



SCHOOL RE-OPENING PLAN

Submitted: 8/7/2020

Agency Name: Positive Beginnings, Inc.

BEDS Code: 342500880007

Administrative Address: 71-25 Main Street Flushing New York 11367

Program Site Address: 71-25 Main Street Flushing New York 11367

72-52 Metropolitan Avenue Middle Village, NY 11379

Program(s) provided at these sites:

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

Contact Persons (Name, Title): Marcy Schaffer, PhD., Executive Director
Susan Leb, MS SAS – Program Director
Sally Moradoff, MS SAS – Principal – Main Street Site
Mindi Messinger, MS SAS- Principal- Metropolitan Ave. Site

Contact Phone Number: 718-261-0211 - Main Street Site
718 326-0055 – Metropolitan Ave. Site

Contact Email Address: Mschaffer@positivebeginnings.org
Sleb@positivebeginnings.org
Smoradoff@positivebeginnings.org
Mmessinger@positivebeginnings.org

Website where this plan and any plan updates will be posted: positivebeginnings.org

INTRODUCTION

This plan was developed in response to the guidance provided by the New York State Education Department (NYSED) in their July 2020, document entitled: *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance*. This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and all new requirements and regulations which may emerge over time. We solicited input and involvement from the families we serve and our staff during the original drafting of our re-opening

plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

We know our program must be as flexible and as responsive as possible to the needs of our students, families, staff members. We will closely monitor the conditions of our community as the COVID 19 pandemic continues and the effectiveness and appropriateness of our plan. 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 this plan is to guide the delivery of high-quality educational services as safely as possible whether that service delivery is in-person, through a remote learning platform or a blended combination of remote and in-person services. Our focus and concerns extend to the social and emotional needs of our students, families and staff members. By diligently working together and remaining focused on the outcomes we desire, we can find solutions to the many challenges ahead.

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

1. Communication/Family and Community Engagement
2. Health and Safety
3. Facilities
4. Nutrition
5. Transportation
6. Social Emotional Well-Being
7. School Schedules
8. Budget and Fiscal
9. Attendance and Chronic Absenteeism
10. Technology and Connectivity
11. Teaching and Learning
12. Career and Technical Education
13. Athletics and Extra Curricular Activities
14. Special Education
15. Bilingual Education and World Languages
16. Staffing
17. Teacher and Principal Evaluation System
18. Student Teaching

This plan will be discussed with the parents in the predominant languages spoken by the student community eg English, Spanish, Russian, and Mandarin. There will be an opportunity for parents to discuss issues and ask questions.

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

1. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

A. Participants in the Development of Positive Beginnings, Inc.'s Reopening Plan

Given the uncertainty surrounding the spread of COVID- 19, frequent and ongoing communication between families, the community and the school has become more important than ever before. For this reason, several partners participated in the development of this Reopening Plan including:

- Marcy Schaffer – Executive Director
- Susan Leb - Program Director
- Sally Moradoff - Principal – Main Street Site
- Mindi Messinger – Principal – Metropolitan Avenue Site
- Minerva Vazquez – Curriculum Coordinator - Main Street Site
- Brenda Gross - Curriculum Coordinator – Metropolitan Avenue Site
- Parents/Guardians of returning 2020-2021 students
- Parents/Guardians of new 2020-2021 students
- Faculty Members
- Building Landlords at both sites
- Department of Health guidance- state and local
- New York State Education Department guidance
- Center for Disease Control guidance
- OSHA COVID-19 guidance
- Environmental Protection Agency guidance
- NYC Department of Education Guidance

Positive Beginnings, Inc. plans to consistently communicate with all stakeholders in the following manner:

- **Parents/Legal Guardians** - via e-mail, text messages, posting on Google Classroom or other class platforms, webpage, phone calls, interactive zoom meetings/ training sessions, communication notebooks for in person instruction, United States Postal Service (USPS). Staff are employed who speak the predominant languages of the parent body, (English Spanish, Russian and Mandarin), so that all written and verbal communication will be translated in the parents'/guardians' preferred language. The NYC DOE Language Translation Service will be utilized if translation is needed in other languages.
- **Staff** - e-mails, text messages, posting on web page, meetings, phone calls, signage, staff training via zoom or other teleconferencing platforms, United States Postal Service,
- **Visitors** - Receptionist instruction/assistance, sign in log, directions to wear a mask and provision of same if visitor arrives without one, signage in building
- **Regulatory agencies** - emails, phone calls, webpage, teleconferencing, United States Postal Service

- **Hearing Impaired/ Visually Impaired** - communication is available for those requiring it through either the TTY Telephone Relay service or a staff member proficient in American Sign Language and Braille.

B. Instructing Students on New Safety Protocols

The COVID-19 safety protocols will be taught to students by classroom staff and therapists via direct instruction, modeling, verbal prompts, reminders, and, as part of ongoing lesson plans, using social stories, puppet shows, books and discussions during morning meetings. Parents will be encouraged to practice and reinforce these safety protocols and skills with their children at home.

Students will be trained in proper hand washing hygiene procedures as well as use of hand sanitizer when soap and water is not available. The use and disposal of disposable hand paper towels will be reinforced as well.

Students will be trained to wear face masks and to socially distance 6 feet from other students and staff.

Students will be trained in appropriate respiratory hygiene, including the use of tissues, handwashing after use of tissue, covering their mouths and noses with a tissue when coughing and sneezing, and if no tissue is available, covering the mouths and noses with the inside of their elbow.

C. Communication to Enforce Adherence to CDC and DOH Safety Guidance

Posters will be placed at several spots in the building regarding use of face coverings/ masks, use of appropriate PPE, proper handwashing techniques, signs indicating maximum occupancy, floor markers in high traffic areas indicating 6 ft social distancing, direction of foot traffic, etc.

In addition, staff will be trained in proper health and safety policies and procedures as reflected in the Positive Beginnings, Inc. Health and Safety Plan which can be accessed in the Principals Offices and on-line.

Visitors will be instructed to wear face coverings the entire time that they are in the building. If the visitor does not have a mask, Positive Beginnings, Inc. staff will provide him/her with a mask.

Students, Staff and visitors will be instructed to wear masks and to socially distance 6 ft apart whenever possible.

2. HEALTH AND SAFETY

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

A. Observing for Signs and Symptoms of Illness in Students and Staff

Staff will be trained in the Health and Safety Plan of Positive Beginnings, Inc. during the staff orientation days at the beginning of the school year which includes training to detect signs and symptoms of illness in students and staff. Periodically, throughout the year, staff will be retrained as new information becomes available and whenever the Health and Safety Plan is updated. Staff and/or students with signs of illness should be sent to the designated isolation room. The school will dismiss any student or staff member who shows a fever (100F or higher) and any other symptoms of COVID-19 such as coughing, chills, shortness of breath, loss of taste or smell, nausea, vomiting, etc. and advise them to consult his/her physician/ health practitioner.

B. Daily COVID-19 Health Screenings for all Students and Staff

Students and staff are required to complete a health care screening and temperature check prior to entering the building. The health screening will include questions about having been in close contact in the past 14 days with anyone who has tested positive for COVID-19, if they themselves have tested positive for COVID-19 in the past 14 days, if they have experienced any symptoms of COVID-19 including a temperature of over 100F in the past 14 days, and if they have traveled internationally or to a state that has widespread transmission of COVID-19 in the past 14 days.

For staff members, the health screening should be completed online before coming to work. It will also be available on paper to be completed in person. Temperature checks will be conducted on every staff member prior to entering the building. Records will be collected and maintained from these screenings and temperature checks will be recorded as pass/fail or yes/no.

Temperature checks for the students will be completed while they are on the bus, or if brought by parents, prior to entering the building. Parents/guardians will be instructed to fill out the health screening online prior to putting their child on the bus or bringing them to the building. Staff members who are conducting the temperature checks on the children will be wearing appropriate PPE provided by the school. If parents bring children to school, they will be instructed to be socially distanced from others by 6 feet, while waiting for clearance for their child to enter. A staff member will take the temperature of each child before they enter the building whether they are dropped off by the parent/guardian or brought by the school bus.

Collected data on staff and students will be reviewed daily to ensure that they are completed by all. All students will be treated equally and parents/guardians that have not completed the questionnaire will not be singled out. Instead, if families are unable to complete the screenings at home, the school staff will conduct the screening with the parent in a confidential manner.

C. Assessment and Follow up for Ill Students and Staff

Staff and students showing signs of illness will be sent to the designated isolation room along with a staff member.

School personnel assessing ill students or staff must wear PPE provided by the school including a cloth face covering, a face shield, gloves, and a disposable garment covering, or gown. Any staff member assessing a sick student or adult will appropriately sanitize equipment and dispose of PPE in a safe manner.

The school will dismiss any student or staff member who shows a fever (100F or higher) or any other symptoms of COVID -19.

Symptomatic staff or student must follow the CDC Stay Home When You Are Sick guidance.

The student will remain in the isolation room along with a staff member wearing PPE, including a mask, gloves, and a disposable gown until the parent/guardian arrives. At that point, the student will be brought outside to the parent/guardian who must sign that they have taken the student from the building. The parent/guardian will be directed to call their health care provider, local clinic, or urgent care center as soon as possible.

