

# Starting Point Services for Children

WE START BY CARING 

1575 McDonald Avenue, Brooklyn, NY 11230  
Tel: (718) 375-8885 | Fax: (718) 375-8886 | Fax 2: (718) 787-4115  
[www.spsfc.net](http://www.spsfc.net)

## Re-Opening Plan

Submitted: 07/31/2020

**Agency Name:** Starting Point Services for Children

**BEDS Code:** 310200880023

**Administrative Office:** 1575 McDonald Avenue, Brooklyn, NY 11230

**Program Site Address:** MDE - 1575 McDonald Avenue, Brooklyn, NY 11230  
SCIS - 2017 Beverley Road, Brooklyn, NY 11226  
SCIS - 933 Herkimer Street, Brooklyn, NY 11233  
SCIS - 2960 West 27th Street, Brooklyn, NY 11224

### **Contact Person (Name, Title):**

MDE	Neil Maron, Executive Director
SCIS - 2017 Beverley Road	Angelo Siconolfi, Supervisor / Anna Alleyne, Director
SCIS - 933 Herkimer Street	Jessica Buscemi, Supervisor / Anna Alleyne, Director
SCIS - West 27th Street	A. Siconolfi, Supervisor / S. McFarland, Ed. Director

**Contact Phone Number:** 718.375.8885  
**Contact Fax Number:** 718.375.8886

**Contact Email Address:** nmaron@startingkids.com  
AAlleyne@stmarksheadstart.org  
S.rosefhs@gmail.com

**Website:** [www.spsfc.net](http://www.spsfc.net)

### Introduction

This plan was developed to conform to the guidance provided by the New York State Education Department (NYSED) in their July 2020, document entitled: Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance. It is important to note that Starting Point Services for Children, located at 1575 McDonald Avenue, Brooklyn NY 11230 is an administrative office. The children and families we serve are in various sites throughout New York City. This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and all of the new requirements and regulations which may emerge over time for our office. Staff and employees entering any of our host sites will follow their protocol in addition to our policies and procedures listed here. We solicited input and involvement from St. Mark's Head Start and Family Head Start sites that we have a collaborative agreement with during the original drafting of our re-opening plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

We know our program must be as flexible and as responsive as possible to the needs of our students, families, and staff members. We will closely monitor the conditions of our community as the COVID 19 pandemic continues and the effectiveness and appropriateness of our plan. Be assured that nothing has changed our

sincere commitment to our students and our determination to provide the highest possible quality of educational programming and related services even during these difficult times.

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

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

- Communication / Family and Community Engagement
- Health and Safety
- Facilities
- Nutrition
- Transportation
- Social Emotional Well-Being
- School Schedules
- Budget and Fiscal
- Attendance and Chronic Absenteeism
- Teaching and Learning
- Athletics and Extra Curricular Activities
- Special Education
- Staffing
- Teacher System

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

\*\*\*\*\*

### **Communication / Family and Community Engagement**

Starting Point Services for Children (SPSFC) is committed to including all of our stakeholders in the development and revision of our re-opening plan. Our re-opening plan was crafted by a committee including Dr. Neil Maron, the Executive Director of the agency; Patrick Ng, Controller; Jessica Buscemi, Supervisor; Sally McKay, Supervisor; Sharon Bibergal, Supervisor; Angelo Siconolfi, Supervisor; Santa Dellevas, Human Resources; Jeannine Zymaris, Administrative Assistant; Vivian Perez-Montgomery, Administrative Assistant; as well as our collaborative partners of the 4410 programs.

Our community-based groups include staff from St. Mark's / Bishop Sexton Head Starts – Anna Marie Alleyne, Director; Taisha Balaguer, Education Director; and from Family Head Start – Maria Fazzolari, Deputy Director and Stacey Rose McFarland, Educational Director. Additionally, all staff have been encouraged to provide their input and feedback from parents during this process.

Starting Point Services for Children will establish and maintain communication with staff, parents, guardians and local health authorities regarding the scale and scope of in-person special education services and instruction being offered. SPSFC will protect and support staff and students who are at higher risk for severe illness by considering remote options, including telework and virtual learning, if in-person services are not feasible at a given time (e.g. staff member is ill, facility is temporarily closed for cleaning and disinfection following a positive COVID-19 case, student's parent or guardian requests remote instruction due to COVID-19 susceptibility).

