2020-21 Reopening:
Louis M. Klein Middle School
August 18, 2020

a plan driven by our

— HUSKY PRIDE —

Mandated Guidance for Reopening Our Schools

- *New York Statement Department of Health, [Interim Guidance for In-person Instruction Grades K-12](), July 13, 2020*
- *New York State Department of Education, [Recovering, Rebuilding, & Renewing Schools Reopening Guidance](), July 16, 2020*
- *Centers for Disease Control, [Preparing for a Safe Return to School](), July 23, 2020*

Governor's Priorities for Reopening Our Schools

...prioritize efforts to return <u>all</u> students to in-person instruction at this time...due to the dynamic nature of local community transmission of COVID-19 a phased-in approach or hybrid model combining in-person instruction and remote/distance learning may be necessary at times throughout the 2020-2021 school year. (DOH, 8/2020)

Reopening Requirements for Schools

New York State Education Department:

<u>Requires</u> all school districts to have three reopening plans:

- ○ 100% In-person Instruction (everyone attends school)
- ○ Hybrid Model (some students attend school each day)
- ○ 100% Remote Learning (all students learn from home)
  - ➢ **The District has added a fully virtual option within the Hybrid model. A new survey will be sent to parents 8/21/20.**
  - ➢ *Governor Cuomo announced August 7th it is safe to reopen schools based on public health data. Schools will open in accordance with DOH & CDC guidelines and directives.*
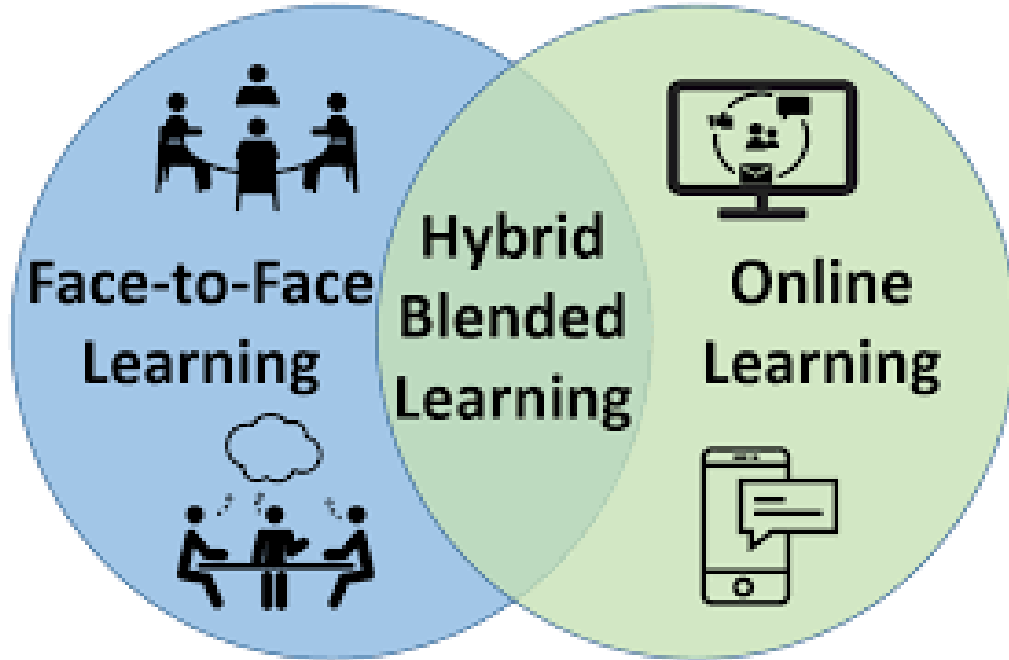
HCSD Priorities for Reopening Schools

1. *All decisions about reopening school <u>must</u> ensure the health & safety of students, faculty and staff to the greatest extent possible.*

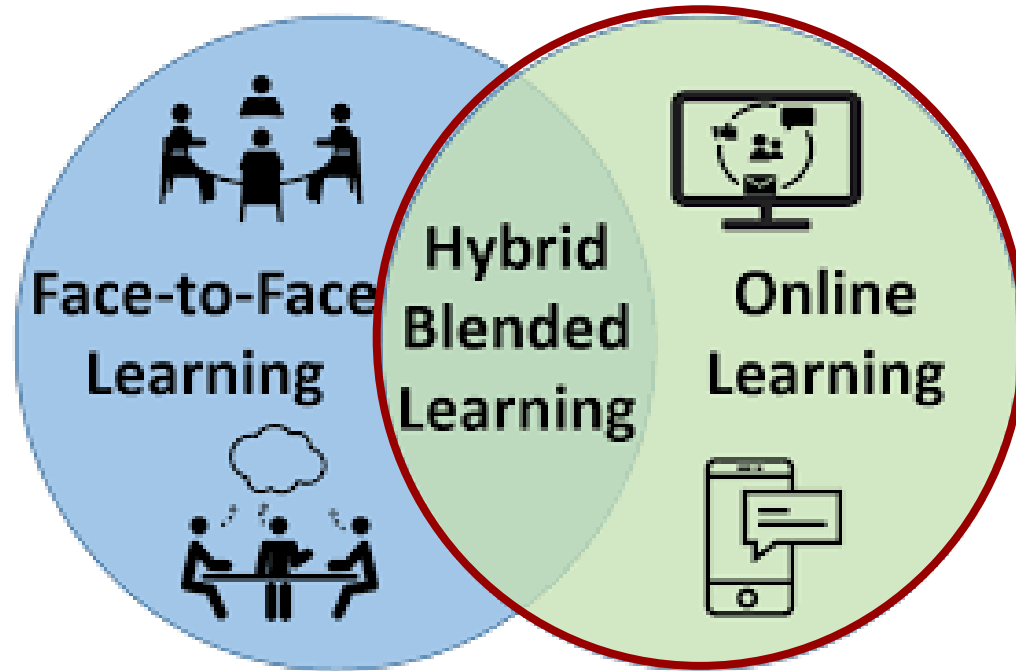2. *The continuity of learning for students <u>must</u> be maintained in each instructional model.*

