ADAPT Community Network Education COVID Safety Plan

The 2020-21 school year will provide a set of unique challenges. It is our goal to utilize this document to prepare our staff, students and families for the wide variety of situations that we may face in the year ahead. This document was developed through the collective efforts of ADAPT Community Network staff, including key program administrators, staff, community partners, IT department, maintenance department and family input. It is anticipated that this document will be updated, as additional guidance is provided by the Centers for Disease Control (CDC), the New York State Department of Health (DOH), the New York State Education Department (NYSED), Local Health Department, and, as our collective understanding of the COVID-19 virus evolves. Standards for the Americans with Disabilities Act (ADA) will be maintained. It is ADAPT Community Network's goal to utilize this document, with its included safety procedures to keep our students, and staff, as safe as possible as we reopen our programs. If we each accept our role and responsibility to implement the practices set forth, we will be able to achieve our goal to reduce the risk of spreading COVID-19, and, to create an environment where our students can achieve their greatest level of independence.

ADAPT Community Network Programs

Manhattan Children's Program floor 1	80 West End New York, NY 10023 1st floor (646) 740-2525
Manhattan Children Program floor 2	80 West End New York, NY 10023 2nd floor (212) 420-0510
Forest Hills West School	63 25 Dry Harbor Road Queens, NY 11379 (718) 639-9750
The Clearview School	146-28 Jasmine Ave Flushing, NY 11355 (718) 352-0104
Bronx Children's Program	1770 Stillwell Avenue Bronx, NY 10469 (718) 652-9790
Harry Gordon School	2465 Bathgate Avenue Bronx, NY 10458 (718) 367-5917
William O'Connor Midwood School	1520 East 13th Street Brooklyn, NY 11230 (718) 382-1060
Brooklyn Children's Program	160 Lawrence Avenue Brooklyn, NY 11230 (718) 436-7979
Brooklyn School Age Program	175 Lawrence Avenue Brooklyn, NY 11230 (718) 436-7600
William O'Connor Bay Ridge School	420 95th Street Brooklyn, NY 11209 (718) 680-9751
Greenpoint School	725 Leonard Street Brooklyn, NY 11222 (347) 472-4792
Staten Island Preschool	281 Port Richmond Ave. Staten Island, NY 10302 (718) 442-6006

A. <u>**Communication /Family and Community Engagement**</u>

Ensuring effective communication methods are in place is of the utmost importance during this time. The following sections detail the ways in which correspondence will occur to ensure that stakeholders, parents/guardians, students, faculty and staff stay informed of the latest protocols. Methods of communication include but are not limited to: phone calls, emails, text messages, Microsoft applications (SharePoint/Teams), Family meetings and Agency website postings/mailings.

I. *<u>Parent and Guardian Communication</u>*
   o The classroom teacher, or designated classroom staff member, will perform frequent outreach to students, and their families, to ensure necessary supports are in place for academic success. This communication will be conducted through phone calls, text messaging, video conferencing, social media posts, mailed communications, and/or any combination of these methods, depending on family preference. Parents/guardians will be provided contact information for staff working with their child, including teachers; therapists and program administrators to further strengthen rapport and ensure open lines of communication. Families will be encouraged to communicate with the education team as any questions, comments, or concerns arise.
   o ADAPT Community Network has a Project Connect phone number, **(877-827-2666)** and will be distributed to parents/guardians to call to obtain relevant information at any time. This number is also available on our website at **adaptcommunitynetwork.org** for parents. Calling the phone number will allow parent/guardians to hear a pre-recorded voice message. Parents/guardians can leave a voicemail message that will be forwarded to a designated member of the education team for further response.
   o ADAPT Community Network COVID safety plan will be located at: https://www.adaptcommunitynetwork.org/covid-19/EducationSafetyPlan

II. *<u>SharePoint/Microsoft Teams</u>*

ADAPT Community Network will utilize SharePoint/Microsoft Teams as the preferred platform to host virtual learning. SharePoint/Microsoft Teams is utilized for instructional content, assignments and curricular activities. This allows two-way communication opportunities between parents/guardians and education staff. Education team members are able to use any combination of these tools for announcements, or for one-on-one conversations. This allows for information exchange such as video, voice, text or email, to accommodate family preferences.

