



Joan & Alan Bernikow  
Jewish Community Center  
of Staten Island

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## School Re-Opening Plan

### Version 3

Posted: August 27, 2020

Agency Name: **Jewish Community Center of Staten Island, Inc.  
First Foot Forward Preschool**

BEDS Code: **35310088043**  
VENDOR ID: **135562256**

Administrative Address: **1466 Manor Road  
Staten Island, NY 10314**

Program Site Address: **Site 1- 1466 Manor Road, Staten Island, NY 10314 (C317)  
Site 2- 1297 Arthur Kill Road, Staten Island, NY 10312 (C989)  
Site 3- 2221 Richmond Ave, Staten Island, NY 10314 (C625)**

Program(s) provided at our sites:

**4410 Pre-school Special Education**

- **Special Class**
- **Special Class in an Integrated Setting (sites 1 and 2 only)**
- **Multi-Disciplinary Evaluations (site 1 only)**

**Other: Pre-K for All, Pre-K 3, Daycare**

**Contact Person (Name, Title): Jayne M. Smith, Chief Program Director for Early Childhood  
and Disability Services**

Contact Phone Number: **718-475-5265**

Contact Email Address: **jsmith@sijcc.com**

Website where this plan and any plan updates will be posted: <https://www.sijcc.org/first-foot-forward.html>

## INTRODUCTION

This plan was developed to conform to the guidance provided by the New York State Education Department (NYSED) in their July, 2020, document entitled: **Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance**. This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and all of the new requirements and regulations which may emerge over time. We solicited input and involvement from the families we serve, our staff, members of the Board of Directors and Committee on Preschool Special Education during the original drafting of our re-opening plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

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

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

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

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

**Any suggestions, concerns and/or questions about our plan should be directed to the contact person identified at the beginning of this document. This plan reflects all sites with specific details outlined to reflect each program location specific needs.**

## **COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT**

The Jewish Community Center of Staten Island, Inc. (JCC) has created a Reopening Team to address the specific needs of our community. The team consists of Administrators, Teachers, Assistant Teachers, Therapists, Medical personnel and members of the Board of Directors including:

- Orit Lender, Chief Executive Officer
- Lee Guttenplan, Chief Operating Officer
- Joanne Pennisi, Human Resources Director
- Jayne M. Smith, Chief Program Director for Early Childhood and Disability Services
- Dawn Gallis, Assistant Director, Early Childhood
- Rachel Engel, Early Childhood Coordinator
- Marie Fago, Early Childhood Coordinator
- Stephanie Kosnik, First Foot Forward Coordinator
- Tanya Laughlin, First Foot Forward Coordinator
- Stephanie Prasenski, Early Childhood Coordinator
- Maria Brown, Early Childhood Administrative Assistant
- Dolores Currier, Early Childhood Administrative Assistant
- Amy Foxman, Early Childhood Administrative Assistant
- Marla Tesoriero, Early Childhood Administrative Coordinator
- Allison Romeo, First Foot Forward Supervising Therapist
- Sandor Haft, COVID Resource Specialist
- Jennifer Karczewski, Special Education teacher
- Stacy McGroarty, Teacher
- Jana Kundlova, Assistant Teacher
- Josh Kanner, DDS
- Dennis Bloomfield, MD
- Denise Schneider, Board Member and parent

The Reopening Team has assisted in creating this original plan and will continue to participate in future revision of this plan.

In preparing our reopening, we engaged our stakeholders in focus group discussion. These information sessions included staff and families, the Committee on Preschool Special Education and JCC Board Members. In addition, surveys were created and shared with both current and future families.

Prior to reopening, the JCC will convene orientation for the families. At this session, information on our reopening plan, daily health and safety procedures, communication and instruction will be addressed. Staff will be provided with a full week of orientation and training. As part of the instructional curriculum, children will be taught proper self-care and safety precautions. Signage will be posted for visitors.

As part of the instructional day, teachers will model and prompt both verbally and physically, proper hand washing techniques. Visual markers on the floor and walls will assist students in maintaining proper social distancing. Teachers will model and prompt children to cough/sneeze into their elbow to control respiratory secretions.

Families will be provided with an additional School Handbook related to COVID-19. This handbook provides families with resources from the Center for Disease Control (CDC) and Department of Health. This handbook will be provided to families in their native language, in large print and if requested can be made available as a digital recording.

## **HEALTH AND SAFETY**

The hospitals located in our region are Staten Island University Hospital (Northwell) and Richmond University Medical Center. At this time, both local hospitals have the ability to manage COVID -19 cases and have ample beds in their facility to meet the need of this emergency.

