

HAC FAMILY SERVICES, INC.

Geoffrey Anderson
Chief Executive Officer

Wanda Carter
Chief Operating Officer

Mark Goldstein
Chief Financial Officer

SCHOOL RE-OPENING PLAN



Celebrating Over 60 Years of Quality & Excellence

***Accredited by NAEYC's National Academy of Early Childhood Programs**

Administrative and Evaluation Offices

880 River Avenue 2nd Floor • Bronx, New York 10452

(917) 398-5518/5361 • (718) 992-8539 FAX

Website: HACFS.org

AGENCY NAME: HAC FAMILY SERVICES, INC.

AGENCY ADDRESS: 880 RIVER AVENUE, 2ND FLOOR
BRONX, NY 10452

AGENCY TELEPHONE: TELE: (917) 398-5518/5361
FAX: (718) 992-8539

WEBSITE: HACFS.org

INSTITUTION CODE: 80000046306
BEDS CODE: 320900880315

PROGRAM(S) PROVIDED: 4410 PRESCHOOL SPECIAL EDUCATION
SPECIAL CLASS
SPECIAL CLASS IN AN INTEGRATED SETTING
MULTI-DISCIPLINARY EVALUATIONS

APPROVED SED SITES: Nelson Avenue Early Childhood Learning Center
1181 Nelson Avenue
Bronx, NY 10452
Tele.: (917) 398-5541

Ogden Avenue Early Childhood Center III
1399 Ogden Avenue
Bronx, NY 10452
Tele.: (718) 293-9196

Townsend Avenue Early Childhood Center I
1594 Townsend Avenue
Bronx, NY 10453
Tele.: (718) 299-3917

Marshall England Early Learning Center
800 Concourse Village East
Bronx, NY 10451
Tele.: (718) 742-2366/69

CONTACT PERSON: GEOFFREY ANDERSON/CEO
(917) 398-5518/5361
GANDERSON@HACFS.COM

TABLE OF CONTENTS

Introduction about HAC Family Services, Inc.	4
Communication/Family and Community Engagement	4
Health and Safety	9
Facilities	12
Nutrition	14
Transportation	16
Social Emotional Wellbeing	17
School Schedules	20
Budget and Fiscal	22
Attendance and Chronic Absenteeism	23
Technology and Connectivity	24
Teaching and Learning	26
Special Education	26
Staffing	30
Student Teaching	30
Bilingual Education and World Languages.....	31
Resources	33

Introduction:

HAC Family Services, Inc. is a multicultural special education preschool agency located in the Highbridge section of the Bronx. We provide quality early childhood education to preschool special needs students from ages 3-5 years old. Our program consists of centerbased and integrated classrooms amongst four (4) sites: Nelson Avenue C275 1181 Nelson Avenue, Bronx NY 10452, Ogden Avenue C275 1399 Ogden Avenue, Bronx NY 10452, Townsend Avenue C278 1594 Townsend Avenue, Bronx NY 10452 and Marshall England Early Learning Center C225 800 Concourse Village East, Bronx NY 10451.

We service 120 centerbased students and 27 integrated students. The related services provided as per the student's IEP are: counseling therapy, speech and language therapy, occupational and physical therapy.

HAC Family Services, Inc. has developed this school re-opening plan to conform to the guidance provided by The New York State Education Department in their July, 2020 document entitled: Recovering, Rebuilding and Renewing: The Spirit of New York's Schools- Reopening Guidance. Our school reopening plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus, with any new regulations and requirements that emerge over time. Input from administration, staff and our families was used to create our school reopening plan. Continued input from the original framers of our school reopening will be used if and when additional modifications have to be made. The 2020-2021 re-opening plan is available on our website: HACFS.org

We continue to monitor the conditions of our students, staff, families and community as the COVID-19 pandemic continues to determine the effectiveness of our school reopening plan and will make any adjustments necessary to ensure the safety and wellbeing of our students, staff, families and community, as we strive to provide quality early childhood education to our preschool students.

Communication/Family and Community Engagement:

The persons, job title and groups who were involved in creating our reopening plan and who will participate in the event revisions need to be made to our plan are:

- Geoffrey Anderson, CEO
- Wanda Carter, COO
- Pearl Thompson, Director of Special Education Programs

- Andrea Robinson, Special Education Program Coordinator
- Trisha D. Coleman, Related Services Coordinator
- Minerva Cotto, Social Worker
- Dulce Jorge, Educational Director
- Sydelle Outing, Administrative Director
- Dotsie Arnold, Educational Director
- Jasmine Francis, Administrative Director
- Rachel Smith, Instructional Coach
- Abdolyaye Fofana, Administrative Director
- Yoseline Sosa, Educational Director
- Angelica Madera, Administrative Director
- Jolene Barnett, Special Education Teacher
- Kira Salen, Special Education Teacher
- Angela Arqueta, Special Education Teacher
- Melena Mosquea, Special Education Assistant Teacher
- Leah Orden, Early Learn Group Teacher

A. Communication/Family and Community Engagement:

HAC Family Services, Inc. will consistently communicate with, provide information and train the following groups on how to follow the COVID-19 protocol safety plan correctly.