B. <u>**Health and Safety**</u>
   o Students enrolled in the ADAPT Community Network have complex needs that may make it difficult for them to fully understand and/or fully comply with established COVID-19 safety protocols. As such, staff will need to provide frequent reminders of the established protocols, and, will need to create opportunities for our students to practice these tasks. All students will be encouraged to wear a face mask provided by their parent/guardian.
   o ADAPT Community Network will provide face masks to students that do not arrive to school with their own mask. All students will have multiple opportunities to practice hand washing, sanitizing personal items, and social distancing from other students and staff members.

Visual cues will be provided to indicate appropriate distance within the classrooms and when transitioning in the hallways. For students requiring a more individualized approach for tolerating wearing a facemask, the clinical and educational teams will work together to assess and teach toleration skills.

I. *Signage:*
o Facilities staff will post signage throughout the certified site addressing critical COVID-19 transmission prevention and containment. Signage must include guidance regarding:
  i. Social distancing requirements
  ii. Use of mask or cloth face-coverings requirements
  iii. Proper storage, usage and disposal of PPE
  iv. Symptom monitoring and COVID-19 exposure reporting requirements
  v. Proper hand washing and appropriate use of hand sanitizer
  vi. Signage alerting that nonessential workers are not allowed.
  vii. Flow of Traffic signs
  viii. Location Entrance Signage indicating "Essential Employees Only"

II. *Entrance to programs and Health Screenings:*
o **ALL** Staff, students and parent/guardians, as well as any essential visitors, contractors and/or vendors, must be screened prior to entry into the day program location.
o The school will create a health screening team that will be trained by the Director of Nursing and/or Vice President of Nursing for ADAPT Community Network. They will review daily health and screening practices. The screening will be done before the staff enters the building and if any visitors enter the building.
o Each location will assign a "Health Screener" to conduct daily screenings. Screeners will be provided with and use PPE. The Screener, using the Daily Health screening form, will document all screenings, indicating if the screening was passed or if the person was sent home.
o Staff screening information will be secured in a locked area.
o Individuals and Staff are required to self-report, to the extent that they are able, any changes in symptom status throughout the day.
o The Health Screening Assessment will ask (1) COVID-19 symptoms in the past 14 days, (2) positive COVID-19 test in the last 14 days, (3) close contact with a confirmed or suspected COVID-19 case in the past 14 days, and (4) travel within one of the states with increased COVID-19 cases. A list of these states will be maintained as part of the plan and modified when necessary.

III. *Education Program Scheduling and Activities:*
o Gatherings in a shared space will be dictated by regulatory agencies. ADAPT Community Network will follow those guidelines.

o Social distancing capacity must be followed in all areas. The capacity will be indicted at the entrance to the space.

o Prioritize tasks and activities that most easily adhere to social distancing.

o Avoid using communal eating areas that do not accommodate social distancing. Substitute where available eating outdoors. Tables will be separated with seating, at least six feet apart from other tables, as feasible.

o The use of shared objects/equipment should be limited, cleaned and sanitized after use. Items that cannot be cleaned and sanitized should not be used.

o Playgrounds will continue to be used when proper safeguards are in place. Washing hands before and after touching play structures and keep 12 feet of space from other children as much as possible. Where possible, visual cues will demonstrate physical spacing. Playgrounds will disinfect after each usage.

o The common shared areas are staff bathrooms, staff lounges, classroom equipment, student toys, counter tops and classroom tables. All areas will be cleaned on a two-hour basis or as needed by janitorial staff. Staff will be trained initially and then on a monthly basis on cleaning and sanitizing.

o A supply of tissues and no touch/floor pedal trashcans will be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

o Schools will conduct 8 evacuations and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection.

IV. *Staffing:*

o All staff must always wear appropriate face coverings at work.

