



# Reopening Our Schools For 2020-2021

Informational Meeting

# Questions?



- ▶ After each section of the presentation, we will cover many of the questions that were submitted and pertained to that topic.
- ▶ Additional questions can continue to be submitted during the presentation, by using the Google Form that was provided.
  - ▶ We will answer as many as we can, time allowing.
- ▶ The recording of this discussion will be available on our livestream page after today.
- ▶ If you don't get an answer to your question, please email [reopening@hvh.k12.ny.us](mailto:reopening@hvh.k12.ny.us) so we can help you get an answer.

# Introduction



## COVID Coordinators:

Dr. Jeff Woodberry, Assistant Superintendent for Districtwide Administration, and Ms. Debra Ferry, District Director of Interscholastic Athletics, will serve as the district's COVID-19 Coordinators. They will serve as the central contacts for schools and stakeholders, families, staff and other school community members, and will ensure the District is complying with and following the best practices per state and federal guidelines. They can be reached at [covid@hhh.k12.ny.us](mailto:covid@hhh.k12.ny.us).

## Plan Design:

By design, this plan is intended to be fluid and will change as necessary based on guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH), the New York State Education Department (NYSED), and in consideration of our families and our staff. The original version inclusive of all required elements and required assurances was submitted on July 31, 2020. Future considerations and changes will be in line with all required assurances.

# Guiding Principles



The development of this plan was guided by and grounded in the following guiding principles:

- ▶ Safeguarding the health and safety of our students and staff;
- ▶ Providing opportunities for all students to access education in the fall;
- ▶ Monitoring schools, students, and staff. When necessary, modifying this plan to appropriately contain COVID-19 spread;
- ▶ Emphasizing equity, opportunities, and support to the students and communities that are emerging from this historic disruption;
- ▶ Fostering strong two-way communication with partners, such as families, educators, and staff;
- ▶ Factoring into decision making the challenges to the physical health, social emotional well-being, and the mental health needs of our students caused by school closure; and
- ▶ Considering and supporting diversity in our schools as we provide equitable education opportunities.

# Communication: Family and Community Engagement



## Strategic Goals

- ▶ Include and engage our school stakeholders and community members in the development and rollout of our reopening plan.
- ▶ Develop a communications plan that provides our key audiences with consistent information through instructions, training, signage, a reopening website, emails and social media channels.
- ▶ Provide all students with regular training and supportive materials on how to correctly follow new COVID-19 protocols such as handwashing hygiene, wearing face coverings properly, how to maintain social distancing, and respiratory hygiene.
- ▶ Use regular written and verbal communications to ensure all members of our educational community follow CDC and DOH guidance regarding the use of personal protective equipment (PPE) when safe social distancing cannot be maintained.
- ▶ Develop communications that are available in the language(s) spoken at home among families throughout our school community, and have plans that are accessible to individuals with hearing or visual impairments.



# Health and Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the CDC, NYSDOH and the NYSED.

# Face Coverings & Social Distancing



## Face Coverings / Mask Wearing

- ▶ New York State DOH guidelines mandate that individuals on District premises must maintain social distancing and wear a face covering when social distancing cannot be maintained. The guidelines further strongly recommend that face coverings are worn at all times, except for meals and classroom instruction with social distancing.
- ▶ In accordance with the New York American Academy of Pediatrics recommendation, ***Half Hollow Hills will require all students and staff to wear masks or face coverings at all times, except during meals and brief mask breaks.*** Face coverings will not be required for students where such covering would impair their health or mental health, or where such coverings would present a challenge, distraction, or obstruction to education services and instruction.

## Mask Breaks

- ▶ Mask breaks for students will occur during meals, physical activities, when outside, or instruction when other protective measures are in place, such as six feet of distance between individuals or when positioned between desktop barriers/shields.
- ▶ Mask breaks will also be structured in ways that make them most protective of the safety of others, such as having every other student alternate their breaks so there is even greater distance between simultaneously unmasked students.
- ▶ Mask breaks will be less than the ten minutes that the Suffolk County Department of Health Services outlines as close contact.

## Social Distancing

- ▶ Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways, main offices or bathrooms, the face covering must be worn.
- ▶ Social distance separation will be accomplished by using signage that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas, cafeteria check-out lines at the secondary level).
- ▶ In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- ▶ Designated areas for pick-ups and deliveries will be established, limiting contact to the maximum extent possible.



Desk Shields





# Daily Health Screenings



- ▶ Prior to entering any District facility, individuals must complete a health screening questionnaire. This questionnaire is accessible through the Half Hollow Hills website at ([www.hhh.k12.ny.us/reopening](http://www.hhh.k12.ny.us/reopening)) or through a QR code that is posted at all main entrances and provides a direct link to the survey using an iPhone or Android phone.
- ▶ For students:
  - ▶ The health screening questionnaire, including temperature check, must be completed **every day a student is in attendance** at a school.
  - ▶ Parents are expected to monitor for temperatures and symptoms, and complete the questionnaire prior to sending a student on a bus; however, this will be done at school in the event this information is not provided prior.
  - ▶ Student screening at school will take place at reception/visitor management station or other discreet location.
- ▶ For most staff:
  - ▶ Staff should complete this screening via the electronic submission form prior to arriving at work.
  - ▶ Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- ▶ For select staff:
  - ▶ Substitute Teachers, Coaches, Swim Staff, Adult Education Instructors/Students, Summer Substitutes, and Student Teachers will scan a QR Code to complete the form electronically. Paper copies of the questionnaire will be available at reception/visitor management stations.