Students:

All students will be taught through a variety of methods on how to follow the COVID-19 protocols correctly. Face coverings/masks, hand washing, social distancing and respiratory hygiene.

- Books that teachers created with pictures of students wearing masks will be made.
- Pictures of students in the class wearing masks will be displayed.
- Finger play, songs, music and movement activities about masks and hand washing will be added to the daily curriculum.
- Videos about handwashing the appropriate amount of time will be played.
- How to cough into the crook of your elbow for proper respiratory hygiene will be demonstrated frequently until mastered.
- Games such as helicopter where the students extend both their arms

for physical social distancing will be taught to reinforce the amount of social distancing there must be between students.

- All group activities will be done in the small size cohort or grouping the student is assigned to.
- Signs on the floor around the classroom will help provide the adequate amount of space for social distancing.
- Students will have their own individual bins/containers for toys and manipulatives. Students will be taught not to take or share other student's toys or manipulatives.
- Tables will be spaced 6 feet apart and labeled with the student's name. The students will be taught where to sit at their labeled assigned seats.
- Cohorting small group size will be reinforced throughout the classroom. Students will learn who will be in their cohorts through signs, pictures, posters that will be posted throughout the classroom.

Signs and Symptoms of COVID-19 in Students and Staff:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore Throat
- New loss of taste or smell

Staff:

- Staff will be trained on how to follow the COVID-19 protocols safety throughout the virtual trainings.
- Staff orientation about COVID-19 policies and procedures, mandates and best practices staff training will be on the following:
 - Face Coverings
 - Hand washing/proper hygiene

- Health screening
- Signs and symptoms of COVID-19 in students and staff
- What to do if a student/staff develop signs/symptoms of COVID-19
- Who should be contacted
- Communicating with parents/families about COVID-19
- New arrival/dismissal protocol
- Nutrition; Individual meals for students
- Cleaning and disinfection
- New protocol/procedures about activities in school
- D.O.H. Article 47/CDC guidelines

- Staff will be trained on the modifications made to the work areas, staff lounge and seating areas, for staff breaks/lunch and the importance of not changing the areas.
- Staff will be trained to limit in-person gatherings and follow the new revised break/lunch schedules, which was changed to limit large group gatherings.

Parents and Families:

- Parents and families will be trained on the signs and symptoms of COVID-19 through the use of virtual webinars and trainings.
- Emails, letters and postings on social media will cover screening our child(ren) at home. How to complete the at home screening, how to forward the screening to the school prior to putting your child(ren) on the bus or sending the screening to school with your child(ren) if you walk your child(ren) to school.
- Trainings on what the school will do if your child(ren) has symptoms of the COVID-19 virus. The area where your child(ren) will be isolated and with whom. Who should come to pick up the child(ren) and get further medical assistance/treatment.
- Parents and families will be given information regarding the quarantine period as per the CDC/DOH before any student can return to school.
- Parents will receive communication via email, letter, texts and on social media, informing them about the schools protocol if a member of their family is sick with symptoms or has COVID-19. They will receive

information regarding the CDC/DOH guidelines regarding what to do if any of their family traveled to a state or country with high levels of COVID-19 cases.

- Parents and families will receive information directing them to websites to obtain training on the various platforms that the school will be using for at home virtual learning.
- Information on who the point person at the school will be to contact regarding COVID-19 issues/questions; will be shared in writing via texts, emails, telephone calls, Microsoft teams and zoom meeting.
- Virtual parent orientation will be conducted where all areas of the special education program will be discussed.
- Virtual information regarding the school reopening plan will be provided.
- The importance of teaching your child(ren) to wear face masks, social distancing and proper hand hygiene will be emphasized.
- Introduction to all administrators, staff and school nurse, will be done.
- Schools protocol and practices will be discussed.
- DOH/CDC guidelines will be reviewed.
- Parents and families will be introduced to the COVID-19 point person who will be responsible for responding to all of their staff and the community's concerns about COVID-19. Information on how to contact this person will be given.
- Information sent, presented or written to parents and families will be in their native language. Many of our staff members are fluent in Spanish and various African dialects. The New York City Department of Education's Translation Service-Linguistic will be used for over the telephone translation services.
- Written communication in various languages will be provided using a translation service such as Boost Lingo.

- Communicating with parents and families who are visually or hearing impaired, we would use a braille converter an online tool which converts English words, phrases and sentences into Braille.
- The administrators, special education administrative assistants, family engagement specialists and the social workers will have the TTY accessibility on their cellular phones, to communicate with parents and family members who has hearing impairments.