If the staff or student has emergency warning signs such as trouble breathing, chest pains or inability to arouse, 911 will be called and alerted that the person may have COVID-19. If a student has signs of Multi system inflammatory system in children, (MIS-C), associated with COVID-19, 911 will be called for emergency transport.

Symptomatic staff and/or students must follow the CDC guideline ad stay home when they are sick.

D. Health Screenings of Visitors/Guests/Contractors/Vendors/Others

Positive Beginnings, Inc. will be limiting the number of visitors on school grounds. Parents/Guardians will be instructed that all discussions, concerns or other issues will need to be discussed via phone or teleconference. Children being picked up or dropped off will be met by a staff member outside so that they do not have to enter the building.

All other visitors, guests, contractors, vendors, etc. will not be able to enter the building without first having their temperature taken at the front door. They will be given the health screening questionnaire by the receptionist and she will perform a temperature scan as well.

If there is any sign of temperature or answers to the health questionnaire indicating possible exposure to COVID-19 the visitor, guest, contractor or vendor will not be permitted into the building. If there is no temperature and the questionnaire responses are benign, they will sign in on the visitor's log and be allowed to enter if they are wearing a mask. If they do not have a mask, one will be provided to them.

In lieu of in person school tours for perspective students, the families will be provided with a video showing the facility and the program. Both schools will have deliveries directed to alternate locations by the maintenance personnel.

E. Training Parents/Guardians to Observe for Signs of Illness Requiring that their Children Stay Home

Parents will be provided with a list of symptoms to look for related to COVID-19. They will be able to discuss these signs and symptoms in an interactive remote training when the Reopening Plan is presented to them. The signs and symptoms of COVID-19 will also be posted on Google Classroom and on the Positive Beginnings, Inc. website.

Parents/guardians will be asked to fill out the daily health questionnaire each day prior to sending their child to school. We will take into account the parent/guardian's access to the internet and will provide the written questionnaire in alternate languages, (Spanish Russian and Mandarin), if needed. Paper copies will be available to send home to families and will also be available at each building.

If their child is presenting with any of the symptoms of COVID-19, they must refrain from sending them to school. If they do send them, and the symptoms are witnessed at school or a temperature is evident upon their arrival, the student will need to return home and be seen by a doctor or other healthcare professional.

F. Signage to Instruct Staff and Students in Hand, Respiratory Hygiene and Social Distancing

Staff will be trained in the proper way to wash hands. There will be signage in all bathrooms and above sinks displaying the proper way to wash hands. Students will be shown the proper way to wash hands by practicing, staff modeling, and signage in bathrooms. Social stories and videos will also be available to help the students learn how to wash their hands properly.

Staff and Students will be trained in appropriate Respiratory Hygiene, (ie. use of tissues, handwashing after use of tissue, covering their mouths and noses with a tissue when coughing and sneezing, and if no tissue is available, covering the mouth and nose with the inside of the elbow). There will be signs posted through the school displaying these protocols.

Other signage will be displayed throughout the school indicating social distancing protocols and this will be reinforced by floor decals or markers spread 6 feet apart outside of the school entrance, outside of school bathrooms and other high traffic locations. Arrows indicating the direction of traffic flow will be on the floors and/or walls to improve social distancing.

These protocols will be discussed daily during morning circle time in each classroom when children review the school rules.

Administrative staff will reinforce these rules for all students and staff as they walk through the building each day.

G. Accommodations for Students and Staff determined to be at "High Risk"

The CDC has compiled a list of vulnerable individuals and groups who are at increased risk for complications from COVID-19. There are also students and staff who may have a family member who is in a high-risk group. These parents/guardians should be advised to consult with a healthcare

provider to make an informed decision on how best to meet their children's educational needs while protecting their health and safety.

If their families decide to send these children back to school, alternate plans will need to be made including, but not limited to providing a 1:1 health professional, decreasing the students in the class, providing additional PPE to staff working with these students, etc.

If these families decide not to send their children back to school, we will provide instruction remotely for them.

Staff with high-risk conditions or living with individuals with high-risk conditions should consult with their healthcare providers regarding returning to work. These individuals may need work accommodations.

H. Mandatory Face Coverings

Mandatory face coverings will be enforced within the school for all adults. Students will be taught to wear face coverings encouraged to wear them if they are able to tolerate them. Masks and/or face shields will be provided by the school to all staff, who will be trained in the proper care and cleaning of them. Face coverings will be provided to any visitor who arrives without one.

Students will be taught how to wear face coverings but may have difficulty tolerating them for long periods or at all. For those who wear them, mask breaks are important and will be offered.

I. Obtaining/Maintaining an Adequate Supply of PPE

The school will make every effort to maintain a 2-3-month supply of all necessary PPE, face masks and shields, gloves, hand sanitizer, disposable protective gowns, etc.), at all times, to ensure the safety of our staff and students. We have calculated how much PPE is needed based on the number of students and staff we have. There will be an ongoing inventory by the administrative assistant in charge of ordering supplies who will track these items to ensure that there is always an adequate supply. This person will place the order to replace these items when they are approaching a two months supply.

J. Protocol for Suspected or Confirmed COVID-19 Cases

In the event of a suspected or confirmed case of COVID-19, the school will follow the guidelines set forth by the CDC and the DOH.

If a student or staff member is at the school and receives news that a previous administered COVID-19 test is positive, in accordance with Education Law #906, they will be sent home immediately. Students will wait for their parent/guardian in an isolation room along with a supervising staff member who will remain with them until their parent/guardian arrives. Anyone sent home will be directed to immediately contact their health care provider. All areas used by the ill student or staff member must be closed off and not be used until after cleaning and disinfection has occurred. Every attempt will be made to increase ventilation and fresh air circulation. If possible, we will wait at least 24 hours from the time the area is closed off to the time that the cleaning and disinfecting takes place. All areas used by the person suspected or confirmed to have COVID-19 will be cleaned and disinfected, including the classroom, office space, bathroom,

common areas like hallways etc. Once the areas have been cleaned and disinfected, the spaces can be reopened for use. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume regular school activities immediately after cleaning and disinfection.

If a student or staff member or visitor receives confirmation of COVID-19 results, and it has been more than 7 days since that person attended the school or visited the facility, additional cleaning and disinfection is not necessary but routine cleaning and disinfection should continue.

In all of these cases, the COVID-19 Resource person in the building will notify the local Department of Health.

Positive Beginnings, Inc. will collaborate with the Department of Health who will determine if there are warning signs that COVID-19 cases are increasing beyond an acceptable level. In consultation with the local DOH, school administrators will consider closing the school in cases where absentee rates impact the ability of the school to operate safely.

K. Return to School of Students or Staff Following a Suspected or Confirmed Case of COVID-19

If a staff member or student is suspected of having COVID-19 was sent home but was NOT diagnosed with COVID-19, they may return to school once there is no fever for 24 hours with a written note clearing them to return.

If a staff member or student is diagnosed with COVID-19 by a health care provider, they should stay home and quarantine for at least 10 days since the first symptoms, at least 3 days without fever AND at least with 3 days since the symptoms have improved. All individuals on home isolation should follow CDC guidance regarding when the isolation may end.

However, if an individual has been exposed to a person diagnosed with COVID-19, they should quarantine for 14 days.

L. Protocol to Clean and Disinfect the School

Cleaning and disinfecting at Positive Beginnings, Inc. will be done in compliance with CDC guidance. Using the Reopening Guidance for Cleaning and Disinfection and the Cleaning and Disinfection Decision Tool, we will determine the level of cleaning and/or disinfection required.

Our protocol will include normal routine cleaning with soap and water to decrease the amount of virus on surfaces and objects, AND disinfection using US Environmental Protection Agency approved disinfectant against COVID-19 such as Lysol or Clorox products, etc. Frequent disinfection of surfaces and objects touched by multiple people will be carried out throughout the day by the maintenance crew and staff. Maintenance logs, including date, time, and scope of disinfection will be maintained. The school has specific cleaning and disinfection schedules for each area of the building indicating who will be carrying out the cleaning and disinfection.

The school will provide a daily checklist for use by school personnel to inspect their own work area and ensure that they have disinfected their area and have sufficient supplies every day. All

staff will be given sufficient supplies and as needed, will fill out a requisition form for additional PPE and/or cleaning/sanitizing supplies.

Our plan includes a schedule for cleaning, changing and maintaining heating, AC filters and the water cooler filters.

Custodial and other personnel responsible for cleaning or disinfecting will be provided with appropriate PPE.

Students will not be present when disinfectants are used and will not participate in the cleaning or disinfection activities.

M. Safety Drills during COVID-19

Safety drills will be conducted in accordance with Educational Law 807 throughout the year. Eight Evacuation and four Lockdown Drills need to be conducted each year for all students. This may be modified in execution but not in the number of drills required.

Modifications for fire drills may include using a staggered schedule for classrooms to evacuate separately or a few classes at a time, or to evacuate in different directions in order to decrease congestion and facilitate social distancing. If a hybrid model is used whereby children only partially attend in person, Positive Beginnings, Inc. will ensure that all students have the opportunity to participate in the drills.

N. Health and Safety Protocols for Before of After School Care

Positive Beginnings, Inc. operates an afterschool care program for the PreK for All students at the Main Street location. All health and safety protocols that exist during school hours will also be implemented for after care hours.