# Personal Hygiene and Training



## Personal Hygiene

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene.

Hand hygiene includes:

- ▶ Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
- ▶ Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can spread germs into the air and have therefore been disabled);
- ▶ Use of no-touch/foot pedal trash can where feasible; and
- ▶ Extra time in the schedule to encourage frequent hand washing.

Students and staff should wash hands as follows:

- ▶ Upon entering the building and classrooms;
- ▶ After sharing objects or surfaces;
- ▶ Before and after snacks and lunch;
- ▶ After using the bathroom;
- ▶ After helping a student with toileting;
- ▶ After sneezing, wiping, or blowing nose or coughing into hands;
- ▶ Anytime hands are visibly soiled; and
- ▶ When handwashing is not available use a hand sanitizer.

## Training

The Half Hollow Hills Central School District will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person.

The District will ensure all students and staff are taught and/or trained on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Families will be encouraged to help provide mask exposure and practice in using masks with their students in preparation for the school year.

Additional training will be provided in:

- ▶ Prevention of disease spreads by staying home when they are sick.
- ▶ Proper respiratory etiquette, including covering coughs and sneezes.
- ▶ Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between uses. Provide employees and students with up-to-date education and training on COVID-19.
- ▶ Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

# Space Design and Capacities



## Classrooms

- ▶ Occupancy in each classroom will be specific and determined based off of the overall square footage of the space using the classroom capacity calculator (See NYSED Reopening Guidance, page-30).
- ▶ Each student, teacher and support staff will receive not less than 6 ft. of separation from others, unless the activity or needs of the students require less separation, in which case masks will be worn.
- ▶ Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- ▶ Overall class sizes will be reduced to accommodate all safety parameters.
- ▶ Students, teachers and support staff will be required to wear a proper face covering. Students will not be required to wear masks while eating and during mask breaks.
- ▶ Where possible special area teachers and PPS / AIS staff will travel to the classroom to provide instruction.

## Isolation Rooms

- ▶ Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- ▶ Where excess space is not available. Nurse stations will be equipped with dividing curtains or other type of barrier allowing for both a physical divide and at minimum 6ft of separation.
- ▶ These rooms have been identified in each building:
  - ▶ Otsego Elementary School – Health Office (partitioned area)
  - ▶ Paumanok Elementary School – Room #101
  - ▶ Signal Hill Elementary School – Health Office Patient Room 2
  - ▶ Sunquam Elementary School – Health Office Patient Room 2
  - ▶ Vanderbilt Elementary School – Health Office (partitioned area)
  - ▶ Candlewood Middle School – Room #953
  - ▶ West Hollow Middle School – Health Office Patient Room 3
  - ▶ Half Hollow Hills HS East – Small Conference Room adjacent to Attendance Office
  - ▶ Half Hollow Hills HS West – Room #150B



## Classrooms

# Cleaning, Disinfection & Ventilation



## Cleaning and Disinfection

The District will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including "Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19," and the "STOP THE SPREAD" poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Regular cleaning and disinfection of the facilities will occur, including more frequent disinfection for high-risk and frequently touched surfaces as indicated above. Particular custodians will be assigned by building to perform ongoing disinfecting of these spaces as a core function of their daily routines.

Disinfection will be rigorous and ongoing and will occur throughout the day by dedicated custodians in each building.

Disinfectants must be products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and be appropriate for the surface as well as use in a school environment.

## Ventilation

The District will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- ▶ Maintaining adequate, code required ventilation (natural or mechanical) as systems were originally designed.
- ▶ Ensuring all fresh air dampers and roof top units providing outside air circulation are functioning as intended.
- ▶ Ensuring all classroom univents are clear and free of any obstruction above, below or around each unit.
- ▶ Ongoing preventative maintenance and inspection of the systems will occur to mitigate extra strain on systems and ensure proper operation.
- ▶ Filter replacement schedules will be more frequent.



# Suspect or Confirmed COVID Cases & Protocol for Return



## *Emergency Response*

Students and staff with symptoms of illness must be sent to the health office.

A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.

## *Isolation*

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will wait in a designated isolation room (described previously), with a supervising adult present utilizing appropriate PPE.

Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home.

