

At Haven, we want our students in the building with us as much as possible, but in the instance that being in the building is unsafe, we have developed a remote learning and working plan. Whether we are in the building or at home, we prioritize:

1. Fostering connectedness
2. Protecting learning
3. Maintaining a safe “Haven”, trauma sensitive educational experience.

Remote or In-person, our instructional routines, activities, and school rituals are focused on elevating student voice and choice, developing deep foundational literacy skills, creating spaces for authentic student discussion, developing mathematical thinking and reasoning skills, and providing students with small group, individualized attention and learning opportunities. Building a community through social emotional connectedness and a trauma sensitive environment remains at the heart of who we are.

Below are our considerations for Re-Opening.

Health and Safety

We will promote behaviors that reduce the spread of COVID-19.

Visitors, guests, contractors, and vendors will have limited access to the school and will be required to undergo a health screening when entering. Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, families, contractors, vendors, and visitors along with proper face coverings.

PPE and cloth face mask availability

Face coverings will be required inside school buildings. Exceptions will be developmentally- and age-appropriate, consistent with guidance of health agencies, and paired with increased Personal Protective Equipment (PPE) for staff. Haven Academy is procuring **Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important.**

All students and staff members must wear face coverings:

- Whenever they are within 6 feet of someone;
- In hallways, in classrooms, in offices;
- In restrooms; and
- In other congregate settings, including buses.

Haven Academy will provide staff and parents/guardians periodic reminders of the requirement as well as the proper use of masks and CDC guidelines on acceptable masks.

This may be accomplished by:

- Providing weekly or daily reminders - such as an automated telephone message, email, or text;
- Weekly written notices to homes in the parent/guardian’s native language where it is known that families cannot access the information through the other methods.
- Holding family information sessions and/or townhall meetings.

Accommodations for high risk groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Haven Academy will make accommodations and be able to accommodate the needs of these students in the school community.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
- children who are medically complex, who have neurologic, genetic, metabolic conditions, or
- who have congenital heart disease are at higher risk for severe illness from COVID-19 than
- other children.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Transitioning these students back to school requires:

Planning and coordination of:

- o school health services personnel
- o special education personnel
- o pupil personnel services and
- o administration.

Our team is aware that such families are already under significant stress and COVID-19 has made their situation more critical.

Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:

- Additional PPE for staff caring for such students;
- Assigning only one staff member to care for the student; and/or
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

Finally, if the parents/guardians choose not to send their child back to school, Haven Academy will provide instruction remotely.

Responses to Symptoms or Positive Cases

Screening

Daily health screenings for students and school-based staff, including temperature checks at the door.

School-based staff and students cannot report to school if they have:

- Experienced any symptoms of COVID-19 (chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea), including a temperature of greater than 100.0°F, in the past 10 days;
- Been knowingly in close or proximate contact in the past 10 days, (within 6 feet for at least 10 minutes, over a 24 hour period) with anyone who tested positive for COVID-19 or who has or had symptoms of COVID-19. (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea);
- Tested positive through a diagnostic test for COVID-19 in the past 10 days; AND/OR
- Has travelled and is subject to quarantine according to the NYS DOH. Please find updated travel guidance here: <https://coronavirus.health.ny.gov/covid-19-travel-advisory>

Every morning, prior to entering the school, specific staff will perform temperature checks for both students and school-based staff using non-touch thermometers.

Face coverings and gloves will be worn continually by the designated staff taking temperatures.

- Schools are prohibited to record or track student or staff temperatures or other health information.
- Any student with a temperature of more than 100.0 from a temperature check cannot enter the building; however there may be circumstances where the student, for safety purposes (e.g. the student arrived on a school bus and is of a young age), should enter the building.
- The student with an elevated temperature must be escorted to the Isolation Room to be evaluated by the nurse or health professional.

Visitors, guests, contractors, and vendors will have limited access to the school and will be required to undergo a health screening when entering. Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors along with proper face coverings.

Symptomatic Student at School

Families and staff must know and be reassured that schools will take every precaution to prevent the spread of COVID-19 within school communities. One of the key actions in preventing the spread of COVID-19 is isolating when sick. School-based staff members will be trained prior to the arrival of students to serve as critical partners in alerting the school administration if a student develops COVID-19-like symptoms during the school day.

