge they might not have otherwise acquired or thought of. In-person instruction (Yoga For Learning, Mindfulness Minutes, Class Meeting, Mini Lesson, Music and Safe Movement, Read-Alouds, Second Step Instruction, Building Blocks Instruction) will be live streamed daily from the classroom, and simultaneously recorded for daily posting on classroom technology platforms. Children learning remotely will be invited/expected to join the class live or through recorded lessons should the family schedule interfere with real-time participation. Small group and individual instruction will be provided by a certified staff member; one member of every classroom team will be responsible for coordinating remote instruction each day and week for students learning from home, to ensure that daily IEP access is delivered. Fridays will be devoted to remote learning for both cohorts, so that teachers can provide IEP mentoring to families, and connect with any families that need flexibly responsive scheduling. In addition, materials and supplies will be sent home in advance of the instructional week, as well as offered digitally, so that every family will have the materials they need to engage successfully in learning.
6. **Describe your communication plan so that students/families, regardless of their home language(s), have multiple means to contact teachers and, as applicable, related service providers:** All instructional materials are provided in every family's language of comfort so that they fully understand learning activities. Our technology platforms and messages are similarly presented with translation tools and in all languages of comfort. Additionally, we connect and

provide access to parent communication through phone calls, email, Classroom Apps and video conferencing, so that there is MORE COMMUNICATION – not less, at a time when families need it most.

7. **Describe your plan for student support and family involvement to address the specialized needs of students whose educational experiences in 2019-2020 were disrupted due to school closures and who now require additional social, emotional or academic support to be successful:** As a faculty we have supported our families through unimaginable challenges to their health, to their family dynamic, and their view of the world. So many of our parents and children experienced fear for the first time. A number of their family members lost their lives during the pandemic. Many of our families and some faculty members contracted Covid19, These obstacles impacted our families' ability in some cases to support themselves, to stay together, even impacted their ability to remain in their familiar neighborhood. In tangible ways the inequities of our society were made so clear. We understand that we need to continue to conversation and support by using our social emotional tools to voice and manage our strong emotions. We understand that we need to build equity responsibly through our conversations, curriculum and daily practice. This year we are building mindfulness moments into the start of our day. And we are planning thoughtfully, given the short time we have in school, about what activities are most needed by our students.
8. **Describe how your school plans to help students to re-adjust to in-person instruction and the structure of school:** Orientations for students and families are being planned so that students can take virtual looks at their classroom, and personal visits to our school building. Teachers and administrators will create video orientations and live visits to school in advance of the start of the school year, to introduce the classroom, staff, routines and expectations. The classroom schedule is being planned to provide consistency, comfort and familiarity as students practice and review the routines that will help us us maintain safety, independence and success at school. Teachers will virtually visit with families in advance of their arrival to school, and take student and family photos which will be posted at school on each child's classroom, cubby and Tool of Autonomy posters. Student and parent orientations are being planned and scheduled, and will explain how learning will be structured both in school and remotely, so that all of our families are prepared for safe, comfortable learning in our hybrid model.
9. **Outline some of the things you will do to create a positive school climate of safety, comfort and routine in all program models:** Sesame Sprout will continue to collaborate on our Tier One Pyramid Model Matrix: 'Sesame Sprouts!', by positively reinforcing clearly defined expectations of what care, safety and respect look like in our classrooms, hallways, on our buses, and with our friends. We practice our continued commitment to Social-Emotional Learning and Positive Behavior Intervention Supports in our classrooms and throughout

our school. This year our systems and procedures will include more supportive staff to welcome and support children throughout the day, from the moment they depart their bus to the moment they embark on their ride home. Students learning remotely will similarly have a consistent schedule to follow. Our print rich environment will be enhanced to help children social distance both in the classroom and as they navigate our school building. Embedded visuals and fun routines will help students understand how to perform the procedures necessary for safety in a positive manner as they social distance, wash hands, and explore their classroom.

10. **Describe how you will help staff members share information about individual needs and each student's responses to blended, in-person and/or remote learning:** In response to the needs of our families during pandemic learning, Sesame Sprout's administrative and collaborative structure has strengthened through increased staff meetings, increased administrative supervision, increased tracking of access to learning and any impediments that need to be creatively and flexibly worked through, and increased interdisciplinary teaming. This framework enables us to share information in real-time with each other that is quickly responded to by our team. We understand during this time that we benefit by learning from each other, so an issue faced by one classroom is often brainstormed by all faculty in a confidential manner, so that we collectively build our capacity to respond to the needs of our families. Sesame Sprout will continue to track engagement in instruction and related services weekly. Our interdisciplinary team meetings will continue. Administrative supervision will occur on-site and for remote learning, so that instructional feedback is ongoing to ensure children are learning effectively. Classroom team meetings will occur daily, and faculty meetings will occur weekly, through remote platforms to maintain social distancing. Further, our administrative team will continue our daily and weekly collaboration, to increase our responsiveness to our teachers and students.