The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

*When there is a confirmed positive case – the individual will:*

- ▶ Inform school staff (School staff will notify Suffolk County Health Department)
- ▶ Go or stay home
- ▶ Isolate for at least 10 days following the onset of illness (Required by SCHD)
- ▶ Conditions of return:
  - ▶ At least 24 hours since recovery - no fever and other symptoms have improved, and
  - ▶ At least 10 days have passed since symptoms first appeared, and
  - ▶ Letter from the Suffolk County Health Department to end isolation, call 311 and ask for a letter or visit: <https://health.suffolkcountyny.gov/CovidReleaseLetters/>, and
  - ▶ Medical assessment cleared to return to school/work.

# Suspect or Confirmed COVID Cases & Protocol for Return



*When a person is a suspected case or has COVID-19 symptoms – the individual will:*

- ▶ Inform school staff (reported directly or through pre-entry screening process)
- ▶ Go or stay home
- ▶ Isolate for at least 10 days following the onset of illness (Required by SCHD)
- ▶ Students: Recommend COVID-19 test. Staff: Require COVID-19 test
  - ▶ Positive Test: (See “Confirmed Positive Case” on previous slide)
  - ▶ Negative Test:
    - Conditions of return:
      - ▶ If a negative test result is received before the end of the 10 day isolation, then the individual can come back to work/school as long as symptoms have improved, and there is no fever for at least 24 hours, and
      - ▶ Medical assessment cleared to return to school/work .

*When a person comes in contact with a person positive for COVID-19 (while symptomatic or 48 hours prior to symptoms) – the individual will:*

- ▶ Inform school staff (reported directly or through pre-entry screening process)
  - ▶ Go or stay home
  - ▶ Quarantine for 14 days from last date of contact with the positive case
  - ▶ No Symptoms – Conditions of return:
    - ▶ Students – Medical assessment cleared to return to school encouraged
    - ▶ Non-Essential Workers: End of 14 day period (May not return prior to 14 days, even with negative COVID-19 test)
    - ▶ Essential Workers: May return provided they self-monitor, practice all of the safety precautions, and quarantine at home
    - ▶ Staff must provide proof from health care provider of COVID-19 related absence to be eligible for Emergency Sick Pay
- ▶ Develop Symptoms After Contact:
  - ▶ See “Has COVID-19 Symptoms” above

# Suspect or Confirmed COVID Cases & Protocol for Return



*When a person comes in contact with a suspected case (a person exhibiting COVID-19 symptoms) – the individual will:*

- ▶ Self-Monitor and practice safety precautions
- ▶ Await suspected case's COVID-19 results:
  - ▶ Suspected Case tests Negative - Contact continues to practice Social Distancing
  - ▶ Suspected Case tests Positive - see "A Person Comes In Contact with a Person Positive for COVID-19 (while symptomatic or 48 hours prior to symptoms)" on prior slide

*When staff are required to quarantine or be in isolation:*

- ▶ Staff members required to quarantine or be in isolation must report it to their direct supervisor and the Office of District-wide Administration (Vanessa Rosenberg – [vrosenberg@hhh.k12.ny.us](mailto:vrosenberg@hhh.k12.ny.us) or 631-592-3028)
- ▶ Staff will be advised of options for use of sick time and eventual return to work
- ▶ Staff ending quarantine or isolation must contact DWA via email or phone in order to get clearance to return to work in a building. DWA will contact staff members' direct supervisors.

*When students are required to quarantine or be in isolation:*

- ▶ Students returning from quarantine or isolation must report to the Nurse's Office, and submit any required documentation, prior to resuming in school activities. Nurse's Office staff will email the students' teachers and administrators advising them that students are cleared to return.



# Contact Tracing and Closure Considerations



## Contact Tracing

*Public Health Officials assume the task of contact tracing, once notified.* A team of administrators and nurses from Half Hollow Hills has also completed awareness-level training in contract tracing from Johns Hopkins University to help provide the best information to the local department of health.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Half Hollow Hills Central School District will do the following:

- ▶ Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting the building or facility if someone is sick.  
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- ▶ Close off areas used by the person who is sick.
- ▶ Open outside doors and windows to increase air circulation in the area.
- ▶ Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- ▶ Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- ▶ Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- ▶ Workers without close contact with the person who is sick can return to work immediately after disinfection.

## Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process in the District could include:

- ▶ Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- ▶ Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. The district will monitor daily attendance of staff and students for trends and increased absences for unexplained reasons.
- ▶ Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.

Closing of schools will be a regional decision.

- ▶ 7 metrics - NYS Dashboard
  - ▶ Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
  - ▶ Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- ▶ Buildings may consider closing if required cleaning products and PPE are not available.



# Questions: Health & Safety



# Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and disinfecting frequently touched spaces regularly.