Community:

- Throughout the sites, there will be posters and signs posted in various areas of the buildings regarding the following:
 - Face coverings/masks
 - Hand hygiene
 - Social distancing
 - Respiratory hygiene
- The posters and signs will be posted in the following areas of all sites:
 - Entrances/lobbies
 - Staircases
 - Elevators
 - Restrooms
 - Hallways
 - All classrooms
 - The nurse's offices
 - All administrator's offices
 - All administrative assistant's offices
 - All bookkeeper's offices
 - All family engagement specialist's offices
 - All the kitchens

B. Health and Safety:

HAC has implemented a health screening protocol for students, staff and essential visitors through the use of health screening questionnaire, daily temperature screening and the assessment by the school nurse or another qualified person for signs and symptoms of COVID-19.

Anyone with a temperature, signs or symptoms of COVID-19 will be isolated in the school nurse's office, with the nurse or administrator's office with a health coordinator.

If it is a student, the student will be supervised until their parent, guardian or authorized escort comes to pick them up for further medical follow-up. Staff members and authorized visitors will be sent home.

Parents and families will be trained on how to complete a daily health screening for their child(ren) at home prior to putting them on the bus or bringing them to school. Parents and families will be trained on how to observe for signs of illness in their child(ren) that will require them keeping them home from school.

The return to school guidance as per the DOH and CDC for students and staff will be followed after a positive screen for COVID-19 symptoms, illness diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. The staff or students return to school will also be coordinated with New York City Department of Health:

- No fever for at least 72 hours
(three full days of no fever without the use of medicine that reduces fever)
- Improved symptoms
- Gone at least ten (10) days since symptoms first appeared

Staff and the parent of a student who test positive for COVID-19 or who receive a clinical diagnosis, should report the positive test results to the site administrator as soon as possible. The site administrator will then immediately notify the COVID-19 point person, who will inform the director of human resources and human resources will work with facilities to disinfect the work area according to New York State office of children and family services and the CDC guidelines, for cleaning and sanitizing. If needed, a deep cleaning and disinfecting service will be utilized after a confirmed case of COVID-19, as per DOH and CDC guidelines.

The COVID-19 point person will notify the following individuals if they receive a notification of a diagnosis of COVID-19:

- Wanda Carter, Chief Operating Officer
- Cheryl McPherson, Director of Human Resources

Medically vulnerable high risk groups and staff members who are part of the following groups are at a higher risk of having complications from COVID-19 and may need added or alternative provisions for social distancing or special accommodations for working remotely from home. Their request will have to be brought to the attention of the site administrator, agency administration and the human resources department:

- Persons 65 or older
- Women who are pregnant
- Staff with underlying health conditions
- Serious heart conditions
- Immune compromised conditions
- Severe obesity (body mass index 30 or higher)
- Diabetes-type 2 mellitus
- Chronic kidney disease undergoing dialysis
- Liver disease
- Sickle cell anemia
- Chronic Obstructive Pulmonary Disease (COPD)

The human resources department will determine what documentation that the staff will have to provide in order to be given accommodations for working from home.

The school has a protocol requiring all employees, essential visitors and students to wear a cloth face covering and mask whenever social distancing cannot be maintained. Posters and signs will be posted throughout the sites to reinforce his protocol.

All students, especially those who cannot tolerate the use of a mask, will be given mask breaks periodically throughout the school day; where they can remove their mask temporarily for a specific period of time.

HAC has purchased and will maintain an adequate supply of face masks for the staff and students who come to school without one. Personal protective equipment that is needed such as:

- Masks will be provided at the site entrance
- Gloves
- Smocks
- Face Shields

The above have been purchased and an adequate supply will be maintained, by taking daily and weekly inventory. Personal protective equipment will be restocked and ordered by the agency's purchasing

department.

Safety Drills:

- HAC performs safety drills bi-monthly according to article 47 and the DOH
- The agency has modified the following safety drills to practice social distancing:
 - Fire drills
 - Shelter in place
 - Lock down
- The name, title and contact information for the COVID-19 point person. HAC Family Services, Inc. has identified to assist parents and families, staff and the community is:

The agency will identify a COVID-19 point person who will be responsible for all issues, concerns, and communication regarding COVID-19.

C. Facilities:

- All janitorial staff will receive training on COVID-19, cleaning and sanitation protocol as per the DOH and CDC.
- Additional hand washing mobile sinks were purchased to provide hand washing stations in various parts of the sites where sinks are not readily available. All staff, students and visitors are required to wash their hands upon the following:
 - Entering the building and classroom
 - After using objects that another person used
 - Before and after am snack, lunch and pm snack
 - After using the bathroom
 - After helping a student with toileting
 - After assisting a student with wiping or blowing his/her nose
 - After wiping a student's face and mouth
 - After sneezing, wiping, blowing nose or coughing into your hands
 - Anytime your hands or a student's hands are visibly dirty
 - Between all classroom activities
 - Before and after eating
 - Before leaving for the day

- Sanitizers and hand sanitizer dispenser are placed through the sites for the use when there is not available soap and water readily available and when entering the building

Drinking Fountains:

- Students cannot use the current drinking fountain in the sites. They will be taped off to prohibit use or unplugged. The kitchen staff will give drinking water to the students in the form of individual cups. The staff will be encouraged to bring their own individual bottle drinking water.