Understanding that students receiving special education services and instruction are entitled to the opportunity to receive in-person instruction, SPSFC will:

- Contact all families and inform them of our teaching delivery methods and FAPE.
- Consult the most recent Federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources.
- Ensure that appropriate social distancing, personal protective equipment (PPE), hygiene, and cleaning / disinfection protocols are in place.
- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Train all staff on the COVID-19 precautions either remotely or in-person, using appropriate social distancing and requiring face coverings for all participants.

Starting Point Services for Children's reopening plan includes engagement with host site stakeholders and community members (e.g., administrators, faculty, staff, students, parents and legal guardians of students, local health departments, local health care providers, and/or community-based groups) in its development. Plans for reopening will identify the groups of people involved and engaged throughout the planning process. SPSFC has developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

Starting Point Services for Children will encourage all students, staff, and visitors through verbal and written communication to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained. Additionally, communications will be provided in the language(s) spoken at home among families and throughout the school community.

### **Health and Safety**

The health and safety of all our staff, the children, their families and the host sites is paramount. Health and safety considerations will always come first in every decision made and every action taken by Starting Point's staff. Parents, guardians and staff members will be provided resources to educate them regarding the careful observation of symptoms of COVID-19. Self-health screenings, developed by SPSFC in accordance with CDC Guidelines and available in English and the parent's preferred language, will be conducted each morning before reporting to the workplace or school. Parents, guardians and school staff will be instructed that any student or staff member with a fever of 100° F or greater and/or displaying symptoms of possible COVID-19 virus infection should not be present in the workplace or school. We will stay current with all Centers for Disease Control and Prevention (CDC) guidelines to maintain an updated list of symptoms of COVID-19. As of July 31, 2020, the following COVID-19 symptoms are listed by the CDC as the most common:

- Fever or chills (100° F or greater);
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

We will provide training for staff to observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

In the event of students or staff exhibiting these signs with no other explanation, our staff will follow the school's protocol and/or the student or staff person will be sent to the school isolation room for an assessment by the designated school safety person. Health screenings, including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students will follow their schools' protocol for a daily temperature check and periodic completion of a screening questionnaire. SPSFC policy is anyone who has a temperature of 100° F or greater or has a positive response on the screening questionnaire will be isolated from others and will be sent home immediately. Students will be supervised in the isolated area while awaiting transport home. Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. SPSFC Staff can reach the safety officer and resource person 24/7 via email or cell phone.

Starting Point Services for Children will encourage staff to complete required screenings prior to arrival at the workplace or school and teachers will remind parents and guardians to screen their child before sending them to school. All visitors and staff to our administrative offices must undergo a temperature check as well as fill out a questionnaire prior to entering the location. The questionnaire will include contact information for each person entering the office. In the event we are notified of a positive test of any visitor or staff within the past 14 days, all persons who entered the office on the same day as the person who reported a positive test will be notified. Screening of students will be completed at their respective school and the schools' protocol will be followed. SPSFC screening questionnaire will determine whether the individual has:

- Knowingly been in close contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19, including a temperature of greater than 100 F;
- Has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

We will follow the NYSDOH guidelines, stating that schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g.: the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening.

Starting Point Services for Children will provide staff with periodic reminders of the requirement. This will be accomplished by providing weekly or daily reminders via email or telephone.

Starting Point Services for Children will collect screening information from staff using checklists in-person or email. The safety officer will review the incoming reports of screening by staff and attesting that they are completed. The responsibilities include the contacting of staff, schools, and families by SPSFC or host site staff to inform if they later experience COVID-19 symptoms. Procedures which require the parent or guardian to report the results of such screening rely on the parent or guardian to complete the report and transmit the information to the host site. If the staff symptom screen evaluation is done at home the safety officer will ensure all staff members are treated equally in accordance with EOE guidelines

Our administrative office has placed social distancing markers throughout the office as well as signs reminding all staff and visitors to maintain social distancing at all times. In areas of the office where distancing is not possible, such as rest rooms and the kitchen we have limited the number of occupants. We have placed signs at the entrance requiring all staff and visitors to have masks or face coverings on while inside the office. We will maintain a supply of disposable face masks for all staff and visitors who have forgotten to bring a mask or whose mask is damaged or otherwise unusable. We are also providing gloves, hand sanitizer, and disinfectant wipes to all staff and visitors for use while on premises. Immediately adjacent to the entrance will be a waste disposal container with signs indicating all used PPE should be disposed of in that receptacle. We have

contracted with a professional cleaning company to perform regularly scheduled cleanings of the entire office. We have also provided disinfectant wipes and placed signs in all shared spaces reminding staff and visitors to clean the space after their use.

