



Harrison Central --- School District

**2020-21 Reopening:
Elementary Schools
August 19, 2020**

a plan driven by our

— HUSKY PRIDE —



Mandated Guidance for Reopening Our Schools

- *New York State 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 all 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)



HCS D Priorities for Reopening Schools

- 1. All decisions about reopening school must ensure the health & safety of students, faculty and staff to the greatest extent possible.***
- 2. The continuity of learning for students must be maintained in each instructional model.***



Reopening Requirements for Schools

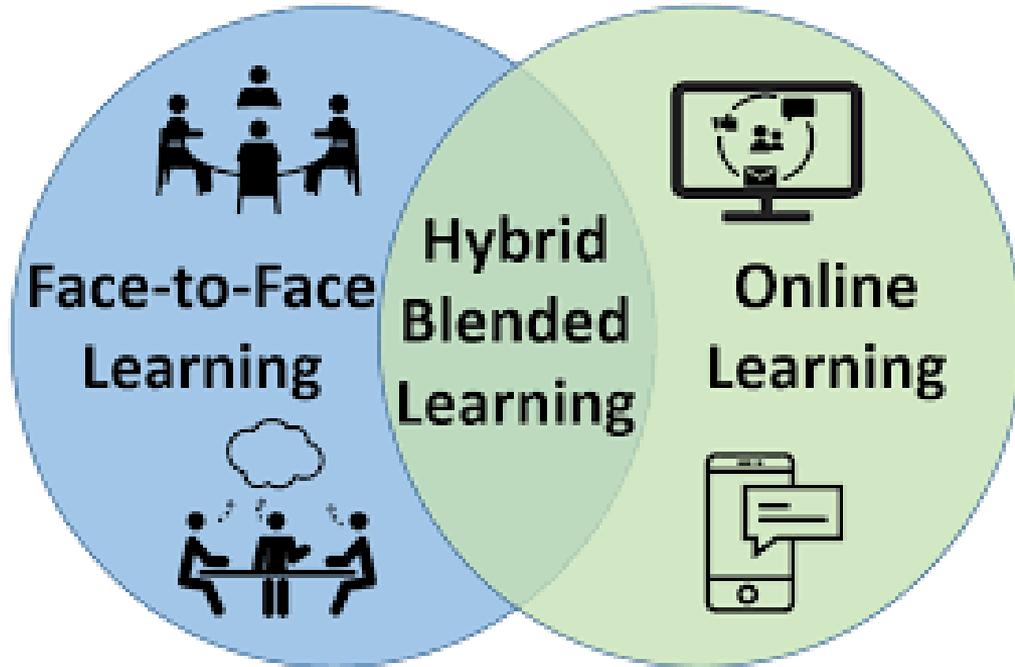
New York State Education Department:

