

Hastings-on-Hudson Union Free School District

School Reopening Plan
2020-2021



July 30, 2020

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Dear Hastings Community,

Our efforts to reopen the Hastings-on-Hudson U.F.S.D. are made with an overarching commitment to providing a safe learning and working environment for our students, and our faculty and staff.

The New York State Department of Education mandated that school districts create a re-entry plan. With guidance from the [Hastings-on-Hudson Re-entry Planning Committee](#), the Superintendent of Schools created the plan, which includes regulations in response to COVID-19 from the New York State Department of Health.

The plan was made within a structure that gave voice to representatives of all community and District stakeholders. Its creation was also responsive to information gathered through student, parent, and teacher focus groups, the District's surveys, and communication to the Superintendent and building leaders.

The re-entry plan addresses the New York State Education Department's requirements to prepare for in-person, remote, and hybrid instruction. The plan that follows is a September re-entry plan, and it is not a long-term plan, a fall plan, or a semester plan. The plan helps us to be prepared for any of the three operational schooling models (in-person, remote, or hybrid) based on the changing COVID-19 conditions that may occur in our days ahead, and is made with the most up-to-date information as of its submission on July 31, 2020.

We believe relationships between teachers and students, and among students, are central to learning and well-being. The re-entry plan, by its design, explains the operational models, but not the specifics of curriculum or instructional tools. In the weeks ahead, the administration, building leaders, and faculty will continue to refine and prepare schedules and practices to maximize the positive, supportive, and nurturing relationships that are key for successful days at school. We aim for meaningful learning opportunities no matter what type of schooling is offered this year.

While we are all waiting for Governor Cuomo to announce the decision on schools reopening during the week of August 2-7, and with all that remains uncertain during the pandemic, there is one thing we know to be true: the start of the school year will be unlike any other. It will stretch all our abilities, provide opportunities for innovation, and spotlight areas where we seek to grow. Thank you to all who contributed thoughtfully to the Superintendent and the Re-Entry Planning Committee, and thank you for your partnership as we plan to safely reopen our schools.

Sincerely,

Board of Education, Hastings-on-Hudson U.F.S.D.
Dr. Valerie Henning-Piedmonte, Superintendent of Schools

Introduction

Welcome to the Hastings-on-Hudson Union Free School District's School Reopening Plan for the 2020-2021 school year. On Monday, July 13, 2020, Governor Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region. After the Governor's announcement, we may need to make changes to the plan throughout the school year. When this occurs, the community will be notified.

The health and safety of our students, our staff and their families is our top priority. We want students and district staff to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#). While it is our desire to safely reopen our schools for in-person learning, the Governor, not the Superintendent or the Board of Education, will determine if schools will be permitted to reopen, virtually or in person, in September.

Criteria has been developed by the Governor to help districts, by region, to determine when to open and close schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close by the Governor.

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to reopen our schools.

While all districts in New York State have been instructed to prioritize efforts to return all students to in-person instruction and learning, we are also required to plan for virtual/remote learning as well as for a hybrid model that combines in-person instruction and virtual/remote learning. Parents will always have the choice to remain in the remote learning model. As prescribed by the [NYSED School Reopening Guidance](#) issued to districts on July 17, 2020, if a parent would like to request virtual/remote only learning due to a child who is medically fragile, a child who lives with a family member who is in a high-risk group or a parent who chooses not to send their child back to the school campus, they will need to contact their child's principal or assistant principal who will make these arrangements.

This plan outlines the procedures that will be followed for a school or district-wide closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in each school listed below.

- Hillside Elementary School, Ms. Amy Cazes, Principal and Mr. John DeKams, Assistant Principal, cazesa@hohschools.org; dekamsj@hohschools.org
- Farragut Middle School, Ms. Jennifer Spirelli, Principal and Mr. Kevin Hanlon, Assistant Principal, spirellij@hohschools.org; hanlonk@hohschools.org
- Hastings High School, Mr. Louis Adipietro, Principal and Ms. Melissa Hardesty, Assistant Principal, adipietrol@hohschools.org; hardestym@hohschools.org

Our District engaged with a number of stakeholders in the conceptualization of this plan. The stakeholders are listed [here](#) and include the leaders of each collective bargaining unit, medical professionals, parents, administrators, students, community partners, law enforcement and three Board of Education Trustees. The committee was further divided into the following subcommittees:

- Instruction & Technology
- Facilities, Physical Re-Entry, Safety and Security
- Transportation, Food Service, Business
- Medical
- Mental Health & Wellness
- Athletics & Co-Curricular Activities

In addition to the District's school reopening committee, regional coordination occurred with school districts in Westchester County, the Lower Hudson Council of School Superintendents, the Southern Westchester Chief School Administrators and the Rivertowns school districts of Dobbs Ferry, Ardsley and Irvington.

The planning framework was built on the following objectives:

- Maintaining continuity of instruction
- Keeping students and staff safe and healthy
- Ensuring access and equity for all students
- Communicating with stakeholders, such as staff, families, bargaining units and community partners

The following phases for reopening are contained in CDC Guidance for Schools. Each phase must be planned in advance by the school as it may be necessary to move between phases based on current health conditions.

The core objectives of this CDC guidance includes:

- Safety actions to implement Non-Pharmaceutical Interventions (NPIs)
 - Promote healthy hygiene practices

- Intensify cleaning, disinfection, and ventilation
- Ensure physical distancing
- Limit sharing
- Train all staff, students, and parents on NPIs and modified operational procedures
- Health monitoring and screening
 - Check for signs and symptoms
 - Plan should a staff, child, or visitor becomes sick
 - Maintain healthy operations to monitor risk-reduction strategies that are in use

As alluded to earlier, districts must plan how instruction will be provided in three scenarios: at home learning for all, in school learning for all, and a hybrid rotation model where a percentage of children learn in school while the other half learn virtually/remotely from home.

Scenario #1 - Substantial Increase and Spread in Infection Rates: Schools Closed (Virtual/Remote Instruction)

During virtual/remote learning, the District will ensure access to breakfast and lunch for children who receive free or reduced meals when schools are closed. If the Governor requires districts to provide child care services to first responders and medical professionals, our District may need to work with Westchester County to identify options available in the county. If staff is available, we may also be able to use the childcare option that we operated in March, 2020.

In scenario #1, the District will:

- Implement distance/remote learning and provide essential meal services (see child nutrition)
- Restrict only essential staff to report in-person to carry out functions that are deemed essential by the Superintendent
- Leverage virtual tools and platforms wherever possible to conduct essential business functions and keep in-person reporting to an absolute minimum
- Coordinate with local and state Department of Health officials
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)
- Close off affected areas of the school building and if possible, wait 24 hours before cleaning and disinfecting

Scenario #2 - Schools Open: Minimal/Moderate Spread (Enhanced Distancing)

In scenario # 2, the District will:

- Remain open with enhanced social distancing measures

- Reduce building density to allow for adequate social distancing
- Use a Hybrid Instruction Model (See Teaching and Learning section)
- Cancel most extracurricular activities (e.g., *sports, assemblies, dances, etc.*)
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See Contact Tracing)
- Isolate and disinfect impacted classrooms and spaces (See Cleaning and Disinfecting)

Scenario #3 - Schools Open: Low/No Spread (Cohort Groups)

In scenario #3, the District will:

- Utilize normal class sizes but limit the interaction of classes with other groups (cohorts)
- Limit gatherings in shifts - *recess, cafeteria, and hallway passing*
- Assess group gatherings and events on an ongoing basis to consider if any events might put students, staff, or their families in close proximity to others and should be canceled. The District will consult with local health officials to help determine the best approach
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See Contact Tracing)

New School Reopening Date

To ensure that teachers, staff and administrators have additional time to prepare for the reopening of our schools, the four Superintendent's Conference Days that we are allowed to have will occur before schools reopen. We will use August 31, September 1, September 2, and September 3 to provide professional learning, training and planning time for teachers, staff and administrators . In addition, the first day of school has been moved to Tuesday, September 8. The Board of Education will act upon these changes to the 2020-21 school calendar at its August 10, 2020 Board meeting.

Communication / Family & Community Engagement

To help inform our reopening plan, the District has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

The District remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the District's website homepage which is [here](#) and on the webpages of each school. The plan will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage. The plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into multiple languages from our website.

As part of its planning for the reopening of schools and the new academic year, the District has developed a plan for communicating all necessary information to District staff, students, parents/guardians, visitors and education partners and vendors. The District will use its existing communication channels – including Blackboard Connect messaging system for email and text messages from the Superintendent and other administrators, the Hastings Happenings weekly community update, the website and electronic sign in front of the high school as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic. We will translate documents and information into the preferred language of communication for families.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communicating with our school community. The District will rely on the Blackboard Connect messaging system for email and text messages from the Superintendent and other administrators, the Hastings Happenings weekly community update, the website and electronic sign to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. The information that we will share will be based on state guidance and input from our School Reopening Committee listed [here](#) including faculty, staff, students, administrators and the Altaris Consulting Group.

In support of virtual/remote learning, the District will make computer devices available to students and teachers who need them. Using a survey, our list of free and reduced lunch families and outreach from administrators, we continue to identify families who require a Chromebook and hotspot. The District will provide students and their families

with multiple ways to contact schools and teachers during remote learning, including email contact information, phone directory and website.

The District will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible. The school reopening plan will be placed on our website and updated when necessary. We will use the Blackboard Connect messaging system for email and text messages from the Superintendent and other administrators, community forums and meetings, the Hastings Happenings weekly community update, the website and electronic sign located on the corner of the high school.

The District will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. The director and assistant director of special education will hold parent forums and meetings, collaborate with SEPTA, convene CSEs, email and phone parents. This information will also be shared on our website.

In addition, the District will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. Families who wish to receive communications from the District have notified us and this information is available to administrators, teachers, school counselors and related service providers on our student management system. In addition, the Coordinator for the ENL program serves as a liaison between families and teachers and teachers and students.

