

# HARRISON CENTRAL SCHOOL DISTRICT

## 2020-21 SCHOOL REOPENING PLAN

July 31, 2020

*This document will be updated whenever there are new opportunities to improve the health, safety, and well-being of students, faculty and staff, and to enhance the learning experience for students.*



*a plan driven by our*

**— HUSKY PRIDE —**

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# HARRISON CENTRAL SCHOOL DISTRICT

## 2020-21 SCHOOL REOPENING PLAN

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# HARRISON CENTRAL SCHOOL DISTRICT

## 2020-21 SCHOOL REOPENING PLAN

### Introduction

The Harrison Central School District (HCSD) has developed its reopening plan to ensure the safe return of students, faculty, and staff when schools reopen in September. The plan contains the three different return to learning models, and procedures and protocols for the safe reopening of schools, as required by the New York State Department of Health in the [Interim Guidance For In-person Instruction At Pre-k To Grade 12 Schools During The Covid-19 Public Health Emergency](#) issued on July 13, 2020, and the school reopening guidance issued by the [New York State Education Department](#), issued on July 15, 2020. The reopening plan has been developed in consultation with stakeholder groups, including but not limited to the Board of Education trustees, administrators, teachers and staff, PTA, parents, and medical health professionals. As expressed in the guidance document, the HCSD plan is a living document and can be modified on an on-going basis based on additional input, or as needed.

This reopening plan addresses the following required categories:

1. Return to Learning Models
  - a. 100% In-person Instruction
  - b. Hybrid Instruction (in-person & learning from home)
  - c. 100% Learning from Home
  
2. Protocols for the Safe Reopening of School
  - a. Reopening of school facilities for in-person instruction
  - b. Monitoring of health conditions
  - c. Containment of potential transmission of the 2019 novel coronavirus (COVID-19)
  - d. Closure of school facilities and in-person instruction, if necessitated by widespread virus transmission

### Return to Learning Models, Orientation and Safety

#### Learning Models:

New York State Department of Health and New York State Education Department guidance requires school districts to develop return to learning models that can accommodate the safe return of students and staff to in-person learning to the greatest extent possible. The three return to learning models include (a) 100% in-person instruction for students and staff if/when it is determined that all students and staff can safely attend in-person instruction in school; (b) hybrid instruction, which includes a combination of in-person learning in school and learning from home to meet recommended social distancing of students and staff; and (c) 100% learning from home, which is required if schools are closed pursuant to directives from the Department of Health, the New York State Education Department, or as a result of an executive order from the Governor. More details about these return to learning models can be found in the subsequent sections of this document.

It is important to note that while all return to learning models are outlined, the current guidance from the New York State Health Department and New York State Education Department State requiring social distancing calls for hybrid instruction (a combination of in-person learning and learning from home).

### **Orientation for Students and Staff:**

In order to support the transition to a return to school in a hybrid model, students and staff will receive an orientation to our new protocols (e.g., social distancing, mask wearing, handwashing, etc.) as well as a review of familiar protocols that will still be in place on their first in-person day of school. Orientation for faculty and staff will include:

- Two days of training focused on the safe reopening of school including protocols for social distancing, wearing face coverings, recognizing symptoms of COVID-19 as well as trauma-informed and trauma-responsive practices led by building psychologists.
- Teachers will be afforded time in classrooms prior to the return of students to ensure that the configurations meet social distancing guidelines and create welcoming learning spaces.
- Additionally, formal social-emotional support will be provided to faculty and staff during preparations for opening and throughout the school year.

Orientation for students will include:

- Training in our new safety protocols, resources to support learning from home in the hybrid instructional model, and reconnecting safely with teachers and their peers.
- Formal and personalized social-emotional support from trained mental health professionals to ensure students' readiness to return and ongoing well-being.

### **Safety:**

Safety remains our highest priority for the members of our learning communities. Conducting drills is an important part of keeping students and staff safe in the event of an emergency. Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. Under the current guidance from NYSED, these drills will continue to take place in a hybrid learning model. These drills will be conducted using different protocols than students and staff are used to in order to reduce the risk of spreading infection. For example, as required by NYSED or NYSDOH guidance, shelter in place and lockdown drills may be practiced using verbal instructions, rather than requiring students to congregate in close proximity during the drill, which would prevent social distancing. Should an actual emergency occur, the priority for students and staff will be to get to safety, foregoing social distancing measures. Other examples of modifications to safety drills may include but are not limited to conducting evacuation and lockdown drills on a staggered schedule or providing an overview of what to do during these drills in lieu of conducting them. To ensure the safety of students and staff, access to school buildings to visitors will be limited during the school day.

## Return to Learning Models - Elementary Program

### a. 100% In-person Instruction

In-person instruction all day, every day for all students and staff will only be possible if/when it is safe to have all students and staff simultaneously in attendance at school. The mandate of social distancing from NYSED and NYSDOH requires that students and staff maintain six feet of social distance and other virus mitigation strategies.

The six-foot social distancing requirement necessitates reducing the capacity in classrooms, cafeterias, gymnasiums, other instructional spaces, by approximately 50% and to an even greater extent on school buses. The required reduction in capacity to achieve social distancing standards precludes in-person instruction for all students and staff. If/when social distancing requirements established by NYSDOH and NYSED are relaxed and the District determines that it can safely accommodate all students and staff, then in-person instruction for all students and staff will resume.