Requires 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.***

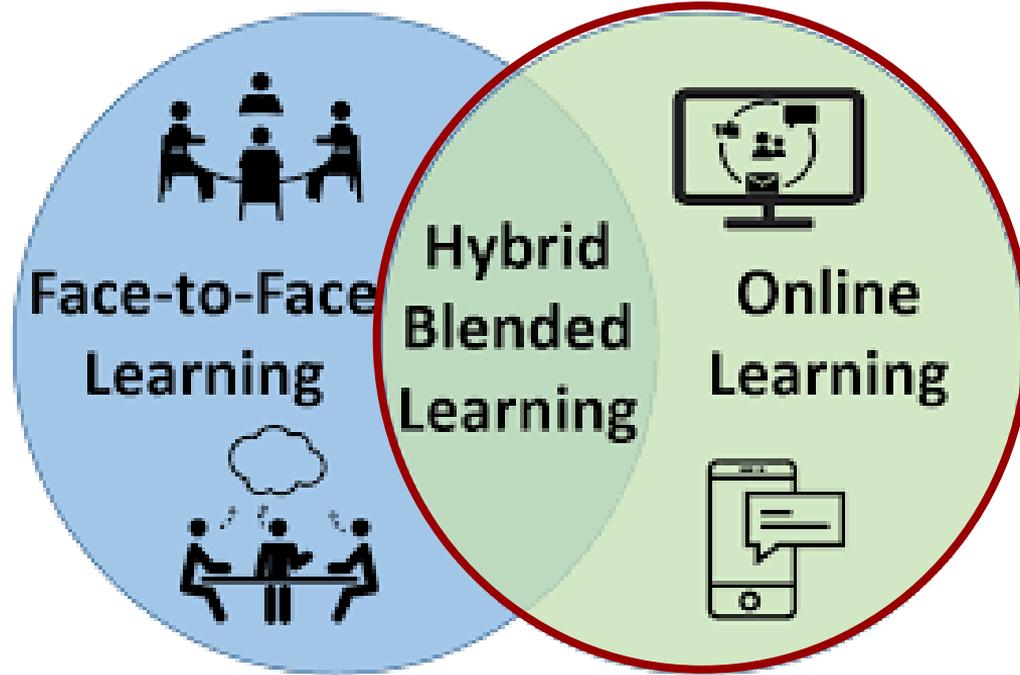


Required Instructional Models





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 will continue virtually.
- Signage will mark spacing & reinforce importance of social distancing.
- Hallways and stairwells may be designated as one-way only.
- Lockers use will be limited and staggered.
- 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 at all times.
 - 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 100° Fahrenheit
 - The District is providing a 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.
- 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.

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



Physical Health & Safety

COVID-19 Symptom Protocol

- Consistent with NYSDOH guidance, HCSD has developed 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 checklists 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.
- 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.
- Kindergarten orientation for parents will occur virtually.
- Ninth and Sixth Grade Orientations 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.