Required Instructional Models

Hybrid Model + Remote Option

Physical Health & Safety

Required Social Distancing

- Number of students who ride school buses and attend in-person instruction each day will be reduced by approximately 50% to ensure social distancing.
- Classroom furniture will be arranged with 6 feet of distance & faced in same direction; required social distancing in chorus, dance and PE is 12 feet. Full band will not occur at this time, lessons and full band classes will occur in person and virtually.
- Signage will mark spacing & reinforce importance of social distancing.
- Hallways and stairwells may be designated as one-way only.
- Lockers will not be used
- Drop-off & pick-up of students will vary by building to minimize congregation of students.

Physical Health & Safety

Required Face Coverings

- Students and staff will be required to wear face coverings <u>at all times</u>.
  - Limited exceptions: when eating/drinking, medical conditions or disabilities that prevent mask wearing, planned mask breaks.
- Parents are encouraged to provide reusable, washable masks for children to wear each day.
- Schools will have a supply of masks for students who do not have a mask.
- There will be limited visitors in school; all visitors will be required to wear face covering.

Physical Health & Safety

Daily Health Screenings

- Parents and staff will complete a daily electronic questionnaire to:
  - Confirm absence of COVID-19 symptoms
  - Confirm absence of temperature over 100º Fahrenheit
  - The District is providing an App to all parents for daily reporting.
  - Students, staff and parents will be required to report if they develop symptoms or if their answers to health assessment changes.
- Students/staff who are not screened at home will be screened at school.
- All visitors to schools will be subject to questionnaire & temperature screening.

School Entry Badge - Student

Student entry badge is based on certification by parents. Updated daily before students go to school.

Check In Details — Submit

Student Pre-Visit Self-Certification. Please respond truthfully to following options:

- My child meets criteria and will go to school today (no symptoms like sore throat, cough, chills, body aches for unknown reasons, shortness of breath for unknown reasons, loss of smell, loss of taste, fever at or greater than 100.4 degrees Fahrenheit).
- My child has a fever or other COVID-19 related symptoms.
- My child has had close contact with COVID-19 positive case.
- My child has tested positive for COVID-19.
- My child meets the go-to-school criteria (no COVID-19 related symptoms, no close contact to any positive case), but will study remotely today.
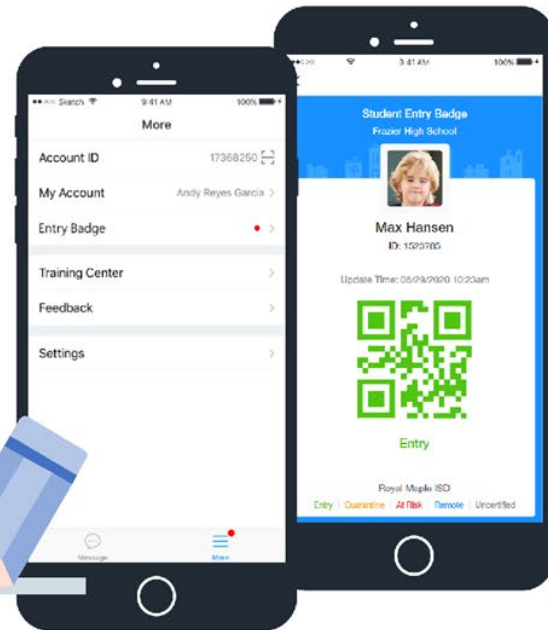
Comment

Certify Student Status

Parents complete pre-visit safety check-in to certify their children.

Update Entry Badge

After parents submit safety check-in, the student entry badge will be updated on Safe2SpeakUP.

Send Pre-Visit Safety Check-In

School auto sends pre-visit safety check-in to parents for their student certification.