Increase Air Flow and Ventilation:

- Windows will be opened to increase air flow into the classroom to provide additional ventilation.
- Actively working with the department of buildings to install new filters and clean all air vents.
- The department of buildings will give approval before any sites can be approved for re-opening.
- All items on check list must be must be in compliance.

Installation of New Air Purification Technology:

- Site administrators have created individual plans for enhancing and maintaining higher efficiency air filtering and rebalancing air flow, at their site; along with the landlord or the department of education custodian, for those sites housed in the department of education school building.
- The sites who don't have windows in some of their classrooms, fans and air purifiers will be used in accordance with the department of health guidelines.
- All facilities will be cleaned and sanitized by the custodial staff on an assigned schedule.
- A cleaning log will be maintained by the custodial staff to document that the facilities has been cleaned and sanitized.

- Promote social distancing by placing signs on the floor 6 feet apart.

D. Nutrition:

HAC Family Services, Inc. will implement the following:

- All families will receive a CACFP lunch application for their meals during their intake process for the school year.
- The designated person will provide support as needed to assist families when applying for the CACFP application.
- Information about the CACFP lunch program will be communicated via social media, emails, texts, telephone calls and mail.
- All communication to families will be translated in the language that is spoken at home.
- Ensure that all kitchen staff are trained on sanitation protocols.
- All kitchen staff will have the following adequate supplies:
 - masks/face coverings
 - disposable aprons
 - cleaning and disinfecting supplies
 - disposable gloves (when food is prepared and served, handling and disposing of trash)
 - disposable hair nets
 - hand sanitizers (at least 60% alcohol)
 - no touch soap/hand sanitizer dispensers
 - disposable hand towels
 - tissues
 - no touch trash cans
 - disposable food service items
- There will be routine cleaning and disinfecting of all areas in the kitchen.
- A cleaning log will be provided for the kitchen staff to record when the cleaning is done.

- All kitchen staff will wear a single glove and a disposable apron when handling or delivering food to the classrooms.
- The kitchen entrance/exit door will remain closed to unauthorized personnel.
- The site administrator will determine the safest way to handle and schedule all food deliveries.
- Ensure that all the classrooms, kitchen staff and office staff receive a medical alert form that lists the student name, classroom # and all/any food allergies that the student may have.
- The kitchen staff will receive a daily meal count form, which will include the student name, classroom # and food allergies.
- The kitchen staff will prepare the food, for those students with food allergies, placing their food in a separate container with the students name on it.
- The kitchen staff will deliver food to the individual classrooms at a specific time.
- Snack and meal schedules will be arranged so that only a small group of students are eating.
- All meals will be served and consumed directly in the individual classrooms and tables will be adjusted, marked as need to provide and promote social distancing.
- In accordance with our custodians, sanitation procedures such as, cleaning and disinfecting tables, chairs and other frequently touched surfaces will established.
- The students and teachers will be six feet apart when eating lunch or snack to promote social distancing.
- Hand-washing is encouraged by the classroom teachers at various times of the day as part of the classroom daily routine.

- Teachers will encourage students not to share or touch each other's food and beverages.

E. Transportation:

Many of our special education students come to school and go home on mini school buses contracted by the New York City Department of Pupil Transportation Services, a part of the New York City Department of Education. Therefore, they will dictate the guidelines regarding transporting of special education students on the school buses.

Upon arrival to our sites, the students will be greeted by members of our special education staff, who will be wearing a face covering or mask. The teachers, along with another staff member, will take the students off of the school bus and escort them into the building, while practicing social distancing. This may require the use of all staff members and the special education administrative assistants to ensure social distancing protocol is being adhered to. Once inside the classrooms, each student and staff will wash their hands thoroughly for the amount of time it takes to sing the songs Twinkle, Twinkle Little Star or The Birthday Song twice.

The New York City Department of Education has given us information on how to register all of our special education parents and families into the department of education NYSED NYSA VIA APP. This APP allows parents and families to see where their child(ren) is on the school bus.

Each site has appointed the following staff members to input the student and parent information into the APP and they are the person(s) who the parents and families can contact regarding the NYSED NYSA VIA APP:

- Educational Directors
- Administrative Directors
- Social Worker
- Special Education Administrative Assistants
- Family Engagement Specialists

Dismissal Procedure:

- The special education teaching staff will practice social distancing as they walk the students from the classroom to the bussing area to place a students on their assigned school bus.
- The students will be placed on the school bus in the seat that the bus company assigned to them.
- The bus company will provide each site with the name and bus information of each student assigned to a bus.
- In accordance to the student's seat assignment on the bus, each staff member will line up the students the way that their seats are assigned, with those students who are assigned to sit at the rear of the bus, being first on line, for social distancing purposes.
- Each site will have a system in place to announce to the classrooms which buses have arrived and the teaching team will wash each student's hands before walking them to be put on the school bus.