Prior to the start of the school year, staff will be trained in the signs and symptoms of COVID-19 and Multisystem Inflammatory Syndrome in Children (MIS-C). Protocols for suspected illness will be reviewed and posted in each classroom for all staff to follow.

Prior to entry into the school building the staff and children will be screened. Staff members will fill out a daily health screening form, including a temperature check. Parents will be required to complete a daily health screening form.

Children who present with symptoms will be escorted to an isolation room. At this time, the JCC does NOT have a nurse on staff. We have staff trained in First Aid, CPR and Epi-Pen for emergencies. A member of the administrative team will assess the child, based on CDC signs and symptoms. The family will be notified to pick up their child. Families will be contacted at a later time to confirm follow up with a health care provider.

Children who have a temperature of 100 degrees or higher will be sent directly home with the parent. If the child arrives by bus and has a temperature of 100 degrees or higher, the child will immediately be sent to the isolation room. If a child becomes ill during the school day, a staff member will inform the preschool office that a child with a fever is being escorted to the isolation room. Staff will manage any of these instances wearing appropriate personal protective equipment at all times. The onsite director will contact the family to arrange for pick up.

Due to implementing the new daily health screening we will not be allowing any person to enter the facility except the following who will be screened prior to entering;

- Persons with legal authority to enter, including law enforcement officers and ACS case workers.
- Professionals providing services to children
- Children enrolled
- Staff members

These permitted visitors will be screened prior to entry. This will include a temperature check and a questionnaire asking:

- Signs or symptoms of a respiratory infection, including cough, shortness of breath, sore throat or a low- grade fever.
- In the previous fourteen days
  - has had contact with someone with a confirmed case of Covid -19;
  - has been tested Covid -19;
  - is ill with respiratory illness,
  - has traveled internationally or within states that have travel restrictions.

Parents will be invited to participate in an orientation prior to the start of the school year. Families will be provided with a COVID- 19 handbook which provides information on signs and symptoms of COVID-19, as well as the illness/return to school policy. This information will be provided to families in their native language.

Students and teachers are required to wash hands prior to entering the classroom.

Signage will be posted in the bathrooms, classrooms and hallways as a visual reminder to “cover your cough”, “sing the birthday song” and other cues to support proper hand washing and respiratory hygiene. Teachers will model and prompt students ensuring proper handwashing and sneeze/cough covering. Students who need more assistance with handwashing will be provided with physical prompting and support.

Within our buildings we have signage along the walls and floors to help maintain physical distancing. We have placed *stars* on the floor to provide social distancing, one-way traffic signs and stop signs to help with the flow of movement. Within the classroom, visual markers support social distancing whenever possible.

Student and staff who are at high risk or live with family members who are high risk will be accommodated through the remote learning platform. Families and staff will be surveyed in compliance with HIPPA.

Staff and visitors will be required to wear face coverings. The JCC will provide these items if necessary.

Students over the age of 2 will be required to wear masks in the classrooms and throughout the school. Students who cannot tolerate masks due to sensory or other health related issues will not be required to wear masks. Mask breaks are permitted when social distancing is present.

Students and Staff will be permitted to take a “mask break” when necessary as long as social distancing is allowable. The JCC has a variety of vendors who can supply us with PPE. We have a stock pile of masks, gloves, face shields, and disposable gowns for a three-month period of time, based on enrollment.

All protocols related to illness and exclusion due to COVID- 19 are provided to families in the supplemental COVID-19 handbook. If a staff member or child is diagnosed with COVID-19, the individual must not enter the facility for at least **14 days** after the onset of the first symptoms. The individual may return under any of the following conditions: At least 10 days since symptoms first

appeared **and** at least 72 hours with no fever without fever-reducing medication, **and** symptoms have improved.

**Children and Staff must provide a note from their health care provider allowing them to return to childcare.** The Director and health department liaison will communicate and coordinate efforts for the safe return to school with family members. The HR director will work with health officials who coordinate the safe return of staff members insuring HIPPA.

CDC guidelines were used to create logs for documenting cleaning, sanitizing/ disinfecting of each classroom, bathroom and playground. The log includes dates, time, high touch surfaces and area cleaned. This include materials and games, high touch surfaces such as light switches, doorknobs, table tops, sink handles, nap mats, and cubbies. Toys which cannot be easily cleaned have been removed from the classroom.

All safety drills will be conducted in compliance with regulations allowing for social distancing between classroom “families”. Social distancing requirements will impact the time needed for the successful evacuation of the school building.