11. **Describe how you will use diagnostic assessment to determine each student's academic, social and emotional needs:** Sesame Sprout administers the Devereux Early Childhood Assessment for Preschoolers to all families upon entrance to school, during the Annual Review process, and at the end of the school year. The tool is administered by families and teachers, to measure a child's social-emotional development in the areas of Initiative, Self-Regulation, Attachment/Relationships and Behavioral Concerns. This information, which has always guided us to better support families and write meaningful social-emotional IEP goals, is more vital than ever before, as our families have experienced challenges that have impacted us in so many ways. This year teachers will be trained to calculate the T-Score and Total Protective Factors, to provide us more information about how each child's social-emotional skills help them cope with life challenges. This information will be shared and discussed with families, to give us a shared understanding of how best to support each child.

12. **Programs for preschool students (4410s) should briefly describe how they will:**

- a. **Manage meals without family-style service and with social distancing:** Breakfast and lunch will be served, maintaining social distance and safe supervision by classroom staff. Meals are delivered fresh daily and will be packaged in individual servings, Frozen meals will be sent home at the end of each school week, for students transitioning to a subsequent week of remote learning, so that the students will have nutritious meals at home during home instructional days.
- b. **Manage toileting and hand washing when classrooms do not have adjoining sinks and toilets:** Sesame Sprout has designed a safe, socially distant procedure for toileting and hand-washing. Many classrooms have their own sinks, and social distance signage and foot markers, as well as embedded visual directions are present in each sink area. Bathrooms and sinks in our main bathroom will be sanitized before and after each use, and every other sink and toilet will be blocked off to create social distance. Floor markers direct children on how to walk and where to stand. Bathroom schedules and meal times will be staggered to eliminate congestion at the bathrooms, so there is no wait time whenever possible. Children will be taken to the bathroom by a staff member individually and in small groups to maintain careful supervision of health, safety and social distancing.
- c. **Implement nap time, if applicable:** Since our school day will be shorter, and more time will be needed for careful safety procedures, nap time will not be scheduled. If during the school year it is determined that we can add nap time back into our daily schedule, children will sleep on individually stored, covered and sanitized mats and sheets, head-to-toe with six feet of distance between each mat. Children who need rest during the day will be invited to rest while maintaining social distance.
- d. **Modify center time to enhance social distancing:** To maintain social distance while offering children facilitated play opportunities from which to learn and grow, room arrangement will be designed to create discrete center spaces for children to play while maintaining social distance. Centers such as sand and water, and shared dress-up clothing, which require children manipulating the same materials with uncovered hands, will be closed. Teachers will engage in and supervise all children at play to ensure excellent, rich instruction, language development, social distance and safety.
- e. **Avoid children having to share materials:** Children will not share toys and learning materials. Every student will receive a sanitized basket daily,

containing a variety of toys from varied domains (ex. Blocks, art equipment, table toys, science tools, kitchen tools, play tray, etc.) with which to play in varied centers. Toys will be sanitized at the end of each school day. Materials, such as play dough, which children touch daily, will be maintained in each child's individual basket and replaced weekly.

- f. **Follow sanitation guidelines during the day, i.e., after center time:** Children will wash hands with increased frequency throughout the day, between activities, and before moving to other activities and areas of the classroom. All play materials will be replaced in a child's basket after activities and sanitized daily. If there are materials that cannot be placed in a child's basket that become soiled, such as the teacher's read-aloud book or social-emotional puppet, they will be immediately sanitized or placed in a safe container until they can be cleaned. Students will bring their own themed and favorite books from home for the week, which will be kept in their basket to avoid sharing of books during quiet reading.
- g. **Discourage practices which encourage physical contact, i.e. partners holding hands:** Sesame Sprout will utilize non-contact transitional methods to move children safely when needed, rather than the buddy hands or walking rope that is our custom. Such procedures will include using prepositional language directions to walk behind or next to a buddy or teacher, or with hands crossed on their own bodies. Smaller groups will be moved increased supervision is needed, until children are independent in following these safe routines. Additional time will be provided to train students in these procedures, to ensure safe transitions and walks as a group. Floor signage, modeling and positive reinforcement, and many practice opportunities will ensure that children can build independence and safety while moving as a group, while eliminating physical contact. If there is a student who needs more support due to developmental, behavioral or social-emotional needs, teachers will provide the appropriate prompting level and safety in a positive manner wearing gloves.

13. **For 4410 Programs Only: Describe how you will balance screen time and authentic learning experiences during remote learning periods:** Sesame Sprout offers frequent natural play and exploration opportunities during remote instruction. It is important to balance multiple means of engagement, and multiple means of representation, so that children's main source of learning is not on-screen. Our preschoolers with disabilities especially need to learn in varied ways to generalize knowledge. Through our 'buffet' of instructional offerings, students are provided with short guided lessons, both recorded and interactive, which include or are followed by hands-on learning opportunities with their families. School supplies will be provided for home use, and engaging thematic, IEP instruction will center around provided school materials or a choice variety of those commonly found in every home. Wherever possible, children will be guided

to use their imagination and their own lens to create; ex. 'Find something in your house that makes a sound, something that moves like you move, something to make a pattern with'.