When possible, Positive Beginnings, Inc. will try to maintain the afterschool students in the same cohorts as they are during the school day. If possible, we will also make our best efforts to group members of the same household together in the afterschool program.

O. COVID-19 Safety Coordinators

Each of the Positive Beginnings, Inc. sites has identified an administrator who was involved in the creation of the Reopening Plan and will serve as the COVID-19 Safety Coordinator. Their job responsibilities include ensuring compliance with all aspects of the Reopening Plan. These individuals will be the main contact upon the identification of positive COVID-19 cases and will be responsible for subsequent communications with local health authorities. These individuals will be identified to the entire school community and work along with the designated COVID-19 resource person.

Main Street- Minerva Vazquez, Curriculum Coordinator 718-261-0211

Metropolitan Avenue- Brenda Gross, Curriculum Coordinator 718-326-0055

P. COVID -19 Resource Persons

Each of Positive Beginnings, Inc. sites has identified an individual who will serve as the COVID-19 Resource Person. This person will assist the Site Safety Coordinator in ensuring compliance with all aspects of the Reopening Plan.

Main Street – Ema Perez, Catalina Cadavid

Metropolitan Avenue – Lorena Escobar

3. FACILITIES

When students and staff return to their school buildings in September, 2020, for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. Health guidance related to social distancing and other safety measures will be put in place to slow the spread of COVID-19. To meet the requirements of that guidance, Positive Beginnings, Inc. will rearrange or re-purpose physical space within their buildings, through changes in programming or operation.

A. Rearranging and Repurposing Space

At Positive Beginnings Inc., no construction is needed at the facility to rearrange repurpose, modify or expand to implement social distancing or other safety measures. However, light transmitting polycarbonate plastic dividers will be installed between lavatory sinks to separate individual lavatory sinks from each other in the staff and children’s bathrooms. At the Main Street location, a polycarbonate window with a cutout opening on the bottom will be placed in the reception area in the door. These light transmitting polycarbonate plastic dividers will comply with fire, building, childcare and all other applicable codes, regulations, and legal requirements.

B. Modifications to Written Emergency Drill Plans

Positive Beginnings Inc.’s written emergency plans (i.e., fire drills, evacuation, lockdown and sheltering in) are being modified to reflect and facilitate social distancing during the COVID 19 pandemic. For example, during fire drills, students will either walk in different directions upon leaving the building to avoid congestion or there will be fire drills and evacuation drills with fewer classes at a given time to avoid congestion and facilitate social distancing.

C. Clean and Safe Drinking Water

Positive Beginnings, Inc. will follow recommended procedures to provide clean and safe drinking water upon re-opening in September. If advised by the NYC DOH to conduct lead in water testing as per NYS DOH regulation 67-4 upon re-opening, Positive Beginnings, Inc. will do so.

We currently have several water coolers throughout both buildings to provide filtered water for all staff and students.

D. Means to Control Infection

The following are changes in time management and schedules of facility usage planned to reduce congestion and promote social distancing:

- During arrival and departure times, instead of waiting on line at the time clock to punch in and out by placing their finger on a touch screen, staff will be able to check in and out for attendance purposes through an APP on their phones. This new procedure avoids staff needing to touch a high usage device and avoids congestion in the hallway near the time clock.
- Certain back office administrative staff who do not generally have direct contact with children and families will be asked to work from home totally or partially to avoid congestion in shared office space, if a separate office is not available for them and/ or to comply with Governor Cuomo's Executive Order that only 50% of administrative back office staff who do not have direct client contact can work in the building.
- Some administrative office staff at both sites will be moved to a different office/space to reduce congestion and keep to 6 ft social distancing in the main office at both sites.
- OTs and PTs at the Main Street Site will move their desks 6 ft apart from one another by occupying 3 sides of the large OT/PT sensory gym rather than 2 sides as is the case currently. OTs and PTs at the Metropolitan Avenue Site will similarly move their desks 6 ft apart from one another in the large office space that they presently occupy. Some OTs and PTs will move their desks to the room next door (e.g. resource room) which is currently not occupied where they will be able to be 6 ft apart and thus decrease congestion and facilitate social distancing.
- Since the small office shared by the 2 Directors at the Main Street site is not large enough for them to socially distance 6 ft apart, the Directors will take turns using another work space to work from if such a space can be found or will take turns working remotely out of the building to avoid congestion in a small space and to allow for appropriate social distancing.
- Positive Beginnings, Inc. is offering parents the options of in –person learning, remote instruction, or a hybrid model on some days in person and some days remote. This approach will avoid congestion in the classroom and will facilitate social distancing. Class scheduling will be based on parent surveys.
- Staff and children's Bathrooms: Every other stall will be closed off in both adult and children's bathrooms to avoid congestion and to facilitate social distancing.
- Children's Bathroom Routine: Children will be taken to the bathroom one at a time from each class to avoid congestion. If there are children waiting for the bathroom in the halls, there will be markers on the floor placed 6 ft apart on which children will need to stand so that they are socially distanced.

- There will be directional markers placed on the floors of the hallways to indicate the direction of foot traffic to avoid congestion in the hallways.
- The library at the Main Street Site will not be used as a library to avoid congestion, and to avoid many children touching the same books; instead, books will be distributed to the various classrooms for use there. The library space will be used for additional office space for staff so that they can socially distance 6 ft apart. Students will not be allowed to take books home from school.
- Outside Playground –At both sites, the outdoor playground will be used by one class at a time and every effort will be made to encourage children to socially distance. The playground equipment will be cleaned by a staff member between classes. At the Main Street Site, the grass area of the playground will be used for structured play in a way that enables children to socially distance. The paved area of the playground will be used for riding tricycles and for playing with hoops. Tricycles and hoops will be cleaned after each child uses them.
- Usage of OT/PT Sensory Gym – The number of PT and OT staff in the sensory gym at any given time will be limited to only the number of individuals who can safely socially distance 6 ft apart. The remaining OT and PT therapists will provide therapy in the child’s classroom or in another suitable space, e.g. large ballroom at Main Street or indoor play area at the Metropolitan Ave. Site if the space is free.
- Usage of OT Tabletop Room - The OT tabletop room will be limited to 2 OTs at a time if they can socially distance 6 ft apart. Other OTs can provide therapy in the child’s classroom or in another suitable space eg indoor play area.
- Health Screenings on Arrival For Staff and Children: At the Main Street Site, temperature check screenings will be conducted at several designated spots by several office administrative assistants (outside near the 2 large doors facing the Temple Sanctuary, outside near the front entrance, outside at the entrance to the Pre K for All rooms to avoid congestion. Every effort will be made to have staff distance 6 ft apart while waiting for the health screenings and they must wear face coverings. At the Metropolitan Ave. Site, health screenings will also be conducted by multiple individuals to avoid congestion and to facilitate social distancing. Staff at both sites will be required to fill out the on-line health questionnaire before coming to school to avoid congestion when they arrive in the building. All staff conducting the temperature checks will wear PPE provided by the school.
- Drop off and pick up for busing purposes and for parents bringing and picking up children from school will be designated at specific spots. Parents waiting for their children outside the building will be asked to socially distance 6 ft apart and to wear masks. During dismissal, classes will be brought by staff either one class at a time or in small groups designated for specific buses to reduce congestion.
- Lunchtime in the Building – Staff at both sites will be instructed to eat in their own classrooms/offices/ spaces as opposed to mingling with staff from other

classrooms/offices/spaces so as to keep the various clusters of staff who work together intact and separate from other staff clusters or groups.

- Doors which do not have automatic closure mechanisms and/or are not fire-rated will be maintained in an open position to reduce the spread of the virus stemming from touching door levers and knobs.
- Installation of plastic polycarbonate separators:
Between bathroom sinks in both staff and children's bathrooms
Front office at the Main Street Site at the reception area – plastic window with a cutout at the bottom
- Hand -washing facilities. In addition to sinks in the bathrooms, additional portable sinks are being purchased for all classrooms and OT/PT sensory gym areas where applicable. Sinks and soap are always available to all staff in the building.
- Hand sanitizer dispensers: There are currently hand sanitizer dispensers in designated high traffic areas. The hand sanitizer dispensers are compliant with all fire code regulations. (FCNYS 2020 Section 5705.)
- Plan for increasing ventilation and air flow (natural and/or mechanical): Every effort will be made to open windows where possible and keep doors open where feasible to increase ventilation and air flow.
- Plan for enhancing and maintaining higher efficiency air filtering and any re-balancing of air flow necessitated by filtration changes: Positive Beginnings, Inc. has a maintenance agreement with Instant Air. This company is in the process of evaluating whether it is possible to enhance and maintain higher efficiency air filtering and whether it is possible to rebalance air flow necessitated by filtration changes.
- Positive Beginnings, Inc. is in the process of purchasing HEPA Filter Air Purifier Machines for every classroom and offices as needed.

4. NUTRITION

A. Ensuring Access to Food for all Children

Positive Beginnings, Inc. will work to ensure that all children have access to food in our school setting and remotely when necessary. The mental health department, social workers and staff have helped direct families to the proper agencies to ensure that our families' needs are always met.