Sally McKay has been assigned as our Safety Officer. Ms. McKay is responsible for continuous compliance with all aspects of the school's reopening plan, monitoring and assisting SPSFC participation in the NYS contract tracing program as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. SPSFC has created a daily self-checklist for use by staff members to inspect their work area and ensure that they have sufficient supplies every day (i.e., face covering, tissues, hand hygiene supplies and cleaning supplies, etc.). When additional supplies are required the Safety Officer will notify the purchasing agent. She may be contacted at our main office number at 718.375.8885 or via email at [smckay@startingkids.com](mailto:smckay@startingkids.com).

Angelo Siconolfi has been assigned as the Resource Person who will work with the community, local CBO, health providers and host sites. He can be contacted at the office number 718.375.8885 or via email at [asiconolfi@startingkids.com](mailto:asiconolfi@startingkids.com).

Starting Point Services for Children's administrative office will prohibit any employee, visitor or family/student who screens positive for any of the COVID-19 criteria (i.e., symptoms, test, or close contact) to enter the administrative office and send them home with instructions to contact their health care provider for assessment and testing. In the event we have a confirmed case of COVID-19 amongst staff or visitors, our Safety Officer will notify all persons who were on location within the same timeframe as the person testing positive and cooperate with contact tracing efforts. If necessary, the office will also be closed to staff and visitors until a cleaning has been performed by a professional cleaning company. Administrative staff will resume their regular work hours remotely until the Safety Officer and Resource Person provide guidance to return to the office. With regard to our collaborative partners, SPSFC will follow their policies and procedures if a person tests positive for COVID-19 at their site.

All school safety drills (i.e. Fire drills, lockdown) will be conducted according to our policy and host site directions; per SED guidelines. Additionally, all staff, visitors, students, and their families will be trained to maintain a distance of 6 feet as indicated by floor markings and wear a mask. Staff located in host sites will follow the host site's protocol.

If our administrative office and/or host sites at any time operates outside of regular hours, established COVID-19 protocols will be maintained and followed. If necessary, additional staff will be trained.

### **Personal Protective Equipment (PPE)**

Starting Point Services for Children has reviewed the OSHA COVID-19 guidance for information on how to protect staff from potential exposure, according to their exposure risk pursuant to their Exposure Control Plan. The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards. Staff will encourage, according to DOH guidance, but will not require students to wear acceptable face coverings. Face coverings should not be used by children under the age of 2, or by anyone who is medically exempt, including students for whom such covering would impair their physical or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction.

Starting Point Services for Children will follow recommendations from the CDC document entitled "Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020" when providing care to ill persons as part of infection control protocols:

Such PPE includes, but is not limited to:

- face masks (disposable surgical masks)
- eye protection or face shields
- gloves

For optimal protection, when worn, the face shield must be used with a face mask and:

- Extend below the chin anteriorly;
- To the ears laterally;
- There should be no exposed gap between the forehead and the shield's headpiece;
- Only be worn one person per shield
- Be cleaned between use; and
- The wearer should wash their hands before and after putting on and taking off the face shield.

Starting Point Services for Children will limit sharing of personal items, objects, and equipment. We will:

- Keep each staff's belongings separated from others'
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible or limit use of supplies and equipment by employees at a time and clean and disinfect between use.
- Avoid sharing electronic devices, books, and other supplies.

### **Healthy Hygiene Practices**

Healthy hygiene practices will be promoted and re-taught in our office for all employees. SPSFC will provide instruction to all staff in hand and respiratory hygiene, along with we have posted signs throughout the office. Our signage will be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by SPSFC or the host site.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette

Starting Point Services for Children signage is placed in highly visible areas such as:

- Entrances/Exits
- Restrooms
- Kitchen/lunch room and
- Administrative offices.

### **Management of Ill Persons**

Students, their families and staff with symptoms of illness will be recommended to seek guidance from their local health office or health care provider. SPSFC will isolate and dismiss any staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. SPSFC resource person will work collaboratively with host sites to help determine if additional staff is needed to assist with non-nursing tasks such as:

- Student supervision;
- Telephone calls, text, or emails to parent and guardians; and
- Assistance with completing any required paperwork other than nursing documentation.