- 14. Describe how your program will control/limit volunteers and visitors (including parents/guardians) and, if they are permitted, how they will be informed of requirements for health and safety:** Sesame Sprout will utilize varied communication methods to control/limit volunteers and visitors, including parents and guardians on school grounds. When they are permitted, they will be instructed of our stringent health and safety guidelines. Parents will drop off children at our entrance after a careful health screening procedure. Additionally, parents will need to complete Sesame Sprout's daily health survey through a technology application or on paper, before their child can enter school. Sesame Sprout's Enrollment packet will clearly outline this procedure, and it will be reviewed during our program orientation and classroom orientations. Sesame Sprout will also post these guidelines on our website, and through our Classroom Dojo apps. In the event that a visit is required, all visitors will be advised of our safety procedures when they schedule their appointment or upon arrival at our entrance. All visitors will need to undergo our health and screening clearance, and will need to utilize proper PPE and social distancing while on school grounds. Additionally, limited interaction with classroom pods will be encouraged. Wherever possible, required observations of students, as when CSE needs to observe children for transition to kindergarten, etc. will be conducted from outside the classroom door or by camera observation, or through live video observation.
- 15. Describe how you will maintain students in a "cohort"/"pod" for i-person and blended learning:** Sesame Sprout will create an A-Cohort and B-Cohort, which will remain intact during hybrid learning. This will enable children to get to know their typical peers and build relationships, by interacting with the same friends in school and during remote learning. Families who opt to change to remote learning will remain in the same cohort.
- 16. Describe some of the best practices which can inform/facilitate high-quality remote instruction?** Sesame Sprout's faculty has improved in our effectiveness at remote instruction due the professional development, collaboration and support we have received and provided to each other and families as we 'figured out' what works when teaching and learning remotely. Thus we have committed to providing the following best practice strategies:

 - Educating families about how their children learn best, and how to teach their IEP goals at home. Parents are our partners, and more than ever, their child's most important educator. Mentoring for parents is provided before, during and after instructional sessions with students, and individually weekly with each family.

- Providing a variety of instructional methods, groupings, frequencies and technology platforms to meet the needs of every family. Every family chooses the facets of instruction that are ‘just right’ for them, and we have found that when we strike that balance, parents ask for more, not less.
- Providing scaffolded high and low support questioning strategies with thoughtfully selected prompts duality-presented on screen and in person at home to spur thinking and language. We meet the challenge of guiding each child to voice their ideas or craft an answer, rather than telling them the answer or our own ideas.
- Continuing, more than ever, to build relationships and social-emotional competence in each student and family, to build their capacity to thrive resiliently through this challenging time.
- Communicating, reflecting, researching and supporting as a faculty, and for our families and students, so that we all continue to grow together.

17. Describe how are students are assigned to a learning model and if, how and when they might be moved from one model to another: Survey preferences will be given high priority, in order to best meet each family’s need during hybrid learning, until we are all able to learn together again under one roof. We understand parents work obligations, and the demands they may have from the learning schedules of other children in their family. Wherever possible we will try to match the cohort weeks to a family’s work schedule and sibling learning schedule. Parents can switch to remote learning at any time. Parents can choose any day to keep their child at home and engage in remote learning instead of in-person learning during their in-person week. Sesame Sprouts will continue to survey families each quarter, aligned with the quarterly report, to determine if their preferences and family needs have changed, and if there is space available, make changes quarterly. Should the school or state experience health and safety challenges, we will be prepared to immediately transition to remote learning, and back again when safety allows.

18. Describe how you will make all models as inclusive and culturally-responsive as possible: Sesame Sprout is in practice, and philosophically and inclusive setting. During hybrid learning, we continue to ensure that all groups are integrated with typical students and preschoolers with disabilities. We continue to embrace the diverse and beautiful cultures that comprise our student population and our city, through our curriculum, through our practice, language, and celebrations.

19. Describe your models for:

- a) **In-person education, including details such as number of students/staff per classroom; length of session; and any other important information:**

In-person education will be limited to half the approved ratio of every class, in order to maintain social distancing and safety.

Sesame Sprout will make every attempt to provide the full program day to give our students the richest best-practice school day, while ensuring that there is enough time for sanitizing, collaboration and prep time to provide a rich education to students regardless of whether they are learning in school or at home. To that end preschoolers with disabilities will be provided with 5 in-school hours (including 30 minutes of non-instructional lunch) and 30 minutes of extension activities daily via remote instruction. PreK For All and Private students will receive 5 hours and 50 minutes daily in school, and 30 minutes of extension activities daily via remote instruction. If it is determined that more time or less time is needed for sanitization and planning, our model will be revised.

- In four-staff model classrooms (Class B), two teachers will be assigned to provide in-person education to students attending that week; ten students will attend in person and 10 students will have remote instruction-alternating weekly.
- In three-staff model classrooms (Classes A, D, E, F) two teachers will be assigned to provide in-person education to students attending that week; Classes A, E and F will have 7 or 8 children for in-person learning, and the balance of the 15 students on remote instruction. Class D will have 9 students learning in-person and 9 students on remote instruction.
- In two-teacher model classrooms (Classes C, G, H) two teachers will be assigned to provide in-person education to students attending that week, and a third floating staff member (floating special education teacher, floating teacher assistant, and the 4th staff member from classroom B), will support the instruction of students learning remotely that week; Class C will have 9 students learning in-person and 9 attending remote instruction. Class G will have 6 or 7 students attending in-person and the remainder of the 13 students learning remotely. Class H will have 6 students attending in-person instruction and 6 students learning remotely.