B. Changes to Health, Safety, Sanitation and Food Handling

Positive Beginnings, Inc. has implemented new policies and procedures to protect our children and staff. Our updated operating procedures include the following:

- Portable sinks have been purchased in each classroom to allow for handwashing before and after meals as well as throughout the day.
- We have purchased thermometers, masks, alcohol wipes and other equipment that may be needed to keep food, students and staff safe.
- We have adequate supplies of face masks, soap, hand sanitizers, tissues and napkins in food service areas in all classrooms.
- We will routinely clean and disinfect high touch surfaces including but not limited to tables, chairs, doorknobs etc.
- Staff will wear single use gloves and disposable gowns when handling food.
- Only program staff or custodial staff can enter program areas.

C. Care of Children with Food Allergies

Children with food allergies are protected because teachers and assistant teachers are fully aware of their food allergies prior to them attending school. Every classroom has a special alerts chart posted in the classroom listing all the allergies so that all staff in the room are aware. We will train teachers, assistant teachers and therapists regarding allergies including symptoms of allergic reactions to foods. In addition, lunch times are staggered allowing only a few children at one time, increasing table spacing and thus promoting social distancing. Each child in the school has an individual health care plan which lists their allergies and the reactions and symptoms they display when exposed to an allergen.

D. Location of Food and Meals

Healthy snacks such as fruit, cereal or crackers will be served in the children's classroom. Lunch is brought from each student's home. As previously noted, lunch and snacks are staggered allowing for social distancing. The teacher and or assistants in the classroom serve the children at different times, wearing masks, gloves and gowns. Lunch is served individually, and family style meals are not allowed. There will only be 2-4 children at each table at any given time seated at least 6 feet from each other.

E. Appropriate Hand Hygiene for Meals and Sharing

Children and adults will be washing their hands with soap and water both before and after any activity including snacks or lunch. Portable sinks are being installed in every classroom to facilitate this. This rule will be reinforced in each classroom daily during morning meeting/ circle time and /or when all school rules are reviewed.

No sharing of food, drink or utensils will be allowed. Since the students will be seated 6 feet apart and an adult will be at the table with the students, sharing will not be possible.

Family style meals are not permitted.

F. Communication with Families About Nutrition and Meals

Positive Beginnings, Inc. communicates with the families on an ongoing basis. We use communication notebooks, emails, telephone calls and letters all in the family's native language. Since Positive Beginnings, Inc. is a multi-cultural school, many of our staff speak and write fluent Spanish, Mandarin, and Russian. We maintain an open dialogue with our parents regarding nutrition in the parent handbook and at the parent orientation meetings.

5. TRANSPORTATION

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

A. Embarking/Disembarking Procedures

Teachers, therapists and assistant teachers will help escort 1 to 2 children to their classrooms at a time. Prior to entering the building, the child's temperature will be taken. The staff will be wearing facial masks and gloves before receiving the children. Positive Beginnings, Inc. will have 2 entrance areas at the Main Street Site to avoid the congestion caused by multiple people trying to get into one entrance at the same time.

B. Impact of Social Distancing on the Length of Time Required for Arrival/Dismissal

Buses will take longer to pick up children from their homes since they must sanitize buses, dress appropriately with masks and take each child's temperature before allowing the child to enter the bus. They will also have fewer children on each bus due to the need to social distance them. They may have to make multiple runs to get all of the children to school. Because there are a different amount of children in the bus each day due to hybrid model schedules, arrival and dismissal times may vary. Bus companies may need more buses to accommodate the children, in addition to time for sanitizing the buses.

C. Managing Scheduling and Social Distance for Students Transported by their Families

If a child is accompanied by their parent or guardian, whether by car, public transportation or walking, a staff member will meet them outside the building and take the child's temperature before allowing the child inside the school. The parent will not be allowed in the building. In addition, the parent will need to fill out a health questionnaire form, either online or in person before the child is allowed in the building.

D. Hand Hygiene during Arrival/Dismissal

Positive Beginnings, Inc. has hand sanitizers at designated high traffic areas in the building. After a child is permitted in the building, they will wash their hands with soap and water or use hand sanitizer. Any staff member accompanying the children to or from the bus, will use hand sanitizer between each child they escort.

6. SOCIAL EMOTIONAL WELL-BEING

Positive Beginnings, Inc. considers the social and emotional well-being of our community to be considered of the highest priority. As we all adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, faculty, and families. Along with physical health and well-being, we must also prioritize social emotional well-being – not at the expense of readiness for academics, but in order to create the mental, social, and emotional space for academic learning to occur. The global pandemic, economic recession, and civic unrest in response to structural racism has created a very unfamiliar world for our families and students, faculty and the community around us. Faculty, families and students have experienced and continue to experience extremely stressful, and for many, traumatic experiences while isolated from school, friends, family and community. As a school, we are committed to assisting with all the social-emotional changes this has brought on all of us.

For our special education preschool program, we have instituted and continue to work with **Positive Behavioral Interventions and Supports (PBIS)** in each of our buildings. We work closely with the NYC DOE to provide consistency and support to our students using our building mascots, (PB Bear at Main Street and Buzzy Bee at Metropolitan Avenue). These mascots and their associated interventions and supports are based on positive reinforcement and school rules that promote positive behaviors from our students and positive role models from our faculty.

The Second Step curriculum, as described on their website as "a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive" guides our process and school wide interventions. Their website continues that it is "more than just a classroom curriculum" and that "Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children."

Adverse childhood experiences (ACEs) and trauma can have a negative impact on young people's social emotional well-being, and consequently, their capacity to learn. Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes. In addition, anxiety and depression may present or worsen in response to these additional stressors and traumas. Trauma-responsive practices help shift negative reactions

to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

Multi-Tiered Systems of Support (MTSS) is a part of the PBIS system and MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive. A strong set of universal interventions designed to support social emotional well-being will be crucial to our collective success as students and adults return to instruction and the school environment with increased needs. The supports represented in the universal tier are foundational to secondary and tertiary supports. In general, universal interventions should be effective for most students, but targeted and intensive supports will be needed to address student needs that could not be met with universal interventions. A strong foundational tier helps ensure that schools are not over-identifying students and adults for tier 2 and 3 supports, which allows them to more strategically allocate resources for the higher tiers.

In light of COVID-19, our family support/mental health department, together with our administrative, educational and therapeutic faculty, have reviewed our implementation and we continue to provide our students and their families with the PBIS system directing and reinforcing the services our students currently are receiving through remote services. As we prepare to return to center based instruction with options for continued remote learning or a combination of both, we will continue to provide our current PBIS system to our students and families throughout all instruction and on all instructional and therapeutic platforms. Although our process is the same, our faculty are providing creative and innovative ways to provide the positive reinforcement to substitute for the tangible reinforces such as stamps, stickers or tokens that were part of the process. This includes, but is not limited to, singing praising songs and using positive phraseology and exaggerated facial expressions to communicate praise to the children. We recognize that physical and emotional safety is necessary for the brain and body to be ready to learn and we are committed to making sure we provide that safety to our students and their families.

Upon return to the in-person model or, in the event it is postponed by the governor or mayor, we will reconvene our PBIS advisory boards to meet and update/adjust our current plans for the 2020-21 school year. As we are a preschool and our parent members are only with us for the 2 years their child is enrolled in our program, our family support/mental health department will be reaching out and drafting new parent members should we need them due to children moving up to kindergarten. It is most likely that such PBIS meetings will be held via a remote platform such as

Zoom, and not in person, until further notice. Our advisory council will meet early in the year to evaluate and prepare interventions to address any changes necessary in our programs due to where and how we are providing intervention, any response necessary for the possible trauma symptoms we are observing in our students, mental health changes in the advisory guidelines from DOH, DOE, and/or NYS SED social/emotional learning (SEL) in class activities, and professional development for our faculty to assure this all is incorporated in our program in a timely manner. Coordination of Second Step lessons and intermingling concepts with generic learning activities will be planned to provide a balanced experience to explore SEL for our students. Depending on the status of how educational and therapeutic services are provided, we will then set up a process for family engagement and participation in our program while maintaining a regard to the health and safety of our entire community. We will institute and implement all modifications to assure us sustaining a positive school climate.

As we have always done at Positive Beginnings, Inc., we will continue to make referrals for mental health services when faculty sees the need for them, or parents inform us of situations their children faced during the COVID-19 school closure. Student observations, parent contact and communication, observations during remote instruction of the home environment and any staff knowledge of issues related to mental health will help us decide upon the need for additional behavioral support, the need for emotional support and the family need for additional services and family resources. We will continue to deal with families on an individual basis to help them deal with loss of a parent due to COVID-19 and/or other causes, loss of family members, issues with housing and basic services, shortages of food and family resources, and many others. Many needs are being met through our family support/mental health Positive Beginnings, Inc. team and will continue to be vetted by our faculty.

Parent trainings offering guidance to parents and guardians focusing on developmental skills for preschool children and “drop in” scheduled parent groups, both offered monthly, offer an opportunity for parents to reach out to school personnel on their own terms and in a comfortable format and will be continued remotely. Referrals to outside not-for-profits, ACS, CPSE and other community resources will be made once the need is determined. As always, our family support/mental health teams are available to our faculty for student referrals and for processing information for our faculty, should they require personal assistance.