# Facilities

The following actions will be taken as needed:

- ▶ Maintain adequate, code required ventilation (natural or mechanical) as systems were originally designed.
- ▶ Ensure all fresh air dampers and roof top units providing outside air circulation are functioning as intended.
- ▶ Ensure all classroom univents are clear and free of any obstruction above, below or around each unit.
- ▶ In spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
- ▶ Ongoing preventative maintenance and inspection of the systems will occur to mitigate extra strain on systems and ensure proper operation.
- ▶ Filter replacement schedules will be more frequent.
- ▶ Only water bottle touchless water stations will be used; all traditional bubblers will be shut off or capped.
- ▶ Physical spacing of desks at least six-feet apart in classrooms.
- ▶ Ongoing disinfecting of high-touch areas including handles, knobs, railings, bathroom fixtures, etc., will be performed throughout the day by designated custodians.
- ▶ Addition of barriers where necessary (main office counters, visitor management greeter stations, cafeteria cashier locations).
- ▶ Maintenance of daily disinfecting logs.
- ▶ Floor markings denoting six-foot distance where necessary (greeter station, main office, etc.)

## Public Use of School District Property

The Half Hollow Hills Central School District will determine which facilities, grounds, or portions thereof (e.g., libraries, recreational facilities) will be closed to the public (i.e., not students, faculty, or staff) or offer limited, specific hours to members of the general public based on state and local Department of Health guidance.

- ▶ Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations.





# Questions: Facilities



# Child Nutrition

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

# Free or Reduced Price Meals



The Half Hollow Hills Central School District has identified Ms. Bonnie Scally, Food Services Supervisor, as the contact person to receive and respond to communications from families and to school staff as it relates to child nutrition.

Families will be reminded in food service communications during the summer and periodically throughout the year that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed.

Phone-in and in-person support to complete the application is available from our Food Services Department.

# Meals Onsite

## Elementary level students:

- ▶ In an effort to prevent movement of students throughout the building, elementary level students will eat in their respective classrooms at their designated desk, which is socially distanced from other students.
- ▶ Students ordering from the cafeteria for either breakfast or lunch will place their order with their teacher at the beginning of the day for that day's meal(s).
- ▶ Since students are also able to bring in meals from home, any students with food allergies will be identified and may need to eat in a separately designated location for their safety.
- ▶ Prior to consuming food, students will be encouraged to wash their hands properly (if in-classroom sinks are present) or utilize hand sanitizer.
- ▶ Students will be informed that sharing of meals, beverages or utensils is strictly prohibited.
- ▶ After consuming their meals, an adult in the classroom will go around to each occupied student desk and utilize the District-provided all purpose cleaner and disposable paper towels to clean the eating space.
- ▶ Trash pails will be routinely emptied by custodians throughout the day.

## Secondary level students:

- ▶ Secondary level students will eat in designated cafeterias during their meal period.
- ▶ Traditional shared cafeteria tables will be folded and set aside. Students will eat at individual desks placed six feet apart from each other.
- ▶ Prior to consuming food, students will be encouraged to wash their hands properly (if in-classroom sinks are present) or utilize hand sanitizer.
- ▶ Students who did not bring their meal from home will enter the cafeteria food service line, following the floor markings identifying six-foot separations, and select from cold, pre-bagged meals. Students will then proceed to the cashier and let that person know their personal identification number, which is connected to the student's pre-funded or free/reduced meal account. The cashier will then enter this information into the register and the student will proceed to his/her designated desk to consume the meal.
- ▶ Since students are also able to bring in meals from home, any students with food allergies will be identified and may need to eat in a separately designated location for their safety.
- ▶ Students will be informed that sharing of meals, beverages or utensils is strictly prohibited.
- ▶ After consuming their meals, a custodian or other employee assigned to the cafeteria will utilize the District-provided all purpose cleaner and disposable paper towels to clean the eating spaces.
- ▶ Trash pails will be routinely emptied by custodians throughout the day.





# Meals Offsite



Students who are learning remotely will also be eligible to pick-up grab-and-go bagged cold meals.

- ▶ Grab-and-go bagged cold meals will be picked-up by parents at the individual buildings, not from one central location.
- ▶ Students who are learning in a full-remote model are eligible to pick up a grab-and-go bagged cold meal daily at the student's regularly attended building during the designated pick-up hours.
- ▶ Parents of students learning in a hybrid model who are interested in this option on days they are not in school can pick-up that day's grab-and-go bagged cold meal at the student's regularly attended building during the designated pick-up hours.
  - ▶ Pick-up hours are daily between 11:00 am and noon.
  - ▶ Prior to 11:00 am, a food services worker will bring to the reception/greeter area of the building in a hot/cold bag a supply of bagged cold meals along with a student list. Upon arrival, a parent must provide his/her student's name for whom he/she is picking up a meal. The student's name will be marked as having received a meal such that the cashier can, at a later point in the day, record the meal in the point-of-sale system to ensure the student is charged (or, conversely, the free meal is logged for students designated as such).

Parents without transportation must contact the Food Services Department to arrange for meals to be sent home with the student in advance.



# Questions: Child Nutrition



# Transportation

The Half Hollow Hills Central School District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines.

# Student Transportation



As was outlined in the Health and Safety section of the SED Reopening Guidance Document, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.

**Students must wear a mask on a school bus if they are physically able.** Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.