F. Social Emotional Wellbeing:

HAC Family Services, Inc. has the following operating plans, policies and strategies in supporting student's well-being and or behavior:

- Identified a school readiness team that meet, discuss, brainstorm and strategize, build and strengthen in supporting students well-being and or behavior.
- Communicates social emotional well-being as a priority to appropriately support student's needs.
- Have a collaborative community partnerships to strengthen mental health and social emotional well-being to support students and to strengthen agency's initiatives.
- Utilized collected data to identify social emotional needs and incorporate strategies to meet student's needs.

- Created and implemented a nurturing, predictable, and consistent environment for students to feel safe, secured, and loved.
- Implemented a comprehensive school counseling plan that will ensure a positive school environment and the social emotional well-being of students.
- Provided an in-house and outside professional development on social emotional and behavior.
- Uses constructive guidance and discipline combining strategies from 123 Magic, Behavior Narrative and Trauma Smart's Attunement steps to encourage positive behavior, self-regulation and high self-esteem.
- Created a trauma response practices that help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.
- Implemented a multi-tiered systems of support (MTSS) whereby important support is made available to all students as a way to promote equity and respond to their academic and behavioral needs necessary for students to thrive.
- Build on students self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills by developing core intra- and inter-personal competencies.
- Created a culturally and linguistically responsive and sustaining social and emotional learning practices that will equitably meet the needs of students.
- Implemented restorative practices designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.
- Focus on teaching students strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior.

- Implemented restorative alternatives which will offer opportunities for students to learn from mistakes and may reduce disciplinary disparities and negative outcomes.
- Prioritized mental health, well-being, and social-emotional learning that will be clearly and consistently communicated to staff, students, families and the community.
- Our school readiness team which consists of a Psychologist, Educational Directors, Social Worker, Family Engagement Specialists, Nurse, Clinician Director, Special Education Director, Teachers, Instructional Coaches, and DOE (DECE Instructional Coordinators) have collectively reviewed, updated and revised the plans in order to address the student's needs in light of the pandemic.
- Our school readiness team which consists of a Psychologist, Educational Directors, Social Worker, Family Engagement Specialist, Nurse, Clinician Director, Special Education Director, Teachers, and Instructional Coaches will collectively review, update and revise plans in order to address student's needs in light of the pandemic.
- Value our staff, students, families and their well-being has been supported since the pandemic. The human resource team conducts staff wellness check bi-weekly, educational team, social worker, family engagement conducts family wellness calls and speak to families and students through several platforms. We also distribute surveys to staff and families to assess their concerns and needs.
- Support the mental health and emotional well-being through providing support as needed, guidance to resources for free digital mental health and link connections with counselors at NYC Well and free and confidential mental health support services. These services are available 24/7 and can provide free and referrals to care in more than 200 languages.
- Sustain 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:
- Work collaboratively with mental health professionals, community leaders, parents and staff using two-way communication on a monthly basis to ensure all perspectives are heard. The advisory council will monitor, support, create systems, problem solve, and plan for thriving

and successful school year.

- The educational staff, social worker, family engagement specialists and psychologist will collectively collect and use data to assess students. The collective data will be used to identify challenges or roadblocks, and to figure out what is working and what needs to be learned from it. The data will also be used to continue to improve and support students. Referrals for mental health, behavioral and emotional support will be determined and based on the collected data, on-going strategies to support students.
- Excellence in early childhood education programs at HACFS is built on a workforce that promotes continuous program improvement. Professional development is a cornerstone of this process. We have required all educational and family engagement staff to participate in COVID-19 related professional development workshops, to gain new knowledge, skills and abilities, along with experience and competencies that relate to one's profession, job responsibilities, and work environment weekly, since March. This will continue to take place weekly, bi-weekly and monthly to meet the needs of parents and students to develop their coping and resilient skills. ECE programs at HACFS will address three areas: social emotional well-being, learning and increase family engagement. This will ensure that staff is prepared on how to speak to students, families and staff.
- HACFS has external and internal stakeholders. Communication to DOH, SED and DOE by following protocols: collaboration and sharing the important new information with them about SEL and learning in partnership. Communicate weekly, monthly and on a as needed basis with parents, students and staff utilizing professional workshops, in-house licensed psychologist, social worker, clinicians, as well as, our partnerships with Association for the Benefit of Young Children and the Ackerman Institute. This ensures that all of our programs have a comprehensive developmental school counseling program.

G. School Schedules:

The HAC Family Services, Inc. has conducted surveys of parents and families to determine which school schedules the parent and family want for their child(ren) to attend when school re-open for the 2020-2021 school year.

Our school schedules address a combination of in-person instruction and remote/virtual learning, to reduce school population density, maintain social

distancing and maximize student to teacher contact time, while providing quality Early Childhood Education that align with the New York State Learning Standards and each student's IEP goals and objectives; in the least restrictive environment.

The two models being considered and determined are:

- In-person instruction-consists of cohorts or dividing students and the teaching teams into distinct groups who stay together throughout the entire day for in-person classroom instruction. There will be no interaction between cohorts.
- Remote/virtual instruction-at home only instruction. Students and the teaching teams engage in virtual only class activities and events.
- Depending on the number of parents and families who choose in-person learning. Staff assignment will determine staff placement and schedules.
- Staff will be assigned to provide remote or hybrid learning to those students whose parents and families choose to keep them home.
- To ensure social distancing, staff and students will be grouped into cohorts to reduce congestion in the sites:

-Group A

In school once a week with virtual learning the other week.