- b) **Remote learning:** Students learning remotely will be offered live streaming instruction, which will be recorded and posted on our classroom platforms for students who are unable to join in real time. Students learning remotely will also receive integrated small group and individual instruction based on their needs, as every classroom will have one staff member dedicated to remote learning. Fridays will be reserved for remote learning for all children, so that classroom teachers are allotted the time to work with every student and provide parent mentoring. Student work will be captured through picture and video that is posted on Classroom Dojo, which will provide another

opportunity for teachers to comment and build thinking and language skills, and extension activities.

- c) **Blended/hybrid learning, including days and duration of in-person services, staffing for in-person portions and typical patterns and practices for remote instruction:** Classroom Staff will attend school Monday through Thursday, and work remotely on Fridays. Wherever possible, classroom staff supporting students in remote instruction will be permitted to work from home to reduce density in school. Our aim is to be able to move seamlessly from in-person learning and remote instruction as needed. To this end, teachers will be provided with and create duplicate sets of instructional materials and documents, so that all needed materials are present in every classroom and at home.

L. CAREER AND TECHNICAL EDUCATION: n/a

NOTE: CTE does not specifically apply to 4410 programs except for the basic Learning Standards which can be achieved in remote, blended or in-person preschool instructional models.

Any 853 programs engaged in a robust CTE programs, especially those with a “work-based” learning component should describe below some of the modifications which will be required to help students to make continued progress, especially in periods of remote or blended learning.

M. ATHELETCS AND EXTRA CURRICULAR ACTIVITIES: n/a

NOTE: While athletics and extra-curricular activities are generally not part of any 4410 program and may have only limited manifestation in an 853 program. However, should such events or activities be contemplated and permitted by governmental authorities, our agency will comply completely with the guidance and requirements set forth in the DOH Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency. Should facilities under our control be used at any time by external community organizations, those groups will be required to follow State and local directives and health requirements regarding social distancing, hygiene and sanitation.

N. SPECIAL EDUCATION

1. **Describe how students will receive FAPE, regardless of the service delivery model they are participating in:** All preschoolers with disabilities will receive a free and appropriate public education, which is their right, whether learning in person or remotely. All students will have access to their age-appropriate curriculum presented on their developmental level through each child’s learning style and strengths, to target their IEP goals and overall development. Barriers to learning engagement will be tracked daily and weekly utilizing interdisciplinary

communication and weekly data collection and dissemination. Our goal as a school is to deliver every IEP as written richly and flexibly.

2. **Describe how parents will be meaningfully engaged in their preferred language or mode of communication regarding the provision of mandated services to their child:** When we rapidly transitioned to remote learning during the 19-20 school year, we quickly realized that our role as educators needed to extend to families, to build their capacity to target their child's IEP goals at home. However, not every parent deeply understood their child's IEP: how each short term-objective would be taught utilizing measurable methods and materials to achieve an annual goal. To this end, Sesame Sprout translated every IEP into each family's language of comfort, and began to provide weekly mentoring sessions, where certified special education teachers would provide tailored guidance for every parent or guardian on how best to work with their child. We ensure that all technology platforms offer translation capability. All projects directions are translated into Spanish. Live instruction is provided in English and each family's language of comfort, with parent directions provided before, during and after instruction. We continue to provide all parental notifications in every family's language of comfort, and offer AIBP (Alternate Interim Bilingual Placement) Spanish setting as we aspire to bilingual designation, so that every child has a teacher who speaks their native language.

3. **Outline how your program plans to work collaboratively and communicate with the CPSE/CSE:** Sesame Sprout has and will continue to maintain a close relationship with CPSEs and CSEs, to keep them informed of the progress of each child, as per their IEP. CPSEs are notified in writing if there is any impediment to receiving instruction or related services. Sesame has and will continue to request evaluations as needed for additions of related services or changes to the IEP. We will continue to complete Annual Review Process in order to hold review meeting compliantly. Sesame Sprout works with CSEs to facilitate observations and Turning 5 meetings for kindergarten transition. First and last attend dates are provided on request, and the enrollment of new students continues. Sesame communicates with our CPSE representatives via phone, fax and email, and maintain access to our school shared drive in order to provide real time information upon request.

4. **Will your reopening plan ensure access to the necessary accommodations, modifications, supplementary aids and services and technology (including assistive technology) to meet the unique disability related needs of students?** Students will be provided with any and all accommodations, modifications, supplementary aids, assistive devices, services and technology to meet each unique disability. During the pandemic closure Sesame provided weighted vests, timers, and visual supports, motor equipment, sitting supports,

fidget and sensory supports, etc. as needed and will continue to be responsive to the needs of each child.