The District is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the District will assess the best approach to communicating the information for each student age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover:

- Hand hygiene: School nurses at each school will train all school staff members. Classroom teachers will in turn train students during homeroom and advisory, which is the first 20-30 minutes of the school day. In addition to classroom teachers, teacher aides, teacher assistants, monitors and school counselors will help train students throughout the course of the school day as needed.
- Proper face covering procedures (how to wear and remove): *Masks/face coverings must be worn by children and adults.* School nurses at each school will train all school staff members. Classroom teachers, teacher aides, teacher assistants, monitors and school counselors will in turn train students during homeroom and advisory, which are the first 20-30 minutes of the school day, and others throughout the course of the school day as needed.
- Social distancing: Our safety consultant, Altaris Consulting Group, will train classroom teachers, teacher aides, teacher assistants, monitors, school

counselors, security, and administrators. Classroom teachers will in turn train students during homeroom and advisory, which are the first 20-30 minutes of the school day, and others throughout the course of the school day as needed.

- Respiratory hygiene: School nurses at each school will train all school staff members. Classroom teachers will in turn train students during homeroom and advisory, which are the first 20-30 minutes of the school day.
- Identifying symptoms: School nurses at each school will train all school staff members. Classroom teachers will in turn train students during homeroom and advisory, which are the first 20-30 minutes of the school day. A COVID-19 screening using the [COVID-19 Screening Survey](#) developed by K12 Alerts will be used for parents and staff to conduct daily health checks. In each school, each Assistant Principal is the administrator overseeing health screening information from families. Principals will oversee the health screening information about faculty and staff in their schools. The Personnel Specialist for the District is responsible for overseeing the health screening information for all other employees not in each school.
- The District will create and deploy signage throughout the District to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:
 - Proper use of personal protective equipment (PPE)
 - Acceptable face coverings and requirements related to their wear
 - Hand washing
 - Adherence to social distancing instructions
 - Symptoms/prevention of COVID-19

In addition to signage, the District will encourage all students, faculty, staff and visitors, through verbal and written communication, to adhere to Centers for Disease Control and Prevention (CDC) and NYSDOH reopening guidance regarding the use of Personal Protective Equipment (PPE) through additional means such as *Blackboard Connect*, the messaging system for email and text messages from the Superintendent and other administrators, *Hastings Happenings*, the weekly community update, the District's website and electronic sign displayed on the front lawn of Hastings High School.

The District is committed to creating a learning environment that protects student and staff health, safety and privacy. Our District will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health & Safety section of our reopening plan.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the State's contact tracing protocols as implemented by the local health department. School nurses will act in the role as contact tracers. The District will not notify the wider community unless specifically directed to do so by local health officials.

School Closures

The District is preparing for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases.

The District will collaborate with the Westchester County Department of Health and our Medical Director, Dr. Cynthia Su, on the parameters, conditions, and metrics that predict increased infection rates such as increased absenteeism. If the infection rate in the County climbs above 5%, it is possible that the Governor will make a decision about whether schools will close or reduce the number of children on campus.

The Westchester County Department of Health will provide an FAQ document for districts to use in making a decision about when to close all schools, a school building or a section in a school. The District may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The District will consult with Dr. Cynthia Su, Medical Director, and the Westchester County Department of Health when making such decisions.

School building administrators will communicate with the Superintendent to consider closing school if absentee rates impact the ability of the school to operate safely. The Facilities Department will assign staff who will be in the District for the purposes of disinfecting and sanitizing the buildings and securing the premises. The Superintendent will work with building administrators to determine which other staff members are needed in the main office. Throughout the District, certain essential operations such as Facilities, Business Services, Personnel and the District Office will be required.

Current early dismissal protocols will be used if the closing occurs after schools open.

The Transportation Office will be notified of the closure. Families will be notified via email, voice mail, and text when schools are closed and this information will be uploaded to our website and electronic sign. Staff will also receive communications via email, text, and directly from the public announcement system.

Update Emergency Contact Information in the Parent Portal

In the event of an emergency closing or we need to contact a family member to pick up a sick child, we rely upon contact information provided by families through the parent portal. The parent portal is part of eSchoolData, our student management system. In the event of an emergency, COVID-19 related or otherwise, accurate contact information is essential. When we return to in-person learning, our nurses will need updated emergency contact information in the event a child needs to be picked up within 20-30 minutes and taken home. Please update your email and/or phone numbers and which person will be contacted through the [parent portal](#).

If you don't have children in the district, but would like to receive announcements from

us, please sign up here:

<https://www.hohschools.org/cms/module/selectsurvey/TakeSurvey.aspx?SurveyID=114>

ONLY Parents and Guardians will receive outreach and emergency notifications. ALL Non-household members, even though they may be listed in the parent portal as emergency contacts, will not receive communications from the district unless they sign up using the link above for community members and select the school (s) for which outreach and emergency communications are requested.

Calendar of Communications

The District recognizes the need to communicate with each of the various stakeholder groups. The District will communicate with stakeholders BEFORE, DURING, and in the event of a CLOSURE, utilizing multiple channels of communication, including:

- Blackboard Connect school mass communication system - email and robocalls
- Website - dedicated COVID section
- Social Media - Facebook and Twitter

Prior to Opening Schools

For Employees, the District will:

- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place)
- Provide information and training on how to assess the mental health of students
- Provide an optional survey to staff in order to assess for trauma, grief, loss and mental health support
- Provide information and training on new workplace policies and changes
- Communicate new or modified working schedules for staff, including:
 - how they can stay up-to-date on new scheduling requirements,
 - how to make requests for schedule changes if a need arises.
- Notify staff of required employee training programs to be completed prior to schools opening
- Provide information on how to self-report exposures and infections
- Provide Employer Human Resource policies, HIPAA guidelines, and other laws that should be followed at all times.
- Provide information on the requirements for the use of face-covering and how to make them at home
- Provide a list of CDC Frequently Asked Questions that reflect the unique operating conditions of the District

- Offer virtual employee support groups via online platforms (e.g., coffee/tea with parents)

For Students & Families, the District will:

- Conduct regular virtual stakeholder meetings and town hall sessions regarding all reopening procedures
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place)
- Provide an optional survey to families in order to assess for trauma, grief, loss and mental health support
- Contact parent/caregiver and social worker to touch base, offer support and link to resources
- Conduct a check-in meeting with student to assess for basic needs, e.g., food, housing, transportation, emotional well-being)
- Communicate with parents and students to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses
- Instruct parents on the requirement and procedure for labeling of personal property and preventing it from mixing with other students' property
- Provide information on how to self-report exposures and infections
- Provide information on the requirements for the use of face-covering and how to make them at home
- Discourage students from congregating in large groups before and after school
- Provide a list of CDC Frequently Asked Questions that reflect the unique operating conditions of the District
- Provide a Virtual Orientation event for students, including the use of building walkthroughs, in a manner that does not impact building security
- Provide educational materials on loss and grief and ways to cope with stress
- Share information on the District website containing crisis hotlines, and County mental health resources
- Offer virtual parent support groups via online platforms (e.g., coffee/tea with parents)

While Schools are Open

The District will:

- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place)
- Provide staff with an optional survey to staff in order to assess for trauma, grief, loss and mental health support
- Conduct a virtual *Back-to-School Night* for parents
- Provide students on-going, easy to implement, tips and tools for behavior support (e.g., time management in a distance learning environment)

- Provide staff professional development on engagement strategies for online learning
- Provide frequent and ongoing communication for families regarding school updates and access to resources
- Offer virtual parent support groups via online platforms (e.g., coffee/tea with parents)
- Share information on the District's website containing crisis hotlines, and County mental health resources

When Schools are Closed

The District will:

- Provide information on Continuity of Instruction Procedures
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place)
- Provide staff and families information regarding telehealth services
- Share information on the District website containing crisis hotlines, and county mental health resources

Health & Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all District schools for the 2020-2021 school year should in-person schooling resume. Anyone, including organizations that use District spaces for recreation or child care, with questions or concerns should contact our COVID-19 Safety Coordinator and Resource Person listed below.

| <u>School</u> | <u>COVID Safety Coordinator</u> | <u>COVID Resource Person</u> |
|----------------------------|---|---------------------------------------|
| Hillside Elementary School | John DeKams, Assistant Principal, 914-478-6281 | Gina Kowalski, Nurse, 914-478-6280 |
| Farragut Middle School | Kevin Hanlon, Assistant Principal, 914-295-3071 | Sally Ann Cullen, Nurse, 914-478-6224 |
| Hastings High School | Melissa Hardesty, Assistant Principal, 914-478-6255 | Joanne Cipollina, Nurse, 914-478-6225 |

For more information about how health and safety protocols and training will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section of our reopening plan.

Health Checks

The District has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources include the requirement for any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection to not come to school. The Centers for Disease Control and Prevention (CDC) [list of Coronavirus symptoms](#) was used to develop these resources.

The Hastings on Hudson U.F.S.D. will comply with the requirement to conduct mandated health screenings using the [COVID-19 Screening Survey](#) developed by K12 Alerts. The health screening survey will be used by parents, faculty and staff, vendors, and construction personnel. Training will be provided for designated administrators and parents in using the health screening tool.

The following practices will be followed:

Questionnaire provided in the [New York Forward Pre-K to Grade 12 School Guidelines](#) for staff, contractors, vendors, and visitors prior to arrival/at school.

1. Daily temperature check and completion of the [COVID-19 Screening Survey](#) for students prior to arrival/at school.
 - a. Means for ensuring all students are treated equally; and students whose parent/guardian did not complete the screening are not singled out.
 - b. Multiple avenues of screening completion and how the process cannot be used as a basis to exclude students from school.
 - c. Process for ensuring students who require screening to be completed at school are treated in a confidential manner and the screening is completed as quickly as possible to minimize time away from class.
2. The screening data collection method, the data maintained (cleared/not cleared only) and the data retention period.
3. The isolation from others and deployment to the isolation room where a medical professional will assist them in the event an individual has a temperature of 100°F or greater or has a positive response to a screening question.
4. The requirement for students and staff to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours and how the school should be notified. Examples include dedicated email, telephone line, designated staff person.
5. The designation of a staff person (administrative assistant, attendance person, or school nurse) to review the incoming reports of screening by staff and parents/guardians and attesting that they are completed.
6. The designation of a staff person to be the contact for staff or students to inform if they later experience COVID-19 symptoms.
7. Frequency of reminders and delivery method to staff and parents/guardians of the health screening policy.