Staffing plans should be maintained that do not require staff to float between groups.

o All staff will receive training on appropriate use of PPE.

o Staff that have had close contact with a person with COVID-19 for a prolonged period **AND** are not symptomatic, should notify the school program supervisor and adhere to the following practices:

1) Regular monitoring: If the staff does not have a temperature or symptoms, they should self-monitor consistent with the programs health policies.

2) Staff must always wear a mask.

3) Follow social distancing practices

4) Ensure that shared areas are cleaned, disinfected and sanitized immediately after use.

5) If a staff person or someone that they reside with is placed on quarantine, they must notify the School program supervisor immediately and suspend attending until completion of 14-day quarantine has passed.

V. *Occupancy and Visitor Protocol:*

- Each location will have the total occupancy, based on no large group meetings: limit all meetings to occupancy based upon social distancing guidelines. **Occupancy limits are to be prominently displayed** in areas/rooms of use and numbers of persons periodically checked by designated staff members. Floor decals indicating social distancing space and "flow of traffic" signage will be posted in areas of use.
- Facilities Department will prominently post and maintain social distancing signage, and face covering requirements throughout each of the center-based locations, building restrooms, freight elevators, lobbies, etc. where allowed.
- A Master Occupancy List will be maintained in the plan binder with maximum social distancing occupancies for each space in school building based on square footage.
- Custodial Staff will be designated as "spot-checkers", routinely ensuring that occupancy levels are observed. The names of designated staff will be listed in the same plan binder.
- No vendors, subcontractors or visitors are permitted to enter ADAPT workplaces, unless fundamental to the execution of scheduled work. Vendors/contractors and approved visitors must receive the health screening identified in this plan. PPE and Social Distancing protocols must be observed and utilized during on-site work. Facilities staff is responsible for entrance and exit of all visiting personnel on site.
- All persons entering should wash their hands frequently using soap and water, for at least 20 seconds upon arrival to the center-based program, before and after handling food, before and after eating, after touching shared objects or surfaces, or after cleaning, sanitizing or disinfecting surfaces.
- Elevators will have social distancing and occupancy signage prominently posted. Floor decals will designate the appropriate distancing. Use stairs when possible.
- Outdoor space used exclusively by a school program site is not considered public space. Students receiving services are required to wear a face covering when utilizing the outdoor space that is exclusive to the program. Social distancing still must be maintained.

VI. *Personal Protective Equipment (PPE):*
- Center-based programs must have an adequate supply of PPE onsite. All required staff and essential visitors are required to wear a face covering or mask and will be provided one for use, onsite, at no cost.
- Personal and supplied face coverings must maintain standards for professional/workplace attire.
- All staff must be trained on proper use of PPE including when to use, donning, doffing and disposing. Documentation of such trainings will be retained in a secure location.
- Disposing bins for PPE ONLY will be available and clearly marked.
- Face coverings must be replaced after use and may not be shared.
- Request for PPE can be found on the organization's intranet. Request will be filled within 24 hours of the approved request.
- Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should **not** be placed on:
  - Children younger than 2 years old;

  - Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;

- o Anyone who has trouble breathing or is unconscious; or

- o Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

- o Treatments such as nebulized medication treatments and oral or tracheostomy suctioning should be conducted in a room separate from others with nursing personnel wearing appropriate PPE.

VII. *Health Screenings:*
- o Prior to admission, all persons will be screened, based on CDC, DOHMH and NYSED guidelines.
- o The employee who opens the building and is first at each location must complete a self-assessment based on the Health Screening Assessment form.
- o The employee providing the Health Screening Assessments at each location must self assess.
- o Students and staff with symptoms of illness must be sent to the nurse's office. Ideally a school nurse (registered nurse) is available to assess individuals as chronic conditions such as asthma, allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.
- o School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA, CDC, DOHMH, and NYSED.
- o Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room when separated by at least 6 feet. If necessary a secondary location will be established to have proper social distancing.
- o Symptomatic students or staff members follow CDC's Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19.
- o School staff must be aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider: fever, abdominal pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, feeling extra tired.