As of the writing of this plan, all professional staff development will be done remotely for the 2020-21 school year. At Positive Beginnings, Inc. we recognize the critical need to address adults’ social and emotional needs before the return to school and on an ongoing basis. 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. On the training days prior to the school year, the plan is to provide workshops through online training which address helping students, families and faculty dealing with stress, anxiety, loss and other mental health issues, and follow up discussion sessions and/or a trained professional to address the same concerns and training for our faculty. Guidance for additional staff development will be forthcoming based on the COVID-

19 status, a possible needs assessment survey given to faculty and/or families and where learning is taking place for the academic year. Faculty must take care of themselves and our peers, both for their own well-being and so that they may be better able to help young people heal. Adults in the school community have experienced stress, anxiety, grief, and trauma. It is important to consider the impact this will have on their return to an in-person or virtual school environment. Additionally, adults need access to professional learning opportunities that can better prepare them to support their own well-being as well as the well-being of the students and families they serve. At Positive Beginnings, Inc., we will provide opportunities for faculty to build mutually supportive relationships, and to process their own emotions.

As a school community, we must find a way to meet students and families where they are and in the circumstances they find themselves. Communication will be given to all faculty and families through various resources and dependent on the status of where and how services are being provided. They may include, and not be limited to, in school announcements, postings in the buildings, notes/letters physically disseminated to the faculty and families of students who are participating in in-person services, emails, phone calls, classroom technology platforms and letters sent via USPS. As of now, we will be offering several parent orientations in English, Spanish, Mandarin and Russian should we have families who need these languages by remote platforms such as Zoom. We will tour the building, explaining physical changes, describe changes in instruction and therapy, explain the focus on health and safety and social emotional growth, explain services, including mental health support for parents and developmentally appropriate trainings to parents for their children, that we will provide remotely to the families and permit a platform for parents to ask questions. We must provide our families and our faculty with a sense that in addition to IEP goals and reaching developmental milestones, we are committed to balancing physical safety and meeting social and emotional needs.

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 young people. When all these conditions are addressed and emphasized by socially and emotionally competent adults; the children in the school community will sense a feeling of well-being and be at a point where learning can be optimized.

7. SCHOOL SCHEDULES

Positive Beginnings, Inc. will continue with the same operational hours. The full-day program is 8:00 AM – 1:00 PM and the half-day program is 1:30 PM – 4:00 PM.

During instructional hours, faculty who are considered essential employees will be providing in-person services. Although administrative staff are not considered staff that work directly with children, they do/will play a crucial role in the safety and organization of the program and children. Should any support staff be able to work remotely to complete all their job responsibilities and not

have a role in the health and safety of students and staff, the directors may give them the option to work remotely for all or part of their hours.

Back office, administrative staff may work remotely in order to avoid congestion in the building and promote social distancing. Staff may also be relocated to additional/alternative work areas in the building to reflect a social distancing plan.

In order to reduce congestion, there will be no gathering in hallways, the amount of staff in the bathroom at the same time will be limited, lunch/breaks will be with their team in the classroom/work area all the while maintaining not less than 6-foot of distance, classes will be leaving the room at directed intervals and keeping social distance during bussing and upon entering and exiting the building. These will be priorities. Signing in and out of the building will be conducted through cellphone applications, eliminating gathering at time clock.

Administrators will provide consistent training/retraining to faculty and will make sure that all staff members are adhering to these regulations.

Positive Beginnings, Inc. will assign students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. There will be minimal or no interaction between these cohorts.

In an effort to involve all stakeholders in the school community (staff, families, etc.) in our consideration of alternative scheduling, Positive Beginnings, Inc. will adhere to all policies and regulations to offer an alternative schedule to staff and families. Parents have been/will be asked to fill out surveys regarding their preference for either in-person instruction, blended/hybrid combination of in-person and remote and all remote instruction. The results of the parent survey will drive the scheduling of students and instruction.

Communication with families, including those who use a language other than English, and staff when schedules need to be changed/adjusted or instruction transitioned back to all remote will include different means of communication. The means of communication may include, but not be limited to, phone calls, emails, USPS, posting on class platforms and the school website. For families who use a language other than English, the messages will be delivered in families' native language.

The scheduling decisions and instructional models of Positive Beginnings, Inc. promote equity and make access a priority for all, including English language learners, those experiencing homelessness and students with disabilities.

A survey was sent to families and staff in the month of July and ongoing for new staff and families to try accommodate their needs according to regulations. Communication with parents of ELL students will be in the parent's native language. For example, a recent parent survey sent to parents asking their preference for instructional model for their child for September was sent in the predominant languages of our families.

8. BUDGET AND FISCAL

Positive Beginnings, Inc.'s internal budgeting and expense reporting has been adjusted and expanded to forecast, track and account for COVID-19 related expenses.

A separate cost center is being set up on the general ledger that itemize all costs related to COVID 19 expenses. These may include, but not be limited to, the costs of purchasing the following PPE items: reusable plastic clear face shields, reusable cloth face masks with clear see through plastic near the mouth, reusable cloth masks, respiratory disposable masks, disposable paper gowns, washable smocks with pockets, as well as items such as remote digital thermometers for health screenings, portable 5 gallon sinks, HEPA filter air purifying machines for classrooms and offices. PPE supplies have been purchased in bulk to last 2-3 months. Moreover, the costs of the IT consultant doubled during the COVID-19 pandemic in order to respond to remote instructional/therapeutic/supportive work needs.

If permissible, expenses related to meeting COVID-19 related costs will be put on the IDEA 611/619 Federal Grants since the regular budget, based on tuition reimbursement, is insufficient to meet the additional costs of providing services during the COVID- 19 emergency.

In order to plan for maintaining high levels of student enrollment, Positive Beginnings, Inc. will make every effort to maintain high levels of student attendance for those who are enrolled. Every time a student is absent, parents are called to find out why the student was absent and to obtain an absence note from the parent. If the parent chose remote instruction, every effort will be made by Positive Beginnings, Inc. to engage the student and family via a multitude of ways including interactive remote technology platforms such as zoom and Google classroom. If the family does not have access to an Internet accessible device, Positive Beginnings, Inc. staff will help the family fill out the necessary forms to be able to obtain an Internet device such as an I-Pad and Internet via the NYC Department of Education so that the student may participate in the remote interactive instruction. If this is not possible, Positive Beginnings, Inc. will post instructional lessons on classroom platforms including, but not limited to Google Classroom, Class DoJo, What's App, You Tube or will send e-mails of educational videos and strategies. Staff will also provide continuous parent support and consultation on the telephone with strategies for learning and for the home. If families are not available to engage in remote learning during school hours due to parents working, Positive Beginnings, Inc. staff will make every effort to be flexible with their schedules and to provide remote instruction and therapy before or after school hours and/or on weekends to accommodate working parents.

Administrative personnel will reach out to CPSE district administrators from the NYC DOE regularly to inform said administrators of school vacancies and services so that enrollment may be maintained at a high level and to assist with placement for students who have been evaluated, had services recommended and are pending placement.

9. ATTENDANCE AND CHRONIC ABSENTEEISM

Positive Beginnings, Inc. collects daily student attendance as per NYS SED, NYC DOE, and NYC DOH regulations. Instructional days are indicated on the school calendar and are reflective of the mandatory 180 days of sessions.

For in-person student attendance, upon arrival by bus or parent drop off, students are to be cleared to enter the building with health and safety precautions such as temperature check by school faculty and daily health affirmation statements completed by parents. The classroom teacher marks students present or absent on their attendance card. Attendance information is provided to the front office. Should students not be on their assigned bus or not have arrived by a designated “late” time; the attendance coordinator will attempt to reach the family to discern why the child is absent and record the reason for absence. Written absence notes are requested by the school attendance coordinator and subsequently by the teacher and kept on file in the children’s school official file.

For remote instruction, each student will have an attendance form/card that is accessible for each team member to access. On any given school day, any attendance for the student, whether it be live class session, class lesson provided to students on several different platforms, therapeutic session as recommended on the student’s IEP or participation at a school wide session that is theme related, science lesson or sing along; the student’s attendance will be recorded. In addition to the generic attendance to school, the teacher and/or therapist will record specific data as to the activity that the child participated in, length of time of participation and any anecdotal information that may reflect progress/regression of skills on designated platforms. Should the student not have participated in any school option on any scheduled remote day; a staff member will reach out and contact the family to request an emailed absent note for that day.

For blended instruction, attendance will be kept as indicated above for scheduled in-person/remote learning days. When an absence occurs for remote or in-person learning, documentation will be requested in writing upon the next scheduled in-person school attendance day.

Parental contacts will be made by any member of the instructional team for that child including, but not limited to, the classroom teacher, clinician, social worker, and school administrator. Contacts may be made by telephone, email, text, in-person, and USPS mail. Parent contacts will continue to be a priority regarding absences but in addition, to discuss levels of participation, family needs, and other issues our families may need assistance with during in-person, remote or blended instruction. Communication may also be with regard to family choice and changes for preference during this process at designated times in the school year.

When a student is not in attendance and not participating in remote learning, outreach is initiated as indicated above. Once contact with the parent/guardian is made, the school representative will forward any issues or needs to the appropriate faculty, and communication with the family will continue until the issue for not attending/participating is resolved. Once the reason for absence is identified, should the need to contact any outside agency such as the NYC DOE Committee on Preschool Education (CPSE) or the Administration for Children’s Services (ACS), contact and documentation will be implemented.

As per regulations, absences of 5 or more days in a row or 20 days in a 4-month rolling period are reported on the appropriate NYC DOE form, with any documentation, to the child’s local NYC

DOE Committee on Preschool Education District Administrator as per NYC DOE regulations. Chronic absence or absenteeism are reflected above and are reported to the local school district as per regulations.