More

Account ID — 17368250
My Account — Andy Reyes Garcia
Entry Badge
Training Center
Feedback
Settings

Student Entry Badge
Frazier High School

Max Hansen
ID: 1520765

Update Time: 05/29/2020 10:23am

Entry

Royal Maple ISD

Entry | Quarantine | At Risk | Remote | Uncertified

www.crisisgo.com

CRISIS GO
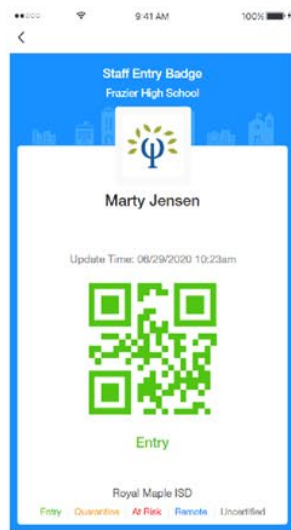safety through communication

School Entry Badge

Entry badge includes 5 colors with related icons to represent different status: Green, Yellow, Red, Blue, Grey

At Risk   **Quarantine**   **Entry**   **Remote**   **Uncertified**

CRISIS GO
safety through communication

Physical Health & Safety

COVID-19 Symptom Protocol

- Consistent with NYSDOH guidance, HCSD is developing a COVID-19 protocol in conjunction with the school district physician and school nurses.
- Symptomatic students/adults will be assessed by school nurse; additional PPE will be used.
- Each school will have designated isolation area while pick-up is arranged.
- Areas used for isolation will be cleaned and disinfected after use.
- Symptomatic individuals or those with confirmed cases of COVID-19 will be required to meet CDC/NYSDOH criteria to return to school.
- Each school will have a designated COVID-19 liaison who works with the designated COVID-19 district coordinator.

Physical Health & Safety

Cleaning School Facilities

- Mandatory daily cleaning logs will be maintained by each school's custodial crew.
- Use of specialized electrostatic disinfectant applicators will be used throughout each school and staff are being trained in their use.
- Cleaning, sanitizing, disinfecting will focus on touch points such as tables, chair armrests, doorknobs, light switches, keyboards, restrooms, etc.
- Continual cleaning will occur in each school throughout the school day.
- EPA-approved, school-safe cleaning products that are effective on Coronavirus will be used throughout the school.

Physical Health & Safety

Ventilation

- Most classrooms have unit ventilators, which mix outside fresh air with interior air on an ongoing basis. All unit ventilators will have MERV filters.
- Classroom windows and doors will be kept open (as practicable) to promote air circulation.
- Ceiling fans will be installed in rooms with limited air circulation.
- 100 I-Wave ion generators are being installed in all non-window air-conditioning units to neutralize bacteria, viruses, and mold in the breathing zone.

Physical Health & Safety

Promoting Hygiene in Schools

- Signage to promote regular hand washing will be posted throughout each school and in restrooms.
- Hand sanitizers will be placed in strategic locations throughout each school, including classrooms, hallways, entrances, cafeterias, bathrooms.
- Additional stations for water bottle filling are being added in each school to avoid use of water fountains.
- Germ barriers will be added in strategic locations in each school.

Physical Health & Safety

Student Entry & Dismissal

- *Teachers, teacher aides, school aides and administrators are present to monitor the flow of traffic and the arrival and dismissal of students.*
- *Students will enter along designated pathways and report to designated areas by grade level.*
- *Staggered Classroom Dismissal at the end of the school day.*
- *Social distancing protocols will be monitored and enforced.*

Lunches

- *Students are cohorted by team and section.*
- *Students will be assigned a seat at lunch following the same cohorts.*

Visitors, Orientations, Back to School Night

- Visitors are requested to make an appointment and receive prior approval from building administration to enter the building barring extreme extenuating circumstances.
- Care will be given to plan and conduct parent meetings virtually.
- Sixth Grade Orientations will occur for students only in person. There will be three sessions, organized by teams.
- New Student Orientation will occur for students only in person.
- Back to School Nights and Open Houses will occur virtually (more information to follow).
- Other events that occur throughout the course of the year will be evaluated on an ongoing basis.

Reorientation to School: Faculty & Staff

- 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 also spend time in classrooms prior to the return of students to acclimate to configurations that ensure social distancing & create welcoming learning spaces.
- One full day to prepare and collaborate with colleagues on instruction.
- Ongoing formalized social-emotional support will be provided to faculty and staff throughout the school year.