Healthy Hygiene Practices

Healthy hygiene practices will be in place at all District buildings and taught and re-taught throughout the school year to students and staff members using the CDC sample [announcements](#) on reducing the spread of COVID-19, [videos](#) about behaviors that prevent the spread of COVID-19, and print and digital resources on CDC's [communications resources](#) main page, along with the NYSDOH COVID-19 [signage](#). The following will take place:

- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Signage will be installed near hand sanitizer stations indicating that “visibly soiled hands should be washed with soap and water” as hand sanitizer is not effective on visibly soiled hands.

- Employees, students, and visitors will be required to perform hand hygiene as follows:
 - Arrival at the building
 - Departure from the building (visitors will be encouraged)
 - Before and after eating or handling food
 - Before and after administering medication
 - After using the toilet or helping a child use the bathroom
 - After coming in contact with bodily fluid
 - After playing outdoors or in sand
 - After handling garbage
- Posters describing handwashing steps will be installed near sinks
- Additional receptacles will be placed around the facility for the disposal of soiled items including PPE
- Additional practices are listed in each applicable section in the operations section of this plan
- The District will remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.
- Signage will be used to communicate these reminders:
 - Stay home if they feel sick
 - Cover your nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school
 - Properly store and, when necessary, discard PPE
 - Adhere to social distancing instructions
 - Report symptoms of, or exposure to, COVID-19
 - Follow hand hygiene, and cleaning and disinfection guidelines
 - Follow respiratory hygiene and cough etiquette

Social Distancing, Face Coverings & Personal Protective Equipment (PPE)

The District has developed a plan with procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds and transportation.

A mask/face coverings is required of children and adults. If social distancing of six feet cannot be maintained, proper face coverings must be worn in common areas such as hallways or school buses. For those medically unable to wear face coverings, the use of barriers (sneeze guards, partitions, etc.) will be deployed along with social distancing.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus, when six-foot physical distancing is not possible. ***Students will be allowed to remove face coverings during meals and for short breaks so long as they maintain appropriate social distancing.*** Students who are unable to medically tolerate a face covering will not be required to wear one. ***Additional PPE will be provided for teachers and staff***

and barriers will be provided for students.

Because students and staff will need to be prepared to wear a face covering if another person unexpectedly cannot socially distance, they will be required to wear a face covering in all common areas (e.g., entrances and exits) and when traveling around the school.

Face coverings will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

An employee is allowed to wear their own acceptable face covering if they choose. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods of time when masks are not worn.

Face coverings should not be placed on:

- Children younger than 2 years old
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is unable to remove the cloth face covering without assistance

The District will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings

Management of Ill Persons, Contact Tracing & Monitoring

Management of Ill Persons

- In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, programs may consider closing for a short time (1-2 days) for cleaning and disinfection.
- Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safely transporting anyone sick to their home or

healthcare facility.

- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

In the event a person becomes ill with COVID-like symptoms while at school, the following procedure will be followed:

- Staff has been provided training on how to identify signs of illness in students and staff and the procedure to send symptomatic persons to the school nurse or other designated personnel in each building.
- The person will be moved to a predetermined isolation room or area to separate anyone who exhibits COVID-like symptoms.
- The person will be assessed by a registered nurse at the school.
- Transportation arrangements will be made to transport the sick person home or to a healthcare facility.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection.
- When possible, custodial staff will wait 24 hours (or as long as possible) before [cleaning and disinfecting the area](#) in accordance with procedures contained in this plan. If it is not possible to wait 24 hours, wait as long as possible.
- Persons who had close contact with a person diagnosed with COVID-19 will be advised to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms, they will be instructed to follow appropriate CDC guidance for home isolation.
- Sick staff members and children will be advised not to return until they have met CDC [criteria to discontinue home isolation](#).
- The District will consult with the local health department regarding the current [Local Hospital Capacity](#) when making decisions on school closures.

In the event that the school is notified that an employee or student has been exposed to COVID-19 and are quarantined, or if a family member has been diagnosed with or presumed to have COVID-19 and/or is being isolated, the following procedure will be followed in consultation with the Westchester County Health Department, the school nurse and Dr. Cynthia Su, the Medical Director:

- Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 will be instructed to self-quarantine at home for 14 days
- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will be questioned, and if they exhibit symptoms, they will also be excluded from school. If they do not exhibit symptoms, they may still be excluded from school and asked to self-quarantine.
- The custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification

occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.

The District has developed practices and protocols for asthma-related acute respiratory treatment care using up to date standards of care:

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker;
- Consult with students' healthcare providers for alternate asthma medication delivery systems; and
- Consult with the school maintenance and facilities department for environmental controls.

Contact Tracing

Contact tracing and informing those with potential exposure is a fundamental control strategy for minimizing spread within a group or camp population. The *CDC defines close contact as interactions within 6 feet for more than 15 minutes. This metric is an important factor in contact tracing.*

The New York State Department of Health and the Westchester County Department of Health periodically update guidance for contact tracing. This is the [revised quarantine and proximate contact guidelines](#) issued on January 3, 2021.

In an effort to determine the potential or confirmed case's contacts with other students or staff members over the previous two or more days, each school nurse will assist the Westchester County Department of Health including notification of potential contacts, such as students, staff or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations. Accurate attendance records of students and staff members will be kept. Student schedules are accessible through our student management system. A visitor log will be maintained with dates, times and the location of the visit. School health staff will utilize general principles of contact tracing to begin closely monitoring other potentially exposed individuals. A positive COVID-19 case may result in an area or areas of the school that may need to be closed for a short period of time for disinfection and sanitization before it is reopened.

Returning to School

The following procedure will be followed for allowing persons to return to school following illness, diagnosis of a confirmed case of COVID-19, or following quarantine.

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC and NYSDOH. District staff and students are not allowed to return to school/work after answering yes to the COVID health questionnaire without a note from your health care provider clearing you to return to school/work. In the event an individual is unable to obtain a note from their health care provider clearing them to return to work after isolation or quarantine, families may complete a [student attestation form to return to school after isolation](#) or a [student attestation form to return to school after quarantine](#). District faculty and staff may complete a [faculty and staff isolation attestation form](#) or a [faculty and staff quarantine attestation form](#). These four forms are available in the Nurse's Office of each school. Your health care provider may provide an alternate diagnosis which is described in the NYSDoH Pre-K to Grade 12 COVID-19 Toolkit [Pre-K to Gr 12 COVID-19 Toolkit](#). As of July 27th, those guidelines are:

1. **Untested:** Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms, may return to school if **all** the following conditions are met:
 - a. at least **ten (10)** calendar days have passed since symptoms first appeared; and
 - b. fever-free for at least 24 hours (without the aid of fever-reducing medicine); and
 - c. other symptoms have improved (for example, cough or shortness of breath have improved); and
 - d. documentation of evaluation by a health care provider clearing individual for return to school.
 - e. District staff and students are not allowed to return to school/work after answering yes to the COVID health questionnaire without a note from your health care provider clearing you to return to school/work. Your health care provider may provide an alternate diagnosis which is described in the NYSDoH Pre-K to Grade 12 COVID-19 Toolkit [Pre-K to Gr 12 COVID-19 Toolkit](#).
2. **Symptomatic and test positive:** Persons who experience symptoms and who test positive for COVID-19 may return to school if **all** the following conditions are met:
 - a. at least **ten (10)** calendar days have passed since symptoms first appeared; and
 - b. fever-free for at least 24 hours (without the aid of fever-reducing medicine); and
 - c. other symptoms have improved (for example, cough or shortness of breath have improved); and
 - d. documentation of evaluation by a health care provider clearing individual for return to school, as well as release from isolation per DOH guidance.
 - e. District staff and students are not allowed to return to school/work after answering yes to the COVID health questionnaire without a note from

your health care provider clearing you to return to school/work. Your health care provider may provide an alternate diagnosis which is described in the NYSDoH Pre-K to Grade 12 COVID-19 Toolkit [Pre-K to Gr 12 COVID-19 Toolkit](#).

3. **Symptomatic and test negative:** Persons who experience symptoms but test negative for COVID-19 may return to school when **all** the following conditions are met:
 - a. Documentation of a negative COVID test; and
 - b. fever-free for at least 24 hours (without the aid of fever-reducing medicine); and
 - c. other symptoms have improved (for example, cough or shortness of breath have improved); and
 - d. documentation of evaluation by a health care provider clearing individual for return to school.
 - e. District staff and students are not allowed to return to school/work after answering yes to the COVID health questionnaire without a note from your health care provider clearing you to return to school/work. Your health care provider may provide an alternate diagnosis which is described in the NYSDoH Pre-K to Grade 12 COVID-19 Toolkit [Pre-K to Gr 12 COVID-19 Toolkit](#).
4. **Asymptomatic and test positive:** Persons who experience NO symptoms but test positive for COVID-19 may return to school when **all** the following conditions are met:
 - a. at least **ten (10)** calendar days have passed since the date of the positive test; or
 - b. if symptoms develop, at least **ten (10) days** have passed since the symptoms first appeared, fever-free for at least 24 hours (without the aid of fever reducing medicine), and symptoms have improved; and
 - c. documentation of evaluation by a health care provider clearing individual for return to school, as well as release from isolation per DOH guidance.
 - d. District staff and students are not allowed to return to school/work after answering yes to the COVID health questionnaire without a note from your health care provider clearing you to return to school/work. Your health care provider may provide an alternate diagnosis which is described in the NYSDoH Pre-K to Grade 12 COVID-19 Toolkit [Pre-K to Gr 12 COVID-19 Toolkit](#).
5. **Close exposure, as defined by DOH, to a person with COVID-19:** Persons who experience NO symptoms but have close exposure to a person with COVID-19 requiring quarantine (as defined by the DOH) may return to school upon completion of a **ten (10)** day quarantine as outlined by the CDC.

Additionally, persons may return prior to ten (10) days from the start of symptoms with written documentation of an alternate diagnosis from a medical provider that **fully** excludes the possibility of COVID-19.