In order to protect students and staff members from potential exposure to COVID-19, every building must designate space to be used as an Isolation Room. An Isolation Room is a place

where a student with suspected COVID-19 symptoms can be safely isolated in the building and where they can be seen by a healthcare professional and/or picked up by a guardian.

Students who are at school and show symptoms of COVID-19 must be escorted to the building's Isolation Room and evaluated by a nurse or health care professional. The nurse or health professional will evaluate the student for symptoms of COVID-19, such as fever, cough, shortness of breath, sore throat, lack of sense of taste or smell, and other symptoms.

Should the nurse/health professional be unavailable to examine the student or if a school does not have a nurse or access to a health professional at that time, the student must wait in the Isolation Room until picked up. The area where the individual was originally showing symptoms must be cleaned and disinfected. After the student is picked up the Isolation Room, the Isolation Room must be closed and a deep cleaning must be performed before it can be used Again.

A family member or guardian will be contacted by a staff member and asked to pick up the ill student. Upon pick up, the nurse/health professional and/or school staff will advise the family to visit a doctor and get the student tested for COVID-19, and provide the information of the closest testing site, if asked. While home, the student should participate in remote learning if feeling well enough.

The principal will designate a staff member to supervise a student in the Isolation Room. The nurse/health professional and any additional staff supervising the Isolation Room must be given the appropriate personal protective equipment (PPE), including, but not limited to, N95 masks, gloves, gowns, and face shields or goggles.

Symptomatic Staff Member at School

Should a staff member present with symptoms of COVID-19, the staff member will be directed to leave the building, seek immediate medical attention, and get tested for COVID-19. In either case, the area where the individual was showing symptoms must be cleaned and disinfected.
Returning to School After Showing Symptoms

Any individual showing signs of COVID-19 or with a known exposure to Covid-19 can only return to school after following the NYS quarantine guidelines that can be found here:

<https://coronavirus.health.ny.gov/home>

Information on Classroom and School closure situations can be found here:

<https://www.schools.nyc.gov/about-us/news/chancellor-s-message-for-families>

Plans for Social Distancing

Social Distancing also called “physical distancing” means keeping a six foot space between yourself and others. Schools are to develop, implement, and enforce social distancing in all school facilities and on school grounds, including transportation.

The school will ensure that student groupings are as static as possible by having the same group/cohort of students stay together and that the size of groups/cohorts of students will be determined by the number of students who can be in each classroom while maintaining 3 feet social distancing.

Additionally the school will:

- stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms. Consider dividing up student entry points rather than funneling all students through the same entry space, to limit the amount of close contact between students in high-traffic situations and times.
- follow all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use.
- establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/guardians into the building, to the greatest extent possible.
- reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations:
 - If possible, have the same cohort of students with the same teacher each day
 - Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating all students through a shared space that is not able to be cleaned with each new use. Whenever possible, hold physical education and music classes outside and encourage students to spread out
 - Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
 - Turn desks (including teachers) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
 - Open windows to improve ventilation when appropriate;
 - Keep individual student belongings separated. Limit use of shared supplies to one group of students, clean between use by cohorts of students;
 - Consider using visual aids (e.g., painter’s tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing;
 - Explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, ensure classroom groups are together in lunchrooms while adhering to the social distancing rules;
 - Continue to use playgrounds with proper safeguards in place and staggering classes outside at the same time. Wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible.
- Limit visitors to school buildings. Consider using online meetings with parents and other persons when feasible.

Mask Breaks

- Students are allowed to take a mask break when maintaining 6 FT distance between themselves and someone else.
- Teachers should have a visual in their classroom to demonstrate to students what 6 FT looks like (X marks, measuring tape etc..)
- Teachers can take students to an outside area for a mask break (ie.deck, walk around the block)

Facilities

Building Preparations Prior to Schools Reopening

- At the start of the school year, the Haven Academy will provide all schools with necessary supplies to help protect students and staff from COVID-19, including hand sanitizer, soap, disinfectants, and thermometers.
- Haven Academy will make the maximum number of sinks available for handwashing.
- Haven Academy has ensured HVAC systems maintenance, as well as air conditioning checks, to maximize air circulation, as well as replacing regular air filters with higher efficiency types.
- Haven Academy will increase cleaning throughout the school day, with special attention to high-touch areas.
- Haven Academy will have a designated Isolation Room, as well as staff to supervise that space.