Reorientation to School: Students

- Students will be oriented to new safety protocols, resources to support learning from home in the hybrid instructional model, and reconnecting safely with teachers and their peers.
- Students will be made aware of access to ongoing support from trained mental health professionals to support their social and emotional well-being.
- Teachers will be vigilant at ensuring students exhibiting signs of duress or stress are directed to the appropriate staff for psychological and emotional support
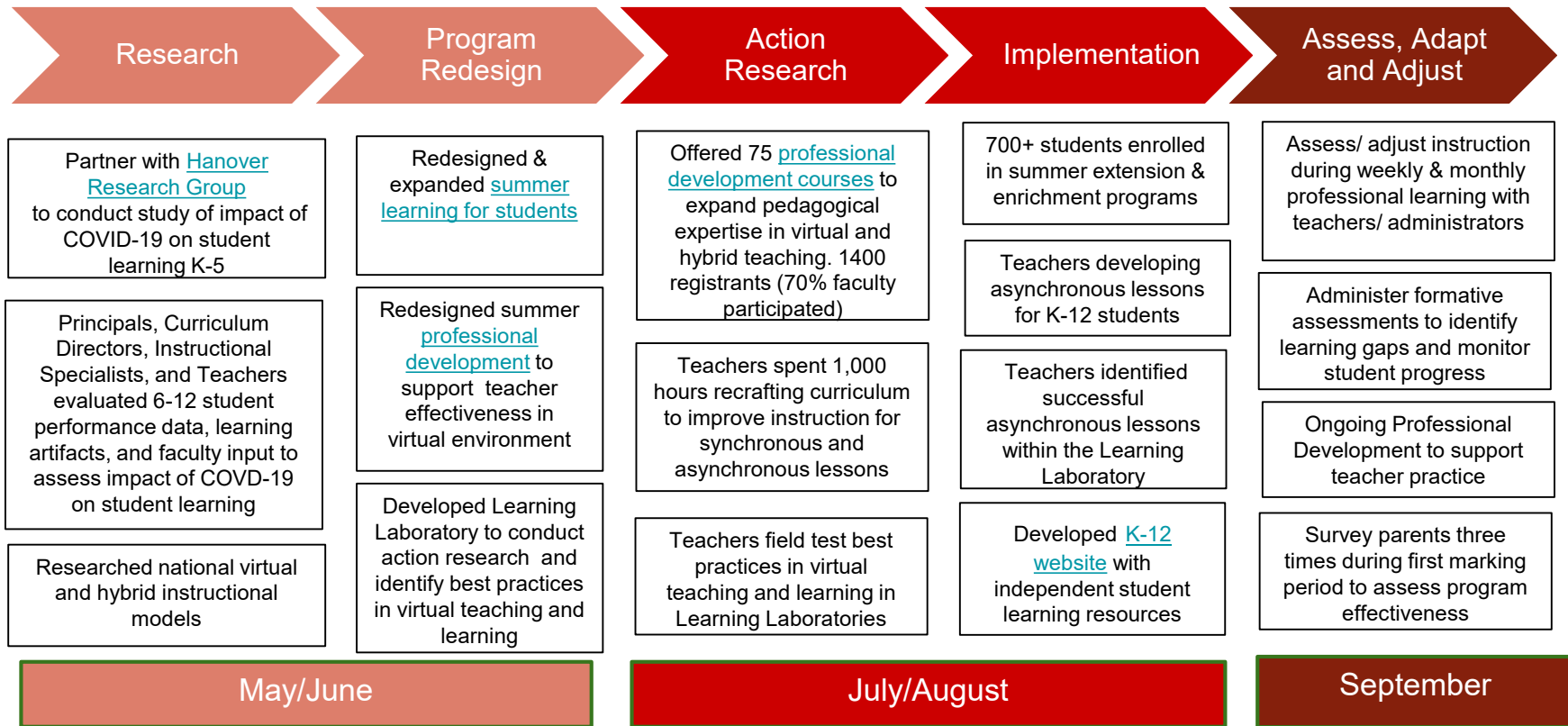
Date change for School Reopening

In order to provide additional time to faculty and staff to fully prepare for the arrival of students changes will be made to the school calendar:

➔ **The first day of school for students will be September 9, 2020.**

➔ **The scheduled Superintendent's Conference Day on February 5, 2021, will be a full day of school for students.**

Ensuring Effective & Engaging Teaching in a Virtual Environment

Research	Program Redesign	Action Research	Implementation	Assess, Adapt and Adjust

Research

- Partner with Hanover Research Group to conduct study of impact of COVID-19 on student learning K-5
- Principals, Curriculum Directors, Instructional Specialists, and Teachers evaluated 6-12 student performance data, learning artifacts, and faculty input to assess impact of COVD-19 on student learning
- Researched national virtual and hybrid instructional models

Program Redesign

- Redesigned & expanded summer learning for students
- Redesigned summer professional development to support teacher effectiveness in virtual environment
- Developed Learning Laboratory to conduct action research and identify best practices in virtual teaching and learning

Action Research

- Offered 75 professional development courses to expand pedagogical expertise in virtual and hybrid teaching. 1400 registrants (70% faculty participated)
- Teachers spent 1,000 hours recrafting curriculum to improve instruction for synchronous and asynchronous lessons
- Teachers field test best practices in virtual teaching and learning in Learning Laboratories

Implementation

- 700+ students enrolled in summer extension & enrichment programs
- Teachers developing asynchronous lessons for K-12 students
- Teachers identified successful asynchronous lessons within the Learning Laboratory
- Developed K-12 website with independent student learning resources

Assess, Adapt and Adjust

- Assess/ adjust instruction during weekly & monthly professional learning with teachers/ administrators
- Administer formative assessments to identify learning gaps and monitor student progress
- Ongoing Professional Development to support teacher practice
- Survey parents three times during first marking period to assess program effectiveness

May/June	July/August	September

Summer Support for Students

- Summer programs served as a testing ground for the development of effective teaching in a virtual setting.
- Summer enrichment experiences provided for <u>over 700 students</u>:
  - K-5 Summer Extension Program
  - 6-12 Summer Enrichment Seminars
  - 9-12 Virtual Summer School for Credit Recovery
  - 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
- Comprehensive website of <u>Learning from Home Summer Resources</u> to help prepare students for their return to school.