### b. Hybrid Instruction (in-person & learning from home) - Required by NYSDOH & NYSED Mandates

In a hybrid learning model, K-5 students will be divided into two carefully constructed and balanced groups (**Husky & Pride**). Each group will attend on-site learning two days per week. Students will experience synchronous and asynchronous learning from home three days per week:

Week 1	Monday	Tuesday A Day	Wednesday A Day	Thursday B Day	Friday B Day
<b>Student Group Pride</b>	Learning from Home Synchronous class/small group meetings & Asynchronous learning experience	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home with Synchronous Opportunities
<b>Student Group Husky</b>	Learning from Home Synchronous class/small group meeting & Asynchronous learning experience	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day

Week 2	Monday	Tuesday C Day	Wednesday C Day	Thursday D Day	Friday D Day
<b>Student Group Pride</b>	Learning from Home: Synchronous	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home

	class/small group meetings & Asynchronous learning experience		with Synchronous Opportunities		with Synchronous Opportunities
<b>Student Group Husky</b>	Learning from Home Synchronous class/small group meetings & Asynchronous learning experience	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day

<b>Week 3</b>	<b>Monday</b>	<b>Tuesday E Day</b>	<b>Wednesday E Day</b>	<b>Thursday F Day</b>	<b>Friday F Day</b>
<b>Student Group Pride</b>	Learning from Home Synchronous class/small group meetings & Asynchronous learning experience	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home with Synchronous Opportunities
<b>Student Group Husky</b>	Learning from Home Synchronous class/small group meetings & Asynchronous learning experience	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional Schedule Day

- **Learning from Home - 'Monday' (All Students)**

- All students engage in Learning from Home: synchronous class meetings (1 whole class meeting, or 2 half-class meetings; approximately 30 minutes)
- Synchronous small group meetings for targeted instruction with homeroom teacher (30 minute sessions with 6 students per session)
- Synchronous small group meetings targeting instruction for students engaged in various support services such as Special Education, AIS, or ENL (30 minutes sessions with 4-6 students per session)
- Synchronous instruction will be given in Physical Education, Art, Music, and Library (4-5 students 30 minute sessions)
- Asynchronous, self-directed learning experiences throughout each of the content areas building upon prior learning, applying relevant strategies, and developing appropriate skills, preparing for upcoming learning experiences. (approximately 3.3 hours)

- Teachers will utilize a common planning time to design and create asynchronous and synchronous learning experiences for the coming week.
- **Learning from Home - Tuesday/Thursday (Husky) or Wednesday/Friday (Pride)**
  - Students engage in asynchronous, teacher-developed, student-directed learning experiences throughout each of the content areas building upon prior learning, applying relevant strategies and developing appropriate skills while preparing for upcoming learning experiences.
  - Teachers will provide synchronous help/checkin sessions for students Learning from Home.
  - Synchronous instruction for students receiving Academic Intervention Services (20-40 minute sessions; at home)
  - Students in general education classes: Integrated Co-Teaching, Resource Room, Consultant Teacher Services or Related Services will attend school according to their building's color (Husky/Pride) schedule. Those students with IEPs with direct services will receive synchronous instruction from their special education teacher on the days that they are learning from home via Google Meet/Zoom.
  - Transitioning, Expanding and Commanding ELLs will attend school according to their building's color (Husky/Pride) schedule.
  - Art, Physical Education, Music, and Library instruction will be offered asynchronously on days that students are not in school. Band and orchestra lessons will also be provided for 4th and 5th grade students synchronously.
  - Students in all grade levels will be provided with a device for their personal use (i-pads K-2 and chrome books for in 3-5). The device will travel between home and school.
- **On-Site Learning - Tuesday/Thursday or Wednesday /Friday (Husky and Pride)**
  - Students engage in traditional classroom instruction and learning experiences throughout the day in all content areas (6.25 hour school day).
  - Students with Disabilities in special class programs (12:1:2 and 8:1:2 classes) will attend school daily.
  - Related Services for special education students (speech, counseling, etc.) will be provided through a combination of in-person and remote instruction (Google Meet/Zoom) based on the student's special education program. A rotating schedule will be developed to ensure that students are receiving both in-person and synchronous remote services. (For more information about Special Education Services, please see page 13.)
  - Entering and Emergent ELLs will attend school four days a week. Synchronous and asynchronous instruction will be provided online on Mondays. (For more information about ELLs, please see page 13.)
  - Art, Physical Education, Music, and Library instruction will be offered on the days students attend school. Instruction will occur in alternative locations to allow the space for 12' of social distancing (i.e. large gymnasium, and outdoor spaces).
- **Orientation for Students, Faculty, and Staff to the Protocols for the Safe Reopening of School**
  - All Faculty and staff will be oriented to these protocols on the Superintendent Conference Days held prior to the opening of school.
  - During the first week of instruction for each student group, Husky/Pride, will be oriented to the protocols in effect for the safe operation of school.

- Orientations will include procedures that have traditionally been in place such as evacuation and lockdown drills, student behaviors, use of bathrooms, cafeteria usage and use of technology platforms (Seesaw/Google classroom).
- In addition to the traditional protocols, students will receive orientation to changes in these procedures due to the Coronavirus. These include movement in the hallways and stairwells (one-way designations to the extent practicable), expectations for social distancing and mask wearing, hand washing and sanitizing, exiting at the close of school, and after school extra-curricular activities.
- Every student will be assigned a district-provided iPad (K-2) or a Chromebook (3-5). Devices will be distributed to students on the first day of in-person instruction. (For more information about Technology, please see page 15).
- Students and their families will have access to mental health resources provided by our school psychologists alongside our daily approach to social and emotional learning.
- Kindergarten Orientation will be provided virtually to families.

### **c. 100% Learning from Home**

In the event it becomes necessary for all students to learn from home every day, all day as a result of a school or district-wide closure, the hybrid model will be adapted so that student groupings are maintained (**Husky & Pride**) and the on-site learning days become synchronous learning from home days, following the same schedule as if students were in attendance on-site.

## **Return to Learning Models - Middle School Program**

### **a. 100% In-person Instruction**

In-person instruction all day, every day for all students and staff will only be possible if/when it is safe to have all students and staff simultaneously in attendance at school. The mandate of social distancing from NYSED and NYSDOH requires that students and staff maintain six feet of social distance and other virus mitigation strategies.