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.**

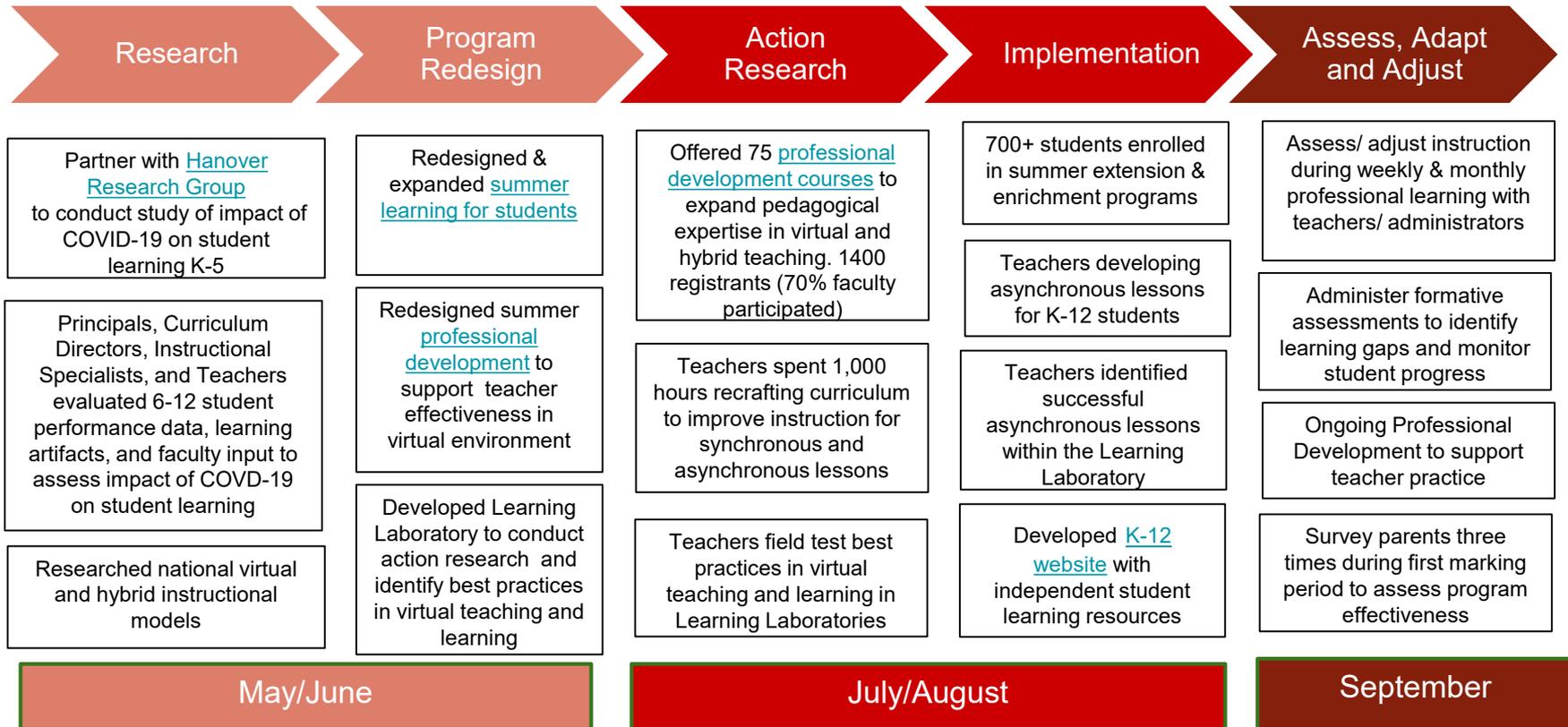


Reorientation to School: Students

- 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.