All parental contacts will be documented as per school procedures. Should a parental contact need a translator; teaching assistants/teacher aides and/or other staff whose primary language is the language of need, will provide the translation for the communication. Should the parent's language be one in which we do not provide instruction, the NYC DOE translation line will be used.

All Positive Beginnings, Inc. faculty are mandated reporters and must retain valid certification for mandated reporter. Certification is renewed every two years and certificates of completion of the course are kept in each employee's human resources file. As part of staff development, mandated reporting is part of the training every year.

10. TECHNOLOGY AND CONNECTIVITY

Positive Beginnings, Inc. will survey families to gather and periodically update information on the level of access for students. Staff members will be surveyed as well as per the need for and availability of devices and high-speed broadband at their places of residence for remote provision of services and programming should they be working off site.

Positive Beginnings, Inc.'s experience with remote learning during the spring of 2020 identified that an indication of "access" to a device in the home did not always ensure that the students were able to access the device at a specific time and/or for the length of time necessary to be successful in remote online learning. In many families, "access" could mean multiple children sharing a single device, sometimes with one or more adults, who themselves are attempting to work remotely. Moreover, sometimes families are connected to the Internet through a pre-paid cell phone with a limited data plan. Sometimes, for working parents, children may not be supervised by a parent or guardian during the school day and their caregivers may not be able to effectively guide remote online instruction. Therefore, the survey questions need to specifically ask whether the student would have internet access during the times of the school's on-line instruction and for the total length of time of the on-line interactive instructional sessions and whether there would be an adult in the home who could effectively set up and help the child participate in the interactive remote learning.

For students and staff members who do not have an internet device and/or internet service, a request was made/will be made to the NYC Department of Education to provide internet access to such students and staff. During the spring of 2020, Positive Beginnings, Inc. was able to help many families fill out the necessary documents needed to obtain an internet device and internet access which enabled the students to participate in the interactive internet based remote instruction. In addition, Positive Beginnings, Inc.'s IT consultant helped overcome technical difficulties that staff and families encountered accessing the interactive learning platform and device usage and connectivity. He often provided step-by-step instructions to staff and families to help them learn to navigate and join the interactive learning platforms. In addition to the IT consultant, tech-savvy

staff provided ongoing support to staff and families regarding the use of technology. The IT consultant also provided staff and families with links to tech tutorials on the use of technology.

Positive Beginnings, Inc. will provide multiple means of participation for students to engage in learning and receive therapy so that students can participate and demonstrate mastery of their IEP goals and the Learning Standards in remote and blended models when they do not yet have sufficient access to devices or high-speed internet. Staff have engaged such families by posting instructional lessons on platforms, including, but not limited to, Google Classroom, Class Dojo, You-Tube, email, What's App. Staff connecting with families and sharing strategies consistently via telephone and by sending home educational packets all may be inclusive in our program and parents will be requested to post their children's work on these platforms or via email including photographs and/or videos of their children working on their projects. In addition, for working parents whose children were not available to participate in interactive learning during the day, Positive Beginnings, Inc. staff modified their schedules and will continue to do so. At times, remote educational instruction and therapy were/can be provided before and after work hours and/or on the weekends.

The plan for professional development in effective practices during remote instruction and learning will include teacher mentors and lead therapy supervisors giving instructional support and guidance to teachers and therapists through direct instruction and by modeling teaching/therapy strategies during the remote interactive lessons. These mentors will observe and participate in the remote learning/therapy sessions and give the teachers/ therapists constructive feedback. During remote learning, teachers met weekly to brainstorm innovative, remote interventions and strategies in creating theme related activities and will continue to do so. The classroom teachers met with their teaching assistants as needed to plan, review, revise and modify instructional strategies and this will continue as well.

The plan for providing information technology (IT) support to families and staff members who are experiencing IT issues and challenges during remote instruction in the spring and summer of 2020, Positive Beginnings, Inc.'s IT consultant helped overcome technical difficulties that staff and families encountered accessing the interactive learning device and internet platform. He often provided step-by-step instructions to staff and families to help them learn to navigate and join the interactive learning platforms. In addition to the IT consultant, tech-savvy staff provided ongoing support to staff and families regarding the use of technology and will continue to do so. The IT consultant also provided/will provide staff and families with links to tech tutorials on the use of technology. Our plan will be to continue to support families who opt for blended/hybrid and remote learning and therapy.

Positive Beginnings, Inc. is committed to ensuring that student data privacy and security will be maintained and in compliance with Federal and State laws related to student technology use, including NY Education Law 2-D and Part 121 of the commissioner's regulations. Positive Beginnings, Inc. staff has been and will continue to utilize as platforms, the DOE accessible Zoom and Google classroom as they were indicated to provide privacy and security of data.

The effectiveness of the digital tools and platforms used during remote learning in the spring and summer of 2020 is currently being assessed and will be continued or modified going forward. Assessment is ongoing. Specifically, during these times, Positive Beginnings, Inc. utilized You-Tube, What's App, Google classroom, Class Dojo, GoToMeeting, and Zoom. At the current time,

during the summer of 2020, Positive Beginnings, Inc. is utilizing the institutional platforms of the NYC DOE and is conducting interactive instructional lessons via Zoom and Google Classroom on the DOE institutional platforms. Positive Beginnings, Inc. will again reassess the effectiveness of these platforms at the end of the summer session in August and will then make a decision as to the digital tools and platforms that it will use in September 2020 for parents who will opt for remote or blended/hybrid models of instruction.

Positive Beginnings, Inc. families, during remote instruction and learning, will continue to benefit from the plan to promote equitable access and flexibility for students. Positive Beginnings, Inc. faculty will continue to help families obtain an internet device e.g. I-Pad and internet access through the NYC Department of Education so that all students will have technological access to remote interactive instruction. Whenever possible and when indicated, Positive Beginnings, Inc.'s faculty will continue to demonstrate flexibility in scheduling instructional educational and therapy sessions before or after school hours and/or on weekends to accommodate working parents that is mutually agreed upon.

11. TEACHING AND LEARNING

Positive Beginnings Inc. will ensure continuity of learning by providing standards-based instruction, working on students' IEP goals, ensuring substantive daily interaction between teachers and students, and clearly communicating information about instructional plans with parents and guardians. For parents for whom English is the second language, the information will be conveyed in parents/guardian's native language. In the event that the instruction needs to be provided either blended and/or remote, the same model will be provided to the best of our ability.

Instruction and lessons will be aligned to the New York State Pre-Kindergarten Learning Standards. Standards will be aligned and inclusive to our thematic units and all domains: Approaches to Learning, Physical Development and Health, Social-Emotional Learning, Communication, Language and Literacy, Communication and Knowledge of the World. All domains will be addressed in both in-person and remote instruction. This year, Positive Beginnings, Inc. will place a strong emphasis on Social-Emotional Learning, in addition to readiness, language, motor and self-help skills and learning.

Positive Beginnings, Inc. will promote equity and assure each student access to routinely scheduled instruction, feedback and faculty support. Opportunities will include synchronous and asynchronous instruction. The school will adhere to all regulations and guidelines regarding equity and all children will be treated equally whether during remote or in-person instruction.

All Positive Beginnings, Inc. faculty are certified in special education and/or special education (birth-2nd). Whether in-person instruction or remote learning, the same methodology and strategies will be used to deliver services to children. There will be supervision and mentoring for all faculty regardless of the delivery method.

Every effort will be made to facilitate good communication between teachers and families. Whether during in-person instruction or remote learning, Positive Beginnings, Inc. will continue engaging families with their participation in Google classroom, lessons via Zoom and other available platforms or activities. Team meetings, where teams working with children meet on a

weekly basis, will continue meeting via zoom and parents will be active participants in their child's educational and therapeutic services. Additionally, the school will continue providing families with parent workshops throughout the year with different topics on how families can support their children in the teaching and learning process and dealing with COVID -19. Positive Beginnings, Inc. offers parents monthly workshops (Parent Institute) on relevant topics of child development that can be offered remotely. Parent support groups will continue to be offered remotely.

Formal school wide parent open school night/orientation and parent teacher conferences will be scheduled 2-3 times a year and will be conducted remotely. In addition, parents or teachers may initiate/request parent teacher/therapist meetings throughout the year as needed.

Positive Beginnings, Inc. has designated faculty who can translate both with verbal and written communication in the predominant languages of the students and their families. For languages of families who we do not have faculty who can translate, the faculty will use the NYC DOE translation services. Staff who speak the language of the family are available to translate for both teachers and therapists through phone calls, e-mails, text messages, notes going home and USPS as well as through interactive zoom conferences.

Positive Beginnings, Inc. had submitted this reopening plan that all families will have access to in the building and will be posted on the school website. Taking into consideration that all children are capable of learning, achieving, and making developmental progress, instruction will be based on students IEPs and The New York State Pre-Kindergarten Learning Standards along with school curriculum and thematic units. An initial assessment will be conducted within the first month of school to assess current levels of skill/concept development in all educational domains across platforms so that faculty may address any regression the child may have had due to the school closures. In addition, on-going assessment will be conducted on a regular basis throughout the year. The school will develop instructional experiences that are inclusive, culturally responsive and will adhere to established state regulations and guidelines. The family support team/mental health professionals will continue to work in conjunction with class teams to provide additional support to families, children, and staff as well.