The six-foot social distancing requirement necessitates reducing the capacity in classrooms, cafeterias, gymnasiums, other instructional spaces, by approximately 50% and to an even greater extent on school buses. The required reduction in capacity to achieve social distancing standards precludes in-person instruction for all students and staff. If/when social distancing requirements established by NYSDOH and NYSED are relaxed and the District determines that it can safely accommodate all students and staff, then in-person instruction for all students and staff will resume.

### **b. Hybrid Instruction (in-person & learning from home) - Required by NYSDOH & NYSED Mandates**

In a hybrid learning model, 6-8 students will be divided into two heterogeneous groups **Husky & Pride**. The model will maintain the grade level team structure. Student groups will attend alternating days of on-site synchronous learning and receive synchronous and asynchronous experiences when learning from home. The six-day cycle will follow a pattern of 1,1,2,2, etc. to ensure each student group experiences all classes in the six-day cycle. Below represents a three-week schedule for students.

**Sample Weekly Schedules with Six Day Cycle:**

<b>Week 1</b>	<b>Monday- Day 1</b>	<b>Tuesday- Day 1</b>	<b>Wednesday- Day 2</b>	<b>Thursday- Day 2</b>	<b>Friday- Day 3</b>
<b>Student Group Pride</b>	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day
<b>Student Group Husky</b>	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities

<b>Week 2</b>	<b>Monday Day 3</b>	<b>Tuesday Day 4</b>	<b>Wednesday Day 4</b>	<b>Thursday Day 5</b>	<b>Friday Day 5</b>
<b>Student Group Pride</b>	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities
<b>Student Group Husky</b>	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day

<b>Week 3</b>	<b>Monday- Day 6</b>	<b>Tuesday- Day 6</b>	<b>Wednesday- Day 1</b>	<b>Thursday- Day 1</b>	<b>Friday- Day 2</b>
<b>Student Group Pride</b>	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day
<b>Student Group Husky</b>	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities

- **On-Site Learning - Occurs every-other-day for each group of students**

- Students engage in classroom instruction throughout the day in all content areas. On-Site Learning Days follow the traditional 9-period schedule. (6 hours and 45 minute school day)
- Art, physical education, and music classes will be offered on the days that students are in person. Students in these classes will receive instruction in school and also asynchronous learning when students learn from home.

- Physical education classes will take place indoors with masks, and outdoors without masks when possible and with appropriate social distancing (12 feet apart).
  - Lesson groups in band and orchestra will be held remotely through synchronous lessons when students are learning from home.
  - Academic Intervention classes (AIS) in ELA and math will be provided to eligible students as a class period during their regular school schedule.
  - Students with Disabilities in our FASE class (8:1:2) will attend school in-person daily.
  - Students with Disabilities in three special classes (SGI: 12:1:1) will attend school in-person daily.
  - Related Services for special education students (speech, counseling, etc.) will be provided through a combination of in-person and remote instruction (Google Meet/Zoom) based on the student's special education program. A rotating schedule will be developed to ensure that students are receiving both in-person and remote related services. (For more information about Special Education Services, please see page 13.)
  - Entering and Emergent ELLs will attend school five days a week. Transitioning, Expanding and Commanding ELLs will attend school every other day. These students will receive synchronous instruction in school and engage in asynchronous learning when at home. (For more information about ELLs, please see page 13.)
  - School counseling services (academic advisement, social/emotional/academic support, transition services, etc.) will be synchronous and provided both in-person and remotely. School counselors will meet with students and families individually and small groups as appropriate. (For more information about the School Counseling Program 6-12, please see page 14).
  - LMK is a BYOD (Bring Your Own Device) school. Students are expected to bring their device to and from school each day. The district will provide a device to any student needing one. (For more information about Technology, please see page 15).
- **Learning from Home - Occurs every-other-day for each group of students**
    - Students engage in asynchronous, self-directed, teacher-developed learning experiences throughout each of the content areas building upon prior learning, applying relevant strategies, developing appropriate skills, and preparing for upcoming learning experiences for each subject.
    - Teachers will provide synchronous office hours/extra help sessions for students that are Learning from Home.
    - Additional synchronous opportunities for lessons in band/orchestra as well as intervention classes will be individually scheduled.
- **Orientation for Students, Faculty, and Staff to the Protocols for the Safe Reopening of School**
    - All faculty and staff will be oriented to these protocols on the Superintendent Conference Days held prior to the opening of school.
    - During the first week of instruction for each student group, **Husky** and **Pride**, students will be oriented to the protocols in effect for the safe reopening of school.
    - Orientations will include procedures that have traditionally been in place such as evacuation and lockdown drills, student behaviors, use of bathrooms, cafeteria usage and use of technology platforms (Google classroom).
    - In addition to the traditional protocols students will receive orientation to changes in these procedures due to the Coronavirus. These include movement in the hallways and stairwells,

expectations for social distancing and mask wearing, hand washing and sanitizing, exiting at the close of school, and after school extra-curricular activities.

- Students will receive information regarding resources for mental health including locations for school psychologists and counselors and how to access each.
- All students will have their first advisory sessions of the school year.

### **c. 100% Learning from Home**

In the event it becomes necessary for all students to learn from home every day, all day as a result of a school or district-wide closure, the hybrid model will be adapted so that student groupings are maintained (**Husky & Pride**) and the on-site learning days become synchronous learning from home days, following the same schedule as if students were in attendance on-site.

## **Return to Learning Models - High School Program**

### **a. 100% In-person Instruction**

In-person instruction all day, every day for all students and staff will only be possible if/when it is safe to have all students and staff simultaneously in attendance at school. The mandate of social distancing from NYSED and NYSDOH requires that students and staff maintain six feet of social distance and other virus mitigation strategies.