If a staff member requires isolation, he or she will be required to go to our conference room which has been designated as our location for that purpose. Our host sites have established their isolation rooms and protocols that will be adhered to by our employees.

## **Facilities**

Starting Point is encouraging all administrative and supervisory staff to work remotely and to stagger work schedules to minimize working onsite unless necessary. In situations where a staff member must work onsite, we require that they designate a specific day or days of the week in order to limit the number of people in the office on any day.

We have also made various changes to the work spaces in the office to accommodate employees who need to work on site in order to maintain the health and safety of all of our staff and visitors. We have limited the number of desks and cubicles that are in use in order to allow for proper spacing between users. All of the hallways in the office have been designated one-way only. We have limited the occupancy of areas where distancing is not possible, including the restrooms and kitchen areas.

All visitors must undergo a temperature screening and complete a COVID-19 questionnaire prior to being allowed into the main offices. We have designated a waiting area for visitors to fill out the questionnaire. If the designated waiting area is full and we cannot accommodate adequate social distancing for visitors from different parties, the initial group will be directed to a secondary waiting area once they have passed their temperature screenings and completed their questionnaires.

As previously mentioned above, Starting Point is maintaining a supply of disposable masks and gloves for visitors and staff members who may have forgotten to bring their own or whose mask becomes damaged or otherwise unusable. We will also have hand sanitizer and disinfectant wipes available at the entrance as well as throughout the office at all common areas. Signs are placed at common areas to remind staff members and visitors to wipe down any surfaces and equipment after use. Cleaning logs will be kept at all common areas to document staff members have thoroughly cleaned the area on a regular basis.

In order to ensure adequate ventilation and airflow in the office, we have automated the climate control system to keep the air on at all times during working hours when there are people present in the office.

We have contracted with a professional cleaning company to perform regularly scheduled office cleanings with instructions to pay particular attention to common areas and areas of high use, including kitchen counters, rest rooms and copy machines.

Our collaborative partners have established new staffing protocols and adjusted work schedules to minimize the number of cohorts in the building at a single time.

## **Nutrition**

Starting Point does not prepare food or meals for staff or children in any location. In our capacity SPSFC only provides educational services to students and families in the location of their choice or in a location designated by the New York City Department of Education. The locations that we serve children in have developed their individual nutritional plans and our staff will adhere to their COVID-19 policies and procedures as well as information contained in our reopening plan.

## **Transportation**

Transportation for students with disabilities that are enrolled in our 4410 program is provided through the New York City Department of Education through the Office of Pupil Transportation (OPT). While SPSFC recognizes that OPT oversees transportation, we understand that the school bus is an extension of our classroom; therefore, many of our recommendations that apply to staff in host sites and school buildings, including social distancing and frequent cleaning and disinfecting will be applied to the school bus as well. Our SCIS programs, however, are involved in the embarking and disembarking of students. Staff will follow these guidelines:

- ◆ Embarking of students:

- Students will line up in the classroom at guidance distance
- Staff will walk students out to the bus maintaining distance
- ◆ Disembarking of students:
  - Students will disembark following bus procedures
  - Staff will line students maintaining appropriate distance
  - Staff will bring children into the building and follow host site COVID-19 procedures for children entering the building

Student embarking and disembarking procedures at all locations will promote social distancing and follow site policies for entering and traversing the building.

As per the guidance in the Health and Safety section provided by the Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance for transportation of students, all parents and guardians will be required to ensure their children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 F or more prior to them boarding their method of transportation to school;

- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students must appropriately social distance on the bus;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provide one by the school; and
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

According to guidance from NYSED:

- School bus drivers, monitors, and attendants must wear a face covering along with an optional face shield; and
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

### **Social Emotional Well-Being**

Starting Point Services for Children guidelines for student well-being and behavior management will be found in our Policies and Procedures manual labeled:

- Policy on Discipline, Behavior Management and the Restraint of Children
- School Conduct and Discipline Policy and
- Positive Behavioral Interventions and Supports Policy (PBIS).

The above mentioned policies have been reviewed by our agency SCIS staff. They will be a part of future staff meetings and trainings as a reminder and updated as necessary to meet the health and safety of students and staff. Each host site has their individual set of behavioral plans that our staff will also follow.

Staff, student, family, and host site needs will be addressed during transitions back to school in the Fall, whether that is in-person, remote, or a hybrid.