At this time, the JCC will not operate extended day programs. As we proceed in our reopening, we will operate our extended day program based on the following protocol:

- Children will be in small groups based on classroom “families”.
- Staff will be consistent within those groups.
- Children will not intermingle with other class “family” groups.
- All health and safety guidelines will continue as previously stated

COVID-19 Safety Officers will be responsible for continuous compliance with all aspects of the school’s reopening plan, as well as all phased-in reopening activities. The COVID-19 Safety Officers are:

- Site 1- Marla Tesoriero, Administrative Assistant
- Site 2- Deidre Piccolino, Administrative Assistant
- Site 3- Maria Brown, Administrative Assistant

In the event of absence, the onsite Education Coordinator will assume those additional responsibilities.

Sandor Haft will act as the COVID-19 Resource Person for the JCC. He is a licensed Social Worker and a New York Emergency Medical Technician. Sandor supervises the COVID-19 navigator program and has knowledge of resources within the community. He can be contacted at 718-475-5274 and through email at [shaft@sijcc.com](mailto:shaft@sijcc.com).

We will limit visitors to the school facility except the following;

- Persons with legal authority to enter, including law enforcement officers and ACS case workers.
- Professionals providing services to children
- Children enrolled
- Staff members

Our Visitor policy will be posted outside of the school entrance.

Families will be provided with the screening questions during orientation. The COVID-19 supplemental handbook will provide detailed information on signs and symptoms of illness. This information will be provided in the family home language.

School staff wearing PPE will take children's temperatures with contactless thermometers at arrival. Families who arrive by car will be screened through the car window. Families who walk to school, will be screened through a partition.

Entry to the building will be allowed after the health screening is filled out with the following questions being answered:

- Signs or symptoms of a respiratory infection, including cough, shortness of breath, sore throat or a low- grade fever.
- In the previous fourteen days has had contact with someone with a confirmed case of Covid -19; has been tested Covid -19; is ill with respiratory illness, has traveled internationally or within states that have travel restrictions.
- Temperature will be recorded as a pass/fail.

Students are escorted to the classroom once screening is completed.

Families with limited or no internet access will be screened upon arrival to the school by a staff member. Paper copies of the screening tool will also be available.

Staff will wear masks/face shields throughout the day and use other personal protective equipment to limit the spread of any illness. Children will only be required to wear masks when social distancing is not feasible. Mask breaks will be conducted as needed with proper physical distancing.

Staff will wear PPE when assessing student illness and when performing specific respiratory illness procedures such as nebulizer treatments for children with asthma.

We have designated the following rooms for isolation:

Site 1- Office 129

Site 2- Room T-1

Site 3- Room 2-6

Administration of medication when required will be administered in a separate location, away from other children which is not the dedicated isolation room.

Staff will use disposable gloves, mask and gown when providing medical care to children or staff.

All staff, including custodial staff will be provided with appropriate PPE.

The JCC has created checklists to insure continuous and proper cleaning and sanitizing logs. A daily safety checklist will ensure that there are sufficient supplies for cleaning, sanitizing, as well as personal health and hygiene.

Sandor Haft, our COVID-19 resource person, is a licensed New York Emergency Medical Technician. He will be the main contact upon the identification of positive COVID-19 cases and subsequent communications. Sandor has been involved in the creation of this document.

## FACILITIES

The Jewish Community Center has planned a re-opening based on the safety guidance of all of our regulatory agencies. Some spaces have been repurposed so that children and staff can implement social distancing. Our indoor gym will be used to provide Physical Therapy, allowing Occupational Therapists to adapt the shared space and address social distancing requirements (site 3). Our library will be repurposed to allow for social distancing of our Occupational Therapists (site 1). These spaces are all currently approved under our New York City Department of Health Permit. At site 3 we will utilize a room adjacent to New Room 2 for Speech Therapy. Our consultant from the NYC DOHMH has been notified of our request to utilize this space which is not listed on our permit. At this time, we are awaiting a response.

Our school's written emergency plan has been modified to reflect social distancing. Fire and lock down drills will continue while keeping social distance. Classrooms will exit from different staircases and will meet by our designated area while keeping with social distance protocol. Prior to opening, the Fire Station will be tested.

Families will arrive on a staggered schedule. Staff will wear PPE as they greet families outside of the school building review the screening questions with the families, take the child's temperature and escort the child to the classroom by staff. Staff and children will be screened before entering our facility. No one with a temperature of over 100 degrees will be allowed to enter.

Classroom doors will remain open along with classroom windows to increase ventilation. All doors that are not fire-rated will remain open. HVAC system filtration has been updated with MER 13 filters for sites 1 and 2. Site 3 has wall air/heat units where filters are easily cleaned.

Clear dividers are placed between computers and other work stations and in children's bathrooms where social distancing is not sufficient. Hallways will have arrows to guide children and staff in the right directions. There will also be *one-way* signs and *stop* signs to limit traffic. Signage will be posted throughout the building.