- 5. Describe how your school will document the programs and services offered and provided to students with disabilities to their parents/guardians in their preferred language/mode of communication:** As described previously, all communications are presented to parents in their language of comfort in hard copy, through translation technology and via translation by Sesame staff. All information on Sesame Sprout technology platforms: our school website, lesson plan page, Classroom Dojo app, etc. is presented in English and Spanish, and with translation available to other languages. This year Sesame Sprout is seeking to provide all special education reports in each family's language of comfort, and we are currently researching conducive platforms.
- 6. Describe how you could work with the CPSE/CSE to prepare contingency plans to address a student's remote learning needs in the event of future intermittent or extended school closures:**
Sesame Sprout administration has engaged in deep discussions with CPSE representative regarding accommodations to each IEP created that would lend itself to addressing IEP goals richly in either a remote setting or in-person. Social-Emotional and play goals, for example, need to be written for implementation in the home setting in measurable ways, as well as at school. Similarly, attention and focus goals, and many other domain goals, need to be created in consideration of being targeted in flexible settings. What is meaningful to work on for each child? Certainly every IEP should contain social emotional goals that build resiliency and mindfulness, necessary for thriving through our hybrid learning model at a time when there are so many factors that threaten families. Similarly, when families experience obstacles to learning engagement, communication with CPSE, in addition to our interdisciplinary framework, can assist by revising services to benefit each child.
- 7. Describe how your reopening plan prioritizes in-person services to the greatest extent possible for high-needs students:** Sesame's student population is largely at risk, as 80% of our students are new immigrants. 85% of our students are new learners of English. Half of our student population are considered preschoolers with disabilities. 75% of our students are at the poverty level. Many of our students have language and learning delays. Further, many of our students and their families this past year contracted Covid19, and suffered family loss; loss of family members, loss of income, loss of freedoms of mobility. Therefore it is important to provide as full of a day for as many days as possible for each student to learn amongst their typical peers. Families who request in-person learning due to work responsibilities and the education of siblings will be taken into consideration when planning cohort days. Sesame will also prioritize

families experiencing crisis of any kind by providing resources and support, and as consistent in-school experience and rich instruction as possible.

8. **Will your program 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?** Regardless of our service delivery model, data will be collected to measure IEP progress, and progress monitoring will occur to ensure that students maintain their acquired skills during long absences from instruction. We will continue to utilize this data to evaluate the effectiveness of each child's special education services, and inform discussion with families on their child's progress on a regular basis during weekly mentoring sessions and during quarterly reporting periods.

9. **Describe any changes or additions to student data collection you anticipate because of the possibility of changing student needs and experiences over various instructional models and platforms:** Sesame Sprout has revised its data collection tools to better capture remote instruction in a manner that is easier for teachers while still capturing rich information. Similarly, our quarterly report template has been revised for remote learning, to capture instruction delivered by teaching staff, by parents, and the anecdotal quality of parent mentoring. Conversations are ongoing with faculty as to whether data methods should change on in-person learning days and remote learning days.

10. **Describe your plan's important considerations and approach to related service provision over the various models you are planning (in-person, remote, hybrid/blended):** Careful scheduling of related services needs to occur to ensure the compliant delivery of services in a manner that maintains social distance and safety. Sesame's Related Services Coordinator, along with our administrative staff, are creating models of shared caseloads and in-person related services, paired with remote teletherapy, to provide mandated services as per each child's IEP to children attending in person or learning at home. Sesame is utilizing flexible spacing while in school, paired with safety barriers and furniture arrangement to provide safe, distant work spaces in which children can receive related services.

11. **Describe how you will assign related service caseloads and provide related services to protect the integrity of student "cohorts"/"pods":** Sesame Sprout's Related Services Coordinator is taking a greater role in not only assigning caseloads, but in the careful scheduling of therapy, to provide safe social distancing. Students learning on-site will receive their therapies in person. Students learning remotely will receive tele-therapy. This may mean that two

therapists will need to share a student, or that therapists may need to alternate weeks working in school and remotely. Sesame Sprout is evaluating and considering flexible scheduling arrangements to ensure the complete delivery of IEP services in a safe, socially-distant manner that reduces density whenever possible at school.

O. STAFFING

- 1. Will all individuals hold a valid certification/license appropriate to their service assignment?** All Sesame Sprout faculty maintains the required certifications by the New York State Office of Teaching Initiatives, in their domain. Special Education teachers possess their certifications in preschoolers with disabilities, birth to grade 2, and their early childhood certification. Teacher Assistants possess at least a Level 1 Certificate; most of our teacher assistants possess their Level 3 Permanent Teacher Assistant certification. Administrative Staff possess the required certification and experience to hold their positions. Related Service Providers similarly hold the required certification for their position.
- 2. Will certifications and licenses be verified by the school using the internet-based tools made available by NYSED?** Certifications are routinely verified and monitored through the Office of Teaching Initiatives TEACH Administrative Verification system. Certification is checked upon hire and Certification/Personnel File Requirement Data is reviewed quarterly throughout the year to ensure that all certifications and documentation required for each position is maintained compliantly.
- 3. Describe any staffing changes which you might need to consider to meet instructional and operational demands during the COVID emergency period:** Sesame Sprout will seek to bring on qualified substitutes wherever needed to ensure continuity of instruction. Further, Sesame Sprout will utilize its floating staff to provide absentee coverage and two support two teacher models to enable the provision of remote instruction to students on remote cohorts, whether it be by providing remote instruction or covering the classroom teacher who will instruct remotely. We will flexibly look at the needs each day and week to ensure continuity of coverage and instruction.
- 4. Will the school be making “incidental” teaching assignments during the 2020/2021 school year? (After extensive and well-documented unsuccessful recruitment, 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 which is not covered by their certificate.)** If Sesame Sprout experiences a shortage of certified teachers, and