District staff and students are not allowed to return to school/work after answering yes to the COVID health questionnaire without a note from your health care provider clearing you to return to school/work. Your health care provider may provide an alternate diagnosis which is described in the NYSDoH Pre-K to Grade 12 COVID-19 Toolkit [Pre-K to Gr 12 COVID-19 Toolkit](#).

6. **Live with someone who has COVID-19 and cannot avoid continued close contact:** When the individual who has to self isolate is unable to care for themselves such as a young child or elderly person, the individual who has to care for the person has to follow the period of quarantine plus 14 days. As such, the young child's isolation period would end ten (10) days since symptoms first appeared. The mother's quarantine would end 14 days later, for a total of 24 days. This information is described under [scenario # 4 on this CDC webpage](#).

A note on COVID testing:

1. Students who have been home for ten (10) days (either because they tested positive for COVID or they had COVID-like symptoms but were not tested) DO NOT need a negative COVID test to return to school as long as they meet all other criteria.
2. Students who test positive for COVID must stay home for at least ten (10) days. Even if they have a subsequent negative test before the ten (10)-day period, they are not allowed to return to school.

Travel Advisory

Under the New York State Travel Advisory, any travel for more than 24 hours to a state other than those bordering New York (i.e., New Jersey, Connecticut, Pennsylvania, Massachusetts, and Vermont), requires you to submit a Traveler Health Form to the Department of Health and quarantine for ten (10) days upon your return to New York, unless you have “tested out” of the quarantine period. In order to “test out” of the quarantine period, you are required to receive a COVID-19 diagnostic test within three (3) days prior to your return to New York, to quarantine for a minimum of four (4) days upon returning to New York, and to take another COVID-19 diagnostic test on the fourth (4th) day of quarantine. If both COVID-19 diagnostic tests are negative, you will “test out” of the ten (10)-day quarantine period.

Please note that even if you travel to another state (other than those bordering New York) for less than 24 hours, you will still be required to submit a Traveler Health Form to the Department of Health and take a COVID-19 diagnostic test on the 4th day after returning to New York. However, you will not be required to quarantine based upon

such travel when you return to New York unless your COVID-19 diagnostic test is positive.

Information on the New York State Travel Advisory can be found here:
<https://coronavirus.health.ny.gov/covid-19-travel-advisory>.

Monitoring

In an effort to screen building occupants prior to their arrival at school, the District will implement the following screening procedures:

- Staff will be encouraged to stay home if they are sick and parents to keep sick children home.
- All employees, parents, and regular contractors will be required to complete the [COVID-19 Screening Survey](#) daily prior to the start of each school day. Employees and parents will be required to certify “No” to all of the following in order to be permitted access to school buildings:
 - If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home
 - If they have had any COVID-19 symptoms in the past 14 days
 - If they have had a positive COVID-19 test in the past 14 days
 - If they had close contact with confirmed or suspected COVID-19 case in the past 14 days
 - If they have traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days
- The [COVID-19 Screening Survey](#) will manage screenings as follows:
 - Employees, student parents, and regular contractors will be entered as contacts into the email automation platform
 - All contacts will receive the above email each school day at 5:00 a.m.
 - Contacts will be required to certify “No” to all of the above questions with one click
 - Upon clicking the “No” certification, the contact will be re-queued for the following day
 - The school administrator will be notified via email of all contacts that do not respond prior to the start of school to follow up with the contact. The email subject line will include the contact’s name and “No Response to Screening.” The contact will also be re-queued for the following day
 - Contacts that reply “Yes” will be immediately prompted to stay at home and detailed health instructions emailed to the contact
 - The nurse’s office will be notified via email with a subject line that will include the contact name and “Yes Response to Screening.” The contact will also be re-queued for the following day

- The nurse will follow up with the contact and appropriate actions taken

Self-Reporting Exposures and Infections

Prior to the opening of schools, employees and families will be advised of the requirement that individuals who are alerted that they have come into close or proximate contact with a person with COVID-19 or have been alerted via tracing, tracking or another mechanism, are required to self-report to their employer at the time of alert and shall not be permitted to remain or return to the building until they have completed quarantine.

In the event a student or District employee reports testing positive for COVID-19 or is exposed to a person who tests positive for COVID-19:

- The student or District employee should immediately notify the District by contacting the following people:
 - The nurse's office at the school which they attend or work in
 - If not assigned to any one school building, the employee should contact the Personnel Specialist for the District Office
 - If a student or staff tests positive for COVID-19, the District will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

| <u>School</u> | <u>COVID Safety Coordinator</u> | <u>COVID Resource Person</u> |
|----------------------------|---|---------------------------------------|
| Hillside Elementary School | John DeKams, Assistant Principal, 914-478-6281 | Gina Kowalski, Nurse, 914-478-6280 |
| Farragut Middle School | Kevin Hanlon, Assistant Principal, 914-295-3071 | Sally Ann Cullen, Nurse, 914-478-6224 |
| Hastings High School | Melissa Hardesty, Assistant Principal, 914-478-6255 | Joanne Cipollina, Nurse, 914-478-6225 |

Vulnerable Populations/Accommodations

Persons at High Risk

Currently, information indicates that older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19. Those at high risk for severe illness from COVID-19 are people aged 65 years and older and people who live in a nursing home or long-term care facility. Those at high risk include people of all ages with underlying medical conditions, particularly if not well

controlled, including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised (Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications)
- People with severe obesity (body mass index [BMI] of 30 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

The District will identify persons at high risk by collaborating with school nurses to identify staff and students who are high risk. We will consult with the Special Education Department to identify students who fall into one of the above listed categories. School counselors, psychologists and social workers will be consulted as well.

Masks/Face Coverings

The following procedures regarding face coverings will be in place at all District buildings:

- Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.
- Please note that exhalation valves or vents on masks which allow virus particles to escape are not permitted. If you have questions about how to select a mask or face covering, [please visit the CDC site on how to select, wear and clean your mask](#).
- Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.
- Cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.
- The District will provide employees and students cloth face masks at no cost if needed. Employees will also receive face shields worn to protect their eyes. Face shields are not a substitute for a mask/face covering. Masks are worn with face shields.

- The District will obtain and maintain adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
- Face coverings to be worn by staff and encouraged for students (particularly older students) where feasible.
- Face masks will be required by age-appropriate students at arrival and dismissal, during hallway transitions and other building movements, on school buses, and where distancing is not possible
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- Face shields and smocks will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health will not be subject to the required use of a face covering.
- Each school in the District will instruct staff to provide mask breaks as needed.
- The District will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will be extended to contractors and vendors, if the district will be supplying the contractors and vendors with PPE.

Stop the Spread of COVID-19 Signage

The District will install CDC-provided signage at multiple locations around each school building to:

- Instruct building occupants on the proper way to wash hands
- How to use an acceptable face covering when unable to maintain social distancing
- How to put on, take off and properly wear, discard and store PPE
- How to engage in good daily hygiene measure
- To stay home if they feel sick
- How to report symptoms of exposure to COVID-19

Social Distancing

All building occupants will be required to maintain social distancing of at least six feet from one another. In those instances where social distancing is not possible, face masks will be worn and barriers (partitions and sneeze guards) used where needed. Additionally, PPE may also be necessary.

In order to determine how many students can fit in instructional spaces, the District will utilize the following method:

1. Measure and record the room dimensions (width x depth)
2. Subtract any square footage taken up by furnishings
3. Divide the available space by 44 square feet per person to allow for students to have three feet of personal space and six-foot perimeter of socially distanced space
4. Reserve one of the available spaces for a teacher and another for an instructional aide, if necessary

In order to accommodate social distancing in each school building, the District will take the following general actions, which are detailed throughout the plan:

- Some large common areas such as auditoriums and gymnasiums may be repurposed as instructional spaces to accommodate a larger number of students in the same class.
- Non-essential furnishings may be removed from rooms to maximize capacity.
- Outdoor or off-site spaces may be utilized as appropriate new line-specific isolation rooms will be designated in each school building for health screenings.
- Ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes). Whenever possible, physical education and music instruction will occur outdoors.
- Limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

Visitors on Campus

Visitor Management

A modified visitor management process will be utilized at all school buildings as follows:

- Any visitor permitted to enter our buildings must wear a mask/face covering. No one will be permitted to enter our buildings without a mask/face covering.
- Only essential visitors, including parents, will be permitted into the school buildings
- Essential visits consist of:
 - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via Google Meet or Zoom, including parent/teacher conferences, which should be limited to virtual meetings
 - Picking up of sick persons

- Other visits deemed essential by the school administration
- Visitors will be asked to pre-register their visit using a Google Form (or equivalent) that will:
 - Populate a Google Sheet in real-time that will be monitored by greeters at each school
 - Upon submission of the form, visitors will be directed to a confirmation page that will:
 - Provide instructions on pre-screening steps advising the visitor they will be contacted prior to their scheduled appointment
 - Instruct the visitor to conduct pre-screening steps prior to their visit to the school
 - Advise the visitor they will be required to wear face masks prior to being permitted entry into the building as well as hand cleaning steps
- Greeters will contact visitors prior to their scheduled appointment to confirm their visit and verify pre-screening steps have been completed
- All persons entering the building will be required to wear face masks prior to being permitted entry into the building. Disposable masks will be provided to visitors for exigent circumstances
- Visitors will be required to clean their hands with sanitizer prior to the check-in process
- Touchless sanitizer dispensers will be installed at building entrances, check-in locations and any delivery locations such as loading docks
- “Stand Here” signage and floor markers will be installed to designate places where visitors should wait to be checked in
- Appropriate shields or other barriers will be installed at check-in locations where it is necessary to physically separate building service staff from visitors during the check-in process
 - Note: Plexiglass barriers are not permissible as they violate fire code ([see NYSED guidance](#))
- Visitors will be required to answer mandatory screening questions, and access declined when indicated. This will also assist contact tracing when needed
- Mandatory screening questions will be added to the visitor management system (e.g., Raptor) sign-in process
- Visitors will display their license to school personnel who will verify the name with the appointment log and ask the visitor to affix the disposable visitor badge to their outermost garment
 - Badges will be printed prior to visitors’ arrival
 - Lanyards will not be used
 - Stickers should be discarded by visitor upon exiting
- Visitor Management Systems will be configured to allow visitors to scan their license and remove the printed visitor badge from the printer without contact with the building employee
- Only disposable sticker badges, no sharing of lanyards