Classrooms are set up to maximize social distancing. Materials will be limited to reduce sharing and some items will be child specific and stored in a labeled container. An isolation room will be available for any student who becomes ill during the school day.

All classrooms have access to hand-washing stations. Hand sanitizing stations will be placed throughout the facility. All precautions will be made to ensure a safe environment. Daily, prior to opening, the faucets on all of the sinks will be run for a period of 10 minutes. Lead testing will continue on schedule as required after reopening.

All regulatory documentation will be posted in a visible location for inspection.



## **NUTRITION**

In accordance with all regulatory agencies, the Jewish Community Center will be implementing numerous changes to children's mealtimes. We have contacted our Food Service Director and discussed the best options for providing nutritious meals in the safest way possible.

Children will be eating meals with their teachers in their classrooms. Chairs will be set up all facing the same direction. Chairs will be removed to ensure proper social distance between children during mealtime. All tables and chairs will be sanitized prior to and immediately following all meals. Disposable dishes and utensils will be utilized.

All eligible children will be provided with a free nutritionally balanced pre-packaged individually wrapped portioned lunch. The children will no longer eat family style. Sharing of food will not be permitted. Teachers will distribute wrapped lunches wearing gloves and face masks. Staff will supervise and support children with hand washing. All children must thoroughly wash hands prior to and immediately following mealtime. All uneaten food will be discarded immediately after meals.

Free Grab and Go lunches will be provided by our Food Service for all children who have opted-out of in person learning. Parents will be contacted by phone and email to inform them of pickup procedures. All written documentation will be provided in the families' native language.

All parents will be provided, by e-mail, with a menu/calendar at the beginning of the school year to allow for planning (by parents) for food allergies and picky eaters. Our food Services Director is conscious of the seven high allergen foods to avoid when preparing meals.

Children who choose to bring lunches from home must bring all food in disposable bags. Material lunch bags will not be permitted.

## **TRANSPORTATION**

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.

An online health screening document will be completed by the parent, reviewed by the safety officer and kept on file in the preschool office. In the event the parent has limited ability to complete the online form, families will be provided with a paper version and the screening information will be obtained through phone contact prior to the arrival of the child at the school. The JCC will coordinate health screening with the bus company.

Both arrival and departure procedures will include staggered times to reduce crowding and waiting while allowing for proper screening procedures and social distancing.

Staff will be assigned to assist with bus procedures on a rotating basis. Some staff will be recording arrival time and child's temperature, while others are responsible for escorting the child to the classroom.

Children will disembark the bus and be escorted to the classroom with a staff member who is wearing a mask/face shield, gloves and disposable gown (when appropriate). Children will be directed to wash their hands upon arrival. Staff will remove their gloves, wash and dry their hands, re-glove and return to the bus to assist with other students.

Dismissal procedures will reflect both bus and parent pick up procedures. Bus children will be dismissed as the buses arrive at the school, one bus at a time. Children will remain in the classroom until notified of the arrival of the bus.

Parents who pick up their child either by car or foot, will wait outside of the school building. A staff member will inform the classroom to escort the child to the parent. The time of departure will be recorded.

## **SOCIAL-EMOTIONAL WELL-BEING**

The Jewish Community Center's Early Childhood Education Department will adapt a plan to support all children and their family's social-emotional well-being as they embark on their journey of returning to school. The JCC will continue to cultivate a caring and welcoming school community in order to meet the children and families with the compassion and support that is needed. All teachers and caregivers will be in charge of Pupil Personnel Services within each building. They will share in facilitating social emotional and physical well-being, strengthening family and school partnerships, and promoting a positive school environment. Administrators, teachers and staff have been trained in Mental Health First Aid.

Supporting the social-emotional well-being of children and families is most important to ensure there is a connection between home and school. Teachers (and all caregivers) play key roles in helping children develop social and emotional competence. Teachers can intentionally support children's social and emotional health by using children's books, planning activities, giving effective praise and modeling appropriate behaviors all while the teacher and child are present in the classroom setting. The Early Childhood Education Team will work together in creating a safe physical and emotional environment. This can be achieved by creating and maintaining routines within the classroom as well as through online learning. Having clear routines and schedules in place provide children with a sense of safety and predictability. Teachers and caregivers will verbally reassure children of their safety within the classroom environment. Teachers and caregivers will support children's development of self-regulation. Teachers will validate children's feelings throughout the day and teach self-regulation skills such as deep breathing and mindfulness activities.