- ▶ Students who cannot tolerate a mask must social distance (six (6) feet separation) on the bus.
- ▶ Parents who believe their child falls into this situation should contact Mrs. Allison Strand, Executive Director of Special Education, to have the child's individual situation evaluated.
- ▶ Students who do not have a mask can NOT be denied transportation.

Students who do not have masks must be provided one by the district; bus drivers will be given a supply of disposable masks for such situations.

Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation. These students will be specifically identified to the Transportation Department to ensure proper awareness and procedures are in place for the bus driver.

# Bus Cleaning and Disinfecting



Buses will be cleaned and disinfected daily (focus on high touch areas) and disinfection will occur in between AM and PM runs if scheduled for multiple routes unless impractical from a timing perspective to do so. At the end of the day, the entire bus will be cleaned and disinfected

## *Daily Cleaning*

- ▶ All trash removed
- ▶ Floors swept and dust mopped
- ▶ Seats, walls and windows

## *High Touch Surfaces*

- ▶ Bus seats and seat backs
- ▶ Seat belts
- ▶ Door handles, handrails
- ▶ Driver operator area

Cleaning and disinfecting products approved by the EPA and which are proper for bus surfaces will be used according to instructions.

Eating and drinking will be prohibited on the bus

Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses .

# Reported Case of COVID-19 on a Bus



## Bus protocols for a reported case of COVID-19 on a school bus

- ▶ If a positive case is communicated to the bus driver or driver assistant while a student is on a bus, the Transportation Supervisor will be immediately notified.
- ▶ The district will then notify building administration and a plan will be implemented to contact parents of students on that bus.
- ▶ The bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19.
- ▶ Buses will be disinfected following CDC guidelines.

# Bus Density Reduction and Routing



## Density Reduction, Social Distancing, Bus Capacity

- ▶ Other than immediately behind the driver, students will sit one per bench in each row along both sides of the aisle. This will result in approximately 22 students on a 72-passenger bus.
- ▶ Siblings or those who live in the same household must sit together, which will allow for additional capacity on each bus.
- ▶ Provide additional adult supervision (as needed) on buses to manage social distancing
- ▶ Students shall wear face masks while in transit.
- ▶ Students will have assigned seats.
- ▶ Bus drivers will utilize the assigned seating charts to track which children are present on an individual bus route versus those who are not. This practice will assist in contact tracing if necessary.

## Routing

- ▶ The routing will be developed based directly on the instructional model chosen.
- ▶ As much as possible, the District will limit the rotation of substitute drivers and driver assistants.
- ▶ Limit student movement between bus routes.
- ▶ Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
- ▶ If possible, mirror AM and PM routes, so bus riders are the same group each day



# Questions: Transportation





# Social Emotional Well-Being

The Half Hollow Hills Central School District remains committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence.

# SEL Programs

## Trauma Informed Instruction

District educators will take part in special training this summer and fall for Trauma Informed Instruction with Frank Kross. This training will help teachers better understand how traumatic situations, including the current pandemic, can affect the educational experience. Teachers will be provided with clear guidance and useful tools to help identify and support students as they work through challenging situations.

## Educator Wellness Resources

- ▶ Adult SEL/ wellness resources include:
  - ▶ [Educator Wellness and Mental Health Supports Infographic](#)
  - ▶ [The Science of Happiness Course](#)
  - ▶ [Self-Care Action Plan](#)
- ▶ Complete the National Alliance on Mental Illness (NAMI) ["Self-Care Assessment"](#)
- ▶ Free Apps to assist in gaining a sense of mindfulness through guided meditations include: MyLife Meditation (Previously - Stop, Breathe, & Think), Stop, Breathe, & Think Kid, Calm, Relax Melodies, Headspace.

## Elementary Connects

Students and teachers will participate in a series of scheduled lessons and experiences throughout the year called *Elementary Connects*. Themes will include Diversity and Inclusivity, Empathy and Critical Thinking, Communication, Problem Solving, and Peer Relationships.

Paired with the classroom learning, a *Home Connect* will be sent home with students that same day. This communication will give a brief description of the classroom learning and provide some talking points to assist families with a continued dialogue surrounding the theme at home.

In lieu of homework on these Elementary Connects days, we are encouraging our families to take the time to ask children about their learning that day and to consider some of the ways they may be able to extend that learning at home as a family.





# Questions: Social Emotional Well-Being



# Attendance, Attendance Reporting and Chronic Absenteeism

All schools in the Half Hollow Hills Central School District will take daily attendance whether school opens in September in-person, hybrid, or remote.

# Attendance Reporting & Chronic Absenteeism

Teachers will record daily attendance in Infinite Campus, our student management system, based on the required daily scheduled student contact and engagement.

Daily reports will be generated to identify students who are absent and/or chronically absent.

Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

While there is no one-size-fits all approach to addressing chronic absenteeism, the Half Hollow Hills Central School District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism.

We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided: in-person, hybrid, and remote.





# Questions: Attendance, Attendance Reporting and Chronic Absenteeism



# Technology and Connectivity

The Half Hollow Hills Central School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students.