The six-foot social distancing requirement necessitates reducing the capacity in classrooms, cafeterias, gymnasiums, other instructional spaces, by approximately 50% and to an even greater extent on school buses. The required reduction in capacity to achieve social distancing standards precludes in-person instruction for all students and staff. If/when social distancing requirements established by NYSDOH and NYSED are relaxed and the District determines that it can safely accommodate all students and staff, then in-person instruction for all students and staff will resume.

### **b. Hybrid Instruction (in-person & learning from home) - Required by NYSDOH & NYSED Mandates**

In a hybrid learning model, 9-12 students will be divided into two groups **Husky & Pride**. Students groups will attend alternating days of on-site synchronous learning and receive off-site synchronous and asynchronous experiences when learning from home. The six-day cycle will follow a pattern of 1,1,2,2, etc. to ensure each student group experiences all classes in the six-day cycle. The schedule below represents the pattern of a three week schedule for all students.

**Sample Weekly Schedules with Six Day Cycle:**

Week 1	Monday Day 1	Tuesday Day 1	Wednesday Day 2	Thursday Day 2	Friday Day 3
<b>Student Group Pride</b>	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day
<b>Student Group Husky</b>	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities

Week 2	Monday Day 3	Tuesday Day 4	Wednesday Day 4	Thursday Day 5	Friday Day 5
<b>Student Group Pride</b>	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities
<b>Student Group Husky</b>	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day

Week 3	Monday Day 6	Tuesday Day 6	Wednesday Day 1	Thursday Day 1	Friday Day 2
<b>Student Group Pride</b>	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day
<b>Student Group Husky</b>	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities	On-Site Learning Traditional 9 period schedule day	Asynchronous Learning from Home with Synchronous Opportunities

- **On-Site Learning - Occurs every-other-day for each group of students.**
  - Students engage in classroom instruction throughout the day in all content areas. On-Site Learning Days follow the traditional 9-period schedule. (6 hours and 45 minute school day)
  - Art, physical education, and music classes will be offered on the days that students are On-Site. Instruction will occur in alternative locations to allow the space for 12' of social distancing (i.e., HPAC, stage, large gymnasium, and outdoor spaces). These classes will also be included in

asynchronous learning on the days students learn from home. Social distancing and masks will be required.

- Physical education classes will take place indoors with masks, and outdoors without masks when possible and with appropriate social distancing.
- Lesson groups in band and orchestra will be held remotely through synchronous lessons when students are learning from home.
- Student Support classes, Learning Center, and ENL Services will continue to be provided to eligible students as part of their regular schedule.
- Students with Disabilities in our FASE class (8:1:2) will attend school in-person daily.
- Students with Disabilities in special classes (SGI: 12:1:1) will attend school in-person daily.
- Related Services for special education students (speech, counseling, etc.) will be provided through a combination of in-person and remote instruction (Google Meet/Zoom) based on the student's special education program. (For more information about Special Education Services, please see page 13.)
- Entering and Emergent ELLs will attend school in-person daily.
- Transitioning, Expanding and Commanding ELLs will attend school every other day. These students will receive synchronous instruction in school and engage in asynchronous learning when at home. (For more information about ELLs, please see page 13.)
- School counseling services (college admissions, academic advisement, social/emotional/academic support, transition services, etc.) will be synchronous and provided both in-person and remotely. School counselors will meet with students and families individually and small groups as appropriate. (For more information about the School Counseling Program 6-12, please see page 14.)
- HHS is a BYOD (Bring Your Own Device) school. Students are expected to bring their device to and from school each day. Any student in need of a device can be provided one by the district. (For more information about Technology, please see page 15.)
- **Learning from Home - Occurs every-other-day for each group of students**
  - Students engage in asynchronous, self-directed, teacher-developed learning experiences throughout each of the content areas building upon prior learning, applying relevant strategies, developing appropriate skills, and preparing for upcoming learning experiences for each subject.
  - Teachers will provide synchronous office hours/extra help sessions for students that are Learning from Home.
  - Additional Synchronous Opportunities for lessons in band/orchestra as well as intervention classes will be individually scheduled.
- **Orientation for Students, Faculty, and Staff to the Protocols for the Safe Reopening of School**
  - On the first day of instruction for each respective grouping, **Husky** and **Pride**, students will be oriented to the protocols in effect for the safe reopening of school. This orientation will include, but is not limited to, the following: student arrival in the morning, parking on campus, breakfasts and lunches, Student Union usage, library usage, bathroom usage, free periods, physical education, movement in the hallways and stairwells, expectations for social distancing and mask wearing, exiting at the close of school, and after school extra-curricular activities. Faculty and staff will be oriented to these protocols on the Superintendent Conference Days held prior to the opening of school.

### c. 100% Learning from Home

In the event it becomes necessary for all students to learn from home every day, all day as a result of a school or district-wide closure, the hybrid model will be adapted so that student groupings are maintained (**Husky & Pride**) and the on-site learning days become synchronous learning from home days, following the same schedule as if students were in attendance on-site.

### Special Education Services

The provision of a free and appropriate public education will continue to be provided via all three instructional models (100% in person; 100% remote; hybrid model). Initial and re-evaluation testing will continue and will be administered in-person, via Google Meet/Zoom or a combination thereof. Committee on Special Education (CSE) meetings will continue via Google Meet or Zoom at this time. Part 200 Special Education Regulations and guidance documents from the NY State Education Department regarding the education of students with disabilities will be implemented and followed. Additional PPE will be provided to teachers and support staff who work with students who are unable to wear face masks or socially distance due to their disability. As per NYSED guidance, HCSD has considered our highest-needs students and will implement special education programs as described below:

- K-5 Special Education Students:
  - Students in special class programs (12:1:2 and 8:1:2 classes at Parsons, HAS, and Purchase) will attend school in-person daily.
  - Students in general education classes: integrated co-teaching, Resource Room, Consultant Teacher Services or Related Services will attend school according to the student's **Husky** or **Pride** schedule. Those students with IEPs requiring direct services will receive live/synchronous instruction from their special educator on the days that they are learning from home via Google Meet/Zoom.
  