-Group B

In school while group A is at home doing virtual learning.

-Our scheduling decisions are based on the students learning needs and the loss of learning if not in school.

-Parents and family's needs, are also taken into consideration when determining the students and family's needs such as: homelessness, food insecurities and the parents and families lack of childcare.

Assessment:

- Assessment will continue to be done using the brigance inventory of early development for students ages 3 & 4 years old.
- Quarterly reports will continue to be completed regardless to whether the student is attending in-person or through remote/virtual instruction.
- Due to small class sizes in our special education classrooms, very little scheduling changes have to be made to adjust congestion in the hallways and throughout the building.
- Non essential visitors, parents and families will not have access to the building unless it is a parent and family or an authorized escort who is picking up a sick student or a student does not require bussing.
- The student will be brought to the entrance to meet the parent and family or an authorized escort.
- Any pending changes to our school schedules will be communicated to our parents and families, and school community before the change are made.
- All communication to parents and families will be communicated to them in their native language.
- In an event of the Governor's executive order, we will return to remote/virtual instruction due to an increase of COVID-19 cases in our state and community.

H. Budget and Fiscal:

- We have made provisions in our budget to increase the COVID-19 related expenses and created a cost center to track those expenses. We will increase the frequency of our budget vs. actual analysis to accurately track those expenses.
- We will continue to apply for additional grants and any other governmental aide that becomes available. We have already been approved to receive reimbursement of these added expenses. To the extent possible, we will also attempt to do fundraising.

- We will attempt to obtain a line of credit to assist with any cash flow shortages. We have obtained loans from the Fund for the City of New York in the past and will apply again if it becomes necessary.
- HAC Family Services Inc. has a team of Family Engagement specialist who work closely with our families to provide support and resources. In order to support attendance and active participation, Family Engagement specialist maintain contact with families through various communication efforts such as phone, text email and virtual engagement. An effort is made to work in partnership with the family to increase the child's regular attendance. The Family Engagement will conduct a home visit or otherwise arrange to meet with the parent to discuss barriers to attendance and problem-solve solutions. If translation in another language is needed, we will make every attempt to find the necessary translations. We also support families through referrals with our community partners for services such as mental health, food resources and rent assistance. Proving a system of support for the family will help to maintain student attendance and family engagement.

I. Attendance and Chronic Absenteeism:

Clinical Service Unit-Related Services:

- In-person attendance for scheduled students will be taken daily by the treating therapist. Since therapy sessions cannot be provided on back to back days, therapists will follow the schedules developed and document on DOE yellow attendance cards.
- Remote attendance will be confirmed when parent or caregiver responds and participates in remote learning sessions.
- Participation in google classroom will be taken daily by teaching staff. If parents and students are not participating in the activities that are presented daily, phone calls, emails and written mail will be sent to the parent to determine why the parent and student is not in attendance.
- Clinical service providers and teachers will engage with parents weekly by remote.
- If there is a lapse in attendance, the site directors and the administrative assistants are asked to contact the parents to determine the reason for the absences.

- If the student is participating via in-person services, once a student is absent for 3 consecutive therapy sessions the protocol above will be followed.

Clinical Service Unit and Classroom Teachers:

- Outreach to site directors, administrative assistants, social worker assistants will contact the parents via email and letters sent home to determine why students and families are not consistently engaged in remote treatment-education.
- If parents are unable to participate in remote therapy/learning an option is provided for the parent to participate in a 1x a week phone call from the treating therapist. This method has been highly effective to engage parents in the remote therapy process.
- The educational staff will make phone calls to parents to ensure that there is available technology to encourage participation.
- If parents are non-responsive, a letter will be sent home noting that their lack of participation in google classroom will be sent to the district representatives.
- In-staff translators are requested to provide outreach.
- If no in-house translator is available (dependent upon the language), resources such as NYC Translation Services (Linguistica) will be used.
- Site directors are also engaged in providing resources such as 311 to request a translator be assigned.

Clinical Service Unit and Classroom Teachers:

- Administrative reminders are provided regularly
- Providers participate in trainings re-recognition of abuse and neglect as mandated.