Ensuring Effective & Engaging Teaching in a Virtual Environment





Research: Projected Impact on Student Learning

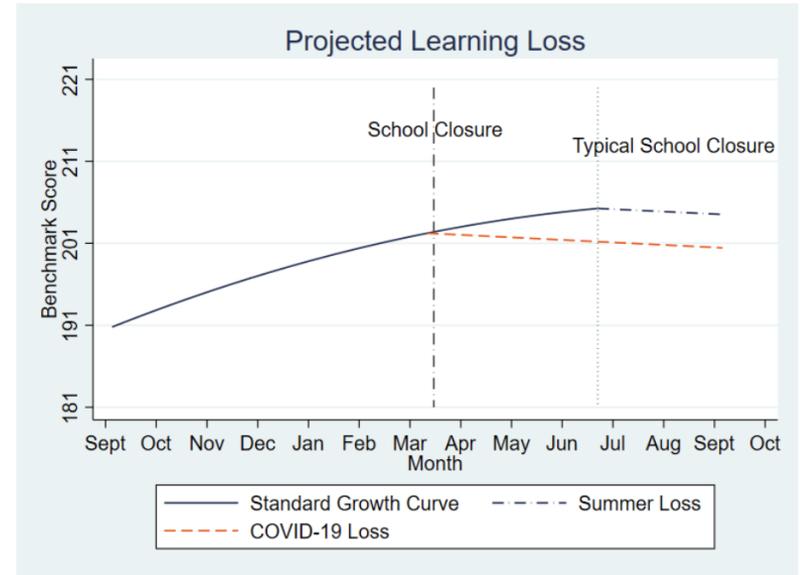
COVID-19 LEARNING LOSS PROJECTIONS

Prepared for Harrison Central School District

6/19/2020



Figure 8: Projected Learning Loss in ELA - Grade 3



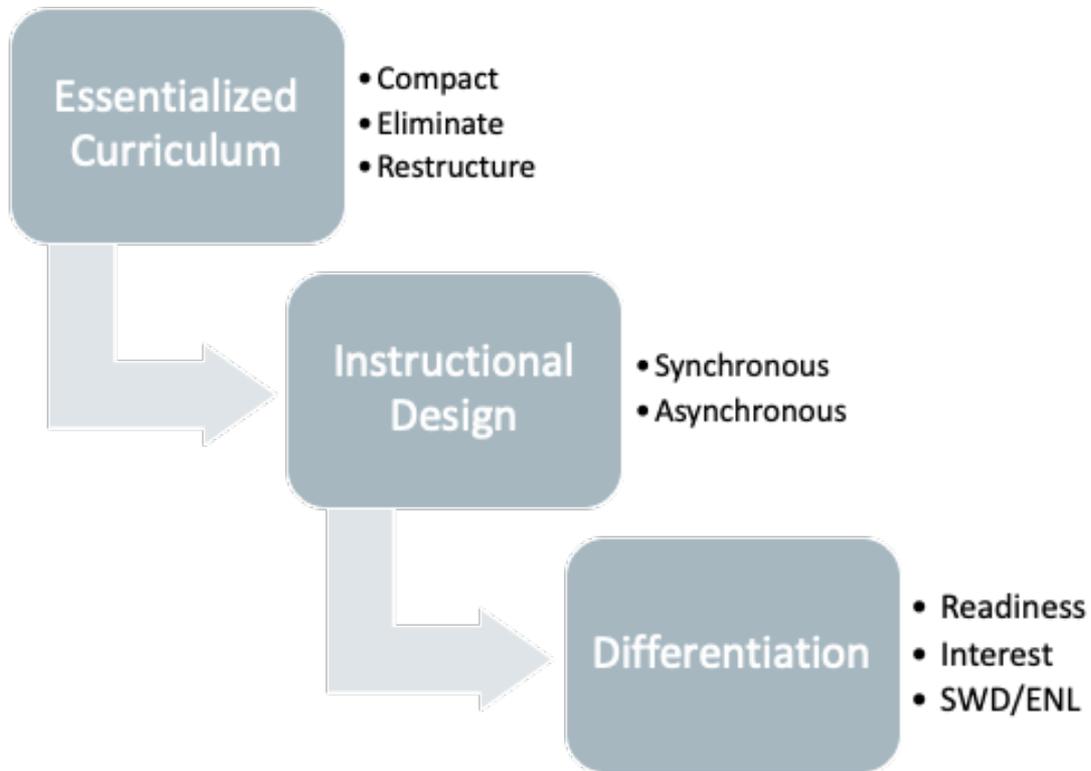
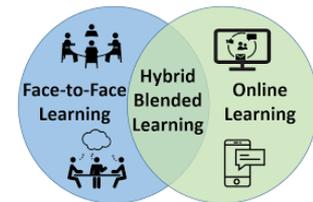


Summer Support for Students

- Summer programs served as a testing ground for the development of effective teaching in a virtual setting.
- Summer enrichment experiences provided for over 700 students:
 - ***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 [Learning from Home Summer Resources](#) to help prepare students for their return to school.



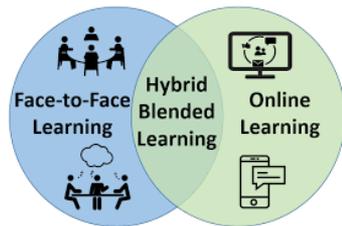
Preparing for Hybrid Learning





Summer Programs for Faculty

- Professional development program preparing teachers with comprehensive, intensive and practical training for hybrid and fully online teaching and learning environments.
- Over 1400 registrants participating in 75 online workshops utilizing an innovative modular 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.



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



K-5 Hybrid Instructional Model

Week 1	Monday	Tuesday A Day	Wednesday A Day	Thursday B Day	Friday B Day
Team Pride	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
Team Husky	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