VIII. *Cleaning Protocols:*
- o Staff will receive training on CDC Guidelines for Cleaning and Disinfecting for COVID-19.
- o Training will be documented in a Cleaning Training Log that will be maintained in the plan binder.
- o A Cleaning Schedule will be maintained in the plan binder, documenting all cleaning performed, time of cleaning, and signature of staff who performed cleaning.
- o Facilities Directors will review the Cleaning Schedule for completion **daily.**
- o Follow all CDC protocols. Clean hands often with an alcohol-based hand sanitizer that contains

at least 60- 95% alcohol, or wash hands with soap and water for at least 20 seconds. Soap and water should be used preferentially if hands are visibly dirty.

- Perform routine environmental cleaning, including:
    - Routine cleaning of all frequently touched surfaces in the workplace, such as workstations, countertops, and doorknobs. Use the cleaning agents that are EPA-Registered as effective for disinfecting against COVID-19.
    - High contact surfaces and items (for example, doorknobs, keyboards, remote controls, desks) will be cleaned by staff a **minimum of every 2 Hours.** More frequent cleaning may be performed upon request.
    - Cleaning products, sanitizers and disinfectants must be kept secure and out of reach of students.

The CDC and NYSDOH recommend:

- Closing off areas used by a sick person and not using these areas until after cleaning and dis-infection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.

VI. *Tracing and Tracking:*
- NYSED and the NYS DOH will be notified immediately upon being informed of a positive COVID-19 test result by an individual or staff at their site.
- ADAPT Community Network will cooperate with the health department to trace all contact in the workplace and notify the health department of all staff, visitors and individuals who entered the facility dating back 48 hours before a person began experiencing COVID-19 symptoms or tested positive.
- All confidentiality will be maintained as required by federal and state regulations.

C. Facilities
I. General Health and Safety Assurances
ADAPT Community Network will follow all guidance related to health and safety through the procedures outlined in the Health and Safety section of this document. The Agency will adhere to guidance on space usage and will modify the number of students receiving in-person programming at any given time to meet the requirements set forth by the NYSED, DOH, and/or NYCDOE.

II. Fire Code Compliance
Any changes related to space usage, alterations to the physical space and/or facilities will be submitted to the Office of Facilities Planning (OFP), local municipalities and/or codes enforcement officials to ensure review, approval and/or compliance with applicable codes.

III. Ventilation
ADAPT Community Network is working with its vendor to ensure that the fresh air ventilation rate is

increased in the buildings owned by the Agency. In addition, the Agency will encourage staff to open external windows, to increase ventilation, at times when it is safe to do so.

D. Nutrition:

- o A successful nutrition program is a key component to a successful educational environment. ADAPT Community Network works with its local school district partners to obtain meals for the students attending our programs. Partner districts deliver meals to the program locations and the staff will serve the provided meals to students attending our program.
- o Students may choose to bring their meals to school and staff will follow the appropriate guidelines for handing the students food.
- o All students will wash their hands with soap and water prior to eating and again after they eat. If necessary, staff will assist students with this task.
- o Meals will be delivered from the kitchen area to the classrooms by designated staff. Students will consume meals in their classrooms.
- o We will discourage food sharing between students.
- o We will coordinate with custodians to establish sanitation procedures.
- o Clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students;
- o We will consider increasing access points for providing meal service.
- o Provide physical distancing guides in food service areas such as tape on floor and signage, increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables.

E. Transportation:

- o ADAPT Community Network is not responsible for the transport of students attending our program. The Agency will work with NYC OPT (Office of Pupil Transportation) officials, to ensure proper communication for preschool student transport, and, with the local partner school district representatives to ensure proper communication for school age student transport.