- 6-12 Special Education Students:
  - Students in our FASE class (8:1:2) will attend school in-person daily.
  - Students in three special classes (SGI: 12:1:1) will attend school in-person daily.
  - Students in general education classes: Integrated Co-teaching, Consultant Teacher Services or Related Services will attend school according to the student's **Husky** or **Pride** schedule. Those students with IEPs requiring direct services will receive live/synchronous instruction from their special educator on the days that they are learning from home via Google Meet/Zoom.
  
- Related Services:
  - Related Services for special education students (speech, counseling, etc.) will be provided through a combination of in-person and remote instruction (Google Meet/Zoom) based on the student's special education program. A rotating schedule will be developed to ensure that students are receiving both in-person and remote related services.

### English Language Learners

All English Language Learners will receive the services to which they are entitled under the provisions of the Commissioner's Regulations Part 154-2. These services are based on the level of language proficiency of the students and they are as follows:

- **K-5 Students:**
  - Entering and Emerging Proficiencies: 6 hours per week through integrated and standalone service delivery models. Students will attend school in person (as feasible) four days per week and will receive synchronous and asynchronous instruction online on Mondays.
  - Transitioning and Expanding Proficiencies: 3 hours per week through integrated and standalone service delivery models. Students will follow their group schedule for on-site and home learning.
- **6-8 Students:**
  - Entering and Emerging Proficiencies: 6 hours per week through integrated and standalone service delivery models. Students will attend school in person daily (as feasible).
  - Transitioning and Expanding Proficiencies: 3 hours per week through integrated and standalone service delivery models. Students will follow their team schedule for on-site and home learning.
- **9-12 Students:**
  - Entering Proficiency: 9 hours per week through integrated and standalone service delivery models. Students will attend school in person five days a week.
  - Emerging Proficiency: 6 hours per week through integrated and standalone service delivery models. Students will attend school in person five days a week.
  - Transitioning and Expanding Proficiencies: 3 hours per week through integrated and standalone service delivery models. Students will attend school in person every other day and will receive synchronous and asynchronous instruction online on the days they are not in school.

## School Counseling Program (6-12)

School counselors will provide support to their caseload of students in the areas of academics, social/emotional health and wellness, and college and career readiness as they return to school.

- School counselors will meet with students and families individually and in small, socially distanced groups as appropriate (i.e. by caseload, by grade-level, etc.)
- In addition, group meetings will be held for students and parents around transition to middle school and high school, college planning, financial aid for college, college admissions process, etc.
- Students and families may communicate directly and regularly with the school counselor via phone or email, and/or synchronous opportunities via Zoom or in the school counseling office.
- School counselors will coordinate and lead a comprehensive progress monitoring system for students and overseen by building administration which monitors all areas of student-life on an on-going basis. School counselors are proactive in their approach to support students who show indicators that they may need additional support.
- School counselors partner with teachers, teams of teachers, school psychologists and administration to prepare plans for student success and plan for increasing levels of support through a referral process when appropriate.
- Partnership with parents is an integral part of supporting students. School counselors will include parents in the process of supporting students and parents are encouraged to use the school counselors as a resource.
- School counselors regularly plan and adjust each student's individualized four-year high school plan to meet the post-secondary needs and goals for all students.

## Technology

### K-5 Students

- HCSD has implemented a 1:1 initiative for all students so that every student will be assigned a district-provided iPad (K-2) or a Chromebook (3-5). Devices will be distributed to students on the first day of in-person instruction. The device and the charger should remain at home when students are at home for remote learning and brought to school when students are required to report. Students should keep their chargers at home at all times. Families in need of internet can be provided a district Internet Hotspot.
- Students will be expected to use their own district-provided devices when at school. During the 2020-2021 school year, students will not be allowed to share devices. Lab computers will not be available.
- Software has been researched and purchased for teaching and learning to accommodate any of the learning models. For K-5 students, teachers will use SeeSaw and Google Classroom and interact with students through Google Meet and Zoom.

### 6-12 Students

- LMK and HHS are BYOD (Bring Your Own Device) schools. All students are expected to have a laptop/chromebook/tablet that can be used every day when at home or in school. Students are expected to bring their device to and from school each day. Any student in need of a device can be provided a device through their school library. Families in need of internet can be provided a district Internet Hotspot.
- Students will be expected to use their own devices when at school. During the 2020-2021 school year, students will not be allowed to share devices. Lab computers will not be available.
- Software has been researched and purchased for teaching and learning to accommodate any of the learning models. For 6-12 students, teachers will use Google Classroom and interact with students through Google Meet and Zoom.

### Technology Support:

- [HCSD Technology Help Desk](#) - The Help desk is available to all teachers, staff, students and parents. Technicians are assigned to each school to assist with any issues related to remote learning including, but not limited to password resets, software trouble, and hardware issues.
- [If your child needs a device](#), if there is a problem with your equipment, or if your family does not have internet access, the District will provide a device and/or a mobile hotspot to deliver internet access. If you require technology support [please complete this form](#). If you have questions contact Brian Seligman (914-630-3389) or ([seligmanb@harrisoncsd.org](mailto:seligmanb@harrisoncsd.org)).

### Extracurricular Activities

To the greatest extent possible, HCSD will permit extracurricular activities (i.e., clubs) to occur on school grounds outside of the school day, with proper safety protocols in effect (e.g., social distancing, use of face coverings, hand washing, etc.). Clubs may also meet virtually on days when students are not in attendance, as practicable. Interscholastic sports will only be permitted to the extent allowed by the New York State Public

High School Athletic Association, the New York State Department of Health, and the New York State Education Department. In the event that the district must implement full virtual learning from home model, then extracurricular clubs and interscholastic sports will be maintained virtually to the extent possible to support the social and emotional well-being of students through these enriching activities.