Starting Point Services for Children will be cognizant of increased social and emotional needs with existing staff, and discuss opportunities to better position existing staff to build capacity around student and family engagement, trauma-responsive practices, social emotional learning, restorative practices, and fostering relationships, within both in-person and virtual environments. Additionally, we will review screen time for students should remote or hybrid learning be necessary, and the ability of students and families to access resources during periods of remote learning. We acknowledge that social and emotional well-being should be prioritized during transitions back to school and for as long as necessary to appropriately support student



needs; physical and emotional safety is necessary for the brain and body to be ready to learn. SPSFC also recognizes that adults must have systems of support including meaningful peer relationships, opportunities to connect, and resources to support self-care. Without these supports in place, adults will not have optimal capacity to support the needs of students and families. Here at SPSFC we support the concept that academic learning cannot be effective until the basic human needs for physical and emotional safety are met. This is an embodied practice. Breathe, notice, feel, and be present.

Starting Point Services for Children will avail all SCIS staff to building-level comprehensive developmental school counseling program plan, developed under the direction of our host sites mental health consultants, certified school counselor(s), is reviewed and updated to meet current needs. SPSFC supervisory staff is available to:

- ◆ Be a member of a host site’s advisory council, shared decision-making, health advisory committee, or other collaborative working group comprised of families, students, school building and/or district leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.
- ◆ Assist host schools on how to provide resources and mechanisms to make referrals to address mental health, behavioral, and emotional support services and programs.
- ◆ Assist and provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

#### Social Emotional Learning (SEL)

Starting Point Services for Children understands that Social Emotional Learning (SEL) is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” By developing core intra- and inter-personal competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, students and adults build capacity to thrive by building a variety of protective factors, including increased resilience, stronger empathy, heightened self-efficacy and agency, and more. SPSFC supervisory staff will avail themselves to host site SEL committees and advancement of their SEL curricula.

#### Student SEL and Well-Being

Starting Point Services for Children plan recognizes that improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge our students. All these conditions are improved by socially and emotionally competent adults.

Starting Point plan includes:

- A consideration of a prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content. Encourage connection, healing, and relationship-building.
- The use of staff-building meetings to ensure all voices can be heard.
- Fostering increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- Creating a safe, supportive, engaging learning environment that nurture students’ social and emotional learning.

- Nurturing adult-student relationships to ensure that every student has a trusted adult at their school, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- The regular surveying of students and family if necessary, ask about their needs. We will not wait for them to come to us and we will be prepared to respond with assistance or referrals.
- Providing professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Collaborating with our community partners such tapping into their expertise to provide additional support services, to increase the SPSFC's capacity to meet student and family needs, including their strengths, needs, and aspirations.

### **School Schedules**

In March 2020 COVID-19 required SPSFC to make critical adjustments to our instructional model with no time to plan. As we now create our re-opening plans for the 2020-21 school year in collaboration with our partners, we are addressing resuming in-person instruction, continued remote learning platform and a hybrid learning model. However, our scheduling decisions will be informed by health and safety standards and the most up to date guidance from the New York State Department of Health and in following the lead of our partners; St. Mark's Head Start and Family Head Start. Consideration will also be given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each unique classroom. In conjunction with our collaborative partners we may:

- Consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures if COVID-19 cases develop. In such instances, we will follow host sites protocol.
- If a student has tested positive for COVID-19 remote format will be utilized until all contacts can be identified, notified, tested, and cleared.
- Suggest in order to maximize in-person instruction, sites should limit visitors and/or in-person presence to only those staff who are necessary to be at the school during normal school hours.

Our instructional model includes equity and access as a priority for all students including students with disabilities. Notices to families will be translated into parent's preferred language.

### **Budget and Fiscal**

As a result of the COVID-19 pandemic, Starting Point Services for Children has had to apply for and has been approved for a Paycheck Protection Program loan through the SBA. Loan proceeds must be applied to expenses in specific categories including wages, rent, and utilities with specific limitations.

In order to comply with this requirement, all expenses in the above categories incurred as of the date of the receipt of the loan proceeds has been tracked separately from other personnel and operating expenses.

Starting Point will be applying for loan forgiveness upon the expiration of the 24-week period subsequent to receipt of loan proceeds. Any unused funds after the 24-week forgiveness will have to be repaid according to the terms of the loan agreement.

### **Attendance and Chronic Absenteeism**

Starting Point Services for Children realizes that it is critical for us to use a variety of creative methods to reach out to students and their families during this pandemic. Our reopening plans focus on the academic consequences of lost instructional time and address absences before students fall behind in their learning.