Handwashing and Hand Sanitizing

There will be increased access and regular opportunities for students and staff to wash hands or use hand sanitizer throughout the day. Additional hand washing stations have been ordered and installed throughout the building. Our team will regularly teach and practice proper hand washing routines with students.

Signage and Floor Markings

Haven Academy will have signage that upholds NYC Health's Four Core Actions for Prevention. Bilingual signage and markings will be posted/placed conspicuously about our school to ensure that any students and staff in the building are reminded of current hygiene and physical distancing requirements.

Building Safety Measures

Maintaining Healthy Environments

Keeping students and staff safe requires that the physical environment in which our staff works and our students learn must be modified to meet current health and safety needs. Based on Haven Academy square footage, we determined that 8-12 students and 1-2 adults can be assigned to each classroom space (with 4 larger sq footage spaces being allocated to pre-K). Therefore, Haven has developed an alternative schedule which allows elementary students to use middle school space on elementary days and middle school students to use elementary school space on middle school in person days. Haven Academy will modify or reconfigure spaces to ensure compliance with physical distancing rules.

Changes to School Buildings

- Schools will be allowed, and in some cases directed, to modify or reconfigure spaces to ensure compliance with physical distancing rules. Additional guidance on the process for space modifications will be shared later this summer.
- All schools will have a designated Isolation Room, as well as staff to supervise that space.
- School Based Health Centers (SBHC) may provide supplemental care, if this is a viable option.

Cleaning and Disinfection

Schools will need to implement enhanced cleaning and disinfection of surfaces to ensure the health and safety of staff and students. Throughout the school year, the Haven Academy will continue the rigorous practices used to prepare buildings for reopening, including:

- Providing adequate cleaning and disinfection supplies or plan to procure those supplies.
- Requiring deep cleanings to be completed on a nightly basis, including with the use of electrostatic sprayers.
- Improving HVAC systems to ensure proper ventilation.
- Setting-up enhanced cleaning in classrooms, bathrooms, and for high touch areas such as doorknobs and shared equipment such as laptops.
- Providing teachers with cleaning supplies for classrooms.

Child Nutrition/ Food Services

Students can't learn if they aren't nourished. Grab-and-go meals will be available for breakfast and hot meals will be prepared for lunch and delivered in individual packaging to the classrooms, though students will also be permitted to bring their own lunch if preferred. Doing so will allow for more flexibility so students and physical distancing can be maintained during lunch time, a time when many students usually gather in one location.

- Lunch will be in classrooms to minimize interaction between groups of students.
- If the cafeteria must be used, schools should maintain appropriate physical distancing.
- Grab-and-go meals will be delivered to students in PreK to 8th grade.

Transportation

The majority of Haven Academy students walk to school, many rely on NYC public transportation, and few rely on NYC school buses. Proper social distancing and face coverings should be required during transport.

For School Bus Riders:

- A family meeting will be held with all bus riders and families will sign a contract committing to take the student's temperature before boarding the bus. A student meeting will be held and discussions had with each individual student to review bus safety protocols. Family's will be responsible to check their children for temperature and signs of COVID prior to them boarding the bus.
- Students will have assigned seats that will be designated for the AM and PM routes. The seating chart will be provided to the bus driver.

- Siblings who live in the same household will be able to sit together
- All other students will be separated by social distancing protocol (6ft or every other row)
- Due to safety concerns, hand sanitizer is not allowed on the bus. Therefore, a staff member will be assigned to board and deboard the bus and provide each student with hand sanitizer.
- If it is over 45 degrees, the staff member assigned to board the bus will make sure that the windows are open a little to allow for air flow.
- Bus drivers will be provided with a bag of additional masks from Haven for the AM route and the bus monitor will make sure that each student has a mask prior to boarding the bus.
- Bus monitor will be wearing gloves due to having direct contact with students and making sure that students are seated safely.

Social Emotional Well Being

Mental Health, Behavioral, and Emotional Support Services and Programs at Haven will follow suggestions and protocols outlined in Department of Health and NY State Education Department resources to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens. We are hiring at least one additional social worker to bring our total to five social workers for over 500 students and we also hiring additional intervention teachers and teaching assistants to provide additional support. Much of our August planning will be about reconsidering and planning our social emotional learning plans for our students and supports for our families.