# Technology and Connectivity



- ▶ The District recently gathered survey data and asked families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that all teachers and the vast majority of students had access to high-speed broadband from their residence.
  - ▶ The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event that students do not have access to broadband internet, the district will take the necessary steps to meet their needs where plausible.
- ▶ Beginning in September 2020 all students, grades kindergarten through grade 12, will be provided with a District device (Tablet or Laptop).
- ▶ Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
- ▶ Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
- ▶ Arrange a "Helpdesk" system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The Half Hollow Hills Central School District will provide all students with access to learning materials and resources in multiple formats, wherever possible.

Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (Zoom or Google Meet) and asynchronous technologies (i.e. Canvas Learning Management System).

The District will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.



# Questions: Technology and Connectivity



# School Schedules

# Elementary Schedules

## Elementary – In-Person Schedule (Sample)

Time	Subject
9:30 am	Math Instruction
10:30 am	ELA Instruction
11:30 am	Lunch
12:15 pm	Science / Social Studies Instruction
1:00 pm	Special Area Instruction
1:45 pm	Small Group Work / Guided Reading Writing/Additional Learning Experiences

As part of this model:

- SEL and community building will be embedded throughout the week, with classroom teachers utilizing opportunities available to them each day. These times are often shortly after arrival or prior to dismissal. They are also integrated across subject areas through literature and class dialogue.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Students will remain in their classrooms while Special Area Teachers in Art, Music, and Library push in to that same space for instruction.
- Physical Education classes will take place outside, whenever possible.
- Students will eat lunch in their classrooms. Accommodations will be made for students with food allergies. Recess will be outside, whenever possible.



# Elementary Schedules



## Elementary – Opt-in Full Remote Model (Sample)

Time	Subject
9:15am	Class Morning Meeting – SEL Activity
9:30 am	Math Instruction
10:30 am	ELA Instruction
Flexible Timing	Lunch
Flexible Timing	Science / Social Studies Instruction
1:00 pm	Special Area Instruction
Flexible Timing	Small Group Work / Additional Learning Experiences

As part of this model:

- Students will receive instruction from select classroom teachers, as well as our elementary math and reading specialists.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special area instruction will occur remotely.
- Upon deciding to return to in-person instruction, placement will be determined by class ratios/spaces within the grade level.

# Secondary Schedules

## *In-Person Attendance Days*

- ▶ On designated in-person attendance days, high school students will follow a regular bell schedule and middle school students will follow the hybrid schedule. While in a hybrid model, all before and after school activities, including extra help, will be suspended or transition to online activities. After-school busing will not be provided.

## *Remote / Home Attendance Days*

- ▶ On designated remote days, high school students will be required to log in to their classes as per the regular bell schedule, and middle school students will follow the hybrid schedule. As an example, students will be required to log in to Canvas for their first class at the beginning of period 1 (7:19 am for high school, 7:50 am for middle school).

### Middle School – Hybrid Schedule

Period 1 – 7:50-8:40

Period 2 – 8:44-9:25

Period 3 – 9:29-10:10

Period 4 – 10:14-10:55

Period 5 – 10:59-11:40

Period 6 – 11:44-12:25

Period 7 – 12:29-1:10

Period 8 – 1:14-1:55

Period 9 – 1:59-2:40

### High School

Period 1 – 7:19-7:59

Period 2 – 8:05-8:45

Period 3 – 8:50-9:30

Period 4 – 9:35-10:15

Period 5 – 10:20-11:00

Period 6 – 11:05-11:45

Period 7 – 11:50-12:30

Period 8 – 12:35-1:15

Period 9 – 1:20-2:00





# Questions: School Schedules





# Teaching and Learning

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students.

# Elementary In-person Instruction



All students at the elementary level will remain with their cohort (homeroom class) throughout the day. The district will take every possible measure to avoid the mixing of cohorts during the school day.

Students will have English Language Arts and Mathematics instruction in the mornings (Social Studies and Science integrated when instructionally appropriate).

Afternoons will provide more direct instruction in Social Studies and Science. Afternoon schedules will also have designated times in school for small group instruction experiences including reinforcement of skills, guided reading, word work, and a writing workshop.

As part of this model:

- ▶ SEL and community building will be embedded throughout the week, with classroom teachers utilizing opportunities available to them each day. These times are often shortly after arrival or prior to dismissal. They are also integrated across subject areas through literature and class dialogue.
- ▶ Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- ▶ Students will remain in their classrooms while Special Area Teachers in Art, Music, and Library push in to that same space for instruction.
- ▶ Physical Education classes will take place outside, whenever possible.
- ▶ Students will eat lunch in their classrooms. Accommodations will be made for students with food allergies. Recess will be outside, whenever possible.

# Elementary Opt-in Full Remote Model (Optional)



Since we are beginning the school year with an in person model at the elementary level, we are offering elementary families the option of receiving instruction remotely.

Students who opted in to our **Fully Remote Model** for our first trimester will remain home, even when school is open for in-person instruction, and receive their lessons remotely.