- Visitors will be required to clean their hands with hand sanitizer upon completion of the check in process
- Contractors shall be required to wear PPE when moving through the building and where 6' distancing is not possible
- Drop off procedures will be modified as follows:
 - Most drop-offs will be prohibited unless prior approval is obtained from building administrator
 - Drop-off bins will be eliminated
 - Medication drop-offs should be coordinated with the school health office
 - Forgotten lunch drop-offs will be prohibited with the exception of students who may have a food allergy and cannot safely be provided a school lunch
- A designated drop-off area will be established for all deliveries (e.g., FedEx, UPS) to prevent delivery persons from entering the building

Cleaning & Disinfecting

The District will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health (DOH) in addition to the following:

- Classroom and office spaces will be provided with appropriate cleaning/ disinfection supplies for self-cleaning of shared and frequently touched surfaces
- The custodial staff of each building will perform frequent cleaning of high touch surfaces throughout the school day, including:
 - door handles
 - rails
 - counters
 - tabletops
 - bathroom fixtures
 - trash cans
 - phones
 - cash register counters
 - credit card machines
- Daily cleaning log checklists will be completed for each area of the building
- Registered disinfectants identified by the [Environmental Protection Agency \(EPA\) as effective against COVID 19](#) will be utilized
- Logs will contain the following at a minimum:
 - Date of cleaning
 - Time of cleaning
 - Scope of cleaning (checkboxes)
- The head custodian of each building will be responsible for maintaining all completed cleaning logs, which will be forwarded to the Director of Facilities on a weekly basis
- Staff will be required to use applicable PPE to perform cleaning and disinfecting

- If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time
- Cleaning and Disinfecting training will be provided to all employees including:
 - Hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication standard
 - Cleaning and disinfection protocol for suspected and positive cases
 - Personal Protective Equipment (PPE)
 - When to use PPE
 - What PPE is necessary
 - How to properly don (put on), use, and off (take off) PPE
 - How to properly dispose of PPE

The terms *cleaning*, *sanitizing*, and *disinfecting* are sometimes used interchangeably, which can lead to confusion and result in cleaning procedures that are not effective.

For example, if there is visible soil on a surface, *clean* it with detergent and water before spraying the surface with a sanitizer or disinfectant. Using a sanitizer or disinfectant as this “first step” is not effective because the purpose of the solution is to either *sanitize* or *disinfect*. Each term has a specific purpose, and there are many methods that may be used to achieve such purpose.

| Task | Purpose |
|------------------|--|
| Clean | To remove dirt and debris by scrubbing and washing with a detergent solution and rinsing with water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later. |
| Sanitize | To reduce germs on inanimate surfaces to levels considered safe by public health codes or regulations. |
| Disinfect | To destroy or inactivate most germs on any inanimate object, but not bacterial spores. |

Note: The term “germs” refers to bacteria, viruses, fungi, and molds that may cause infectious disease. Bacterial spores are dormant bacteria that have formed a protective shell, enabling them to survive extreme conditions for years. The spores reactivate after entry into a host (such as a person), where conditions are favorable for them to live and reproduce.

Specific cleaning procedures for Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Cases are as follows:

- Cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces
- Follow CDC guidelines on “Cleaning and Disinfecting Your Facility,” if someone is suspected or confirmed to have COVID-19
- Close off areas used by the person who is suspected or confirmed to have COVID-19
- Close off the affected areas (e.g., classroom, restroom, hallway)
- Consult with local health departments in development of protocols
- Open outside doors and windows to increase air circulation in the area
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible

School Safety Drills

Education Law § 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
- If schools re-open with a “hybrid” in-person model, such as one where students attend school two consecutive days and are off for three days to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drills in a classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drills in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

Medical

The medical professionals in the District are the school nurses. They play a critical role in each school especially during the pandemic. In addition to working closely with our Medical Director, Dr. Cynthia Su, they assist the Westchester Health Department in contact tracing. They also serve in the role of the COVID-19 resource person for purposes of providing information for the entire school community. The responsibilities of the medical professionals include the following:

- Purchase/obtain supplies for health offices to include COVID-related items and PPE
 - N95, surgical face mask, plastic face shields, gloves, gowns, wipes
 - Non-touch thermometers
 - Signage for hand washing and mask use
 - Medical chairs for students being cared for in a non-isolation setting
 - Vinyl curtains for non-isolation area
 - Touchless soap and paper towels dispenser
 - Floor markings to indicate areas for maintaining social distancing
 - Plexiglass barrier for secretary to minimize exposure
- Reduce potential exposure between students and maintain infection control
 - Two chairs, six feet apart, in the waiting room to attend to students without illness; i.e., diabetics, trauma, etc.
 - Students with complaints of illness will be evaluated in isolation room
 - Temperatures will be taken on all students entering health office
 - All tables, bookcases and trayed items to be removed from the isolation room
 - Handwashing upon entry and upon exiting health office
 - Masks must be worn by all entering health office
 - Students will be given routine nebulizer treatments at home unless treatment is needed in an emergency (Physicians will be required to order inhalers for asthmatic students with spacers)
 - Routine wiping of doorknobs and areas that are commonly touched
 - Areas will be wiped down after a student leaves; i.e., bed and chair

- Automatic paper towel dispensers near sinks and in the health office bathrooms
- All soap dispensers will be checked daily
- Health office bathrooms will be cleaned after each use
- Floor marking indicating how to properly maintain social distancing
- Community Service students will not be permitted during this time
- Students with crutches will eat with their class and be given priority for purchasing lunch
- Discussion will take place between health office and School Counseling Department to allow students to rest in an alternate location
- Students taking daily medications will go to the non-COVID Nurse's Office.
- Use of Google calendar to set up appointments, avoiding overcrowding
- Student with compromised immune systems
 - Identify all students with compromised immune systems
 - Work closely with the parents of compromised immune system students should there be any outbreaks of illness
 - Encourage parents of compromised immune system students to communicate regularly with their physician
 - Notify school counselors regarding any new modifications from a student's physician
 - Be alert for any cases in which compromised immune system students may be exposed
 - Provide nursing care plans to teachers for guidance and instructions
 - https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html
- Isolation Room (first choice)
 - All students suspected of having COVID will be placed in an isolation room which is a separate room, with a door, within the health office. The Registered Nurse (RN) will staff this room
 - Beds will be separated by floor-to-ceiling vinyl curtains
 - Students will remain six feet apart
 - Students will be wearing masks and removed only for assessments
 - Isolation room will have a cart that is stocked with PPE and other medical supplies
 - Isolation room will be sprayed with vital oxide and thoroughly cleaned after the student leaves
 - Areas that are frequently touched will be cleaned routinely
 - Proper ventilation will be provided as per NYS recommendations
- Second health room in buildings
 - A second health office within the Farragut Complex was created.

- Second health office contains a bathroom that will be used to treat non-illness related students such as trauma, allergic reactions, daily medications, diabetics, etc.
- Equipped with two new chairs and extra bed
- PPE in place and social distance floor markings
- Medication cabinets and supply carts
- Students will use bathrooms outside of the office
- Room W261 located in close proximity to the health office, playground and gymnasium
- Coverage for the nurse may be needed in the event of an emergency and/or meetings. The nurse should speak to the principal to request coverage
- Students discharged from the health office
 - Parents will be notified that their child needs to be picked up
 - Students released to parents or emergency contacts only
 - High school students may receive verbal permission to exit building if the RN deems situation safe
 - Upon arrival, parents or emergency contact will call/inform health office of their parking space location to facilitate nurse/staff escorting student to school building exit
 - Student must wear masks when in hallways
 - Nurses will follow the NYS guidelines as to when to send a student home if COVID-related illness is suspected
 - A communications handout will be sent home with student detailing the complaints and symptoms student presented in the health office
 - Parents will be informed, as per NYSED guidelines, what requirements are needed for students to return to school if COVID is being ruled out (this information will be for students who (1) tested positive for COVID and (2) had symptoms but did not receive a test)
 - NYSED guidance will be provided to parents indicating when a child may return to school and when to keep the child out of school
 - NYSDOH will provide guidance on how to proceed should a positive case of COVID occurs in a school
- Parental communication
 - Parents will be encouraged to review the parent portal and update all emergency contacts and phone numbers
 - Communication will be sent to parents stressing the importance of keeping child/children home if they are not feeling well
 - Parents will be required to pick up their child within a reasonable amount of time, limiting exposure to other students and staff
 - The [COVID-19 Screening Survey](#) must be completed by parents for each child
 - Temperatures can be done at home and reported using the [COVID-19](#)

[Screening Survey](#). Anyone with temperatures over 100°F should not enter school building

- Parents will be required to continue all NYS immunizations and physicals exams
- Staff communication/training
 - Staff will be encouraged to remain home if they are experiencing any signs of illness
 - Staff will complete a daily health [COVID-19 Screening Survey](#)
 - Temperatures will be done at home and reported on the [COVID-19 Screening Survey](#)
 - Staff registering temperatures above 100°F should remain home.
 - Staff member, after notifying administration, should leave building immediately and call their physician for guidance should they become ill while in school
 - Staff will follow NYSED guidelines as to when they may return to work if they are diagnosed with COVID
 - The health office will respond to all medical emergency
 - Staff will receive training in the use of PPE and handwashing at the first Superintendent's Conference Day in August if in person and virtually if not using CDC videos uploaded to our website.
 - Staff will follow NYSED guidelines regarding PPE use and maintaining social distancing
 - Each classroom will be supplied with a basic first aid kit, limiting the need for students seeking minor medical needs; i.e., bandaids, etc.
 - Staff will be provided information regarding students who may need extra precautions due to COVID (care plan shares with staff)
 - Each classroom will have a supply of wipes and tissues for student and staff use.
- Medical professional/nurse training
 - Nurses will receive training to help identify, care and trace COVID cases within school district
 - Nurses will work closely with attendance monitor to identify absenteeism patterns
 - Nurses will work closely with District's Medical Director regarding new guidelines or protocols
 - Nurses will review infection controls measures
- COVID Safety and Resource contact person by school location

| <u>School</u> | <u>COVID Safety Coordinator</u> | <u>COVID Resource Person</u> |
|----------------------------|---------------------------------|------------------------------|
| Hillside Elementary School | John DeKams, Assistant | Gina Kowalski, Nurse, |

| | | |
|------------------------|---|---------------------------------------|
| | Principal, 914-478-6281 | 914-478-6280 |
| Farragut Middle School | Kevin Hanlon, Assistant Principal, 914-295-3071 | Sally Ann Cullen, Nurse 914-478-6224 |
| Hastings High School | Melissa Hardesty, Assistant Principal, 914-478-6255 | Joanne Cipollina, Nurse, 914-478-6225 |