The Jewish Community Center's Early Childhood Education Department will support families by providing opportunities for parents/guardians to voice their needs before the return to school and on an ongoing basis throughout the school year. Prior to the start of the school year various surveys will be conducted to learn the individual needs of each family. Additionally, individual focus group for each program, 3K, PreK and First Foot Forward will be piloted. To support social-emotional well-being and the individual needs of families, resources and documentation will be provided to families in their native language. The resources will be in the form of handouts as well as online websites.

To ensure the social-emotional well-being of all staff and caregivers on site, the Jewish Community Center's Early Childhood Education Department will conduct bi-monthly staff meetings. The staff meetings will include openings to share stresses, grief and any overwhelming challenges that staff may endure during the school year. These bi-monthly meetings will offer opportunities for staff to heal together, build strong supportive relationships and help process their own emotions. Additionally, administrators will focus on finding social-emotional well-being professional development opportunities for all staff. Through this staff group support a positive team can be created and sustained.

Supporting children's social-emotional well-being is most important during this time of COVID-19 learning. The JCC will continue to cultivate a caring and welcoming school community in order to meet the children and families with the compassion and support that is needed.

Staff play key roles in helping children develop social and emotional competence. Staff can intentionally support children's social and emotional health by using children's books, planning activities, giving effective praise and modeling appropriate behaviors all while the Staff and child are present in the classroom setting. We currently use several social emotional curriculums including Sanford Harmony and MVP Kids INSTILL SEL curriculum which provide the students with a fun way to problem solve and develop self-image and confidence.

Using a Multi-Tiered System of Support will help to engage children with differing abilities. The mission of the JCC First Foot Forward's PBIS team is to foster and promote a safe and positive home/school environment that enhances student learning, teaching skills and recognizing positive behavior. Using this approach, our Positive Behavior Intervention and Supports team will collaborate to assist the classrooms in supporting children on all levels.

Staff and caregivers will support families by providing resources to support social-emotional well-being. The resources will be in the form of handouts as well as online websites. Instructional Support from our Regional Associates, NYC Instructional Coordinators and Social Workers will provide additional support and guidance. The JCC will also refer families for entitlements such as health insurance, food pantry and other government entitlements through COVID-19 Connect to Recovery.

## **SCHOOL SCHEDULES**

The Jewish Community Center will implement a scheduling model to accommodate all registered children within their educational setting. Our scheduling decisions will adhere to the health and safety standards and from the most up to date guidance from the New York State Department of Health. The scheduling model will include a hybrid of both in-person learning and remote instruction. A blended or hybrid model will allow for the most appropriate flexibility. Our scheduling model will be clearly communicated to families as well as staff. All documentation will be provided to families in their native languages.

Prior to the start of the school year various surveys will be conducted to learn the individual needs of each family which will support the restructuring of our program. Additionally, individual focus groups for each program, 3K, PreK and First Foot Forward will be piloted. This will ensure that the flexible scheduling model will closely meet all family's needs. We plan to implement the following school schedule for the 2020-2021 school year:

- All administrators, teachers and staff will follow one schedule throughout the day.
- All students and families will have the option to choose full remote learning or a hybrid-learning model.
- Families will have the ability to opt into remote learning at any time throughout the 2020-2021 school year.
- Four times throughout the school year, (quarterly) families will have the option to switch their initial learning model choice to accommodate their family's needs. This will be subject to enrollment and current health practices.

- Parents of children in our small ratio classrooms (8:1:2) will have the option of daily in person instruction.
- Students in all other classrooms will be split equally into two groups – Group A and Group B. This will allow for social distancing amongst students, teachers and staff.
- Each group will sustain a stabilized ‘family/pod’ throughout the day.
- Specific student schedules will be provided to families prior to the start of school.
- Families who choose fully remote, will be provided with a schedule of instruction and therapy which coordinates with the needs of the family and school.

In the event that Covid-19 cases develop, we will temporarily move classes where the individual has tested positive to a remote/virtual format until all contacts can be identified, notified, tested and cleared.

The flexible scheduling model that is implemented will include a modification to our arrival/dismissal procedures. We will stagger the arrival and dismissal time for each class. During arrival, parents/guardians and students will maintain social distancing outside the facility until their child has been cleared to attend school. A staff member will then bring the child to their class. During dismissal, parents/guardians will maintain social distancing outside the facility until their child is brought out by a staff member. The staggered time frame will reduce the congestion in the hallways, walkways and building. Staggering the times will allow teachers, students, parents/guardians to maintain social distancing.