F. Social Emotional Well-being:

- o In order to meet the social and emotional needs of both our students and staff at ADAPT Community Network, we will ensure the intentional and meaningful inclusion of strategies that includes social emotional learning. We will continue to use established protocols in order to create happy, relaxed, and engaged environments in which learning can occur. Furthermore, professional development will include ways to respond to challenging behavior displayed by our students using a thoughtful, trauma-informed process.
- o ADAPT Community Network will review the school counseling program and update it to meet current needs. Counseling services are provided by licensed clinicians for students as outlined in their Individualized Education Plan (IEP). Additional counseling services are provided based on the needs of the students and families. If a need develops, for counseling services outside of what is prescribed on a student's IEP, education staff will work with the student's school district to modify the IEP. Licensed clinicians, including social workers and psychologists are available to students throughout their school day. Any counseling services required outside of the IEP will be reviewed by

the student's team and assessed by the school counselor(s) to determine appropriateness of service.

- o Each student's education, clinical, and therapeutic team meet weekly to review any concerns and/or unmet needs of students enrolled in our program. Meeting minutes are generated and shared with the leadership groups. Decisions are made regarding modifications in programming to help better meet students' needs, based on the discussions during the treatment team meetings.
- o If ongoing concerns exist from treatment team meetings, a child study process or a special review meeting is held. This meeting includes administrative and clinical leadership to ensure the proper resources and interventions are in place to address the issue.

G. School Schedules:

- o Decisions regarding the scheduling of how programming is provided will be determined by information provided by the NYS DOH health and safety standards as well as the most up to date guidance from the New York State Department of Education. Consideration regarding the needs of students, families, and staff, as well as the realities of available space and student enrollment, will be considered when making decisions regarding programming models for each unique program location across the education division.
- o In general, ADAPT Community Network will utilize one of three scheduling models: in-person programming, virtual/remote programming and/or a hybrid model. It should be noted that ADAPT Community Network will make decisions regarding the type of program model utilized at the program location level as various factors will be considered, which may differ from one program location to another.
- o In cases where there are governmental shutdown, COVID exposure, staffing shortages due to COVID and inclement weather and/or other emergencies, ADAPT Community Network will utilize remote learning.

IN PERSON SCHEDULING MODEL

In this model, all students will be in program, receiving in-person instruction, at the same time.
Key considerations when implementing this model:
- o Screening of both students and staff must occur as outlined in the Health and Safety section of this document;
- o PPE must be utilized as outlined in the Health and Safety section of this document;
- o Social distancing must be maintained as outlined in the Health and Safety section of this document;
- o Student cohorts will be maintained together, where teachers/adults move from class to class and students remain in the same location throughout the day;
- o No visitors/guests in the instructional environment while students are present;
- o Hallways will need to have a flow pattern that allows social distancing to be maintained;
- o Staggered arrival and departure times will be considered in order to limit the number of students' arriving/leaving at the same time.

VIRTUAL SCHEDULING MODEL

In this model, all students will access all programming remotely, utilizing a variety of virtual mediums, including Share point and Microsoft Teams.

Key considerations when implementing this model:
- Program may work with the child's school district to ensure that all students have access to high speed internet and have the requisite equipment needed to engage in virtual instruction;
- A schedule of live, virtual instruction and/or parental support will be established with a goal of achieving at minimum of one contact per day per student/family, based on student/family preference;
- Instructional activities will be congruent with the goals established through the CPSE/CSE process and found in each student's IEP;
- Any/all instructions for intended activities will be written in the such a manner that each parent will be able to understand what the expected outcome is, how to best engage their child, and what to do in the event that they get stuck or cannot complete the activity.
- On-going communication with the parent/guardian to assess progress and what modifications/accommodations need to be made in order to better facilitate student learning;
- Students will participate in tele-health remotely to receive IEP indicated therapeutic services in a manner per family preference.
- ADAPT Community Network will limit the number of personnel physically working in program, maximizing staff working remotely, so as to follow the social distancing guidelines.

HYBRID SCHEDULING MODEL

In this model, all students will be brought back into program on a rotational ("Group-A" and "Group-B") basis with a goal to reduce on-site attendance to a maximum of 50% of normal student enrollment on any given day.