- Designated persons may assist in tracing COVID exposures with the Medical Director and NYSDOH as outlined in NYS guidelines.
- Health office mandates
 - All NYS mandates will take place; i.e., vision, hearing and scoliosis screenings
 - Screenings will take place in a room outside the health office to limit exposure
 - Substitute nurses will assist in staffing the health office and provide any coverage should illness occur among the health office staff (substitute nurses' list will be expanded)
- Childcare program (mandated by the Governor) if schools are closed
 - Nurses will staff the childcare program in the event schools are closed
 - PPE will be provided to staff
 - Temperatures will be taken on all staff and students
 - Social distancing and PPE training will be provided to all staff
 - Nurses will monitor the health needs of all the students in the program
 - Nurses and staff will follow NYS guidelines regarding COVID and possible exposures

Facilities

Infection Control Strategies

To prevent the spread of COVID-19 infection in the District, all buildings must be organized and maintained at the highest level. This section of the plan describes the infection control strategies that will be used.

Time Management/Social Distancing

- Schools will manage time and schedules to reduce student use of corridors.
- Teachers and students will have separate designated entrances
- Students will have designated entrances by grade level.
- The entrances for each group will be laid out on floor plans which be distributed prior to school opening
- Departure times remain unchanged as these are naturally staggered by different after school schedules
- Separate exit doors will also be designated by group
- Stagger arrival times for students

Room Letter Designation

Room letter designations will be used to stagger building movement for several functions including:

- Dismissal
- Class changes
- Lunch
- Recess
- Other functions as deemed necessary
- Classrooms will be designated using letters (e.g., A, B, C...)
- Prominent signage will be installed in each classroom with the letter designation
- Classroom designations will be utilized for:
 - Staggered class transitions (hallway movement)
 - Staggered *Grab and Go* lunch pickups from the cafeteria
 - Staggered dismissal
 - Staggered outdoor activities as appropriate

Specific use of room letter designations is described in the various functional sections below.

Classrooms

- Implement and maintain a *Stop the Spread* campaign that includes reinforcing

washing hands and covering coughs and sneezes among children and staff.

- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- Restrict mixing between groups.
- Space seating/desks to at least six feet apart.
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (art supplies, equipment, etc. assigned to a single student) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between us.

All Students

- Desks will be spaced to allow for six feet distancing of students
- Students will not share supplies
- Handwashing will be required at regular intervals
- Use of shared equipment will be limited and when necessary, cleaned between each use
- Electronic equipment wipes specifically for keyboards and other technology will be provided in each classroom. The use of aerosol cleaning sprays or wipes that contain bleach should not be utilized. Manufacturer's instructions should be followed for all cleaning and disinfection of products
- Specialist teachers will rotate through individual classrooms, when possible, using a modified curriculum based on a lack of resources (e.g., sporting equipment, art supplies, etc.)
- Physical education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out and go outdoors as often as possible
- Teachers will utilize outdoor spaces for instruction as often as possible
- Boxed/bag lunches will be available and delivered to each classroom daily
- Use of school lockers will be suspended until further notice

Grade K-6 Students

- Classes will remain in their assigned rooms for the majority of the school day
- Class groups will not be allowed to mix with other class groups
- Toys will not be shared between groups of children unless they have been washed and disinfected
- Toys that can be put in the mouth should be cleaned and disinfected frequently and before being shared with another child. Set aside toys that need to be disinfected; washing with soapy water is the ideal method of cleaning. Toys that cannot be cleaned or disinfected should not be used. Rotate toys/games throughout the day for disinfecting
- Children will be restricted from bringing toys from home

- Children's books and other paper-based materials are not considered high risk for transmission and do not need additional cleaning or disinfection
- Each school will consider virtual formats for guest speakers and reading programs

Grade 7-12 Students

- Schools may utilize larger spaces (e.g., theater, band, MPR) for instruction to allow for larger class sizes while still providing adequate distancing. The use of a theater with a large screen and adequate audio may be used as an alternative instructional location.
- Cohorting will take place where possible (children remain in their classrooms while teachers come to classrooms to minimize the movement of children).

Hallways and Stairways

Strategic movement and a reduction density in hallways and stairways (to the degree possible) will allow for appropriate distancing. The District will take the following safety actions:

- Face masks will be worn when students and staff are moving throughout the building
- Announcements will be made to release classes in a staggered manner based on room numbers to reduce density in hallways during class changes. The additional time needed to stagger transitions should be factored into the school day
- Floor and wall signage will be utilized to prompt distancing where appropriate, including outside classrooms where students will be required to stage during class transitions
- Hallway movement will be evaluated in each building, and a modified traffic pattern will be utilized to:
 - Create one-way corridors where appropriate
 - Create one-way stairways where appropriate
 - Use of center hallway prompts (e.g., cones, floor tape, or [retractable belt stanchions](#)) to promote distancing of two-way traffic
- Common Areas
 - The District will take additional measures to prevent congregation in elevator waiting areas by perhaps enabling the use of stairs.

Restrooms

The District will take the following safety actions to conform with the above CDC guidelines:

- The number of people permitted in bathrooms at one time will be restricted utilizing the use of signage indicating when a restroom is "in use"

- Each school may consider the use of scheduled restroom usage to maintain separate classrooms or student groups
- Some toilets/sinks may be taped off to promote distancing during bathroom use
- Signage indicating that toilet lids (if present) should be closed before flushing will be installed
- Signs asking employees to wash hands before and after using the restroom will be installed
- Devices will be installed on multi-stall restrooms doors as well as entry-exit doors that will allow them to be opened and closed without touching handles when possible
- No-touch trash cans will be placed by restroom doors
- Paper towels will be made available and any hand air dryers disconnected or taped-off
- The number of students in a restroom at any given time will be limited
- Frequent cleaning of restrooms will be required

Faculty Break Rooms

Generally, the use of faculty rooms will be restricted with the exception of microwave and refrigerator use. If the location of the break room allows for social distancing, maximum occupancy information will be posted.

- Employees will be required to wash their hands before and after touching break room appliances.
- Break rooms will not be utilized for eating if social distancing is not possible.
- Only disposable hand towels will be utilized.

Office Spaces

The District will take the following safety actions to conform with the above CDC guidelines:

- Discourage workers from using other workers' phones, desks, offices, or other work tools and equipment, when possible
- Install hand sanitizer dispensers and make disinfecting wipes available near shared equipment
- Install no-touch trash cans
- Move parent-teacher conferences, 504, and individualized education program (IEP) meetings to phone conferences or a virtual format using Zoom or Google Meet
- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance
- When videoconferencing or teleconferencing is not possible, meetings will be

held in open, well-ventilated spaces continuing to maintain a distance of six feet apart and wear cloth face coverings

- Conference rooms that are used should be disinfected on a daily basis at a minimum
 - Disinfectant wipes or spray should be left in each conference room, and employees should be encouraged to wipe down all surfaces and equipment (e.g., mouse, keyboard, phone) touched during conference room meetings.

Leave Doors Open

- To help reduce the spread of virus from touching door handles, doors will be fixed in an open position.

Plastic Separators

- The use of light-transmitting plastics will be used in locations when social distancing is not easily regulated. An example would be at the grab and go food stations.

Alcohol-Based Hand Dispensers

- District will provide alcohol-based dispensers where there are not adequate hand washing facilities. They are mounted on the walls in classrooms and corridors.

Required Square Footage

While recommendations on social distancing suggest that maintaining six foot distance from others is optimal, the building code itself does not mandate a minimum square foot number. Where possible we will try to adhere to the 44 square foot per student distancing. In areas in which it is not possible to distance, individual student screens will be used. In common areas the use of screens will also be an option.

Facility Alterations and Acquisition

While wearing a mask/face covering and practicing social distancing are essential, other measures may be necessary.

- Re-configuration of furniture in classrooms to adhere to social distancing
- Use larger common areas when practical to increase social distancing
- Consult architect and submit floor plans to Office of Facilities Planning for approval
- Use dividers to create spaces for teaching in gyms and common spaces
- Remove any unnecessary items from classrooms and store in a POD

Space Expansion

Although tents were considered for expanding classroom spaces, there are strict state guidelines as well as being cost prohibitive. In order to consider using tents for outside classroom space, the following restrictions are decision making factors:

- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Temporary structures and tents are those erected for 180 days or less.
- Building Code Section 3103.1 indicates, “tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS”.
- Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, use.

Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections. Districts or other applicable schools must consult their design professional to prepare submission drawings for approval by Office of Facilities Planning (OFP).

The following information must be shown on the drawings: Dimensions, Minimum separation distance to other structures, Tent sides (yes) (no), Duration of use, Type of use/activity, Anchor- age, Number of Exits, Width of each exit, Table/Chair/Contents, layout, Fire extinguisher Location, Occupant load, Heating or Cooking equipment, Utilities, Exit signs, NFPA 701 testing/label/certification.

If the tent is used for E-occupancy, we would also need to consult with local municipalities and/or code enforcers to provide code-compliant design for mechanical heat and ventilation; lighting; emergency lighting; power; fire alarm; plumbing; etc., as required.

Districts, or other applicable schools, must consult their architect and submit to OFP for approval. The district, or other applicable school, must provide an architectural quality floor plan, which clearly indicates existing and proposed use of space showing the furniture layout with egress aisles. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

Plumbing Facilities and Fixtures

To ensure frequent cleaning, schools must reduce the number of toilet and sink fixtures in buildings. We will implement the following recommendations:

- Consider closing some sinks and toilets if needed but are required to still be within the minimum number of toilet fixtures that must be available for use in a

building as established in the building code.