Summer Programs for Faculty

- Professional development program preparing teachers with comprehensive, intensive and practical training for <u>hybrid and fully online teaching</u> and learning environments.
- Over 1400 registrants participating in 75 online workshops utilizing an <u>innovative modular</u> structure to optimize the benefits of synchronous and asynchronous learning.
- Curriculum writing projects have produced 500 asynchronous elementary lessons (80 lessons per grade level) accessible to students through the district's online portal.
- Summer student lab programs used to test and validate remote instruction.

Preparing for Hybrid Learning

Essentialized Curriculum
- Compact
- Eliminate
- Restructure

Instructional Design
- Synchronous
- Asynchronous

Differentiation
- Readiness
- Interest
- SWD/ENL
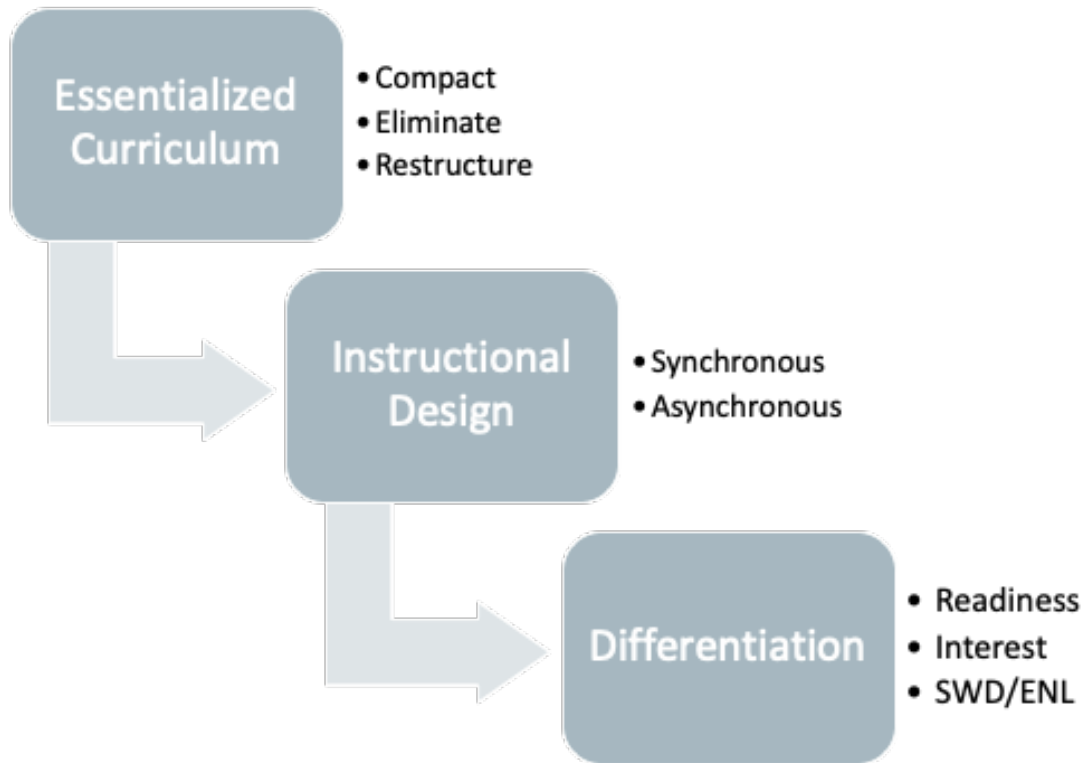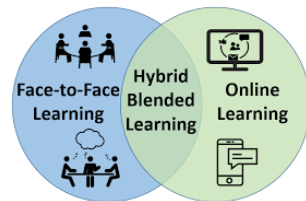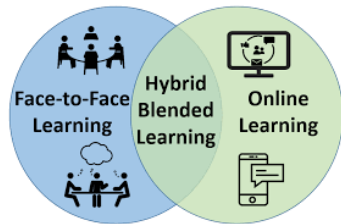
SYNCHRONOUS

VERSUS

ASYNCHRONOUS

COMPARING 2 APPROACHES TO
REMOTE LEARNING

Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event

Students engage in course activities at any time, contributing at their own pace

Face-to-Face Learning

Hybrid Blended Learning

Online Learning

6-8 Hybrid Instructional Model

Week 1	Monday-Day 1	Tuesday-Day 1	Wednesday-Day 2	Thursday-Day 2	Friday-Day 3
Team Pride	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
Team Husky	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
Team Pride	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
Team Husky	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