Elementary Sample Hybrid Weekly Schedule for Husky Group

Monday Learning From Home	9:00-9:30 Full class or ½ class meeting	9:35-10:05 Small Group Instruction (5-6 students)	10:05-10:45 Learning Board (while others are in SGL)	10:45-11:15 Independent Reading and practice of strategies	11:20-12:00 Lunch	12:00-12:30 Encore (full class)	12:30-1:00 Small group instruction/ related services	1:00-1:45 Independent practice of Math concepts	1:45-2:25 Learning Board Activities
Tuesday Learning From Home A Day	9:00-9:45 Pre-recorded lesson Reading	9:45-10:15 Independent Reading and practice of strategies	10:15-11:00 Pre-recorded lesson Math and independent practice	11:15-11:45 Writing follow up work from in person learning	11:45-12:30 Lunch	12:30-1:15 Encore- prerecorded	1:15-1:45 Small group instruction/ related services/ICT music lessons	2:00-2:45 Learning Board Activities	3:15-3:45pm Synchronous teacher support
Wednesday On-Site Learning A Day	9:00-9:15 Morning Meeting	9:15-10:00 Reading Workshop	10:00-10:45 Writing Workshop	10:45-11:30 Word Study / Snack	11:30-12:10 Encore	12:10-12:55 Lunch/ Recess	12:55-1:45 Math	1:45-2:25 Science/SS	2:25-2:55 I/E Time
Thursday Learning From Home B Day	9:00-9:45 Pre-recorded lesson Reading	9:45-10:15 Independent Reading and practice of strategies	10:15-11:00 Pre-recorded lesson Math and independent practice	11:15-11:45 Writing follow up work from in person learning	11:45-12:30 Lunch	12:30-1:15 Encore- prerecorded	1:15-1:45 Small group instruction/ related services/ICT/ music lessons	2:00-2:45 Learning Board Activities	3:15-3:45pm Synchronous teacher support
Friday On-Site Learning B Day	9:00-9:15 Morning Meeting	9:15-10:00 Reading Workshop	10:00-10:45 Writing Workshop	10:45-11:30 Word Study / Snack	11:30-12:10 Encore	12:10-12:55 Lunch/ Recess	12:55-1:45 Math	1:45-2:25 Science/SS	2:25-2:55 I/E Time



K-5 Learning From Home Days

- Students engage in asynchronous, teacher-developed, student-directed learning experiences throughout each of the content areas.
- Learning from Home will be supported by synchronous instructional sessions.
 - Classroom teachers will meet with students
 - Students receiving Academic Intervention Services, Special Education, and related services (e.g., speech, occupational therapy, counseling).
 - Band and orchestra lessons will also be provided for 4th and 5th grade students synchronously.
- Art, Physical Education, Music, and Library are offered asynchronously on days students are Learning From Home.
- Students in all grade levels will be provided with a device for their personal use (iPads K-2 and Chromebooks 3-5). The device will travel between home and school.



At Home

Morning Meeting whole class or $\frac{1}{2}$ class
(Monday)

New Content (Asynchronous)

- Reading
- Writing
- Math

Independent Practice and Deepening of Skills

Encore (Asynchronous; Synchronous on
Monday)

Small Group Direct Instruction with a teacher (Synchronous)

- Academic Intervention
- Band Lesson
- Special Education/Related Services

At School

Morning Meeting $\frac{1}{2}$ Class

New Content Mini Lesson and Small Group Direct Instruction

- Reading
- Writing
- Math
- Science
- Social Studies

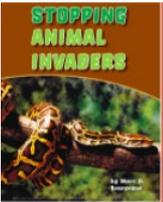
Independent Practice and Deepening
of Skills

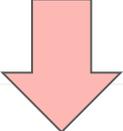
Encore



Grade 5: Tuesday/Wednesday September 15 and 16, 2020

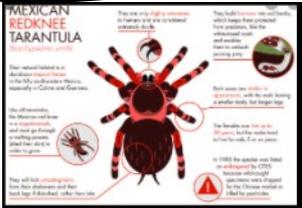
Reading

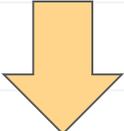




What I think I know about the following species...		
<p>Pythons</p> 	<p>Hi Toads</p> 	<p>Lionfish</p> 

Writing





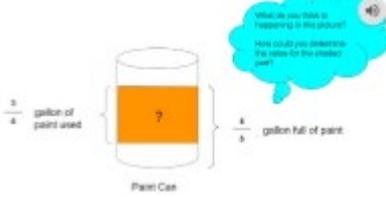
Animal Name:

Description of Animal:

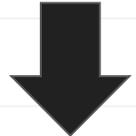
Harm They are Capable Of:

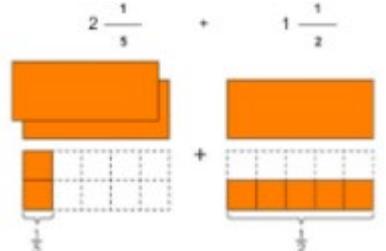
Action's Humans Can Take:

Math



What do you think is happening in this picture? How could you determine the value for the unknown part?