Communication

Haven Academy has an established communication system that we will continue to use for text messaging, emailing and calling families and staff . All information will be communicated through various means to ensure we are reaching the maximum number of people in our community. Plans for the upcoming school year will be communicated through the use of the United States Postal Service, Student Information Systems, mass parent emails and text. We will continue to utilize the NYCDOE interpretation service, and in-house translation to communicate in the language of family members' choosing. Bilingual (Spanish/English) operations and reception staff ensure that the large majority of families who reach out to the school are helped immediately, and in their preferred language, and the DOE Language Line is utilized to ensure that all families are communicated with effectively in languages that may not be represented on Staff.

We also communicate with families and students through weekly concise grade-specific email newsletters for families, available in both English and Spanish, provide general announcements on curriculum, procedures, community news, safety, distance learning tools and tips, and health and economic resources. We continue to commit to including our families and staff in our process through the use of weekly focus groups which double as a means to stay connected and provide support for our community.

School Schedules

COVID-19 required schools to make critical adjustments to their instructional model for the upcoming school year. Scheduling decisions must be informed by health and safety standards and the most up to date guidance from the New York State Department of Health. This guidance includes but is not limited to;

- Adjusting work hours when necessary
- Limiting the presence of flexible staff members
- Staggering schedules to limit students in cramped areas (ex: hallways, bathrooms, etc)
- Shifting the design of a 'class' to pods which will include a 1:9 ratio.

Haven considered the needs of students, families, and staff as well as the realities of available space and student enrollment. Two options; in person and online, will be offered to parents to opt into. It is important to note that families will be able to change their instructional option after February break. Haven will also be prepared to shift back to a fully remote learning model should circumstances change and the building is required to close.

To maximize in-person instruction, Haven Academy will deploy measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- adjusting class or work hours, where appropriate and possible;
- limiting in-person presence to only those staff who are necessary to be at the school during normal school hours;
- maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines;
- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts/pods

Haven Academy will collaborate with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules. Schedules will be shared and made available to the school community. Schools will share our scheduling plans with students, families, and staff as soon as possible before the start of the school year and anytime a change is required in order to allow families to plan childcare and work arrangements. If Haven Academy begins to implement in-person and hybrid learning models, we will also be prepared to shift back to fully remote learning models should circumstances change and school buildings are required to close.

Regardless of the instructional model implemented, equity and access will be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

A decision to scale back or end in-person operation will be made by the school leadership and consulting with our board of trustees and health team. Any full-scale closure would mean Haven Academy would continue distance learning until circumstances surrounding reopening changed. Any decision would be communicated to parents via email, phone call and back-packed home to those in school on the final day of in-school participation.

Closure triggers will be determined in conjunction with future guidance provided by state and local authorities and could include but not be limited to:

- Case counts in the region
- Capacity / operational edicts by NYSED, DOB, DOH or other space regulating authority.
- Transportation restrictions by the DOE and/or MTA
- Feedback from our own employees and parents

Budget/Fiscal Matters/Economic Overview

Haven Academy will continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law,

regulation or executive order. The school and its Board are committed to ensuring the school maintains a healthy cash flow and can meet its financial obligations while also prioritizing paying for the added technology and PPE materials needed.

Attendance and Chronic Absenteeism

The school will implement a specific attendance policy for both in-person learning as well as virtual learning. Students will be required to provide a doctor's when absent for an extended period of time. Haven Academy will collect and report daily teacher student engagement or attendance. While this requirement is straightforward in an in-person setting, a procedure will be developed to make daily contact with students in remote or hybrid settings. Haven Academy will assign the homeroom teacher or advisory teacher to be the point of contact to touch base with a specific group of students daily. Attendance data will be reported in the student information reporting system. School policies and procedures will focus on the academic consequences of lost instructional time and address absences before students fall behind in school. It is critical that we use a variety of creative methods to reach out to students and their families who have not engaged in distance learning. Haven Academy will continue to report student attendance in accordance to NYS guidelines.

Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. 12 Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.

- Chronic absence includes all absences from instruction, both excused and unexcused. Instead of school policies and procedures focusing on truancy, it is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school.
- Assign each student an “ally” – an adult who is responsible to check in on the student every day, whether instruction is in-person, remote, or online
- During these challenging times, Haven Academy will focus on the development of positive school relationships which may be a lifeline for students disconnected from school.
- Although flexibility will be needed when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, Haven Academy will explore a variety of methods for reaching out such as:
 - o phone calls to families are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs
 - o where families do not respond to phone calls, texting may offer a lower-stress alternative and a subsequent phone call can be arranged

o seeking out adults in the school who have established a connection with the student and/or family may yield improved results. Counselors, coaches, social workers, and psychologists are often logical choices, in addition to teaching staff. Social media contact or using friends to reach out can also be effective strategies.