Sample Hybrid Schedule for a Sixth Grader

	7:55-8:14	8:17-9:17	9:22-10:22	10:26-11:05	11:09-11:48	11:52-12:31	12:35- 1:14	1:18-1:57	2:01-2:40
Monday In School Day 1	Homebase Silent Sustained Reading	ELA	Social studies	Physical Education	Lunch	Italian	Art	Math	Science
Tuesday Learning from Home Day 1	Independent Reading	ELA Extended learning	Social studies Extended learning	Physical Education Extended learning	Lunch	Italian Extended learning	Art Extended learning	Math Extended learning	Science Extended learning
Wednesday In School Day 2	Homebase Advisory	Math	Science	Orchestra	Lunch	Italian	Art	ELA	Social studies
Thursday Learning from home Day 2	Independent Reading	Math Extended learning	Science Extended learning	Orchestra Extended Learning	Lunch	Italian Extended learning	Art Extended learning/ Orchestra lesson	ELA Extended learning	Social studies Extended learning
Friday In School Day 3	Homebase Silent Sustained Reading	ELA	Social studies	Physical Education	Lunch	Italian	Art	Math	Science

6-8 Learning From Home Day

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.

- Google Classroom is the platform for student assignments.
- Teachers lessons that will deepen the prior day's work or set the stage for the upcoming in person lesson.
- Students will have synchronous opportunities to collaborate.
- Synchronous opportunities for support services, band/orchestra lessons, and extracurricular activities. Each will be individually scheduled.
- Teachers will provide weekly synchronous office hours/extra help sessions for students.

Adapting to a Hybrid Model

Synchronous Instruction

- Concept development

- Conferencing on projects

- Sharing understandings

Asynchronous Learning

- Introductory materials
  the flipped classroom

- Student driven inquiry
  independent work that would have
  occurred in a traditional classroom

- Reflection
  journaling, checklists,
  self-evaluation against
  against a rubric
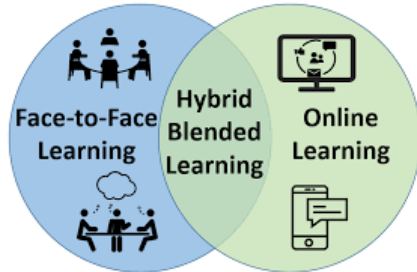
Week at a Glance: 6th Grade Social Studies:Roman Classical Age

		Day 1 (In Person)	Day 2 (Virtual)	Day 3 (In Person)	Day 4 (Virtual)	Day 5 (In Person)
Student Learning	**Objective**	**Concept Development** Analyze under what conditions a civilization achieves greatness	**Student Driven Inquiry** Explain one contributing factor to the Golden Age of Rome	**Conferencing and Collaboration** Synthesize each student's portion of the research into a cohesive presentation	**Reflection and Revision** Evaluate draft slide in light of feedback and edit	**Sharing Understandings** Demonstrate a comprehensive understanding of the Golden Age of Rome
	Teacher Interaction	Direct Instruction	Pear Deck tutorial/ Teacher recorder video	Direct Instruction/ Modeling	Teacher video Live extra- Help Session	Direct Instruction
	Activity	Students will annotate and extract evidence from text	Students will collaborate on a slide show, each choosing one factor to research	Students receive teacher and peer feedback	Students complete edits against a rubric With supporting exemplars	Students present, while classmates engage in a feedback loop
	Evidence of Learning	Exit Ticket: Google Forms check for understanding	Student Work	Exit Ticket: Students develop a revision/editing plan	Student Work	The Final Presentations
Teacher Support	**Tools**	• Padlet, Pear Deck, and other online learning platforms • Email • Zoom Extra Help				
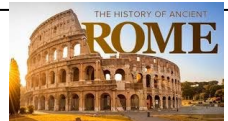
Science 6-8 Hybrid Learning Preparation

Reflection on Student Learning Experiences
Spring & Summer, 2020

6-8 Science Department Goals
Rigor   Engagement   Labs   Resource Organization
Effective Teaching & Learning Practices   Differentiation
Formative & Summative Assessments
Synchronous & Asynchronous Instruction   Essentialize

Professional Development Modules
Labs without the Lab Room
STEM Odyssey
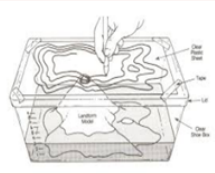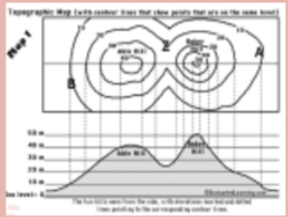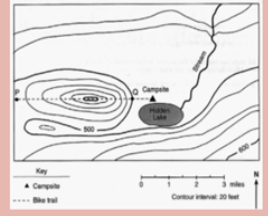
Curriculum Writing
Grade 6 Physical Science
Grade 7 Life Science
Grade 8 Earth & Space Science

Week at a Glance: Science

Unit: Interactions in Earth's Systems
Essential Question: How do scientists represent the Earth's 3-D surface landscape on a 2-D map?