Starting Point Services for Children has a software platform to collect and monitor student attendance. Teachers record student attendance and if warranted, because of absenteeism, there is teacher and/or

supervisory follow-up. We will collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

We will have attendance considerations for this period of COVID-19. We have established flexibility when:

- Considering attendance being monitored in a remote model:
  - Staff will call to families provide an opportunity to offer resources and assess student and family needs
  - Where families do not respond to phone calls, texting will be offered as a lower-stress alternative and a subsequent phone call can be arranged. We will also seek out staff in the school who have established a connection with the student and/or family may yield improved results.
- Parent schedules, availability of technology or other barriers may preclude students from connecting with teachers at a certain time.
- The schools have specific applications to promote effective communication on a daily basis.

### **Technology and Connectivity**

Starting Point Services for Children understands that during these times, access to technology is vital for members of our staff as well as the students we serve. We have surveyed all of our employees to ensure that every staff member has and understands the use of and access to equipment, broadband and applications necessary to work effectively. We have conducted group and individual training sessions for staff as necessary. The closure of New York schools and subsequent shift to remote learning highlighted the inequitable access to technology and internet services in students' places of residence. SPSFC is committed to assist families and staff gain access to digital technology. The period of remote learning due to school closures presented significant challenges for our staff, especially due to the digital divide, but also unprecedented opportunity for us to leverage technology to support instruction, learning, communication, and meaningful connections to our families and staff. We have found that the effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. As we plan for reopening, technology and connectivity will remain essential areas of focus. Through the New York City Department of Education and as SPSFC previously did, we will seek to assist students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use; and
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot).

Direct care staff members are allowed to use the web conferencing software of their choice. We have provided options including Google Meet and Microsoft Teams accounts for members of the staff who wish to use those platforms. In addition to providing accounts for our staff, we have provided detailed instructions to use these platforms.

For administrative and supervisory staff, we have asked our IT department to create remote access accounts to allow employees to log into their workstations in the office.

All employees of SPSFC are assigned an email address through our domain that ensures data privacy and security. All of our accounts are certified to be compliant with all Federal and state privacy guidelines.

Additionally, with the support of the NYC Department of Education and our collaborative partners, we will suggest multiple ways for students to participate in learning and demonstrate mastery of Learning Standards

in remote learning platforms or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Starting Point Services for Children understands the importance in privacy and data confidentiality and will adhere to all guidelines outlined by HIPPA, FERPA and COLPA.

### **Teaching and Learning**

All of our students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All of our students will have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, through remote learning platforms, or with a hybrid model. We understand that at the heart of teaching and learning are the relationships that students have with their peers, teachers, and school. Our direction to staff is that they understand that individual student needs and equity are put at the center of all learning experiences. We understand that flexibility is essential for planning and scheduling and realize that equity is at the heart of all school instructional decisions. We will be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students. We have completed our calendar which reflects the appropriate number of days of instruction for the 2020-21 school year. Instructional days will be counted for each day teaching is delivered in-person, remotely, or through a hybrid model.

All instruction must be aligned with the outcomes in the New York State Learning Standards. We also use Teaching Strategies Gold and the Brigance to advance learning and monitor student progress. All lessons will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Instruction aligned to our program includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). With our collaborative partners we have established a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions. The plans we developed:

- are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines
- support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
- Staff are contacting parents to survey their needs, concerns as well as offering support
- will allow ample time for students to re-adjust to the school setting.
- provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- will offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

At Starting Point we believe that instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. Screen time has brought a new meaning to our time in this climate. Students would have had screen time as a motivational tool and reinforcer to completing tasks before schools closed. Over the past four months, students have become accustomed to seeing their teachers and sometimes friends and family on screens. This new revelation removes the overall desire children once had with screen time and the association to games. Screen time for learning with teachers and friends is geared toward sharing the personal experiences of the individuals involved. The teachers share the next activity with the family and student so the participants can prepare with their child and actively participate in that session. For example, the teachers may send a packet home with the students to actively engage or they may do a project with the materials and present it to the remote group on schedule. These tasks provide the ability for children to

personalize, construct, organize, and execute actions individually and share their experiences. Verbal and students with limited language have been successful with these tools.