Haven Academy will provide translation for families who speak a language other than English in the home. Once contact is made, emphasis will be on addressing the student's or family's barriers to "attendance" or engagement with instruction.

Technology and Connectivity

Adequate access to a computing device and high-speed broadband is essential for educational equity. Haven Academy will determine the level of access all students and teachers have in their places of residence and address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional models. Haven Academy will provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

Teaching and Learning

Haven Academy is committed to providing clear opportunities for equitable instruction for all students, regardless of the method of instruction in which they are enrolled.

While Haven is committed to delivering a *scope* of content similar to what students would have had in a standard school year, some changes to the *sequence* have been made. This is to ensure that priority instructional content will be covered in a manner that allows for the reteaching of content if/when necessary. Grade level teams will continue to revisit units and make edits to confirm that all ELA and Math standards are addressed throughout the school year.

Haven Academy recognizes the importance of forming and maintaining student/teacher relationships. In our schedules, both remote and in-person, we have included multiple points of contacts between student and teacher, including a daily Morning Meeting (elementary), live lessons, and SELT/Advisory (for elementary and middle respectively).

Keeping families in the loop is essential to success. Whether choosing in person or remote mode of instruction, all families will be encouraged to enroll in their scholar's google classroom page where they can access the most up to date information. Teachers will also be required to make biweekly outreach to families in order to provide updates on scholars' academic progress. Numbers and emails of the appropriate administration and main office will be provided and noted in weekly newsletters home to families.

We recognize that last March students were asked to leave the school building and switch to remote learning with short notice. In order to address emotional needs of our students, Haven will prioritize a six week community building curriculum (responsive classroom six week unit to be added here) for all students. The goal is to increase relationships between students, teachers, and the school building.

Additionally, Haven Academy will:

- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines
- Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
- Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
- Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.
- Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- Identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
- Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

Athletics and Extracurricular

For athletics, extracurricular activities and after/before school programs, Haven Academy will:

- Restrict and/or limit use of school facilities to school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school facilities, Haven Academy will ensure such organizations follow State and locally developed guidance on health and safety protocols.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or has limited person-to-person contact.
- Follow state and local guidelines on facilities use and programs outside of school hours.

Special Education

Haven Academy will provide: a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parental engagement regarding the provision of services to their child; collaboration between the Committee on Preschool

Special Education/Committee on Special Education (CPSE/CSE) and program providers; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents.

Haven Academy’s special education programs and services will provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. Plans have been developed in consideration of the health, safety, and well-being of students, families, and staff, school reopening plans must be designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Least Restrictive Environment (LRE)

Students with disabilities will have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Haven Academy will ensure that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. Both in remote and in-person learning, the models implemented will not result in the unnecessary separation of students with disabilities from their non-disabled peers. To the greatest extent possible, ratios for ICT and SETSS programming as well as related services will be maintained. Learning pods will be developed mindful of special education programs and services to ensure FAPE as well as the safety of the students and staff.

LRE Documentation

To determine FAPE and in compliance with IEP mandates, the number of minutes in each service is provided, the teachers that provide the services, and the ratios of students will be documented. This information will be made available to families.

IEP Implementation and Provision of Services

	In-Person Learning	Remote Learning
ICT Programming	<p>ICT programming will be provided in the following ways:</p> <ul style="list-style-type: none"> • ICT ratios for general and special education students in a pod will be kept to the best of the school’s ability. • Pods will be taught by 1 teacher during the school day as to maintain proper health and safety measures for all. • The general and special education teachers will continue to collaborate on planning, grading, and parent communication. 	<p>ICT programming will be provided in the following ways:</p> <ul style="list-style-type: none"> • 1:1 conferencing with a special education and/ or general education teacher • Teachers offering office hours • Pre-Recorded lessons taught by one or both teachers • Live lessons taught by one or both teachers • Small group sessions • Differentiated content and assignments • Access to assistive technology supports and adaptive materials
SETSS Programming	<p>SETSS programming will be provided according to mandated frequency and duration by 1 Haven Academy special education teacher assigned to a small</p>	<p>SETSS programming will be provided according to mandated frequency and duration by Haven Academy special education teachers via approved teletherapy</p>