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Husky Group				
At Home	In School	At Home	In School	At Home
Building Background Knowledge: Students will learn what a topographic map is.	***Individual Hands-on Lab:*** Students will construct a 2D topographic map from a 3D landscape.	***Flipped Direct Lesson:*** Students will learn how to interpret a topographic map.	***Application of Content:*** Students will practice interpreting topographic maps including identifying key features.	***Extension of Learning:*** Students will use their understanding of topographic maps to learn what a watershed is and how humans negatively impact them.

Next Monday: Formative Assessment

Physical Education K-12

- Health & Safety: All Physical Education classes will adhere to a 12ft social distancing protocol in addition to masks; Limited use of equipment and sharing of equipment
  - PE schedule will alternate between synchronous and asynchronous instruction.

Synchronous Learning

- Activity time
- Essentialized curriculum
- **Sample units:**

  K-5:Dance, Fitness, Track and Field, Locomotor Movement patterns.

  6-8: Ice breakers, team building, foot and eye coordination, Fitness, Yoga and Mindfulness.

  9-12: Fitness walking, Mindfulness, Body Weight Training, Aerobics, Yoga, and Orienting.

- Additional scheduled opportunity daily for live remote interaction with a PE teacher.

Asynchronous Learning

- Directly linked to synchronous learning: preview, practice, depth of understanding
  - Mini Assignments
  - Journals and Reflections
  - Video clips
  - Recorded mini lessons
  - Shared articles
  - Fitness Logs

6-8: Partnering with School Psychologist to provide recorded lessons on SEL and DBT skills.

Fine & Performing Arts in the Hybrid Model

Elementary

General Music & Art

Once per cycle of each in-school

& **one** asynchronous assignment virtually per cycle

*On Mondays, either one or the other in the afternoon

Orchestra & Band

No in-school instruction

Lessons are **virtual** on a rotating schedule once per cycle

***No** lessons scheduled on Mondays while learning from home

Middle School

Art, Elective Art, Digital Design & Chorus

In-school instruction according to scheduled "Husky" or "Pride"

Chorus *may* sing 12' apart & masked

Band, Orchestra & Percussion

In-school instruction according to scheduled "Husky" or "Pride" Day

Band will **not** play in school

Orchestra & Percussion will play 6' apart & masked

Lessons are **virtual** on a rotating schedule once per cycle

High School

Visual Art, Digital Design, Dance, Theater & MyTunes

In-school instruction according to scheduled "Husky" or "Pride"

Dance will **not** dance in-school

Band, Orchestra, Percussion, & Chorus

In-school instruction according to scheduled "Husky" or "Pride"

Band will **not** play in school

Orchestra & Percussion will play 6' apart & masked

Chorus *may* sing 12' apart & masked

Lessons are **virtual** on a rotating schedule once per cycle

Hybrid vs. Virtual Option

Hybrid

- In-person, smaller group instruction on alternating days
- Socially distanced, teacher-student interaction
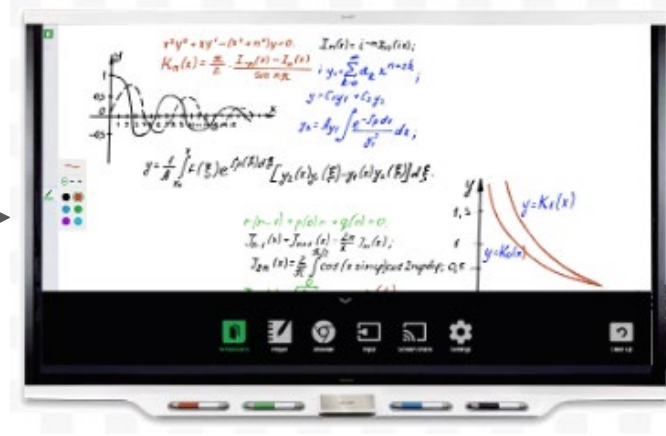- Virtual, asynchronous instruction on alternating days

Virtual Option

- Remote video instruction on alternating days
- Teacher-student synchronous interaction more limited
- Virtual, asynchronous instruction on alternating days

At School-In Person

Teacher Desktop

SMARTboard
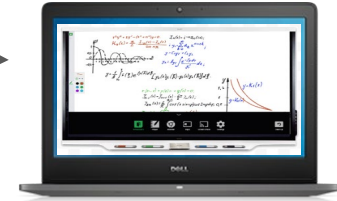
Students receiving in person instruction

6 feet

Virtual-Remote

Teacher Web Camera

Teacher can interact and communicate with students virtually

Students view the same content through Zoom or Google Meets

Virtual Option: Prerequisites

- Students must remain with the *Virtual Option* for a full marking period. Placement changes will only be permitted at the beginning of a marking period.
- Students who participate virtually are expected to have their cameras on and be visible to the teacher.
- Students learn asynchronously with Husky or Pride Group.