The partners of whom we work collaboratively with for the Special Class in an Integrated Setting (SCIS) have defined a clear set of standards for the parents. The parents will participate in an Orientation that will include the health and safety parameters required for the program to successfully operate during the pandemic. The parents may be asked to sign an informal agreement/consent indicating that they have been informed of all of the safety measures and are willing to partake in their own safety measures to maintain the health of all parties. Included in these plans are the limitations to the parent's ability to enter a school building and to complete a health questionnaire for themselves and their child on a daily basis. They may drop off their children, inclusive of a health screening, but they may only enter the building with a face mask following host site protocols. The programs are utilizing communication platforms such as Class Dojo and Bright Wheels to be able to communicate with the families throughout the school days. For example, if a child comes to school upset and the parent would like an update, the teacher or family worker can send a picture or video of the student when acclimated. This will limit the number of parents in the hallways of the buildings each day.

We acknowledge and believe that physically distancing students, hand hygiene and being aware of COVID-19 symptoms are key factors in the health and safety of our community. Planning to maintain the same group of students together to maintain cohorts throughout each week is essential. At Family Head Start our students will have staggered schedules and the group of children attending school each day will stay together. Outdoor activities will be maintained with the same cohort as in the classroom. The staff entering each classroom will be limited except in the case of dire need (ie. an abundant amount of absences or emergencies). For students who arrive and depart on school buses, each group of students who are assigned to the individual bus will be escorted into the building together and immediately guided to the classroom to wash their hands, implementing policies. The individual student belongings will be separated. The use of shared supplies is limited to one group of students, cleaned between use by cohorts of students. The classes are self-contained, preassigned groups of students with reasonable group size limits.

Based on the needs of the families as well as any other occurrences (ie. Quarantine) throughout this period, students have the option of maintaining classroom material remotely. This option would include logging into periods of class that are geared toward specific curricula learning. For example, circle time provides a routine and clear expectations for the students to participate and gain the lesson of the day. A student working from home may have the option to log in remotely to watch/listen to that lesson. Other periods where the students would have a schedule to login would be during small group activities, reading (story books), and when possible extracurricular programs such as dance. These opportunities to participate with their class will be supplemented with individual sessions; typically, with a certified teacher and teacher assistant. The teachers will follow up with open ended questions to assess the student's ability to obtain information from the opportunities. Based on assessments, the teachers will become accustomed to how to help each student learn and participate in the next sessions. Individual sessions for SWD will include specifically targeted goals to promote progress toward their IEP goals.

Our students have been identified by the NYC DOE as students with disabilities (SWD) of whom are priority in the selection process for in-person participation. Our collaborative partners may maintain various criteria or tier models to abide by but our students have special needs in an educational environment and require the consistency to the best of our ability. Our students may need to quarantine based on health questionnaires from time to time and they would transition to a remote model immediately. The teachers would coordinate with the families to schedule time for their child to participate to the best of all parties' abilities. In the event that a parent is not comfortable with the infinite variables that may arise, they will have the option to move to

a remote model. The remote models described in this document would ensue.

We believe that all interventions should be student-centered, based on best practices and respect cultural and religious diversity. Parents and caregivers are primary agents of learning and therefore, must be integral members of the educational and therapeutic team. All children learn using multiple modalities, including technology. The programs have a variety of translators available to include all families in the multiple opportunities available. For example, parents dropping off their children to school will have access to communicate with bilingual staff members. During remote sessions, bilingual teachers will be available to communicate with the families during learning. Likewise, translators are available during virtual parent meetings. Family Head Start is maintaining weekly parent meetings where parents can ask questions and listen to new information, with multiple languages available to translate. In the buildings the use of visuals to help children learn are available for families as well. For example, on site there are pictures of hand-washing and markers on the floor to indicate 6 feet of social distancing.

The options for all learning models will remain available based on the family's concerns, needs, and situations (ie. Quarantine). The students will have the ability to attend in-person consistently and for the full day of school. St. Mark's and Bishop Sexton Head Starts will close one day per week for sanitizing and students will have the option for remote learning. The day of remote learning will offer individual sessions as needed as well as small groups throughout the school day. A small group of up to 4 students should allow for approximately one hour as the typical school routine is maintained with at least two teachers in each group. The students may be provided with materials from week to week to utilize during their remote sessions to maintain consistency in the lessons, share ideas and work with one another and to target the curriculum. Authenticity and creativity will provide the children with opportunity to explore their environments and personalize their fundamental skills as preschoolers. Family Head Start will maintain programming five days per week with daily sanitizing after hours. Any accommodations for remote learning will take place during the school day and coordinated by staff based on the individual student, family, needs, and lessons. Remote learning will be offered to those in need as described above, during the school day with the targeted activities.