	number of pods to limit interactions across the school. All health and safety precautions will be in place. Only students from the same pod will attend sessions together. After each session, the teacher will sanitize the space before another group begins.	platforms. Schedules will be constructed in a manner that meets student mandates and family needs.
Related Services	All related services (OT, PT, Hearing, Speech, Counseling) will be provided according to mandated frequency and duration in person with all health and safety precautions in place. Only students from the same pod will attend therapy together for group sessions. After each session, the therapist will sanitize the space before another group begins.	All related services (OT, PT, Hearing, Speech, Counseling) will be provided according to mandated frequency and duration through teletherapy on approved platforms. Schedules will be constructed in a manner that meets student mandates and family needs.

IEP Implementation Documentation

- Schools must determine how they will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction. *Haven Academy will utilize its progress monitoring systems to process and monitor student adjustment to longer term remote learning. Based on the data, informed decisions will be made in partnership with the student’s family and the CPSE/CSE.*

- Schools must determine how documentation will be maintained on the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services. *Documentation of the implementation of each student’s program, as noted previously, will be maintained and shared with families and the CPSE/CSE. Related services providers are also included in this documentation practice.*

- Schools must consider how formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/CSE and parents, in their preferred language or mode of communication. *Consistent with the school’s assessment schedule and instructional routines, both formative and summative assessment data will be collected routinely. Such data will be shared with families and CPSE/CSE during progress monitoring report periods, report cards, and IEP meetings.*

- Schools must maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure. *Conversations with families will be documented within the school communication system. Whether remote or in person, learning plans and explanation of how programs and services are to be implemented will be shared with each family.*

- Schools must document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication. *Haven Academy will continue to advocate for compensatory services with the NYCDOE and CPSE/CSE. This is something that has not yet been approved to address missed sessions from the spring.*

Progress Monitoring

Teachers and service providers will continue to collect and document data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

Best Practice for Contingency Plans

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, Haven Academy will continue to work with our CPSE/CSE to prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

Compensatory Services

Haven Academy is collaborating with our CPSE/CSE to make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with our reopening plan and continue if the school must close again over the next school year.

Child Find

Haven Academy will maintain its responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

Referral

Before referring a student for special education evaluations, Haven Academy will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If Haven Academy suspects a student of having a disability, the school will implement its pre-referral process. If determined appropriate, the school will refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, it is noted a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Initial Evaluation/Reevaluation

Haven Academy will work with the CPSE/ CSE to ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology will be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. With the CPSE/CSE, Haven Academy will review records to determine which students are due for an initial evaluation or reevaluation and will develop a plan to address any backlog of evaluations. The school and the CSE will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Eligibility Determination/Annual Review Meetings

Haven Academy will follow the guidelines outlined by their LEA, the NYCDOE, to meet as required in order to make eligibility determinations following initial evaluations and to review each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent of a student with a disability and the school may agree to use alternative

means of meeting participation requirements, such as video conferences and teleconferences, in collaboration with the CPSE/CSE.

Communication/Coordination

Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. Haven Academy will collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

Meaningful Outreach and Engagement with Parents of Students with Disabilities

In addition to the communication efforts schools make for all students, parents of students with disabilities have a legal right to be informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child. Whether special education programs and services are provided in-person, remotely, or through a hybrid model, effective communication between school personnel and parents will include the following:

- Working collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress; and
- Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

Procedural Safeguards and Prior Written Notice Requirements

In partnership with the CPSE/CSE, Haven Academy will:

- continue to provide the procedural safeguards notice to parents.
 - The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice may be provided to the parent by email if the parent elected to receive documents by email.
- continue to provide parents with prior written notice in a reasonable time before a change in the identification, evaluation, educational placement or provision of FAPE to the student.
 - Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and telepractice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to COVID-19, such changes must be made by the CPSE/CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

Accommodations and Modifications

Haven Academy will continue to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Supplementary Aids and Services

Haven Academy will continue to advocate for the LEA, NYCDOE, to ensure students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

Technology as it relates to Special Education Services

Haven Academy will ensure students have access to their working technology and any accompanying programs. Whether remote or in person, the school will make all assistive technology devices outlined in a student's IEP available to them. Training will be provided to the student, family, and teachers at the start of the school year. Families will be provided with the contact information of school staff to assist with any technical support needed.