As part of this model:

- ▶ Students will receive instruction from select classroom teachers, as well as our elementary math and reading specialists.
- ▶ Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- ▶ Special area instruction will occur remotely.
- ▶ Upon deciding to return to in-person instruction, placement will be determined by class ratios/spaces within the grade level.

# Elementary Full Remote Instruction



Should schools close at any time during the school year, all students will transition to the Full Remote Model. In this model, all of our students will remain home and receive instruction remotely. The Full Remote Model directly correlates with the Hybrid Model, with both ELA and Math instruction occurring in the early part of the day.

As part of this model:

- ▶ A daily morning meeting is scheduled each day. This will provide an opportunity for the teacher and students to greet one another remotely each day and for the teacher to set the table for the learning that day. SEL experiences will be a large part of this time. Teachers will utilize resources such as Sanford Harmony, SEL literature, and various conversational prompts to engage students and keep them connected and motivated.
- ▶ Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- ▶ Special area instruction will occur remotely.

# Secondary Hybrid Instruction



In a hybrid model, the student cohort that is home on a particular day will have remote learning opportunities that include an emphasis on the continuity of instruction. This will enable students to make curricular progress and return to school the following day without the need for the teacher to repeat a lesson. While in a hybrid model, students at home will be required to log in to Canvas for their core area classes as per the regular bell schedule. Once connected, students may be asked to participate live with the class or receive a recorded lesson that aligns with that day's curricular objectives.

To ensure high-quality remote learning experiences, all students and teachers will utilize Canvas as our learning management tool. Teachers will continue to follow basic protocols and procedures for its use to ensure a level of consistency within and across the curricular areas.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

- ▶ Throughout the district, students will be grouped by household into two cohorts - Blue and Green. All household members will be grouped into the same cohort, regardless of the building they attend.
- ▶ Once logged in to Canvas, students will follow the posted directions from their teacher. In the hybrid model, remote instruction will consist of one of the following:
  - ▶ Recorded screencast that is aligned to in-person instruction
  - ▶ Recorded, asynchronous instruction from a prior class or lesson
  - ▶ Synchronous instruction from the classroom
- ▶ In a hybrid model, it is unlikely that remote instruction will be a full period in length, as teachers must also focus their attention on the students in class. As described in the "Educational Practices" section, it is also unlikely that a teacher would use direct instruction for a full period while in class. Students at home should expect an instructional component, as described above, and then collaborative or independent student work to demonstrate their understanding.
- ▶ In addition to the instructional components listed above, teachers will make themselves available at a clearly designated time during the day to address student questions, clarify concepts or provide feedback.

# Secondary Full Remote Instruction



In the event of a full closure, students will not be permitted into school buildings for any in-person activities. Under those circumstances, all academic activity will take place online.

- ▶ Core classes would meet four times per week for synchronous instruction, with the option to meet a fifth day for synchronous or asynchronous instruction when deemed necessary for curricular progress. As in a normal school year, students would be expected to complete additional independent work (comparable to homework) outside of class time.
- ▶ All other courses will meet synchronously 5 days per week, or according to a regular A/B schedule. It is expected that the majority of the required curricular work will be completed within these class periods each day, thereby limiting the amount of additional work and screen time.
- ▶ Students in AP courses should expect to be engaged in synchronous learning five days per week, at teacher discretion, with additional work commensurate with that of a typical year.
- ▶ Teachers have been asked to be mindful of cumulative screen time in their instructional practices. As there are no bells or physical transitions between periods, teachers are encouraged to end a lesson at a natural ending point and not hold students for the duration of the period unless it is useful. Teachers may elect to use the last several minutes of a class to address individual questions, but may release students whom may not find those questions helpful.

# Secondary In-person Instruction



At the secondary level, in person instruction will continue to utilize the best teaching practices to the degree allowable. Although certain types of work will be limited, such as close proximity collaboration, students will experience lessons similar to what would be expected in a normal year. Throughout the scheduled class period, teachers and students will interact via question and answer, the solicitation of feedback and frequent opportunities for students to receive individualized instruction or clarification.

When the Long Island Region is cleared to open schools for in person instruction **with no or reduced social distancing requirements**, all students would physically report to school each day. In this model, students would follow a regular bell schedule as they would in a regular school year.

Although this model would bring 100% of our students in each day, it is reasonable to expect modifications to certain activities such as large group gatherings, including sporting events, assemblies and field trips. It is also reasonable to expect that certain safety precautions, such as wearing a mask, will remain in effect.

As this model is being implemented, we anticipate receiving additional guidance from the Department of Health and New York State. This guidance will enable us to determine the exact protocols and procedures that will be put in place to ensure the safe return to normal operations.





# Questions: Teaching and Learning



# Career and Technical Education (CTE)

# Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Half Hollow Hills Central School District has collaborated with Western Suffolk BOCES to ensure high school instructional plans are aligned. Western Suffolk BOCES has developed models that ensure NYS Learning Standards, applicable industry certification requirements, clinical and work-based learning hours have been met. In addition, their plans follow all NYSDOH health and safety guidelines and social distancing.