## **BUDGET AND FISCAL**

Given the complexities and uncertainties of the upcoming year, management, with the full support of the Board of Directors and the Budget & Finance Committee, decided to take a two-pronged approach when budgeting for the 2020-2021 fiscal year. The first step was to develop a two-month budget for the months of July and August, considering available information at the time. The two-month budget has been adjusted as new information becomes available regarding the reopening of programs such as camp and daycare. Management is currently working on a ten-month budget covering the remainder of the year. The assumptions surrounding the ten-month budget are fluid and will evolve as information regarding reopening becomes available.

Management has been providing financial reports and updates to the Board of Directors on a regular basis. Since the start of the pandemic, both the Board and the Budget & Finance Committee have been meeting on an accelerated basis. Regular topics of discussion include cash position and projection, status of receivables and payables, revenue and expense tracking, and budget development for the 2020-2021 fiscal year.

At the inception of the pandemic, the JCC’s Development team sprang into action, reaching out to local foundations and corporations in an attempt to secure emergency COVID-19 related funding and grants. To date, the JCC has secured in excess of \$500,000 to support COVID-19 social services programs. Additionally, the JCC’s Fundraising team initiated its Families in Need campaign, engaging the community in raising funds to support the JCC’s COVID-19 related programming and expenses. The campaign has now entered its second phase. Furthermore, the JCC applied for and received a PPP loan, the proceeds of which are used to fund payroll expenses and other allowable expenses such as rent, mortgage interest and utilities.

The JCC's Fundraising team has recently entered the second phase of its Families in Need campaign, the purpose of which is to generate funds to enable the JCC to continue to provide valuable services to the community, particularly to members of the community impacted by the COVID-19 pandemic. In the event that tuition reimbursement is insufficient to meet the additional costs of providing services, the JCC will turn to the funds raised by the campaign.

Additionally, the JCC has several Board-designated funds whose purpose is to enable the agency to continue its mission of providing services to the community. In event that Operating cash falls short, the management will seek approval of the Board to temporarily access these funds so as not to interrupt the provision of critical services.

Management works closely with both the Board of Directors and the Budget & Finance Committee to monitor the fiscal health of the Agency and its individual departments on a regular basis. Through careful monitoring of the school's income and expenses, a potential tuition reimbursement shortfall will hopefully be detected early enough so as to be able to make offsetting adjustments to expenditures in a timely manner.

The JCC will maintain high levels of enrollment through communication with CPSE administrators, and families. Staff will make phone calls and email contact with families on a regular basis. Conducting bi-weekly class meetings will provide us with up to date, student and family needs related to instruction, technology and social emotional well-being. The JCC will continue to advertise in local family publications in order to engage new families in our community.

## **ATTENDANCE AND CHRONIC ABSENTEEISM**

All parents are asked to contact the school prior to the start of each school day to inform us of absence. The Administrative Assistant from each site will collect daily attendance /contacts for all in-person students from each classroom. Attendance will be tracked in a log by class. If a student is out for 3 days or more for non-Covid related illness, we must have a doctor's note on their letterhead with a doctor's stamp verifying that they were ill. For COVID-19 related illness, please see Health and Safety section of this document.

If a child is absent and we have not received a call from the family within one hour of the start of the school day, a staff member will call the family to inquire about the child's health status. All phone calls will be documented in a log of parent contact.

If the students are participating in fully remote learning on Google Classroom, attendance will be recorded through a "Question of the Day" which is recorded on the Staff's attendance card. Attendance will be collected weekly, maintained and filed by the Administrative Assistant. Each classroom staff will make phone calls or email contact at least twice a week for all students who are enrolled in remote services.

During staff orientation and training, we will review our responsibilities as a mandated reporter. Concerns for student well-being and/or safety will be brought to the immediate attention of the onsite director/coordinator. CPSE will be notified of any calls to the Agency for Children's Services. Referrals to outside social services will be provided to families for food insufficiencies and other government entitlements.

## **TECHNOLOGY AND CONNECTIVITY**

Families are surveyed to determine technology needs and the level internet access. Families who need technology or internet access will be referred to the NYC Department of Education's loan program. The JCC has a small bank of laptops and tablets which could be shared with families on a limited basis. Supply boxes and materials will be sent to families to assist with remote learning. Special considerations will be made for students with limited access to technology including but not limited to priority in-class time, tablets/laptop usage or additional supported learning materials. IDEA funds may help to support the acquisition of additional technology.

The JCC utilizes the services of H2 Technology Partners for IT services including, the installation, repair, purchasing, and management of the enterprise corporate network. The JCC uses Microsoft's Office 365 platform and apps, which is only accessible to those with an authorized email account. Microsoft Office 365 is used for email encryption. Our schools have fully supported internet access.

Ongoing parent feedback will assist with problem solving technology and remote learning platforms. Teachers and Therapists will provide flexible scheduling of remote services based on family needs providing flexibility and equitable access.