are unable to recruit qualified staff, we will follow the guidelines provided by the Office of Teaching Initiatives during the Covid Pandemic to provide incidental coverage. We maintain our commitment wherever possible to providing qualified, certified staff for our preschoolers, who fall into many at-risk categories.

- 5. 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.**

Our school will undertake robust 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 the superintendent documents and attests that recruitment efforts did not identify a fully qualified substitute teacher. The superintendent must attest to the shortage of qualified recruits initially and then at the end of the first ninety (90) day period. Recruitment efforts will be extensively documented.

6. Staff members who are requesting an accommodation from reporting for in-person work due to concerns about their own 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.

P. TEACHER AND PRINCIPAL EVALUATION SYSTEM: n/a

NOTE: This required section of the reopening plan is not applicable since 4410 and 853 programs are not subject to the specific laws and regulations regarding professional evaluation cited in the NYSED guidance.

Q. BILINGUAL EDUCATION AND WORLD LANGUAGES

- 1. Understanding that the Spring 2020 COVID-10 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs), how will your school remain mindful of legal requirements and proactively address inequities, including:** Sesame Sprout will continue to provide its PreK For All Dual-Language Classroom (Class C) and its Alternate Interim Bilingual Placement for Preschoolers with Disabilities in seven classrooms (Classes A, B, D, E, F, G, H), and continue to provide supports to our English Language Learners and their families by:

- **Providing Support and Instruction to all parents/guardians regarding the use of technology in their preferred language of communication:** Supporting family use of technology platforms in their preferred language, including personal training, translated technology platforms, translated access to tech support.
- **Providing supports needed to close the potential learning loss that may have been a result of the school closures due to COVID-19:** As described under the Teaching and Learning section, Sesame Sprout maintains ongoing tracking and personalized instruction in the frequency, format and via the appropriate differentiation so that every child can master their IEP goals and access typical curriculum at this challenging time that has impacted so many families. Data collection is ongoing and progress is continually monitored in order to provide increased instruction, request extended school year services, revise related services or provide family support, to overcome any obstacle to learning and progress.
- **Afford ELLs the opportunity for full and equal participation in learning, considering their unique needs and strengthening the home language and supports necessary for English language development using synchronous and asynchronous learning:** Sesame Sprout Faculty and Administration receives frequent training opportunities to enable us to support our English Language Learners. We understand that it is vital to build language and cognitive skills equally in both their home language and in English, to support their language and neurological development. Instruction and literacy are provided in English and Spanish. Speech Therapy is provided as per each child's IEP mandates, in English, Spanish or both. Families are supported through Parent Workshops, trainings and Mentoring to support their child's language development and learning during synchronous and asynchronous learning, to provide continuity and connection for children and their families, especially at a time when we are limiting visitors to school for health and safety reasons. We are committed to providing more school connection and home communication for families, not less during this challenging time.
- **Complete the ELL identification process within 30 school days of the start of the school year:** Sesame Sprout works with CPSE to enroll students, once identified, in the appropriate IABP program.
- **Provide required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction:** As described in Teaching and Learning, rich curriculum content is provided bilingually, with print-rich multi sensory supports to support learning effectively for our English Language learners. Sesame Sprout presents the PreK For All NYCDOE Curriculum to 4 year olds, the NYCDOE 3K units of study to 3 year olds, enhanced by components of the Creative Curriculum. We also offer the Second Step Early Learning Program and Building Blocks Math

Curriculum. All Curriculum is presented in English and Spanish, or translated via technology apps into a family's home language. Vocabulary is presented in English and Spanish. All activity materials and instruction, presented verbally and in writing, are translated and reviewed for families.

- **Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process.** Sesame Sprout distributed surveys to families, and is reaching out one by one to ensure that family preference, needs and concerns are being addressed. Sesame's Administrative Staff and Parent Coordinator and IEP Coordinator, connect regularly with all families. At each stage of our reopening planning, as we await guidance from New York State and New York City, parents are informed of our reopening planning- including upon enrollment and during enrollment renewal. A series of trainings and orientations will be provided in the safest manner that provides the most access to school, to parents and students, to ensure a smooth, safe, welcoming return to school.