Children have been working during this remote period with a team of teaching staff/therapists. Positive Beginnings, Inc. will try to maintain the same team that is already familiar for the child and his/her family. In addition, ample time will be allowed for students to re-adjust to the school setting. These same techniques and interventions will be used and have been used for students new to our program and for those who have previously attended. Teaching faculty and therapists will spend time on socialization and creating a climate of safety, comfort, and routine before assessments are conducted.

Teaching faculty and therapists will spend time on building a comfort level and creating a climate of safety, comfort, and routine for all in-person students. For example, currently, staff is training children to wear masks through modeling of staff wearing masks, use of social stories, videos on masks, etc. Similar teaching is being conducted for hand washing, social distancing, through direct teaching, play, songs, and social stories. Faculty is positively reinforcing children for wearing masks, washing hands, etc. on remote instruction platforms. Faculty has been demonstrating alternate options for hugging/ touching others, including but not limited to, blowing kisses, thumbs up etc.

The school will be providing in-person and remote instruction. While in- person, the screen time will be limited to 30 minutes per week, no more than 15 minutes at a time per DOH Article 47 regulations. Students will be divided into small groups and will be provided with authentic learning experiences based on their daily needs and IEP goals. Remote learning instruction will take into consideration similar needs.

Positive Beginnings, Inc. will limit the visitors at the building. Parents will be encouraged to limit their visits to the building and they will only be allowed into the building in case of an emergency. Moreover, only one adult per family will be allowed entrance into the building. Other visitors like those making deliveries, will be using a designated entrance to the building or will use an alternate entrance. The school protocol will be followed prior to anyone entering the building with completing the health screening, temperature check, wearing a mask, hand sanitizing and maintaining 6-foot distancing. The visitor's log will be completed with the following information: name, organization, date, time, etc. Exact temperature numbers will not be recorded; only pass/fail will be indicated. The receptionist will inform all visitors of health and safety requirements and posted signage will reinforce these protocols. The school will supply masks if the visitor does not have one.

Distinct groups of students and teachers will stay together throughout an entire school day during in-person classroom instruction in identified cohort/pods. Every effort will be made to assign 1 or a limited number of therapists for each discipline to each pod/cohort/class.

Tech- savvy/designated staff members will provide ongoing support with technology to teachers, therapists, students, and families. Positive Beginnings, Inc. will have ongoing surveys for parents and guardians to determine the level of access to internet devices and high-speed internet. Department leads and teacher mentors will instruct staff on high quality instruction and strategies. Mentors/supervisors/ lead therapists will periodically attend educational and therapy sessions to monitor quality of remote instruction and give appropriate feedback. Staff will be encouraged to attend on line webinars and trainings demonstrating methods to achieve high quality remote instruction.

Positive Beginnings, Inc. will take into consideration families/guardians needs and preferences and the school resources to accommodate them. A survey was sent to all families and placement will be made based on parent request. At designated times during the school year, parents will have the option to switch from one model to another. In addition, if an executive order directs us to close the schools at any time, we will immediately present all instruction and therapy in a remote format.

Positive Beginnings Inc. always takes into consideration and demonstrates respect for our students, families, and staff backgrounds/ethnicities. Faculty will be trained in cultural responsiveness, sensitivity, and respect for cultural diversity. Faculty will receive training in sensitivity to racial bias as part of staff development and are encouraged to sign up for on-line trainings/webinars on racial bias as it relates to early childhood and special education in particular. At teacher and teaching assistant meetings, staff are/will be encouraged to discuss their reactions, thoughts and feelings to information presented at the on-line training sessions on racial bias. Positive Beginnings, Inc. faculty speak a variety of languages and will be responding to families'/students' needs. A variety of books and other materials, including but not limited to culturally diverse toys,

instructional materials and multi-ethnic dolls will be purchased in addition to those already available for faculty to work with our students on this topic.

In-person services for students whose families indicate their preference for that option (families were/will be consulted via questionnaire, phone calls and/or emails). Students who are enrolled in a full-day program will continue receiving their education in a 5-hour program, Monday through Friday. Students who are enrolled in a half-day program will continue their education for a 2 ½ hours program, Monday through Friday. Each class will have a maximum of 12 students per room along with a classroom teacher and two teaching assistants. The same cohort of students will be with the same teacher/teaching assistants throughout an entire school day, every school day. Should a substitute be necessary, every effort will be made to have each cohort will have a consistent substitute to fill in for a faculty absence.

For remote learning, Positive Beginnings Inc. will provide the following options:

- **Option 1** - A teacher and /or teaching assistants at the school will provide remote instruction at designated times during the school day with the teacher present at all times.
- **Option 2** - A teacher in an active classroom will be transmitting live interactive instruction to students at home while the classroom is in session.
- Positive Beginnings, Inc. will provide a combination of synchronous learning and asynchronous learning. For example, teachers follow a set schedule and time frames and for families who cannot engage in interactive remote instruction during the designated times of instruction, an asynchronous instructional model will be utilized whereby instruction is provided through on-line platforms without real time interactions as in pre-recorded lessons. For example, students/families will have the opportunity to work on activities posted on classroom platforms when it is convenient for them due to personal family schedules.

For blended/hybrid learning, including days and duration of in-person services, staffing for in-person portions and typical patterns and practices for remote instruction will be followed. Positive Beginnings, Inc. will offer parents the option of hybrid learning and will allow parents the option of sending their child to school in- person on specified days. At designated times during the school year, parents will be able to make changes with their preference. Consideration will be given to families due to extenuating/emergency situations should they arise. Positive Beginnings, Inc. will make every attempt to accommodate parent requests if possible.

Positive Beginnings Inc. will provide opportunities to staff to meet prior to the start of the school year to discuss individual student's needs/IEPs and share best practices with in-person, remote, or blended/hybrid models of learning. Staff will share information about student needs, responses, behavior, progress etc. through regularly scheduled team meetings, and meetings with faculty mentors/ supervisors/ departmental leads. Parents are often invited to attend team meetings to share their input and will be invited to attend remotely until further notice.

Student assessments during the first month of attending school will be used to determine their academic/cognitive, language, motor, self-help/adaptive, and social-emotional needs. Teachers engage in ongoing informal assessment of each student to monitor baseline and progress towards IEP goals and standards. Quarterly report cards are utilized to determine each student's progress

towards IEP goals and are shared with the family and CPSE administrators. A use of a locally determined formative or diagnostic assessment to determine individual students' needs and target extra help to ensure both academic and social-emotional needs are addressed and address any possible regression as well.

Students' meals will be served in their assigned classrooms. At Positive Beginnings, Inc., children bring their own food from home and no food will be shared. All classroom staff will be trained and/or retrained regarding food handling, foods that may a choking hazard such as grapes, hotdogs, popcorn etc. and food allergies and students' medical alerts which are posted in every classroom and appear on each child's individual health plan. This health plan includes the type of allergy, child's typical symptoms, and actions to be taken to the reaction he/she displays. All eating areas will be disinfected prior to serving and after serving food and between children. Meals/snacks are individually served rather than being served family style. Instructional lunchtime is staggered so that approximately 2-4 children are eating at the same time while others are engaged in other activities and centers.

Positive Beginnings, Inc. is installing portable sinks in each classroom. Polycarbonate dividers will be installed between bathroom sinks for social distancing. With respect to toileting, alternate toilets will be blocked off to promote social distancing.

The preschool special education program at Positive Beginnings, Inc. does not have a rest/naptime as part of our schedule.

Positive Beginnings, Inc. addresses social distancing by limiting, whenever possible, staffing in classes to 3 faculty. Positive Beginnings, Inc. will open up more play/instructional centers simultaneously and children will self-select which center they want to attend. There will be a maximum number of children in each center to allow for social distancing.

Instructional materials, including but not limited to play-doh, scissors, crayons, will be labeled with the child's name and kept in a container in their cubby. Supervision will be a priority to eliminate children using materials from other children.

Positive Beginnings, Inc. will train all staff members on standard operational procedures for sanitation. The school is providing an apron to staff members, staff will have available disposable gowns, single use gloves when handling/ delivering food and for toileting purposes. All materials handled by children will be wiped down following each activity following sanitation guidelines and will be disinfected at the end of each session/day or as needed. Any toys mouthed by children will be put in a soaking bin to disinfect, out of the reach of the children.

Faculty will be trained to adhere to school policy regarding 6-foot distancing. Children will be instructed to and be monitored to refrain from holding other children's hands, not to give each other hugs, etc. Training will include direct teaching, modeling, social stories, verbal reminders, verbal cues, prompts, etc.

As previously indicated, Positive Beginnings, Inc. will be providing in-person and remote instruction. While in- person, the screen time will be limited to 30 minutes per week, no more than 15 minutes each session as per DOH, Article 47 regulations. Students will be divided into small

groups and will be provided with authentic learning experiences based on their daily needs and IEP goals. Remote learning instruction will take into consideration similar needs.

Volunteers will not be part of the school program until further notice. Positive Beginnings, Inc. will limit visitors to the building. Parents will be encouraged to limit their visits to the building and will be permitted in case of an emergency. Only one adult per family will be allowed to enter the building and only after the school protocol completing health screening, temperature check, wearing a mask, hand sanitizing and maintaining 6-foot distancing. The visitor's log will be completed with the following information with name, child's name, date, time, etc. Specific temperature will not be recorded, just pass, or fail.

