Supplement to the Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency

**Testing: The Responsible Party’s testing protocol and procedures. The plan needs to include where the testing will take place and who will be providing the testing and what circumstances the testing will occur, and describe how the school will work with local departments of health.**

In the event of a suspected or positive case of COVID-19, HCDS will refer individuals, including those who may have had close or proximate contact with someone with COVID-19, to their physician, and appropriate testing locations, if applicable. These individuals will not be permitted to return to the school until cleared by their health provider and/or local health officials. HCDS will work closely with local health officials to determine necessary steps to mitigate the spread, including possible on-site testing of staff and students conducted by local health officials. Contact tracing steps are in place and this information will be provided to local health officials so that further decisions can be made.

**Contact Tracing: Provide details about how each school will work with, support, and supplement the contact tracing efforts of their local health department. Plans must include protocols for symptomatic individuals and positive cases in school, and proximate contacts; and a determination for how students and or staff need to be tested to adequately isolate and mitigate additional exposure to COVID-19. The plan must also specify the roles will the Responsible Party’s staff will perform and who among the staff will perform these tests.**

If a worker or student tests positive or is symptomatic for COVID-19 the Coordinator will immediately alert the Interim Coordinator of Health Services who will contact the NYC or Westchester DOH. The Coordinator will also contact Marc Ackerman, QA Coordinator and Darlene McGuirk-Morey, HR Coordinator. Daily sign in/out logs as well as ADP logins and student attendance data will be provided to the DOH for all individuals who may have had close or proximate contact to assist with contact tracing. If the DOH requires HFI to notify close contacts, then HFI QA and HR personnel will complete this task (for staff) and HFI School Nurse and Coordinators will complete this task (for students), in accordance with DOH guidelines.

**Remote Learning: Explain how the Responsible Party will accomplish remote learning, especially considering closing inequity gaps. This must include details outlining the numbers of students, mode of remote learning, asynchronous and synchronous learning opportunities, internet and device access among students, and alternatives available for students who have neither a device nor consistent access.**

Hawthorne Country Day School – Westchester: has 130 students currently enrolled in the program. Beginning in September, students will have the option of attending school under a hybrid model or a fully remote model of learning. Students attending in the hybrid model will receive instruction at the school 2 - 3 days per week, and remote instruction on the days they are not at the school. HCDS has engaged in a number of measures to reduce inequity within our student population. All instruction incorporates NYS learning standards and supports student IEP goals. Students will be ensured access to necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Parents can request a meeting in person or remotely with school personnel to discuss student programming and learning. HCDS has collaborated with parents and the NYC DOE, and local school districts to support students and their families in applying for and receiving devices from the district. Several students have been provided with DOE iPads. As a result, most students at HCDS have access to technology as per the HCDS reopening parent survey. HCDS will continue to work with families and school districts to ensure students have access to devices and the internet, or other alternative methods for instruction.

Students have access to different modes of remote learning including synchronous and asynchronous learning. In terms of synchronous learning, students are able to receive instruction on video platforms (including Google Meet and Zoom), and by phone if a student’s parent cannot access one of these platforms. Students also have access to asynchronous learning opportunities on a platform called SeeSaw where assignments and instructional activities are posted by their teachers. Students and their families then sign in to complete assignments which are later assessed by their teacher. All students will receive 5 days of synchronous instruction per week.  In the event that a student cannot participate on the Google Meet, Zoom, phone or SeeSaw platforms on a given day or days, hard copy instructional packets of activities will be available by mail. The teacher then follows up with students and their families by phone or a video platform to provide instruction related to the content of the hard copy instructional packets. Additional instructional packets are mailed out to students as needed. If staff have not been able to engage with a student or their parent/guardian for 5 consecutive days, and the school has not received notice regarding the absence, school personnel will make every attempt to reach out to the family and re-engage the student in school activities.  HCDS personnel will also contact the student's home school district, when appropriate.

Hawthorne Country Day School – Manhattan (HCDS-M): has 80 students currently enrolled in it’s the program. Beginning in September, students will have the option of attending school under a hybrid model or a fully remote model of learning. Students attending in the hybrid model will receive instruction at the school 2 - 3 days per week, and remote instruction on the days they are not at the school.  HCDS- M has engaged in a number of measures to reduce inequity within our student population. All instruction incorporates NYS learning standards and supports student IEP goals. Students will be ensured access to necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Parents can request a meeting in person or remotely with school personnel to discuss student programming and learning. HCDS-M has collaborated with parents and the NYC DOE to support students and their families in applying for and receiving devices from the district. As a result, most students at HCDS-M have access to technology. HCDS will continue to work with families and school districts to ensure students have access to devices and the internet, or alternative methods of instruction.

Students have access to different modes of remote learning including synchronous and asynchronous learning. In terms of synchronous learning, students are able to receive instruction on video platforms (including Google Meet and Zoom), and by phone if a student’s parent cannot access one of these platforms. Students also have access to asynchronous learning opportunities on a platform called SeeSaw where assignments and instructional activities are posted by their teachers. Students and their families then sign in to complete assignments which are later assessed by their teacher. All students will receive 5 days of synchronous instruction per week.  In the event that a student cannot participate on the Google Meet, Zoom, phone or SeeSaw platforms on a given day or days, hard copy instructional packets of activities will be available by mail. The teacher then follows up with students and their families by phone or a video platform to provide instruction related to the content of the hard copy instructional packets. Additional instructional packets are mailed out to students as needed. If staff have not been able to engage with a student or their parent/guardian for 5 consecutive days, and the school has not received notice regarding the absence, school personnel will make every attempt to reach out to the family and re-engage the student in school activities.  HCDS personnel will also contact the student's home school district, when appropriate.

HCDS Preschool: has 60 students in the program and expects to initiate in person services utilizing a hybrid approach to instruction starting in September. The hybrid plan includes students on campus receiving in person instruction, on 2-3 days/week and access to remote learning protocols, including the online platforms- Class Dojo and Boom Leaning, video conferencing and outreach by faculty on days students are not receiving in person services. Families will also be given the choice to remain 100% remote in September. In the event that community transmission necessitates the closure of in person instruction, all services will be provided remotely to all students. Individualized learning will be implemented through daily synchronous instruction through live Zoom video sessions with the special education teacher and therapists in addition to flexible asynchronous instruction through Class Dojo with posted instructional activities and videos. Teachers and therapists will be accessible via email and phone. Students will attend school in person based on where they reside in order to reduce the length of time students are on a school bus and limit the number of bus routes required.

All instruction incorporates NYS learning standards and supports student IEP goals. Students will be ensured access to necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. For students who have not received a device from their local school district or do not have internet access, school personnel are providing alternative options to access curricula materials that support IEP goals, such as mailing home paper packets to be completed through support of classroom staff. Teachers and other staff have been trained to collect and report daily teacher/student engagement and/or attendance, whether the students are attending remotely or in person. This will be done in person, or via email, video or audio means. If staff have not been able to engage with a student or their parent/guardian for 5 consecutive days, and the school has not received notice regarding the absence, school personnel will make every attempt to reach out to the family and re-engage the student in school activities.  HCDS personnel will also contact the student's home school district, when appropriate.

*PLEASE SEE THE COMPLETE REOPENING PLANS POSTED ON THIS WEBSITE FOR FURTHER INFORMATION.*