2. **How will you give consideration to ELLs for your reopening plan to:**

- **Ensure that all teachers and administrators receive professional learning on topics related to the use of technology and hybrid or remote learning strategies?** Sesame Sprout provided mandated Bilingual ENL training for all staff through New York State Education Department, as per their requirements for AIBP settings (Alternate Interim Bilingual Placement). Teachers attend for 8 days of training; Teacher Assistants attend 6 days of training. Additionally, our staff is encouraged and supported to obtain their bilingual extensions and two teachers this year on in the process of obtaining their Bilingual Extensions. Sesame Sprout's Related Services Coordinator provides regularly training to classroom staff on the needs of English Language Learners. Sesame's Dual-Language faculty attends 3 specified trainings per year through the New York City Department of Education's Dual Language Program. Sesame Sprout's Educational Administrators receive bilingual training, and offer bilingual trainings multiple times throughout the year during orientation, Saturday Professional Learning days and during faculty meetings.
- **Establish protocols that promote coordination amongst ENL content areas or across classrooms for the delivery of remote and hybrid learning:** Sesame Sprout Faculty collaborates regularly to build our shared capacity to deliver remote and hybrid learning effectively for our English Language Learners and their families, as we do and have done for onsite learning.
- **Utilize progress monitoring tools to provide data that identifies gaps in student learning toward English language proficiency and the home language:** Sesame Sprout administers a language survey annually to families through the New York City Department of Education's Dual Language Program. IEP Data and Progress Monitoring Data is recorded

and reviewed regularly, and shared collaboratively with families during parent conferences and weekly parent mentoring, to ensure that progress is achieved and maintained in English and in each child's home language.

- **Resume and create programs to address specific needs of SIFE (Students with Interrupted/Inconsistent Formal Education and ELLS with IEPs and other vulnerable populations, including progress monitoring and planning for learning, including the awareness that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification, regardless of whether they were engaged in remote schooling during that time:** Should a Sesame Family experience a period of missing education or extreme challenges due to move from another country, homelessness or family displacement, that interfere with consistent education, Sesame has historically and will continue to work personally with each family to support them. We will work to ensure that they have technology and WiFi access, that education is provided at flexible times wherever possible, and that mentoring/training is provided to all caregivers. Where every possible, onsite learning and transportation/support will be provided, to create consistency for at risk children and their families. When appropriate extended year program will be requested through CPSE, along with other supports that the student(s) may qualify for, to ensure continuity of successful learning. Additionally, community resources and supports will be connected through our administrative staff and parent coordination, to ensure that our families have their basic needs met, including food, medicine, housing and social services.
- **Continue to utilize educational technology when teaching ELLs in-person and remotely to reinforce students' familiarity with these tools:** As described in the Technology section of this plan, Sesame Sprout builds and supports the capacity of our students and utilize technology successfully by offering support and guidance, and resources, in each family's language of comfort.
- **Actively engage students regularly to assess their need for social-emotional well-being that address the unique experiences of ELLS?** Sesame Sprout's understanding of social-emotional learning, through training, research and staff development confirms that we need to continually check in with children to understand how they are feeling, and to empower them with the ability to self-identify, express and manage their emotions-especially the strong feelings that make navigating our world challenging. We create a culturally nurturing classroom culture through our curriculum, dual language supports and pyramid model supports, in-school and remotely, that provides the comfort and skills for children to express their emotions. Families share in this mission through our Second Step Home Links, and Pyramid Model Parent Training Modules, presented in English and Spanish. Through our mindfulness moments, our yoga for learning, our Second Step Curriculum and classroom supports, all

students, including our ELLs are actively engaged, as are their teachers and families in assessing and contributing our mutual social-emotional well-being.

- **Ensure that all ELLs and other vulnerable students can access technology and Wi-Fi needed for remote learning:** All students receive practice and training, as do their parents, to enable them to participate in live instruction, including how to utilize the microphone and mute it during instruction when needed, how to navigate a mouse and a touch screen to interact with visual prompts and make content selections, and how to start and stop recorded lessons. A number of our students obtained their own devices through the NYCDOE, or have their own, and have been taught how to post student work on class DOJO and access recorded lessons independently. Moreover, children have been guided and instructed about the self-regulation skills required to participate in group learning, including raising hands, active listening, microphone control, and sometimes screen sharing with parent support. These skills become an equalizer for our most vulnerable students.
 - **Display flexibility in providing additional units of study deemed necessary based on student need to address oral language development pre-readiness, readiness and/or writing and reading skills, and vocabulary development:** One area of concern in educating new learners of English is the impediment that masks create for oral modeling. Sesame Sprout has always utilized oral modeling through articulation prompts and familiar songs to help new learners of English form their mouths to sounds they need to make to form English words, which are sometimes not part of their past language experience in their native language. As such, we are exploring clear masks for faculty, paired with other clear PPE such as face shields. Our September through November curriculum is designed around repeating familiar songs, poems, and routines that build the oral language skills necessary to develop pre-readiness for reading, writing and vocabulary development, in addition to creating independent, proud children.
 - **Including interpretation and translation needs to support the logistics and functionality of remote/hybrid learning, to provide equitable access to critical information about their children's education:** As described previously, access to learning and parenting is a core component of our program, and therefore translation of technology platforms, programs, instruction, written and oral directions, is always the first priority before adopting a new component. Mentoring family support, notices and IEPs are translated into every family's language of comfort. This year Sesame Sprout is exploring programs, that can quickly translate large content reports into Spanish, so that quarterly reports, and Annual Reports can be translated for families, in addition to parent conferences.
3. **How will you identify potential ELLs by identifying newly enrolled typical students?** Preschoolers with disabilities are identified and placed by CPSE in our AIBP program, and family language preferences are further determined upon

enrollment, before a child is placed on our classroom roster. The language of our PreK for All Students and private preschoolers is identified upon enrollment, so that proper supports can be put in place.