Multi-Language Learners (MLL)

Haven Academy's reopening plan addresses the learning loss experienced by many Multi-Language Learners (MLLs) in both their English language development and mastery of content area knowledge. Haven Academy will:

- provide all communications to parents/guardians of MLLs in their preferred language and mode of communication to ensure that they have equitable access to critical information about their children's education
- ensure that all MLLs receive instruction both when remote and in person that supports their college, career, and civic readiness, by providing them the required instructional units of study in their English as a New Language program based on their most recently measured English language proficiency level;
- provide additional units of study as necessary based on student need. The school is planning ENL programming to address oral language development, writing and reading skills, and academic vocabulary development to provide more access to content;
- conduct MLL identification for all students who enrolled during COVID-related school closures in 2019-20, during the summer of 2020, and during the first 20 days of the 2020-21 school year within 30 days of the start of the school year;
- recognizing that all teachers are teachers of MLLs, provide professional learning opportunities related to the instruction and support of MLLs to all educators, as required by Part 154 of the Commissioner's regulations.
- continue progress monitoring tools to measure MLL proficiency;
- continue utilizing technology in MLL instruction;
- support Students with Interrupted/Inconsistent Formal Education (SIFE) and other vulnerable populations;
- engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of MLLs and are delivered in or interpreted into students' home languages during remote or hybrid learning;
- keep the unique needs of parents of MLLs/MLLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model—including interpretation and translation needs—to ensure that they have equitable access to critical information about their children's education throughout the school year

Initial Identification of Potential MLLs

NYSED has approved temporary emergency regulatory changes to the MLL identification process to address the backlog of newly enrolled students who need to complete the MLL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year. As such, Haven Academy will:

- complete the MLL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year.
- after this 20- day period, will complete identification of MLLs within the required 10 school days of initial enrollment for all students, pursuant to Commissioner's Regulations Part 154, including the MLL screening, identification, and placement processes. The initial screening process will be followed in person for new

entrants following safety protocols to ensure compliance with the Governor's Executive Orders and Center for disease Control (CDC) health and safety guidelines after commencement of regional reopening.

Students with Interrupted/Inconsistent Formal Education (SIFE)

Haven Academy recognizes that SIFE are among the most vulnerable MLL subgroups, having already endured interruptions in their education prior to joining the school community. The school is aware that NYSED has approved a temporary emergency regulatory change which states that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time.

ENL Instruction and Programming

All MLLs will be provided the required instructional units of study in their MLL program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT assessment during in-person or hybrid learning. Former MLLs at the Commanding level of proficiency within two years of exiting MLL status will continue to receive Former MLL services. The school will review the proficiency of students who are entering their third year as a Former MLL at the Commanding level of proficiency in 2020-21 (students who achieved Commanding on the 2018 administration of the NYSESLAT) and to provide these students with supplemental Former MLLs services deemed appropriate. Additionally, ENL Coordinators will collaborate with content area teachers to address development of oral, written, reading, and vocabulary skills at the classroom level. Special consideration will be made for students who are dually identified.

Emergent Multilingual Learners in Pre-Kindergarten

Haven Academy's Pre-K program will continue to implement best practices to leverage the home language in instruction, as well as to implement culturally responsive-sustaining education, in accordance with NYSED's Culturally Responsive-Sustaining Education Framework.

Progress Monitoring

With the cancelation of the 2020 NYSESLAT, Haven Academy has adapted to use new methods to measure the English language proficiency levels of MLLs to ensure that these students are receiving the appropriate level of instruction. Haven Academy will use the following:

- Local Progress Monitoring Assessment Tool: formalize the use of existing informal progress monitoring tools, implement tools that will monitor and collect student performance data to inform instruction, develop instructional goals for English and Home Language development, and help accelerate the learning. These progress monitoring tools will be used to plan, modify, and/or differentiate instruction.
- A Multilingual Literacy Screener (MLS): The MLS will also be administered for a general literacy evaluation. This tool will provide a baseline of academic and literacy levels in home languages. Haven Academy will use the MLS for this purpose of gaining a snapshot of a student's initial literacy level when school resumes for 2020-21, but not as an assessment of a student's knowledge for the purpose of informing ongoing instruction.