Grade 5: Tuesday/Wednesday September 15 and 16, 2020

Independent Reading



Read for 20 minutes

Reading Response

Let's do some writing!

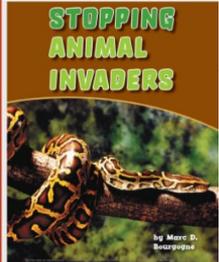
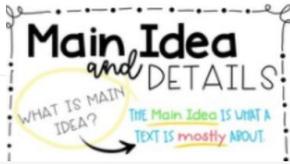
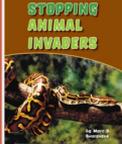
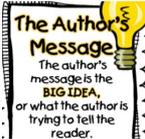
Go back to [The Invitation](#) [here](#). Reread the ending of the story. Think about how this story could have ended differently. In the space below write a different ending for the book. Be sure to rewrite the ending as if it were part of the book, not just describe a new ending. Be creative!

Dreambox





5th Grade: I can determine the main idea of a text.

Monday	Tuesday	Wednesday	Thursday	Friday
Learning from Home	In Person	Asynchronous	In Person	Asynchronous
Introduce Weekly Goal	I can determine the main idea of a section.	I can determine the similarities of two sections to gain a deeper understanding of the overall message.	I can analyze the way authors develop sections to understand the overall message.	I can use what I learned from each section to determine the overall message.
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">Similarities</div>		



Asynchronous Lesson

Grade 5: I can determine the main idea of a text.



A Fierce Invader

What makes the cane toad one of the worst animal invaders? Cane toads are **hardy** and adaptable. They can live for more than five years in the wild and survive in a variety of habitats, including the arctic, grasslands, and even cities.

Wherever they live, cane toads do a lot of damage. They displace populations of helpful insects, such as dung beetles and termites. They compete with native animals for food and shelter. Plus, cane toads have hearty appetites and are not picky eaters. They'll eat anything, including pet food, garbage, insects, small birds, and even people! Australia says cane toads are the scummiest. They open their mouths—and they have very wide mouths—and just eat everything that fits.

Cane Toad Range in Australia, 2008



The Australian government fears that the cane toad will continue to increase its range in Australia.



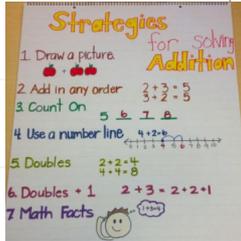
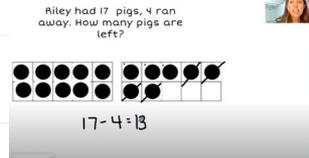
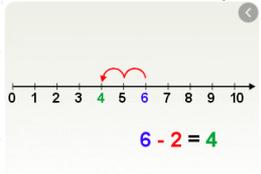
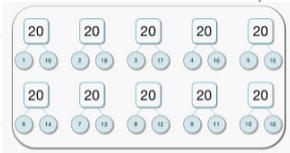
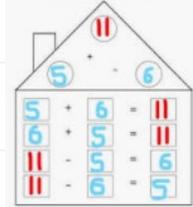
Cane toads have a voracious appetite.

Cane toads have reduced the populations of many of Australia's native animals, including species of birds, lizards, and crocodiles. How does a toad—even a giant toad—kill a crocodile? Cane toads are poisonous at all stages of their lives, from egg to tadpole to adult. Australian crocodiles are not adapted to the poison. In crocodiles and other animals can die if they try to eat a cane toad. The toad kills ants, too.





1st Grade: I can subtract numbers within 20 using multiple strategies.