- Increased cleaning of water stations will be a part of cleaning protocols.
- Installation of physical barriers between toilets and sinks if six feet of separation is not feasible
- Use of touch-free paper towel dispensers in lieu of air dryers.
- Ensure distancing rules are adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible.

Ventilation

Healthy indoor air quality in each building is important. The following are underway:

- District engineers are evaluating and making recommendations to improve ventilation systems and establish proper filtration requirements (what systems can handle).
- Increase ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols, particularly for younger students.
- If new air cleaning equipment is proposed, we will submit an application to the NYS Office of Facilities Planning for review and approval.

Building Systems and Maintenance

The District will take a series of steps to ensure the operations of mechanical systems, water systems, elevators, and HVAC systems. The objective is to test and ensure systems are safe that may have been used infrequently during the prolonged closure.

Heating and Cooling

- The percentage of outdoor air will be increased where possible (e.g., using economizer modes of HVAC operations) potentially as high as 100% (first verify compatibility with HVAC system capabilities for both temperature and humidity control as well as compatibility with outdoor/indoor air quality considerations).
- Total airflow supply to occupied spaces will be increased, where possible.
- Demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy will be disabled.
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow.
- Building ventilation systems will be run during unoccupied times to maximize dilution ventilation.
- The District maintains adequate, code required ventilation (natural or mechanical) as designed.

Fire Protection Systems

- The fire protection system will be tested to ensure all devices are working.
- Fire inspection records will be verified they are up to date

Plumbing

The District will follow steps recommended in the CDC's "[Guidance for Building Water Systems](#)" including:

- Inspect flushing of hot water at plumbing fixtures.
- Raise hot water temperature to at least 120 degrees if possible.
- Flush hot water at all sinks (run for 5-15 minutes)
- Check water for pH and disinfectant levels.

Communication with Vendors/Construction

In order to safeguard building occupants, the District will implement the following restrictions:

- Notify vendors that access to the facilities will be restricted.
- Request that vendors reduce the frequency of deliveries while simultaneously meeting the demand of ordered goods.
- Request that vendors use the same delivery driver for all deliveries for the duration of school.
- Request vendors to suspend deliveries and/or adjust maintenance schedules for services in the event school is closed for health reasons.
- Notify vendors that, during deliveries, they are required to take precautions including:
 - Maintain physical distancing between themselves and building occupants
 - Wear appropriate PPE (a face mask and gloves)
 - Do not make deliveries if they have symptoms associated with COVID-19

Child Nutrition

Food Service/Cafeteria

As a public school, we have an obligation to ensure that the meal program, which serves breakfast and lunch to children and faculty and staff, is available. Children need nutritious options so that they have the mental and physical energy to learn. To ensure the preparation and access to breakfast and lunch is safe, the following changes to our meal program are necessary:

- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Have children bring their own meals as feasible, or serve grab and go brown bag meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- Require gloves for all staff near or in the vicinity of food that is being prepared and ensure that gloves are changed as per current industry standards.
- Although not necessary, if hand-washing protocols are rigorously followed, consider providing gloves to servers.
 - If they are worn, they must be changed regularly and are not a substitution for handwashing.
- Require face coverings for all staff (the type depends on local requirements and availability).
- Consider the safety concerns related to collecting money and using point of sale pin pads to keep track of meals that are served to students.

Meals Consumed Offsite

The District/school provides all students enrolled in the free and reduced meal program with access to school meals each school day for:

- students in attendance at school; and
- students learning remotely.

Meals Consumed Onsite

The District/School plan includes the following:

- Measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- Protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- Protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- Protocols that describe communication with families through multiple means in the languages spoken by families.
- Close communal-use spaces such as dining halls and playgrounds if possible; otherwise, stagger use and disinfect in between use. If food is offered at any event, it has to be pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.

Cafeterias will generally be closed in all buildings and food services available as a grab and go only. The District will take the following safety actions:

- *Grab and Go* lunches will either be delivered to classrooms or available in four locations. Should cafeterias be deemed safe to open with restrictions, the following safety actions will be implemented:
 - Social Distancing
 - Cafeterias will have reduced capacity to allow for distancing and limiting the number of people who can sit together.
 - Seating capacity will be reduced to ensure distancing between tables
 - Chairs that compromise social distancing or maximum density for space will be removed
 - Physical distancing will be required while on service lines, and floor signage and floor prompts installed
 - Consider implementing physical barriers in between seating
 - Congregating in kitchen areas will be prohibited
 - Limit Sharing
 - Self-serve food items will be removed
 - Hot and cold food bars with open food items and communal serving stations will be eliminated
 - Dinnerware/drinkware will be removed from communal spaces and only issue as needed
 - Communal condiments will be replaced with single serving, individually wrapped items
 - Use plexiglass dividers between cashier and service areas for protection
 - Traffic flow to enter lunch service areas and exits needs to be marked and supervised
 - Additional time added to each lunch period to ensure proper cleaning
 - Additional cleaners and lunch monitors needed during school hours
 - Monitors to enforce social distancing and seating
 - If students eat lunch in classrooms, add additional garbage cans outside

classrooms, have lunch delivered to classrooms

- Use push carts for ala carte lunch items
- Focus on times that can be pre-packaged
- Creation of on-line pre-ordering system
- If students do not eat in classrooms, split high school students, 9th and 10th grade, go to the cafeteria to eat.
- Set up eating areas in Green Gym, high school lobby and outside seating in front of high school and court yard for 11th and 12th graders
- Stagger lunch tables to every other table
- Assign students to tables
- Limit amount of students per cafeteria table
- Provide students with individual dividers to be used while eating lunch either in the classroom or common area
- Hand sanitizer stations at every serving area and grab and go
- Portable sinks to be added to cafeteria areas as well areas designated for eating
- Close down any self-serve areas, salad bar, yogurt machine, soups
- If schools are remote, provide delivered lunches to families in need
- Floor signage in all serving areas to be added
- Eating areas will be decreased to half
- In the cafeteria, tables and chairs will be wiped down between lunch times
- Consider removing vending machines

Cleaning and Disinfection

At a minimum, kitchen areas should be cleaned and disinfected on a daily basis. Kitchen equipment should also be cleaned on a routine basis:

- Coffee machines, refrigerator handles, and the ice machine handles should be disinfected at least three times per day
- The outside of dishwashers should be cleaned at the beginning and end of each shift
- All silverware and dinnerware should be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection
- Silverware should be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece
- Ice machines that require a handheld scoop should not be used, as it is difficult to control potential contamination in this case
- Water/beverage faucets that require workers to operate them with their hands should also be disinfected three times per day
- If silverware and dishes cannot be kept clean and covered, disposable options are recommended

Transportation

In order to maintain social distancing, District buses will need to operate at reduced capacity and students and the driver will need to utilize PPE.

The following safety actions will be taken:

- Masks wearing is required on buses
- Bus Monitors will take student temperatures before they board the bus
- Stagger bus arrival times to ensure less density upon arrival
- If possible, add an additional bus run when social distancing is not possible
- Provide screen for driver
- Provide training on protocols to driver and monitor prior to start of school
- Keep windows open when possible for fresh air
- Create a list of cleaning supplies that will be needed to clean the bus
- Students will be encouraged to walk or parent drop off when possible
- Skip rows when possible
- Assigned seating and mark seats so students know where to sit
- Children in the same family sit together.
- Buses need to be cleaned in between runs which may require staggering start times at elementary school
- A checklist will be required to make sure the bus was properly cleaned
- Bus monitors to enforce mask wearing and social distancing
- Bus monitors to take attendance on the bus each run
- Limit number of students on Out of District (OOD) buses when possible
- Consider using larger buses for OOD runs to help with social distancing
- Encourage parents to have their children adhere to social distancing at bus stops
- Create additional bus stops
- Students should social distance (six feet separation) on the bus whenever possible
- Students, school bus drivers, monitors, attendants and mechanics will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption
- Students will be encouraged to find alternative modes of transportation if possible (e.g., walking or parent drop off) to reduce bus occupancy
- Weather permitting, drivers will increase bus ventilation by opening the top hatches of buses or opening windows
- Additional bus monitors will be utilized to enforce social distancing on buses as deemed appropriate by District administration
- School buses will not be equipped with hand sanitizer because it is combustible. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses
- Boarding children will occupy seats from back to front, where feasible
- Students will sit one student per seat, alternating left and right positions when possible

- Wheelchair school buses will be configured to ensure social distancing of six feet
- Siblings may sit together to increase capacity on the bus
- Seats will be marked with tape to show students where they may sit
- Field trips and other extracurricular activities requiring bus use will be suspended
- Bus drivers will be required to conduct pre- and post-trip inspections to include the cleaning of high use areas of the bus, (e.g., steering wheel, handles, seatbacks, etc.)
- Drivers will be required to complete a checklist after each cleaning, which should be forwarded to the District's Director of Transportation
- Monitors will maintain a passenger log for each run to assist with contact tracing when needed
- Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing
- The District will communicate with parents and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses
- The District will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be provided initial training and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;
- Transportation departments will be provided PPE, such as masks and gloves, for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages
- Drivers, monitors and attendants who must have direct physical contact with a child will wear gloves
- Students who do not have a mask will not be denied transportation and will be provided a mask
- Students with a disability that prevents them from wearing a mask will not be forced to do so or denied transportation

School Reopening Plans

We look forward to welcoming our students back to school on April 12, 2021.

Hillside Elementary School

[Hillside Elementary School Re-Entry Plan](#)

[Hillside Elementary School Re-Entry Video](#)

[Frequently Asked Questions \(FAQ\)](#)

Farragut Middle School

[Farragut Middle School Re-Entry Plan](#)

[Farragut Middle School Re-Entry Video](#)

[Frequently Asked Questions \(FAQ\)](#)

Hastings High School

[Hastings High School Re-Entry Plan](#)

[Hastings High School Re-Entry Video](#)

[Frequently Asked Questions \(FAQ\)](#)

Sincerely,

*Amy Cazes and John DeKams, Hillside Elementary School
Jennifer Spirelli and Kevin Hanlon, Farragut Middle School
Lou Adipietro and Melissa Hardesty, Hastings High School*

Budget, Fiscal Matters & Economic Overview

In the event that the buildings are closed to everyone, key business functions in the District will need to be performed elsewhere or differently. Although we did create a budget for COVID related expenses, we continue to need other resources to operate our schools in a safe environment.