## **Professional Development in Preparation for Hybrid, Virtual Teaching & Summer Programs/Learning Laboratory**

### **Professional Learning**

Among more than 75 in-service workshops and 1,000 hours of discipline-specific curriculum development projects, Harrison's summer professional development program is preparing teachers for hybrid and fully online teaching and learning.

The training is comprehensive, intensive and practical. Anchored in research-based instructional strategies and recognized best practices in the design of curriculum, this year's professional learning program launches an innovative modular structure that optimizes the benefits of both online synchronous and asynchronous learning. This year, enrollment reached a new high, with over 1,400 registrants. More than 70% of teachers are participating in one or more in-service workshops.

At the elementary level, the district has implemented an innovative, systematic model for designing high quality, asynchronous student learning experiences aligned to New York Standards in English Language Arts and mathematics. A design team consisting of more than two dozen experienced elementary teachers have been trained as experts in online instructional design. Based upon Harrison's core curriculum, the teachers developed a series of thematic, sequenced, self-guided lessons focused on essentialized concepts and skills. In total, over 500 lessons are being developed during the first phase of implementation, with more than 80 lessons per grade level that have been field tested through the district's summer student extension program. All of the district developed, asynchronous lessons have been made available to students through the Learn From Home website.

### **Summer Programs/Learning Laboratory**

Beyond in-service workshops, Harrison teachers are developing real-time pedagogical expertise through the district's online summer programs and learning labs. The district utilizes the summer learning labs to develop prototypes for highly effective online instructional design models. Serving upwards of 700 students from grades 1 through 12, the district offers a wide range of summer programs for students:

- K-5 Summer Extension Program (reading, writing, mathematics)
- 6-12 Summer Enrichment Seminars (humanities, science, mathematics)
- 9-12 Summer School for Credit Recovery (English, science, mathematics)
- AP World, IB Economics, IB Extended Essay, & College Essay Workshops
- K-12 Special Education Program for FASE students
- K-12 Program for English Language Learners

Additionally, the district maintains an online portal [Learning from Home Summer Resources](#) to help prepare students for their return to school.

## Protocols for the Safe Reopening of Schools

### a. Reopening of school facilities for in-person instruction

Reopening of in-person instruction includes protocols and procedures for restarting school operations, including students, faculty, and staff returning to in-person instruction.

- **Capacity:** HCSD has reviewed the square footage of every classroom, cafeteria, gym, student instructional space, and school bus to determine how many students and adults can occupy each space to ensure social distancing of at least six feet. To ensure proper social distancing, the number of students who ride school buses and attend in-person instruction each day will be reduced by approximately 50% in buildings and more than 50% on school buses. Desks and classroom furniture will be arranged to accommodate social distancing capacity in each space.
- **Social Distancing:** To ensure proper social distancing of at least six feet, the number of students who ride school buses and attend in-person instruction will be reduced by approximately 50% in buildings and more than 50% on school buses. Students and adults will be instructed in the necessity for social distancing, and in those limited circumstances where social distancing of at least six feet cannot be maintained, students and adults will still wear a face covering. Signage will be posted to remind students, adults, and visitors of the social distancing requirements, including signage in hallways and common areas to ensure the bidirectional flow of foot traffic.
- **PPE and Face Coverings:** HCSD will provide all faculty and staff with reusable face coverings to be worn at all times when on school property or in school buildings. Additional PPE, such as face shields and gloves, will be provided on an as-needed basis to those adults with an increased risk of exposure. Parents will be asked to supply face coverings for their children, and HCSD will supply face coverings to any student who does not have one. Students will be required to wear face coverings at all times while on school property, in school buildings, and on school buses. Students shall not be required to wear face coverings while eating/drinking at designated times when they can take a break from wearing face coverings while able to socially distance or as a result of a disability or medical condition that prevents them from wearing a face covering. When students are not wearing a face covering, the social distancing of at least six feet will be strictly enforced.
- **Operational Activity:** Each school has developed plans for managing the arrival and dismissal of students to ensure social distancing and a process for monitoring that students have had their temperature taken either at home or upon arrival at school. Large gathering areas such as cafeterias, gymnasiums, and libraries will be used as needed for this purpose. During lunch periods, students will be socially distanced in the cafeteria, and cafeteria tables and chairs will be marked as designated seating areas. To the extent practicable, the scheduling of students for in-person learning will be organized so that siblings attend school on the same days. Locker use by students will be limited and staggered to the extent possible. Access to school buildings to visitors and families will be limited during the school day. Families are encouraged to schedule appointments with faculty when necessary. Each School will outline procedures for visiting their buildings.