## **TEACHING AND LEARNING**

The Jewish Community Center will ensure that there is continuity of learning for all students, where instruction is aligned with the outcomes in the New York State Learning Standards. Our program will prepare for instructional delivery in all 3 models – in-person, remote, and hybrid learning, while maintaining flexibility to prepare for any necessary shift in modality.

Our program has a clear communication plan so families can contact both teachers and administration with questions about instruction and/or technology. Families will be given point of contact phone numbers, emails, and a variety of web-based tools (Google Classroom, Living Tree, etc.) to ensure open lines of communication at all times. Supportive documents will be disseminated to ensure comfort and ease with instructional programs and online platforms. These documents will be available in multiple languages to ensure equity with our families. Translation hotlines will be used as needed to ensure the inclusion of all English Language Learner families.

Building trusting relationships is the cornerstone of both teaching and learning. Our program will include regular and substantive interactions between teachers and students, regardless of delivery method. Remote learning sessions will consist of video lessons, as well as small group, whole group, and individual video conferencing. These interactions will be used to create a climate of safety comfort, and routine, while giving students necessary social, emotional, and/or academic support. Regardless of modality, instruction will be aligned with Learning Standards and primary instruction will be delivered by a certified teacher or other qualified professionals.

Our program will be mindful of the specialized needs to student whose educational experiences in 2019-2020 were disrupted due to school closures and who now require additional social, emotional, or academic support to be successful. We will cultivate a caring and welcoming school community while using intentional support to strengthen children's social and emotional well-being. This will be done through a variety of classroom activities, verbal supports, as well as through our social-emotional curricula Sanford Harmony, MVP Kids Instill SEL, and our Positive Behavior Intervention and Support

plan. Additionally, our School Psychologist and Social Worker will plan and deliver monthly family meetings to help meet these needs, of both or students and our families. Our school will also be conducting bi-weekly staff meetings to discuss the individual needs of students and each student's responses to in-person, blended, and/or remote learning. We will help students re-adjust to in-person instruction when the need arises by using blended learning as a tool for seamless re-entry into the school environment.

In-person instruction will adhere to all guidelines set forth by the New York State Department of Health. Staff/student ratios will be determined as per child's IEP. All health and safety precautions will be followed, for example, family style eating will not be practiced, centers that include multiple students using at one time will be avoided, students will be provided with individual sets of materials to avoid the sharing of materials. Practices which encourage physical contact, such as hand holding, will be discouraged. Smaller class sizes will enable social distancing, especially in regards to nap time, where children will also be placed in the head to toe formation to enhance distance practices. Napping materials will be sanitized daily. Meal time will also practice social distancing guidelines, with children not sitting directly across from each other. Meals will be individual and the sharing of food will not be permitted.

Our program will limit individuals coming into our school. Visitors will not be allowed entrance into the facility except the following:

- Persons with legal authority to enter, including law enforcement officers and ACS case workers
- Professionals providing services to children

These individuals will be screened upon arrival using our Daily Health Screening practices.

Remote learning instruction will be delivered in accordance to NYS Learning Standards, while being mindful of the amount of screen time students have. We will assess the needs of families to ensure they have appropriate access to technology to develop effective distance learning strategies and sustain student attainment and achievement. Teaching staff will schedule dedicated weekly times to communicate with families. Teaching staff will create a daily routine so students have a consistent schedule, this routine will include morning meetings, multiple read alouds, lessons and activities, music and movement, closing circle, etc. Teachers will provide families with a list of prompts and questions alongside activities to encourage critical thinking skills. Teaching staff will provide weekly newsletters to families to aid in their partnership. Family engagement activities will be provided weekly.

Hybrid learning instruction will be a combination of in-person and remote learning. Our program will have a split schedule of consistent days and one alternating day, M/T/W; TH/F; with alternating Wednesdays. To limit the exposure to the COVID-19 virus, students will be grouped by "family" so intermingling between "families" does not occur. Social distancing and the wearing of face coverings will be practiced as both mandated and appropriate. This schedule allows children and families consistency in scheduling childcare needs.

Students will be assigned to their learning model based on parent input and parent preference. Sibling enrollment will be considered so families will have consistent schedules.

The JCC will use diagnostic assessment to determine each student's academic, social and emotional needs. Information for assessments will be based on prior learning, parent interview, and observation.

All formative screening assessments will be done as soon as possible, but not before spending time on socialization and the adjustment period of the school setting. Quarterly and annual review reports for children with Disabilities will continue on the regular schedule based on IEP mandates.

## **CAREER AND TECHNICAL EDUCATION**

Career and Technical Education 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.