Key considerations when implementing this model:
- Students will be grouped into one of two groupings "A" or "B"
- Group "A" students will attend program in person on Monday and Tuesdays with Wednesday – Friday education being provided via remote/virtual instruction.
- Group "B" students will attend program in person on Thursday and Fridays with Monday-Wednesday education being provided via remote/virtual instruction.
- Screening of both students and staff must occur as outlined in this document;
- PPE must be utilized as outlined in the Health and Safety section of this document;
- Social distancing must be maintained as outlined in this document;
- Student cohorts will be maintained together, where teachers/adults move from class to class and students remain in the same location throughout the day;
- No visitors/guests in the instructional environment while students are present;
- Hallways will need to have a flow pattern that allows social distancing to be maintained;
- Staggered arrival and departure times should be considered in order to limit the number of students' arriving/leaving at the same time.

- o Program may work with the child's school district to ensure that all students have access to high speed internet and have the requisite equipment needed to engage in virtual instruction;
- o A schedule of live, virtual instruction and/or parental support will be established with a goal of achieving at minimum of one contact per day per student/family, based on student/family preference;
- o Instructional activities will be congruent with the goals established through the CPSE/CSE process and found in each student's IEP
- o Any/all instructions for intended activities will be written in the such a manner that each parent should be able to understand what the expected outcome is, how to best engage their child, and what to do in the event that they get stuck or cannot complete the activity.
- o On-going communication with the parent/guardian to assess progress and what modifications/accommodations need to be made in order to better facilitate student learning;
- o Students will participate in tele-health remotely to receive IEP indicated therapeutic services in a manner per family preference;
- o On-going communication with the parent/guardian to assess progress and what modifications/accommodations need to be made in order to better facilitate student learning.

H. Attendance:

- o Student participation and attendance will be tracked regardless of the education setting. The move to a virtual/remote learning environment, or, a hybrid model requires a multi-faceted approach to successfully monitor attendance and student engagement. In the event of a move to a virtual/remote learning environment, or, a hybrid model, students and their families will be supported with access to virtual instructional content at any time. The data collected will also ensure that students are provided with ample opportunity to continue to make progress toward their academic, therapeutic and clinical goals.
- o Virtual/remote attendance and participation options will eliminate the typical constraints of the school day to better accommodate the needs of families. Opportunities for student engagement will be accessible at any time through Share point and Microsoft Teams, other online learning tools, and printed materials mailed to the home where applicable. This allows flexibility for parents and students to complete their work as their schedules allow.
- o The classroom teacher, or other designated classroom staff member, will record present/absent records as applicable to each child enrolled in the program. This module will reflect the physical presence of students in the classroom on the appropriate scheduled days.
- o In addition to classroom attendance, the teacher or other designated classroom staff member, will track student outreach measures. This will allow educators to track several types of correspondence for each student. The communication categories will be adjusted to meet program needs and could include items such as:
  - Teleconferencing (Video instruction)
  - Phone Call – Successful
  - Phone Call - No Answer
  - Voicemail
  - Share point/ Microsoft Teams

- Paper Packet Mailed
- Text Message
- Email
- Unable to Contact

- o The data collected here will be compiled into several reports that provide a numerical summary of each correspondence. This information will be monitored and will help inform discussion amongst the education team regarding student/family engagement, attendance, communication and outreach.

I. Technology:

- o The need for technology supports and solutions have never been more apparent. The Education team will put multiple resources in place to support technology usage in the home and classroom. It is imperative to work toward closing the digital divide by providing computing devices to students if needed. Students and families will be supported with direct communications, as well as pre-recorded video resources to ensure student engagement and academic achievement. Resources will be flexible based on parent/guardian and student need.

- o Classroom staff will communicate with families to inquire about their technology needs and the agency will provide needed resources.

- o School administrators will communicate with staff to inquire about their technology needs and the agency will provide needed resources.

- o Student assignments and activities are posted through Share point and Microsoft Teams as deemed appropriate based on the student's IEP. Some assignments may be submitted for formative teacher evaluation, while other assignments may require alternate means of assessment working with families.