- **Restart Operations:** HCSD will ensure that all school facilities are cleaned and inspected prior to any reopening, which includes surfaces in classrooms and instructional spaces; common areas such as hallways, cafeterias, and gymnasiums; ventilation systems; water systems; etc. to make sure spaces are clean and systems are fully operational for student and staff occupancy.
- **Hygiene, Cleaning, and Disinfection:** A daily, mandatory cleaning checklist will be maintained by each school's custodial crew, which will include daily cleaning of classrooms, bathrooms, large gathering spaces, offices, and conference rooms. Cleaning and disinfecting will focus on high touch points such as tables, chair armrests, doorknobs, cabinet pulls, light switches, keyboards, etc.). HCSD has purchased electrostatic disinfectant applicators that will be used as needed throughout the buildings and staff are being trained in their use. Restrooms will be cleaned throughout the day and disinfected daily. Custodial staff will be trained in the use of PPE, personal hygiene and use of the new electrostatic disinfectant applicators. Additional stations for water bottle filling are being added in each school to avoid use of water fountains. Hand sanitizers with signage will be distributed at strategic locations throughout each school, and EPA-approved, school-safe cleaning products that are effective on Coronavirus will be used throughout the school. Germ barriers will be added in strategic locations in each school.
- **Before and Aftercare:** Each school will have a designated space for students who arrive before the start of the school day, provided that the number of students permits for social distancing. After-school daycare will be provided to students who are in attendance at school on a given school day for those students whose parents have registered for this service through the Harrison Children's Center. Safety precautions (i.e., social distancing, wearing face coverings, hand washing, etc.) will be enforced by staff who supervise the after-school program.
- **Vulnerable Populations:** HCSD has surveyed parents and staff to determine which students/staff may have one of the underlying health conditions identified by the CDC that increase their vulnerability to the effects of COVID-19 and what reasonable modifications to learning/working may be necessary. Reasonable modifications may include additional PPE, such as face shields; increased social distancing; adjustments to learning/working schedules and/or locations. Requests for learning modifications will be confidentially reviewed by the school district physician.
- **Transportation:** Consistent with state-issued public school transportation and NYSDOH guidance, students and adults who ride school buses will be socially distanced, with the exception that siblings from the same household will be permitted to sit together. The district will endeavor to limit students to one per seat which is 50% or less of full bus capacity (approximately 21 students per bus, with slight variations). All students and monitors on school buses will be required to wear a face mask at all times (e.g., entering, exiting, and while seated), unless a disability or medical condition prohibits wearing of a face covering. School bus drivers will wear a face mask when students are loading onto and disembarking from the bus. If a student does not have a mask, one will be provided. School buses will be cleaned and disinfected daily and high contact spots will be disinfected between AM and PM runs. Weather permitting, bus windows will be open for ventilation while in operation and between routes. Drivers and monitors will be trained regarding the use of PPE, social distancing, and symptoms associated with COVID-19. Drivers and monitors may be required to complete daily temperature and COVID-19 symptom screening before beginning bus routes. Masks and gloves will be provided to

drivers and monitors; monitors will wear masks at all times, and gloves will be worn when direct contact with students is required. The standing rule that prohibits eating and drinking on school buses will be strictly enforced.

- **Food Services:** Food service will be available for students on days they are learning in school and available when students are learning from home. Food menus will be limited to start the year and may be expanded later. Cafeteria furniture has been arranged to limit the number of students at each table to ensure social distancing while eating. Students will be reminded of the importance of hand washing before/after eating & hand sanitizer stations will be available in the cafeterias. Custodial staff will follow protocols to clean and disinfect cafeteria furniture between lunch periods. Food service workers will receive training in safe food handling and preparation to avoid spread of COVID-19.
- **Mental Health, Behavioral, and Emotional Support Services and Programs:** HCSD will provide students with all necessary mental health, behavioral, and emotional support as they return to school. These supports include:
  - HCSD K-12 psychologists have received substantive clinical training in trauma-informed and trauma-sensitive teaching practices in addition to ongoing training in cognitive-behavioral (CBT) and dialectical behavior therapies (DBT) to help students develop skills in emotional regulation, mindfulness, and distress tolerance among other wellness skills. This past summer, psychologists and teacher leaders facilitated Professional Development in trauma-sensitive classrooms for our K-5 and 6-12 faculties. LMK and HHS have in place fully functioning DBT teams and work bi-weekly with a consulting psychologist.
  - During the 2020-21 school year, the LMK psychologists will partner with LMK physical education teachers to provide skills training in mindfulness, emotional regulation, distress tolerance, and interpersonal effectiveness.
  - HCSD has added additional psychological support at Parsons Elementary School, Louis M. Klein Middle School, and Harrison High School.
  - A district-wide behavioral specialist supports a comprehensive approach to addressing the social-emotional-behavioral needs of students and families.
  - The district is proactive in supporting wellness and providing social-emotional-learning and emotionally safe and sensitive classrooms for all students.
  - The clinical team provides additional support to students who struggle in this domain. They know who is most at risk, are trained to recognize signs of emotional distress and struggle, are aware of students who struggle and are well prepared to support.
  - There is in place a systematic, coordinated, and coherent referral process from teachers to counselors to psychologists, under the supervision of the building administration. The system ensures that, when necessary, students receive increasing levels of support (from teacher consultation to direct counseling services) in the social-emotional-behavioral realm. Parents are an integral part of this process supported by systems that provide training and ongoing communication.
  - Parent support includes coordinated outreach by school psychologists and school counselors, in consultation with classroom teachers and school administrators, to determine student need. Staff is trained in how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as information on developing coping and resilience skills for students, faculty, and staff.

- **Communication:** HCSD will use multiple communication tools and strategies to communicate with, and solicit feedback from, parents and staff about the reopening of school. These include, but are not limited to:
  - The reopening plan is a living document and can be modified at any time to adapt to changing events and experiences.
  - Information regularly updated on a dedicated Reopening website.
  - Monthly superintendent updates with the district's PT counsel representatives from all schools.
  - Regular communication from principals and Superintendent with updates & resources.
  - Surveys to solicit parent feedback on the effectiveness of the reopening of schools & ways to improve the learning from home experience.

## b. Monitoring of Health Conditions

Monitoring includes protocols and procedures to track health conditions at schools.

- **COVID-19 Coordinator & Liaisons:** Each school will have a designated COVID-19 liaison who works with the designated COVID-19 district coordinator. The COVID-19 liaisons and coordinator will work in conjunction with the school district physician and school nurses to monitor the implementation of safety protocols, collect data on symptomatic students/staff, oversee the safe return of students and staff to school following quarantine and/or isolation, and partner with the NYSDOH to manage contact tracing in the event of positive cases. The COVID-19 coordinator will keep the Superintendent and Board of Education informed of COVID-19 related mitigation strategies, positive cases, and recommended adjustments to the District's reopening plan.
- **COVID-19 Screening:** HCSD will send a daily digital survey to parents and staff, which requires them to answer COVID-19 screening questions and to report whether or not the student/staff member has a temperature of 100° Fahrenheit or higher that day. Daily screening questions will include:
  1. Have you had any COVID-19 symptoms in the past 14 days? (The current CDC definition of symptoms includes: fever, cough, shortness of breath, or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell)
  2. Have you had a positive COVID-19 test in the past 14 days?
  3. Have you had close contact with confirmed or suspected COVID-19 cases in the past 14 days?
  4. In the past 14 days have you traveled to any of the states that are subject to the New York State travel advisory and require a 14-day quarantine upon return to New York?
  5. Do you (staff) or does your child (student) have a temperature above 100° Fahrenheit today?