Monday	Tuesday	Wednesday	Thursday	Friday
Learning From Home	In Person	Asynchronous	In Person	Asynchronous
<p>Introduce Weekly Goal</p> 	<p>I can subtract numbers within 20 by drawing pictures.</p> 	<p>I can subtract numbers within 20 by counting back</p> 	<p>I can subtract numbers within 20 by using number bonds</p> 	<p>I can subtract numbers within twenty by using addition.</p> 



Asynchronous Lesson

Grade 1: I can subtract numbers within 20.

Summer School Day 3 * - SMART Notebook

File Edit View Insert Format Tools Add-ons Account Help

The screenshot shows the SMART Notebook software interface. At the top, the title bar reads "Summer School Day 3 * - SMART Notebook" and the menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", "Account", and "Help". Below the menu bar is a toolbar with various icons for navigation and editing. On the left side, there is a vertical sidebar with icons for file management and a "Group1" panel containing a list of slide thumbnails. The main workspace displays a slide with the text "LEM OF THE DAY" in large, colorful, bubbly letters. Below the text are two rows of superhero characters: Batman, Superman, and Flash in the top row; and Captain America, Green Lantern, and Iron Man in the bottom row. A context menu is open over the slide content, listing options: "Full Screen", "Transparent Background", "Dual Page Display", a percentage list (50%, 75%, 100%, 125%, 150%, 200%, 300%), "Entire Page", and "Page Width". The "Page Width" option is currently selected. In the top right corner, there is a small video feed window showing a woman with long brown hair, wearing a white top and headphones, smiling at the camera.

- Full Screen
- Transparent Background
- Dual Page Display
- 50%
- 75%
- 100%
- 125%
- 150%
- 200%
- 300%
- Entire Page
- Page Width



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



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
- School Psychologist partnership in 6-8 to provide recorded lessons on 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

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

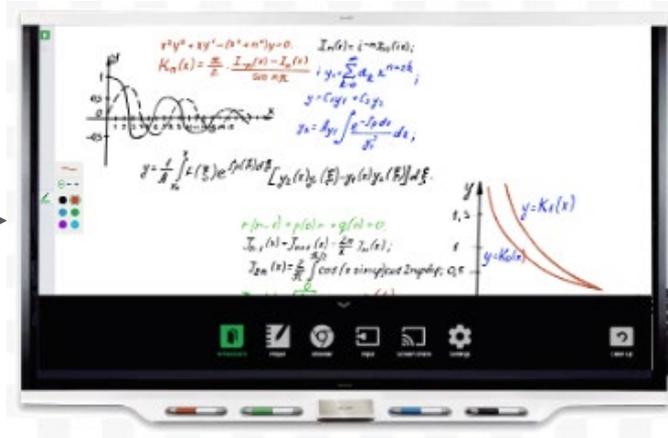
Virtual Option

- 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



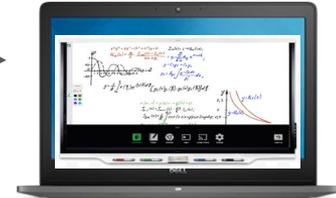
6 feet

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
- 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 four days 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 five days 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 special classes (12:1:2, 8:1:2, FASE) will attend in-person instruction every day.
- Students in general education classes (Integrated Co-teaching, RR, 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, 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.



Mental Health & Emotional Support

- Staff is trained in how to talk with and support students during the ongoing COVID-19 public health emergency, and are skilled in developing coping and resilience skills for students, faculty, and staff.
- 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.
- Additional psychological support has been added to the K-12 clinical team.
- Partnership with the Harrison Youth Council for student and family support.



Mental Health & Emotional Support

- Systematic, coordinated, and coherent referral process from teachers to counselors to psychologists to provide appropriate levels of support (from teacher consultation to direct counseling services) in the social-emotional-behavioral realm.
- Parent support includes coordinated outreach by school psychologists and school counselors, in consultation with classroom teachers and school administrators, to determine student needs.
- A district-wide behavioral specialist supports a comprehensive approach to addressing the social-emotional-behavioral needs of students and families.



Extracurricular & Sports Activities

- 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 and monitors 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 council 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.