J. Technology and Connectivity:

HAC Family Services Inc. will implement the following:

- The staff will contact parent and families during wellness check calls to find out who will need devices/internet service and guide them to apply for devices/internet service that are offered by the department of education, so that they can access the google classroom.
- The site administrators will do likewise with the staff to find out their needs for devices or internet service.
- The agency will contact the special education representative to inquire about devices/internet services for new students enrolled in September, 2020 and for returning student whose devices need repair.
- Worksheet/handouts will be made available to send home for students who have not yet received their devices.
- The teachers will have telephone video conferences, one to one lessons and activities with students through WhatsApp and Facetime, if applicable.
- Professional development will be done by each site administrator teach their staff about COVID-19 and best practices to enhance teaching and learning.
- The staff will be encouraged to do at least one webinar weekly presented by an educational organization such as DOHMH, DOE (DECE), OTIS for Educators, HighScope, NAEYC, Teachstone, Include NYC or by other online learning/educational institutions.
- Technical issues will be reported to the department of education IT team for support and guidance for parents and families, and staff.
- Staff members who have computer skills and knowledge will also assist parents and families, and their fellow co-workers.
- By using only the platforms authorized by the department of education (google classroom, google meet and zoom) and by not sharing parents and families, and staff personal information with others without permission, will ensure data privacy and security.

- Currently, we are utilizing google classroom, google meet, zoom and microsoft teams for use in remote learning, tele-therapy, meetings with staff, parent s, guardians and clinicians.
- Ensure that all parents and families, students and staff have access to devices/internet access during remote instruction and tele-therapy.
- The staff will provide and plan meaningful and interesting age appropriate lessons and activities for students.
- Learning activities that will promote exploration and experimentations which can be done at home without incurring extra expenses for the parents and families.
- Visuals and videos will be included in lessons and activities to make learning more meaningful.
- All lessons and activities will align with the New York State Learning Standards and the Department of Education monthly unit of study, as well as the Highscope curriculum.

K. Teaching and Learning:

- HAC Family Services, Inc. special education instructional program for the 2020-2021 school year was designated to transition easily from in-person to fully remote instruction for continuity of our student’s learning and is accessible to all students and their parents and families.
- The instruction program will provide substantive interaction between teachers and students regardless if the model is in-person or remote. We will continue to use the highscope curriculum which aligns with the new york state learning standards in our special education program. Ongoing communication, trainings and workshops between administrators and staff will be established to ensure that the student’s IEP goals and objectives are being implemented, as we use the department of education monthly units of study, which will modify to meet all of our special education student’s needs.

N. Special Education:

HAC Family Services, Inc. have measures to ensure that our special

education students will receive services in the following manner:

- We will have measures to ensure that all participants in the school community and the physical settings will follow the health and safety guidelines outlined in the "Recovering, Rebuilding, and renewing: the spirit of New York's Schools Reopening Guidance" required by the New York State Department of Health.
- We will continue using best practices ensuring that students receives appropriate targeted instruction with the necessary modifications required, to deliver services, in-person instruction, blended or remote in collaboration with parents and families.
- We will support our families' decisions about what instructional model will best suits the student.
- We will continue providing adaptive support and to students through all instructional models: remote, blended or online to increase the level of success in learning and developing in all domains.
- We will, to the best of our ability and practicable extend, address the need of the teaching staff, students, parent and families, of the necessary equipment and skills to accomplish effective engagement in delivering and participation in instruction and learning in any of the models put in place.
- We will provide a clear communication plan for parents and families, and caregivers to contact the school and teachers with questions about their instruction, services, and technology. This information will be accessible to all, and available in multiple languages based on district or charter school needs, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, or by phone).
- Each students' mandated services will be provided in the language of the IEP mandates. As part of the intake process, our parents and families are surveyed about their ability to communicate in English and identify which parents or guardians understand other languages than English.
- The age and developmental characteristics of our students require that any approach to rendering instruction and related services take into consideration the parents and families ability to communicate and cooperative learning with the school community, especially because

remote instruction for young children cannot be effectively rendered without the parents' participation.

- We will deliver specialized instruction, services and support to our preschool students. We provide our parents and families with a range of resources to assist with translation and language services. As part of our on-going special educational services, every classroom in our program has a staff member that speaks Spanish. Parents and families that speak other languages than English, we will use the resources provided by the department of education translation and interpretation unit. Also, all written communication will be translated into a language that a parent or guardian understands.
- We will communicate with the CPSE and CSE utilizing the conventional and technological means such as: mail, phone calls, emails and face to face when appropriate, and in-person delivery of documents to the district office.
- We will make our teachers and special education leadership available to participate in each students' annual, requested review, turning five and any other scheduled meetings.
- Access to necessary accommodation will be provided as specified in each students' IEP and according to the students' needs for modification and differentiation in each of the instructional models.
- Our Special Education program classrooms are equipped with three or more accessible forms of technology: IPad, Smartboard, Desktop and Laptop computers, as well as access to high-speed internet services that are used to assist students according to their individual needs.
- Individual communication to parents and families related to the services offered to the students, such as: individual students' schedule, quarterly reports and annual reports, that includes new IEPs, are provided to parents in English with translation into other languages as needed and requested by the parent.
- Through the use of our administrative assistants and family engagement specialists, the program offers parents and families the opportunity to discuss the content and recommendations of the IEP, in their language of preference, utilizing language services available through the program staff and the resources provided by the department of education translation and interpretation unit.