Communications and Language Access

All communications for families of MLLs will be in their preferred language and mode of communication. Haven Academy will, to the greatest extent possible, provide interpretation and translation through a qualified interpreter/translator in the languages most commonly spoken in by families in the school community, and at a minimum in those languages spoken by a large number and percentage of MLLs. Additionally, Haven Academy will continue to create and disseminate family resources in the language(s) most frequently spoken by the school's MLL population on how to access technology used in on-line education. Resources will be posted on the school website, in

virtual classroom pages, and/ or via social media platforms. Families will also be provided with a listing of staff members they can reach out to for technical support during remote learning periods.

Professional Learning for Educators

Haven Academy will design professional learning opportunities for reopening with special consideration given to promote an understanding of MLL Education, use of home language, and the linguistically diverse needs of MLLs. In order to ensure that all Haven Academy staff are aware of and able to address MLL needs, all teachers and administrators will receive professional learning related to serving MLLs as required by Commissioner's Regulations Part 154. The school will adhere to professional learning requirements set forth under Section 154-2.3(k), pursuant to which 15% of all teachers' professional learning hours are targeted to the specific needs of MLLs. In addition to continuing their usual course of MLL-focused professional learning, teachers of MLLs (including content area teachers in which MLLs are enrolled) may require focused professional learning to strengthen their knowledge and skills to address new learning challenges that MLLs may face as a result of spring 2020 COVID-19 closures. In order to address these challenges, Haven Academy will plan for targeted professional learning focused on utilizing technology to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction. Haven Academy will plan MLL professional development with the following OBEWL recommendations in mind:

- Implementing collaborative models of instruction: co-planning, sharing best practices to support standards-based curriculum accessibility for MLLs;
- Progress monitoring: analyzing and interpreting data to inform instructional decisions; differentiating instruction; designing lessons that accelerate learning; and utilizing formative and summative assessments to identify and address instructional gaps;
- Implementing language-based strategies in all four modalities and teaching language skills across a standards-based curriculum;
- Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement;
- Building positive relationships/rapport among teachers, students and parent/guardians.

Social Emotional Well-Being

The social emotional well-being of the school's MLL student population will be embedded within the whole school plan.

Educational Technology

In order to help students prepare for potential future closures, and to familiarize them with new technological trends in learning that will enhance their college, career, and civic readiness, Haven Academy will continue the use of technology, including online learning, and other educational digital tools, to not only address the needs of and build on MLLs' knowledge, but to help MLLs become digital learners. The school will strategically include online resources, digital tools, and media in daily in-person and/or in hybrid routines and lessons.

Staffing

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. Haven Academy will ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate and/or experience for their assignment; will continue to utilize incidental teaching when determining how to staff their classrooms; will also employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment; will work with educator preparation programs to identify appropriate ways in

which student teachers can support classroom instruction; and adjust our current teacher evaluation systems to be consistent with our plans for reopening, whether in-person, remote, or a combination of the two.

Teacher Evaluation

Haven will continue to use its teacher evaluation, coaching and support systems regardless of school being in person or virtual. Videos will be submitted for observation in lieu of in person observations in some instances. Distance learning lessons will be reviewed for content, rigor and accessibility.

<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

See pgs 131-133

Medical Consultation

Haven Academy will be consulting with Dr. Joe Saccoccio on our reopening plans and safety measures. Based on the recommendations of Dr. Socciccio, Students will be kept in “pods” where they are only engaging only within their pod to keep less risk of spread with fewer adults and children being exposed to each other.

Haven Academy has weekly meetings with both families and staff members and has engaged them in various surveys to help with the reopening planning process.

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for Haven Academy to conduct drills in the 2020-21 school year using protocols that are different than they are used to. Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes

contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose

- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

Haven Participation in Contact Tracing

Haven Academy will cooperate with the NYC Department of Health if we are contacted about a student or staff member who has tested positive.

For those students who participate in ISP (In School Participation), staffers will take daily attendance and track all students and adults who are in contact with each other on a daily basis.

If Haven Academy receives documentation of a confirmed COVID-19 case, we will inform the NYC Department of Health.

If Haven Academy is informed of a student or adult who has attended In School Participation and has tested positive, then every adult and the family of every student who has been in contact with that person who has tested positive will be informed. We will engage in enhanced cleaning of the school, and no students may be present in the building until that has been completed.