4. **How will you provide required Instructional Units of Study and Transitional Bilingual Education services to ELLs, if applicable?** Sesame Sprout mindfully support students as they transition to kindergarten settings, in terms of program recommendations for bilingual placement, dual language and speech therapy. Speech therapists make recommendations and write justifications to decertify or change the therapy language of a child, if required, from bilingual Speech, and those recommendations, which are presented to CPSE for approval, when it is determined that a child will benefit from speech therapy in English, or to English and Spanish. Sesame Sprout presents curriculum in English and Spanish, to build rich bilingual vocabulary and pragmatic, as is best practice for language development.
 - **How will you provide communication and language access for parents/guardians:** As described above, Sesame Sprout communicators verbally and in writing to parents and guardians in their language of comfort.
 - **How will you provide professional learning for educators to promote an understanding of bilingual education, use of home language and the linguistically diverse needs of ELLS and the challenges they potentially face to due COVID19 closure:** Sesame Sprout faculty has learned and grown together during this pandemic closure, and understand the needs of our very vulnerable population. We will continue our growth and training during this year's Staff Orientation and throughout the year to build o our ability to provide trauma supports, equity education in an equitable learning environment, and mindfulness training to children and families. This will complement our ongoing training on bilingual education, as described above, to fully support our emerging bilingual children families of ELLs to thrive resiliently through the challenges we have faced as a school and as a society.
5. **How will your school measure English language proficiency levels of ELLs to ensure that these students are receiving appropriate levels of instruction?** Sesame Sprout's teaching faculty and administrators, paired with our bilingual speech language therapists, provide and analyze assessments to determine that each child is receiving the appropriate level of instruction. Preschoolers with disabilities are assessed upon their entrance to special education services through interdisciplinary evaluation. Speech therapists assess ELL students naturally so as not to compare them to a child who is a native English speaker, as is their right under New York State Education Law. PreK For All students are assessed using the ESI-R supon their entrance to school. Classroom teaching staff and therapists include natural assessment activities into their classroom. All of these tools help us determine that our ELL students are receiving appropriate instruction. Assessment is ongoing throughout the year through TSG benchmarks, quarterly reports, annual reviews and informal assessment so that a child continually receives appropriate services.

- **Describe your use of progress monitoring tools and how they will allow the monitoring and collection of student performance data to inform and develop instruction and accelerate learning:** Please see above for information on assessment tools. All language goals are monitored through data collection, progress monitoring, informal assessment and language samples, which are synthesized through interdisciplinary team meetings and administrative supervision to ensure that the appropriately challenging level of learning is provided for our ELLs.
 - **Describe the use of technology, online learning and other educational digital tools to support ELLS to prepare for potential future closures and to familiarize them with new technological trends to build knowledge and become digital learners:** Please see above to learn more about how we support our ELLS using technology, online learning and other education digital tools, based on our philosophical model and AIBP designation to prioritize access to learning for ELLS, especially during the challenges of this pandemic closure and hybrid learning.
6. **How will your school support Emergent Multilingual Learners in Pre-Kindergarten?** See above for detailed information.
- **Describe how your program will support children from families who speak a language other than English at home to ensure equitable access to program advantages?** See above for detailed information.
 - **How will you implement best practice to implement culturally responsive-sustaining education, to leverage the home language in instruction:** See above for detailed information about our culturally responsive approach to learning and supporting families that welcomes families into the learning partnership, especially through this challenging time.
7. **How will your school and stakeholders strengthen the family partnership and communication of ELL families?** Sesame Sprout has and will continue to respond flexibly to the needs of families, as determined by individual families and any interfering issues that arise, by individual surveys and by aggregating survey data of our total family population, by continuing and expanding the role of our Sesame Parent Group, and by seeking frequent, creative and flexible ways to invite families into learning.
- **How will your program create and provide resources in the language(s) most frequently spoken by your ELL/MLL students and families on how to access technology used in on-line education:** See above for detailed information.
 - **Describe the use of websites and social media platforms to disseminate these resources:** See above for detailed information about how Sesame Sprout provides a variety of technology platforms to meet the preferences, comfort and capacity of every family, to engage them in learning and provide communications and information. These include our translated school website, Classroom Lesson Plan Google Page,

Classroom DOJO Apps, Zoom and Google Meet, emails and text distribution systems.

R. STUDENT TEACHING

1. **Since NYSED permits and encourages it, will your school welcome student teachers during the 2020/2021 school year to participate in-person and/or remote instruction?** Subject to the safety guidelines that will be applied to all visitors, Sesame Sprout will continue to welcome student teachers, in-person and/or remotely, to continue to contribute to shaping the next generation of educators.