- o Students and families are also given the opportunity to participate in live video instruction sessions. Members of the education team may help instruct students and families in completing their educational tasks. The teacher in this instance would observe and document mastery of skills and may also work with parents to identify student progress and goal completion. If parents are not able to participate in the video session due to their schedules, pre-recorded content may be posted, and/or materials sent home to accommodate families.

- o Teachers, therapists, counselors, and any other faculty that need to provide direct services to students remotely or, otherwise will report to their direct supervisor if they do not have access to a computing device/ and or Internet connection. Supervisors and/or the staff member will report technology needs to the IT department, or designee. ADAPT Community Network will utilize and arrange available technology resources as necessary to accommodate the staff member.

- o Designated staff members, or teams of staff members, will be surveying parents and guardians about their access to technology and the availability of such technology to the student enrolled in our program. Members of the education team that may already have strong rapport with the family may also check in with the family regarding their need. It should be noted that not all families would be available for response. In this instance teacher and therapists may identify the need for technology support if students are not shown to be participating in live video sessions, or other digital activities.

J. Professional Development

o Professional Development will be provided to staff on reopening procedures and protocols prior to school resuming. The first day of school will be used as a professional development day for all staff. The procedures outlined in this document will be reviewed with education staff and time will be allotted for teachers and therapists to meet to discuss best practices with delivering instruction in-person and through distance learning modalities. Staff will review IEPs and individual considerations will be discussed to develop an individualized instructional plan to best meet student needs in the various learning conditions. Support will also be offered to parents on instructional practices and utilizing technology at home for instruction. On-going professional development will occur on functional skill development, language acquisition, and best practices with virtual learning.

K. Bilingual Education

o English Language Learners (ELLs) will be afforded the opportunity for full and equal participation in-person, remote, or hybrid model of instruction. ELLs have benefitted from learning through remote learning platforms, it is important to consider their unique needs and to strengthen the home language and supports necessary for English language development utilizing synchronous and asynchronous learning.

o The site director will coordinate among English as a New Language (ENL) and content area teachers for the delivery of remote and hybrid learning.

o ADAPT Community Network will keep the unique needs of parents of ELLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model.

o ADAPT Community Network will actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs.

o We will resume and create programs to address the specific needs of Students with Interrupted/Inconsistent Formal Education with ELLs with IEPs, and other vulnerable populations during the reopening process.

o All communications for parents/guardians of ELLs must be in their preferred language and mode of communication.

L. Special Education

o ADAPT Community Network operates special education programs. As such, we will work with the New York City Department of Education to provide special education services to students enrolled in our programs. As outlined in this plan, it is critical that there be meaningful parental engagement to ensure the understanding of how our programs will be provided to their child. Collaboration and communication between each school district's Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and ADAPT Community Network will be critical in the year ahead to ensure the needs of each student are being met.

o As described in this document, students that receive programming at ADAPT Community Network will have proper access to the necessary instructional and technological supports to meet the unique needs of our student population.

o ADAPT Community Network will operate in partnership with the student's home school districts for technology needs required by families that may be above and beyond what our program is able to provide.

- o ADAPT Community Network will also provide the proper documentation of programs, services and communications utilizing resources currently available and provide such documentation to parents and school districts.
- o ADAPT Community Network will utilize in-person, virtual/remote learning or a hybrid model to ensure best practice for the implementation of a student's IEP. Whenever necessary, contingency plans will be developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended issues due to COVID-19.
- o ADAPT Community Network will ensure that all teachers hold valid and appropriate certificates for their teaching assignments.

It is ADAPT Community Network's goal to utilize this document, with its included safety procedures, to keep our students, and staff, as safe as possible as we reopen our programs. If we each accept our role and responsibility to implement the practices set forth, we will be able to achieve our goal to reduce the risk of spreading COVID-19, and, to create an environment where our students can achieve their greatest level of independence. It is anticipated that this document will be updated, as additional guidance is provided by the Centers for Disease Control (CDC), the New York State Department of Health (DOH), the New York State Education Department (NYSED), Local Health Department, and, as our collective understanding of the COVID-19 virus evolves.