12. CAREER AND TECHNICAL EDUCATION

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

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

13. ATHELETCS AND EXTRA CURRICULAR ACTIVITIES

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

14. SPECIAL EDUCATION

Students will receive a Free and Appropriate Public Education (FAPE), regardless of the service delivery model they are participating in, similar to regular education. Based on a parent survey, students will receive in-person instruction, remote instruction or a blended/hybrid combination of both in-person and remote. Every effort will be made to protect the health and safety of students with disabilities and those providing special education and therapy services. Parents will be meaningfully engaged in their preferred language or mode of communication regarding the provision of mandated services to their child to meet the requirements of the IDEA.

Positive Beginnings, Inc. works collaboratively and communicates with the CPSE to ensure that there is an understanding of the provision of services consistent with the recommendations on individualized educational programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

Positive Beginnings, Inc. is also a Multidisciplinary Evaluation Site whereby children from the community are evaluated free of charge to families and evaluation reports and NYC DOE documentation and forms are submitted to the CPSE administrator. In addition, meetings are held by the CPSE administrators in conjunction with parents and the school IEP Coordinators to determine if and whether a child qualifies for any programmatic or related services recommendations.

Positive Beginnings, Inc.'s reopening plan ensures programmatically that access to the necessary accommodations, modifications, supplementary aids and services and technology (including assistive technology) will be provided to meet the unique disability related needs of students in its special education center based program. Positive Beginnings, Inc. provides special education instruction for either a 5 hour full day program or a 2 ½ hour half day program with additional services as per the child's recommendation with speech and language, occupational therapy, occupational therapy, physical therapy and/or counseling, as needed.

Positive Beginnings, Inc. will continue to document the programs and services offered and provided to preschool students with disabilities and to their parents/guardians in their preferred language/mode of communication. Positive Beginnings, Inc. operates special education classes in English, bilingual Spanish and AIBP classes in Mandarin, Russian, Hebrew, and Spanish. Faculty providing bilingual services has bilingual extension/certification in the above languages. Positive Beginnings, Inc. has the necessary staff to translate both verbal and written communication into the predominant languages of the parent body. This is also the case during initial CPSE evaluations where the Parent Summary is translated into the parents' native language and where often a translator is present at the CPSE review meeting to translate in the parents' native language.

Positive Beginnings, Inc. works with CPSE administrators, DOE personnel and NYSED regional associate and the NYC DOH liaisons to advise and share contingency plans to address a student's remote learning needs in the event of future intermittent or extended school closures. In March 2020, NYSED provided guidance in conformance with the Federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, CPSE administrators will prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures and communicate with school and family partners. Positive Beginnings, Inc. has ongoing communication with the CPSE District Administrators and can easily contact them by phone or e-mail if there is a need for emergency closure or reopening.

Positive Beginnings, Inc.'s reopening plan prioritizes in-person services to the greatest extent possible for high-needs special education students. Parents are encouraged to send their children to school in the building so that they can maximally benefit from in-person instruction and in-person therapies. During the spring and summer of 2020, some of the high needs special education students did not appear to derive maximum benefit from remote instruction demonstrating regression in some skill areas.

Regardless of the option/mode of delivery of services chosen by the family, Positive Beginnings, Inc. will continue to monitor each students' progress and report it both to the parent and the CPSEs at designated intervals. School supervisors, mentors and lead therapists will use this information to evaluate the effectiveness of the student's special education and therapeutic services and inform

CPSE DA's and parents of their child's progress on a regular basis via quarterly progress reports, annual review reports, and parent teacher conferences.

- Student information/data collection for remote instruction will rely more heavily on parent feedback, interview, and staff observation of the student via an interactive technology platform. This information will be utilized to assess student progress in team meetings and will be reflected in quarterly progress reports, and annual review reports. Parents will be encouraged to participate remotely in their child's team meetings as they are an integral part of the team.

Each therapist will be assigned to a particular class or several classes as applicable. In each class, the therapist will treat students either in person (push in or pull out) or remotely, as is the manner of delivery of services opted by the family. For those students receiving in person or hybrid models of instruction or delivery, the latest service caseloads to the extent possible, will be provided by designated groupings or cohorts of children to minimize the number of adults interacting with each group and protecting the integrity of student cohorts. Wherever possible, only 1 therapist will be assigned to each cohort.

15. BILINGUAL EDUCATION AND WORLD LANGUAGES

Positive Beginnings, Inc. will remain mindful of legal requirements and proactively address inequities for English Language Learners by providing the appropriate classroom setting and language of the delivery of services as indicated and recommended on each student's IEP.

Positive Beginnings, Inc. will:

- provide support and instruction to all parents/guardians regarding the use of technology in the predominant languages of the student body:
- provide supports needed to close the potential learning loss that may have been a result of the school closures due to COVID-19:
- afford ELL the opportunity for full and equal participation in learning, considering their unique needs and strengthening the home language and supports necessary for English language development using synchronous and asynchronous learning:
- maintain regular communication with the parents/guardians and other family members of ELL students ensure that they are engaged in their children's education during the reopening process and going forward.
- ELL students in the Positive Beginnings, Inc. reopening plan will be ensured that all teachers and administrators receive professional learning on topics related to the use of technology during blended/hybrid or remote learning. Positive Beginnings, Inc. is committed to making every effort to send staff to English as a New Language (ENL) training to familiarize them with strategies and techniques that are of assistance to English Language Learners. Bilingual faculty maintain regular communication with parents/guardians of ELL students to insure, that they are engaged in their child's education. This

communication is done in the parents/guardians in the predominant languages of the student population and through different modes of communication, including but not limited to on-line sessions, phone calls, texts, emails, class platforms. For direct service to students:

- Bilingual staff will provide instructional videos in the predominant languages of the school population to assist with utilizing technology for remote and hybrid learners:
- Will actively engage students regularly to assess their need for social-emotional, well-being support that addresses the unique experiences of ELL students.
- Bilingual counseling is available by native speakers for Spanish speaking students and families and, through use of translators, for other languages to support ELL with the challenges they encounter due to COVID 19 closures.
- Ensure that all ELLs and other vulnerable students can access technology and Wi-Fi needed for remote learning:
- Will assist families to fill out the necessary documents to obtain a NYC DOE internet device, Wi-Fi to facilitate remote learning and any other COVID-19 related issues or these families.

Emergent Multilingual Learners in Pre-Kindergarten will receive instruction in their first language in Bilingual classes and as support in AIBP classes. Once concepts are mastered in the primary language, learning will continue and be reinforced in both English and the primary languages. The class faculty in the classroom is there to provide additional support at all times in the primary language.

Positive Beginnings, Inc. will create and provide resources in the language(s) most frequently spoken by the ELL/MLL students and families on how to access technology used in on-line education through:

- Providing families with resources in their native language including written notifications, phone call assistance and videos on how to access technology used in on-line education in their native language wherever possible:
- Websites and social media platforms are identified to families that provide this assistance
- Guidelines and videos will be posted on technology platforms and Positive Beginnings, Inc., Inc. website.

16. STAFFING and HUMAN RESOURCES:

All Positive Beginnings, Inc., Inc. who are required by law to hold valid certificates and licenses will hold valid documentation appropriate to their assignment. All certificates and licenses will be verified via the internet in the NYSED TEACH website and copies will be on-site in their personnel files in Human Resources.

Positive Beginnings, Inc. floater teachers may need to be given teaching assignments for families requesting either remote and/or blended instructional models and to provide coverage when faculty is absent, quarantined or otherwise not able provide services.

Positive Beginnings, Inc. will undertake robust recruitment efforts to identify and process qualified substitutes and to fill any vacancies that may occur. In the 2020-2021 school year, as permitted by NYSED, if new hires are not available and qualified substitute teachers cannot be engaged, individuals with a high school diploma or equivalent, even those not working toward certification can first be engaged for up to ninety (90) days and then beyond the first ninety (90) day period through the end of June, 2021, as long as the principal/director documents and attests that recruitment efforts did not identify a fully qualified substitute teacher. The principal/ director must attest to the shortage of qualified recruits initially and then at the end of the first ninety (90) day period. Recruitment efforts will be extensively documented through the Human Resources department.

Positive Beginnings, Inc. faculty who are requesting an accommodation from reporting for in-person work due to concerns about their own health must notify the Human Resources department and then comply with submitting requested medical and/or other information before Positive Beginnings, Inc. can determine if a reasonable accommodation can be made based on applicable law, regulation and the agency's needs and resources.

17. TEACHER AND PRINCIPAL EVALUATION SYSTEM

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

Although our program is not subject to the specific laws and regulations regarding professional evaluation cited in the NYSED guidance, job performance for all employees of Positive Beginnings, Inc. is reviewed and documented by a supervisor at annual professional performance review. Positive Beginnings, Inc. provides support to educators, clinicians and school support personnel by giving feedback as to their job performance on a scheduled basis.

18. STUDENT TEACHING

Due to the concern about allowing visitors into the building and limiting access to students and faculty from people who may be in multiple work/day situations, Positive Beginnings, Inc. will be limiting student teaching, practicum experiences and internships to those for current Positive Beginnings, Inc. employees during the 2020-2021 school year.