# Questions: Career and Technical Education (CTE)



# Athletics and Extracurricular Activities

As a district, we are committed to providing students with the best experiences possible, regardless of whether that is through a remote, hybrid or full in-person educational model.

# Interscholastic Athletics

As a result of the COVID19 pandemic, the New York State Public High School Athletic Association (NYSPHSAA) has delayed the Fall sports start date until Monday, September 21, 2020. With New York State approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following has been recommended by NYSPHAA:

- ▶ Cancellation of NYS Fall Regional and State Championship events
- ▶ Waive seven-day practice rule to enable greater opportunities for local participation
- ▶ Maintain current practice requirements
- ▶ Encourage geographic scheduling for games & contests
- ▶ Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

## Season I (Winter Sports)

- ▶ Dates: To be determined
- ▶ Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), \*wrestling, \*competitive cheer. \* Because of the high-risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.

## Season II (Fall Sports)

- ▶ Dates: To be determined
- ▶ Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

## Season III (Spring Sports)

- ▶ Dates: To be determined
- ▶ Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.



# Extracurricular Activities

Based upon the CDC recommendations to limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas at the start of the 2020 – 2021 school year, Extracurricular Activities will start as remote opportunities at the beginning of the year.

The District will continue to evaluate opportunities to make these activities available in-person based on State guidance.

- ▶ In both the Full Remote and Hybrid Models, all clubs, activities and academic teams will conduct their meetings and events remotely.
- ▶ In challenging times, connections become more important than ever to promote social and emotional health.
- ▶ All students are encouraged to take advantage of this opportunity and join a club or activity.





# Questions: Athletics and Extracurricular Activities





# Special Education

The Half Hollow Hills Central School District reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE).

# Special Education



## Elementary School

- ▶ IPC/ Intensive Program for Students (8:1:1) - Students in our ABA program with an 8:1:1 ratio on their IEP will attend school daily for in-person instruction. The small class sizes will permit social distancing compliance. Specials will be delivered in a push-in format. Related services will also be delivered in-person in a push-in or pull-out format as per the IEP. Adjustments to groups may need to be made.
- ▶ Life Skills Program (12:1:1) - Students in the Life Skills program with 12:1:1 ratio on their IEP will attend school daily for in-person instruction. There are approximately eight students in these classes. This small number will ensure social distance compliance. Specials will be delivered in a push-in format. Related services will also be delivered in-person in a push-in or pull-out format as per the IEP. Adjustments to groups may need to be made.
- ▶ Self-Contained (15:1) - Students in a Special Class program with a ratio of 15:1:1 on their IEP will attend school daily for in-person instruction. Specials will be delivered in a push-in format depending on building schedule. Related services will be delivered in-person.
- ▶ Integrated Co-Teaching - All ICT classes will follow the same model as their general education peers. Related services can be delivered in-person and virtual based upon each building's schedule.
- ▶ Resource Room - Students who receive resource room services will follow the same model as their general education peers. The pull out resource room service will be scheduled within the school building and in coordination with the master schedule.

## Middle School/High School

- ▶ IPC/ Intensive Program for Students (8:1:1) - Students in our ABA/IPC program with an 8:1:1 ratio on their IEP will attend school daily for in-person instruction. The small class sizes will permit social distancing compliance. Specials will be reviewed and delivered in either a push-in or pull out format. Related services will also be delivered in-person in a push-in or pull-out format as per the IEP. Adjustments to groups may need to be made.
- ▶ Life Skills Program (15:1:1) - All students in the Life Skills program in grade 6 -12, will be provided daily in-person instruction. A special class elective will be designed specifically for this group. Related services will have to be coordinated with the building schedule and may require a hybrid approach.
- ▶ All other special education programs, ICT, Resource Room and Special Class will follow the same hybrid model as their general education peers. Their related service delivery will be based upon building schedules and follow a hybrid model.



# Questions: Special Education



# Bilingual Education and World Languages

# Bilingual Education and World Languages

Support of English language learners (ELLs) will be comprehensive, high quality, and culturally responsive.

We will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language.

In order to assure that students have opportunities to study world languages we are prepared to teach World Languages in the live in-person, hybrid, or remote format upon reopening.

We will provide professional learning opportunities to our district faculty that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, students with disabilities, and general education students who are studying world languages to help address learning gaps caused by the COVID-19 school closures.





# Questions: Bilingual Education and World Languages

# Staffing



# Staffing



## Teacher and Principal Evaluation System

- ▶ All teachers and principals will continue to be evaluated pursuant to the District's approved APPR plan. The Half Hollow Hills Central School District will consider whether its currently approved APPR plans may need to be revised in order to be consistent with its plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

## Certification, Incidental Teaching and Substitute Teaching

- ▶ All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

## Student Teachers

- ▶ Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Half Hollow Hills Central School District. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full-time certified teachers only. At no time will a student teacher be used as a teacher of record.





# Questions: Staffing