Any affirmative responses to questions in the daily digital survey will trigger an automatic, confidential notification to principals, assistant principals and school nurses (in the case of students) and principals/supervisors (in the case of staff members), and those students/staff will be instructed by automated email not to report to school that day and await further communication from a district representative. Students, staff and parents will also be required to report if they develop symptoms or if

their answers to health assessment changes. The daily digital survey will also produce non-compliance reports each day to identify those students and/or staff members who did not complete the survey that day so that they can be asked to complete the survey and have their temperature taken upon arrival to school. Visitors, contractors, and vendors will also be required to complete the survey and have their temperature checked at the point of entry to each school building. To the greatest extent possible, visitors, contractors, and vendors will be limited to those who have a necessary/essential reason for being in the school building, as determined by the school principal.

- **Testing Protocols:** HCSD will follow all applicable guidance from, and work in close consultation with, the New York State Department of Health to monitor and report suspected cases, to refer students and staff for COVID-19 testing when appropriate. These determinations will be made based on information provided by students and staff in the daily digital COVID-19 screening questionnaire and based on assessments conducted by school nurses if a student or staff member becomes symptomatic at school. When a student or staff member is referred for COVID-19 testing, documentation of a negative test result will be required before the individual is permitted to return to school. Any positive from a COVID-19 test will be shared, as required and permitted by privacy laws, with the New York State Department of Health and the school district physician.
- **Testing Responsibility:** HCSD will work in consultation with the New York State Department of Health and our school district physician to refer parents and staff members for COVID-19 testing when they meet the symptomatic criteria for testing.
- **Early Warning Signs:** HCSD will report any known positive student or staff cases of COVID-19 to the New York State Department of Health and will follow NYSDOH guidance in making any determination about steps that must be followed, including the determination that it may become necessary to close school(s).

### c. Containment of potential transmission of the 2019 novel coronavirus (COVID-19)

Containment includes protocols and procedures for how to respond to positive or presumed-positive cases, as well as preventative practices.

- **School Health Offices:** In consultation with the school district physician and school nurses, HCSD has developed a COVID-19 Health Protocol to address the needs of students and staff who may become symptomatic during the school day. This COVID-19 Health Protocol includes the list of symptoms that the nurse will consider when completing an assessment, the safety precautions that the nurse will take to isolate the individual, the criteria for determining when a student or staff member needs to be sent home, and a protocol for having the individual safely leave the school with a referral for follow-up care by a primary care physician.
- **Isolation:** Each school nurse will have a designated space to isolate individuals who present with COVID-19 symptoms so that they can be safely assessed according to the COVID-19 Care Plan. Symptomatic individuals will wear a mask/face shield, and the school nurse and health assistant will wear appropriate PPE while interacting with the symptomatic individual (e.g., N95 mask, face shield, gloves, medical gown). Assessments of symptomatic individuals will be made in consultation with the

school district physician and, as needed or required, the New York State Department of Health. Any space used to isolate symptomatic individuals will be properly disinfected.

- **Collection:** In the event a student or staff member becomes symptomatic and the school nurse determines that the individual needs to leave school, the school nurse will consult with the principal and school district physician. The principal may initiate a “hold in place” so that the symptomatic person can be escorted from the school. The school nurse will provide the parent of the student or staff member with instructions to seek medical attention from a primary care physician and, in consultation with the school district physician, may refer the individual for COVID-19 testing.
- **Exposed & Infected Individuals:** For students and staff members who are exposed to, or infected with, COVID-19, HCSD will follow the standards for isolation, quarantine, and return to school dictated by the New York State Department of Health, in consultation with our school district physician. Students and staff members will not be permitted to return to school until permitted according to NYSDOH standards.
- **Contact Tracing:** HCSD will comply with all requests from the New York State Department of Health for information to support contact tracing when a suspected or confirmed case of COVID-19 occurs, as permitted by applicable privacy laws.
- **Communication:** In the event of a suspected or confirmed case of COVID-19, HCSD will communicate with parents and staff to provide necessary information, as permitted under applicable privacy laws, to ensure their safety. This information may include dates and locations of suspected or confirmed locations, measures HCSD is taking to contain the spread of the virus, recommended actions as advised by the NYSDOH, and interim alternative arrangements to ensure the continuity of learning.

**Hygiene, Cleaning, and Disinfection:** In the event a suspected or confirmed case of COVID-19, HCSD will follow cleaning and disinfection protocols recommended by the NYSDOH and CDC. This may require closing or restricting access to individual classrooms or a school so that cleaning and disinfection can occur. If it becomes necessary to clean/disinfect following a suspected or confirmed case of COVID-19, parents and staff members will be informed of the spaces affected, the timeline for completing the cleaning/disinfection, and alternative arrangements while this occurs.

#### **d. Closure of school facilities and in-person instruction, if necessitated by widespread virus transmission**

Closure includes contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education, and/or closing the school.

- **Closure triggers:** HCSD will follow the directives and guidance from NYSDOH and NYSED in making any decisions to close school due to COVID-19. Such decisions will be communicated to parents and staff in a timely way.

- **Operational Activity:** In the event of a school(s) closure, HCSD will determine which operational activities are deemed essential and implement safety protocols for these essential operations to continue.
- **Communication:** In the event of a school(s) closure, HCSD will initiate a communication plan to keep parents and staff members informed by posting information on the District website and utilizing communication platforms (e.g., phone, email, text).

This document will be updated whenever there are new opportunities to improve the health safety, and well-being of students, faculty and staff, and to enhance the learning experience for students