### **Athletics and Extra-Curricular Activities**

As we plan for reopening in September, and in concert with our partners, we are contemplating bringing back physical activities that can be conducted in a safe environment with appropriate social distancing protocols; our outdoor areas and gyms can accommodate these activities. In addition, and when appropriate we will resume some of our other physical activities from external sources for example Kinder Dance; these groups will be required to follow State and local directives and health requirements regarding social distancing, hygiene

All activities will comply completely with the guidance and requirements set forth in the *DOH Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency.*

### **Special Education**

Starting Point Services for Children's special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. Our reopening plans provide a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. In consideration of the health, safety, and well-being of students, families, and staff, our reopening plans have been designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Our reopening plan:

- A. Ensures the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services (see Health and Safety)
- B. Involves parent's in the process, planning meetings and engagement through their preferred language or mode of communication,
- C. Ensures that we will continue our collegial relationships with the NYC committees on preschool special education (CPSE) and program providers via frequent communication (I.e. changes in service to any student) and various IEP meetings,
- D. Ensures that SPSFC staff will monitor and assist families in gaining access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) and
- E. Uses various software platforms and manual documentation, with teacher input;
  - a. documenting our services offered and provided to students with disabilities
  - b. communications with parents, in their preferred language or mode of communication and
  - c. to maintain the changing student needs due to the period of remote instruction.

### **Provision of Related Services**

It is SPSFC's intention to provide special education and related services as identified in the student's IEP. During the 2020-21 school year, due to the COVID-19 health and safety requirements we will be surveying parents, and seeking guidance from our contracted related services providers and host sites to determine what modes and/or manners of instructional delivery can be conducted.

### **Staffing**

Starting Point employs only teachers and or professionals that hold a valid and appropriate certificate or license for their assignment. If necessary, our human resources department will undertake recruitment efforts to identify and process qualified staff in areas of need. During the period of COVID-19 staff members who are requesting an accommodation from reporting for in-person work due to concerns about their own health are requested to notify the Human Resources department and then comply with submitting requested information before the agency can determine if a reasonable accommodation can be made based on applicable law, regulation and the agency's needs and resources.

\*\*\*\*\*

***The training/resource material and links below were referenced in creating this plan and are included as resource information.***

- ✓ Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance  
[http://www.nysed.gov/reopening-schools/recovering-rebuilding-and-renewing-spirit-new-yorks-schools-reopening-guidance ;!!DUT\\_TFPxUQ!WSLZBT6WRaaP3K-xvQqeLYUIK18XrmnT6KGYwfnvecea7Reds-FyklWQJsSwYSGBGCr2uQ\\$](http://www.nysed.gov/reopening-schools/recovering-rebuilding-and-renewing-spirit-new-yorks-schools-reopening-guidance)
- ✓ INTERIM GUIDANCE FOR IN-PERSON INSTRUCTION AT PRE-K TO GRADE 12 SCHOOLS DURING THE COVID-19 PUBLIC HEALTH EMERGENCY  
[https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K\\_to\\_Grade\\_12\\_Schools\\_MasterGuidance.pdf ;!!DUT\\_TFPxUQ!WSLZBT6WRaaP3K-xvQqeLYUIK18XrmnT6KGYwfnvecea7Reds-FyklWQJsSwYSG5FsiphA\\$](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf)

- ✓ NYS DOH COVID-19 Website
  
- ✓ NYSED COVID-19 Website
  
- ✓ CDC COVID-19 Website
  - o CDC Schools and Day Camps, May 30, 2020
  - o CDC Activities and Initiatives Supporting the COVID-19 Response, May 26, 2020
  - o CDC Cleaning and Disinfecting, May 21, 2020
  - o CDC Considerations for Schools, May 19, 2020
  - o CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs, March 19, 2020
  
- ✓ **Social Emotional Learning: A Guide to Systemic Whole School Implementation and other Social Emotional Learning Benchmarks, Guidance, and Resources** from the New York State Education Department –NYSED
  
- ✓ **Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening School** - CASEL
  - Visit their companion webpage for additional social emotional well-being resources to support this guidance

Attachments:

Infectious Disease Protocol

Policy on Discipline, Behavior Management and the Restraint of Children

School Conduct and Discipline Policy and  
Positive Behavioral Interventions and Supports Policy (PBIS).