- We will work with the CPSE Administrators periodically (monthly), to update information on students, and parents and families regarding emergency contact and access to the technology and equipment necessary to transition to remote learning models in the event of sudden closure.
- To collaborate with the CPSE to provide parents and families with information and necessary skills to facilitate a successful transition to remote instruction.
- Facilitate our parents and families with the orientation on how to access a few online learning platforms so that parents and caregivers can support their preschool student to engage in remote learning.
- Our program will continue utilizing various modalities to assess students' progress in collaboration with the parents families despite how the instruction and services are delivered.
- IEP goals and short objectives will be addressed and tracked utilizing a tracking form which completed on a weekly bases for each student.
- Progress reports will be provided quarterly along with one to one opportunities for the parents and families to meet with the interdisciplinary team either in-person or remotely.
- Formal and informal assessments will be administered when appropriate, regardless of the modality, are used to determine the level of performance and long and short term goals and the need for additional or cessation of services, as well as adjustment of instructional approaches using authentic assessment and collaboration with parents and families, and the interdisciplinary team.
- Student data collection may vary and will need adjustment depending on the instructional model.
- If in-person instruction changes to blended or remote instruction, data collected during in-person instruction, direct intervention and observations will be changed into a collaborative exchange of at home and online interactive data collection. This will be subjective depending on the ability of the parents and families to support their child(ren) engagement during remote instruction, but we will provide parents and families with all necessary resources and trainings to increase their ability to support their child(ren) learning during remote instruction.

O. **Staffing:**

Human Resources of HAC Family Services, Inc. will do the following:

- Check for certification and license to ensure that all teachers and assistant teachers are cleared in the Department of Education PETS system.
- According to the Department of Education, HAC can make incidental teaching assignments during the 2020-2021 school year. If after extensive and well documented unsuccessful recruitment efforts, an uncertified teacher will be hired as an incidental teacher and be allowed to work ten (10) classroom hours per week.
- Substitute teachers will be used upon re-opening based on the classrooms needs and staff absences.
- Currently, recruitment efforts is on-going to hire qualified staff and substitutes. If absolutely necessary, we will consider hiring persons with minimum qualifications and place them on a study plan or a temporary hire for 90 days.
- The human resources department will determine what documentation that the staff will have to provide in order to be given accommodations for working from home.

Q. Student Teaching

- As budget responsibilities and models evolve, regarding the 2020/2021 School year, Highbridge Advisory Council Family Services, Inc. will be evaluating and preparing for our staffing needs. The use of student teaching in our program will be utilized. The Human Resources Department will be establish partnerships with various colleges and universities, Education departments for our programs to be part of eligible student teaching placement. All candidates must have current medicals, fingerprinting, Child Abuse Maltreatment, SCR clearance, and PETs clearance. Student Teachers will be a valuable asset to our educational program while they are gaining student credits towards their degree.

R. Bilingual Education and World Languages

Highbridge Advisory Council, in order to address the needs of our ELL students and parents, will be doing the following:

- Provide support and instruction to all parents/guardians regarding the use of technology such as Google classroom, Google meets, etc. in their preferred language of communication.
- We will provide support to alleviate any regression or learning lost that may have occurred since we reverted from in person to remote learning.
- The home language will be strengthened through the support and utilization of our bilingual family engagement unit. Resources will be given to parents and families in their native language. Websites and social media platforms will also be used to disseminate information and resources for ELL parents and families.
- The ELL identification process will be completed by the SED Administrative Assistants and the Family Engagement Specialist within the first 30 days of the school year.
- The Highbridge Advisory Council SED programs utilize the DOE monthly unit of study. All activities and lessons will be translated into the language that the students speak, whether it be by a staff member speaking that child's language or the use of the Iphone translation app.
- All teaching teams, Administrative Assistants, Family Engagement Specialists, and site administrators maintain daily, weekly, and monthly communication whether written or by the use of the DOE translation service.
- Through the use of online training, workshops, and webinars, all teachers and administrators receive professional learning on topics related to the use of technology and hybrid or remote learning strategies.
- In each SED classroom, there are IPADs, laptops, desktop computers, and smartboards. Activities and lessons that supplement the monthly unit of study we are doing, will be presented on the above noted technological devices. These forms of educational technology will be used to teach ELL students while in school and that learning will be transferred when they are at home doing remote learning.

- All ELL students will be able to access technology and WIFI needed for remote learning through the use of loaner computers from DOE or on their own devices.

RESOURCES

NYC Department of Education Resources Division of Early Childhood Education (DECE):

- Suggestions for Checking In with Families/Caregivers About Remote Learning:
 - To guide conversations with families during this time.
- Spring into Learning! Packet:
 - Which offers activity ideas for each weekday broken down by age (infant/toddler and 3-K/Pre-K) and aligned to a theme. Each day also includes optional online resources for 3-K and pre-K children. Based on what teachers learn through check-ins with families, they are encouraged to support remote learning by sharing a few activities with them. The ideas can be used as they are written, or as a starting point to create your own activities that are meaningful, age-appropriate, and responsive to families' needs.
- [CDC.gov/coronavirus](https://www.cdc.gov/coronavirus)
 - Signs, posters, resources, and trainings for staff, parents/families, and the community in various languages.