Students Attending School Every Day

- Students with Disabilities (SWDs) in special class, self-contained classes K-12
- SWDs in three or more SGI, self-contained classes 6-12

- Entering and emerging English Language Learners K-5 (4 days per week)
- Entering and emerging English Language Learners 6-12 (daily)

English Language Learners

All emergent bilingual students will receive the required services under the provisions of the Commissioner's Regulations Part 154-2.

- **K-5 Students:**
  - *Entering* and *Emerging* students will attend school in person <u>four days</u> a week and will receive synchronous and asynchronous instruction online on the fifth day.
  - *Transitioning* and *Expanding* students will attend school in person two days a week and will receive asynchronous instruction online on the other three days.
- **6-12 Students:**
  - *Entering* and *Emerging* students will attend school in person <u>five days</u> a week.
  - *Transitioning* and *Expanding* students will attend school in person every other day and will receive asynchronous instruction online on the days they are not in school.

Special Education Students

- Students in three or more special classes (12:1:1, 8:1:2, FASE, SGI) will attend in-person instruction every day.
- Students in general education classes (Integrated Co-teaching, Academic Skills Class, Consultant Teacher Services, Related Services) will attend school according to their school's Husky/Pride schedule.
- Synchronous Related Services for special education students (speech, counseling, OT, etc.) will be provided through a combination of in-person and remote instruction (Google Meet/Zoom) based on the student's special education program.
- Committee on Special Education (CSE) meetings will continue via Google Meet or Zoom.
- CSE evaluations will continue according to Part 200 Regulations and COVID guidelines.

Students with Underlying Health Conditions

- Parents were surveyed to identify students who have one or more of the underlying health conditions identified by the CDC that increase their vulnerability to the effects of COVID-19.
- **For parents choosing the Hybrid Learning Model**, modifications are available for these students and may include additional PPE, such as face shields in addition to face masks; increased social distancing; adjustments to learning/working schedules and/or locations.
- Requests for learning modifications will be confidentially reviewed by the school district physician.

School Counseling Program (Guidance) 6-12

Social/Emotional Health and Wellness	⟷	Academics	⟷	Transition

- Guidance curriculum continually adapted to meet the changing needs of students

- Individualized program and supports for students at each grade level

- School counselors available to students and families on student's synchronous and asynchronous school days

- Progress monitoring systems in place to identify and support students in need (team meetings)

Mental Health & Emotional Support

- K-12 psychologists have received substantive clinical training in
  - trauma-informed and trauma-sensitive teaching practices
  - cognitive-behavioral therapy (CBT) and
  - dialectical behavior therapy (DBT)
- Additional psychological support has been added at Parsons Elementary School, Louis M. Klein Middle School, and Harrison High School.
- A district-wide behavioral specialist (BCBA) supports a comprehensive approach to addressing the social-emotional-behavioral needs of students and families.

Mental Health & Emotional Support

- Dialectical Behavioral Therapy (DBT) teams in place at LMK and HHS:
  - Mindfulness
  - Emotional Regulation
  - Distress Tolerance
  - Interpersonal Effectiveness

- Collaboration between LMK PE teachers and psychologists to provide universal access to DBT skills.

- Strong Response to Intervention (RtI) process

Extracurricular Activities & Sports

- HCSD will provide extracurricular activities (i.e., clubs) to occur on school grounds outside of the school day, with proper safety protocols (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 per the New York State Public High School Athletic Association, the fall sports season is delayed until at least September 21, 2020.
- 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 enrichment activities.

Technology for Students

- HCSD is implementing a 1:1 technology initiative for K-5 students:
  - K-2 students will receive an iPad on first day of in-school instruction
  - 3-5 students will receive a Chromebook on first day of in-person instruction
- Students in grades 6-12 will "bring their own device" or will be able to borrow a laptop from their school library.
- To prevent the spread of germs, students will not be allowed to share devices and computer labs will be closed.
- Software licenses have been purchased to support Learning from Home (SeeSaw, Google Classroom, Zoom).
- Students will receive orientation and support in the use of technology from their classroom teachers and library media specialists with Help Desk support

Transportation

- Parents are encouraged to drop-off and pick-up students each day to reduce the number of students riding the bus.
- To ensure social distancing, HCSD will limit students to one per seat which is 50% or less of full bus capacity (approximately 21 students or fewer per bus); siblings from the same household can sit together.
- All students on school buses will be required to wear a face covering 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 covering
- If a student does not have a mask, one will be provided.

Transportation

- School buses will be cleaned and disinfected daily and high contact areas will be disinfected between AM and PM bus runs.
- Weather permitting, bus windows will be open for ventilation while in operation and between routes.
- Drivers and monitors will complete COVID-19 symptom screening before beginning bus routes.
- Gloves will be provided to drivers and monitors and worn when direct contact with students is required.
- No eating and drinking on school buses.

Food Service for Students

- 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.

Ongoing Communication & Feedback

HCSD will continue to prioritize clear and consistent communications with parents:

- The reopening plan is a living document and can be modified at any time to adapt to changing events and experiences.
- Information will be regularly updated on a dedicated Reopening webpage.
- Monthly superintendent updates with the district's PT counsel which include 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.