## **ATHLETICS ACTIVITIES EXTRA CURRICULAR ACTIVITIES**

*NOTE:* While athletics and extra-curricular activities are generally not part of any 4410 program. 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.

## **SPECIAL EDUCATION**

The Jewish Community Center's First Foot Forward program will continue to provide preschool students with disabilities the same equal educational opportunities as their peers. First Foot Forward will ensure that the transitioning of remote and in-person instruction environments meet the provisions of a FAPE consistent with the health and safety conditions that exist.

First Foot Forward will provide a blended learning platform to maintain continuity of learning and oblige by DOH regulatory guidelines. This platform was chosen based on family survey results and family preference. The First Foot Forward program will continue to adhere to, the greatest extent possible, to the special education and/or related services identified on the student's IEP. Families will have an ability to opt in/out of learning platform on a quarterly basis. Communication and documentation of such will be maintained in student's file and shared with CPSE administrator.

While providing in person instruction we will continue to demonstrate, whenever possible, social distancing as well as the maintenance of stable classroom groups/families. We will coordinate a staff plan to the greatest extent possible, to provide consistency of same staff to classroom groups/families. The staff plan will also be applicable to therapy and related services that mandate group services.

Teachers and service providers will continue to collect data and use such data to monitor student's progress towards the annual goals and to evaluate the effectiveness of the student's special education services. Reports of progress to parents will be made via telephone or other electronic means. Student progress will be communicated to their families in their native language via written and/or verbally through the DOE translator hotline.

First Foot Forward will provide equipment and materials necessary for remote learning to families who may not have the resources at home. The focus of blended learning for our preschool students with disabilities will be centered around building connections between in-classroom and at home experiences. First Foot Forward will continue to ensure meaningful parental engagement in relation to implementation/deliverance of related services. Parent communication will be available through written (student notebooks, email), remote platform (google classroom) and phone consultations with families.



Parent communication will be made available in their native language via written and/or verbally through the DOE translator hotline.

First Foot Forward has considered in person-services a priority for our high-need students and preschool students with disabilities. We will maintain a contingency plan in the event of intermittent or extended school closure. First Foot Forward will maintain regular correspondence and collaboration with CPSE in order to ensure students individual needs are met, the learning platform utilized, as well as to provide necessary instructional and technological support when applicable. First Foot Forward teams will meet regularly to determine student progress/performance, methods of delivery of services, and service modification if needed. The dissemination of such information will be shared with families in their native language, and with CPSE.

## **BILINGUAL EDUCATION AND WORLD LANGUAGES**

The JCC is not a Bilingual Education program. Instruction is provided in English only.

Families receive documentation in the parent's home language and utilize translation hotlines for telephone communication.

We will provide support to all parents/guardians regarding the use of technology in their preferred language of communication through translation hotlines or written translation.

We will maintain regular communication with the parents/guardians and other family members of English Language Learners (ELLs) to ensure that they are engaged in their children's education during the reopening process.

Communicate with CPSE to address the needs of ELL students.

All procedures mentioned in previous sections will apply to ELL students and their families.

## **STAFFING AND HUMAN RESOURCES**

All staff will hold a valid certification/license appropriate to their service assignment. All certifications will be verified using internet tools made available by NYSED.

Staffing changes may occur based on reasonable accommodations based on individual staff needs. These accommodations may impact how instruction occurs in the school building. Flexibility in scheduling and classroom assignments may occur to allow for "incidental" assignments in the event that a teacher is working outside of their current certificate. This will be limited to ten hours per week.

Substitute teachers will play an important role as staff absence should be anticipated. Our school will undertake a robust recruitment effort to identify and process qualified substitutes. During the 2020- 21 school year, if efforts to hire a qualified substitute teacher cannot be attained, individuals with a high school diploma or equivalent, even those not working toward certification can be utilized for up to ninety days and then beyond the first ninety-day period through the end of June, 2020, as long as it is documented with recruitment efforts and that those recruitment efforts did not identify a fully qualified substitute teacher. All recruitment efforts will be extensively documented.

Staff members who are requesting accommodation for reporting to in-person work due to concerns about their own health must notify the Human Resources Director and submit appropriate documentation before the JCC can determine if a reasonable accommodation can be made based on applicable law, regulation and the JCC's need and resources.

## **TEACHER AND PRINCIPAL EVALUATION SYSTEM**

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

## **STUDENT TEACHING**

When appropriate, and on a limited basis, we will welcome student teachers into our school during the 2020-21 school year.

**CHANGES IN THIS PLAN WILL BE POSTED AS VERSIONS BY DATE**

## **REFERENCES:**

- Center for Disease Control
- NYS Department of Health
- NYC Department of Education
- NYC Department of Mental Health and Hygiene