- Remote processing of payroll, accounts payables, accounts receivables, health insurance changes, etc.
- Consider wire payments to vendors.
- Stagger work schedules when possible.
- Consideration for budget transfers needed to cover unexpected expenses due to employee leaves.
- Consider budget expenditures needed to cover COVID-related expenses related to building modifications and equipment.
- Increase of staffing needed in nursing offices and facilities departments. Budget modifications may be needed.
- Carefully monitor cash flow, due to delays in revenues.
- Update Board of Education on COVID-related expenses.

Technology & Connectivity

The pandemic magnified the importance of ensuring that students have the skills to operate successfully in the age of digitalization. Students must have access to devices and hot spots for anytime and anywhere learning. It is also important for them to be able to use digital tools to transition smoothly between virtual and in-person learning. Their experiences learning in school or from home should expose them to the best of both worlds. The following practices are necessary:

- A survey will be conducted in advance to determine current access to equipment such as laptops, and equipment will be provided accordingly.
- The District provides multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
- School personnel will bag and label all student technology in advance, then stage them alphabetically in the gym or other large space.
- Information on cleaning and disinfection of equipment will be provided with all equipment, including the use of electronic equipment. The use of aerosol cleaning sprays or wipes that contain bleach should not be utilized. Manufacturer's instructions should be followed for all cleaning and disinfection of products.
- Students and parents will be emailed to complete a property issuance form online
- Staggered parent drop off times will be scheduled to limit the number of parents arriving at the school at any one time for pickup of their child's technology.
- Parents arrive and provide their last name to School Member 1, who is stationed at the parking lot entrance, using Personal Protective Equipment (PPE) and equipped with a portable radio. This school member relays the last name to a runner in the gym via radio.
- Schools may wish to require the display of identification through a partially closed car window or the use of pre-registration (e.g., Google Form).
- Parents remain in their vehicles while the gym runner retrieves and places the student's belongings in the parent's trunk without having contact with the runner.
- Promote building ventilation during the process (weather permitting) by opening windows.

The return of school technology equipment will be as follows:

- A survey will be conducted in advance to determine the amount of property to be returned and grade level totals. This will assist in the scheduling process.
- Students and parents will be emailed to complete a property return form in advance. This form should be included with the return of any technology and provide both personal information of the returning student as well as a detailed list of property being returned.

- Staggered parent drop off times will be scheduled to limit the number of parents arriving at the school at any one time for pickup of their child's belongings. This process may be integrated into the retrieval process for other property (e.g. textbooks, etc.).
- Parents will be staged outside of the return area to promote social distancing. Schools may opt to conduct this process outside, weather permitting.
- When instructed to do so, parents will enter the drop-off area and place the returned property in a bin on the return table. They will then be directed to a waiting location (consider floor signage or cones), at least 6' from the return table to ensure social distancing.
- The school member, wearing appropriate PPE, will review the return form and reconcile with the property being returned.
- The school member will place the form and property into a bag and place it into the nearby property staging area for eventual transport and storage as determined.
- Returned property will be disinfected following CDC guidelines before being placed back into inventory or serviced. Schools may wish to consider a waiting period to reduce the likelihood of contaminated surfaces. Bags should be discarded.

Teaching & Learning

The ability to ensure on-going, standards based teaching and learning for all children is a major priority during the pandemic. Our plan focuses on the following outcomes:

- All schools have a continuity of learning plan for the 2020-2021 school year. Our District plan includes preparations for in-person, remote, and hybrid models of instruction.
- Instruction will be aligned with the outcomes in the [New York State Learning Standards](#).
- Equity is at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities are aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction will be aligned to the academic program, which includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid) in accordance with the specifications outlined in the [New York State Reopening Guidance](#).
- Each school has a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers.
- Live streamed classroom instruction may not be recorded by children or parents.

In order to maintain high-quality continuity of learning for all students, the district will use one of the approaches based on the current pandemic phase as indicated by the State, including:

- Virtual/Remote Learning: Learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore, cannot meet in a traditional physical classroom setting. Live streamed classroom instruction will not be recorded by the district.
- Blended Learning Model/Hybrid:

HES: Half of the students will attend daily in-person instruction at school for the AM session. Half of the students will attend daily in-person instruction at school for the PM session. While students are remote, students will engage in assigned independent learning activities including web-based tools. In addition, students

will receive their two special areas daily via video conference during the remote portion of the day.

FMS/HHS: Half the students at the middle school will attend in-person classes on campus while the other half attend virtually in classes which are live-streamed from the classroom. On weeks without a holiday closure, the gold cohort will attend school on Mondays and Tuesdays, while the green cohort will attend on Thursdays and Fridays. Wednesdays will be full instructional days, with one cohort of students attending in-person classes on campus while the other half attend virtually. A specific cohort rotation schedule will be posted and maintained on the district website calendar. Live streamed classroom instruction will not be recorded by the district.

- Face to Face/In-Person: The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

The following instructional models will be utilized based on the current mitigation phase:

Phase 2 and 3: Blended Learning Model

Consistent with the preference of the instruction and technology re-entry sub-committee, and as unanimously preferred in surveys of the Hastings faculty, Hillside Elementary School parent community, Farragut Middle School parent community, and Hastings High School parent community, the following rotational scheduling model has been determined:

Hillside Elementary School

- At Hillside Elementary School, our hybrid day will be separated into two parts: an AM (Gold) session and a PM (Green) Session.

Session Times

| AM | PM |
|------------------|------------------|
| 8:30 AM-10:50 AM | 12:40 PM-3:00 PM |

- Students will be assigned to a color cohort. Students in grades 1-4 will attend for either the AM or PM session, based on their assigned color cohort.
- We will discontinue the use of a letter day schedule at Hillside and operate on a Monday-Friday schedule while in the AM/PM Model.

- At Hillside, in-person instruction will focus on core content areas (ELA, Math, Science and Social Studies) and social-emotional learning. During the remote portion of the day, students will engage in assigned independent learning activities including web-based tools. In addition, students will receive their two special areas daily via video conference during the remote portion of the day. (Please note: Full Day “high needs” students will receive their special areas during the transitional portion of the school day between 10:50 AM-12:40 PM.

Farragut Middle School & Hastings High School

- Half the students will attend in-person 2 or 3 times per week on an alternating schedule. The other half attend virtually in classes which are live-streamed from the classroom.
- Using the colors of our mascot (green and gold), one half of each grade level (K-12) will be identified as the green group and the other half of the grade level will be the gold group.
 - Since the students may not be divided equally using last names, the building administrators will create these two groups so that the children are evenly divided. Children from the same household will be included in the same color-identified group.
 - Other logistical needs as identified by the school.
- 50% of each grade level will be on campus for two consecutive days while the other 50% of the grade level will learn from home for two consecutive days.
- Cohorts will also be on campus on alternating Wednesdays per the district calendar found on the district website.
- When the green group is in school, the gold group will learn from home, and vice versa.
- The students learning from home will participate in a live stream of classroom instruction using Zoom or Google Meet. Teachers will be providing curricular materials in addition to the live stream.
- The regular schedule, whether students are on campus or at home, will be followed with slight modifications as needed.
- Educators will use a combination of direct instruction coupled with collaborative work or project based work.
- Google Classroom will be used in an organized and consistent fashion across K-12. Specific practices associated with Google Classroom will be used consistently across K-12, as designed by the Distance Learning Committee and based on input from the community.
- Students that the district deems to be high needs will be provided the option to be in school every day
- Students who are identified as high-risk (see [Persons at High Risk](#)) may, upon approval of the school principal, be permitted to attend all classes virtually
- Teachers will live stream each class using Zoom or Google Meet
 - Classroom desktop computers will be outfitted with cameras

- Teachers will have the use of a Chromebook with a working camera
- Teachers will have the ability to share their screen with remote classroom learners
- Teachers will be provided a wireless Bluetooth lavalier (clip-on) and/or headset microphone if enhanced audio quality is needed
- Computer audio will utilize classroom mounted speakers
- All students will be expected to:
 - Attend each class in its entirety and utilize their camera for the class duration or they may be marked absent by the teacher
 - Participate in all classroom discussions and be ready to answer teacher questions
- Physical education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out. To the greatest extent practicable, physical education classes will be held outside
- If needed, the district will repurpose larger spaces for instruction to allow for larger class sizes while still providing adequate distancing
- Teachers will utilize outdoor spaces for instruction when possible, however, this will likely be limited in scope

Phase 1: Remote Instruction

An EdWeek Research Center survey asked teachers and district leaders to identify the tools they say are very effective at teaching three different subjects (math, English/language arts, and most recently, science) during the coronavirus closures. For all three subjects, respondents reported live, synchronous video conferencing platforms such as Zoom and Google Meet were very effective tools.

- 62% percent say this is a very effective way to teach science
- 63% say it's a very effective way to teach English/language arts
- 57% say it's a very effective way to teach math
- 58% say for experiments students can do with materials they have at home are a close second for science
- Shared documents, such as Google Docs or Word Online, is cited as the second most effective virtual teaching method for English/language arts
- Pre-recorded videos on specific concepts produced by the teacher are number two for math

Recognizing the need for an enhanced remote instructional program:

- The District will survey families to determine access to equipment such as laptops. Equipment will be provided accordingly
- The regular school schedule will be followed in the virtual learning environment
- Live or synchronous learning will take place
- Google Classroom and Calendar will be used in an organized and consistent fashion across K-12

- Supplementary digital tools, which include Dreambox Mathematics, Achieve 3000, and Edgenuity, will be available
- A typing application will also be available for children who need to enhance their keyboarding skills.

Identification of Instructional Gaps

The District recognizes that instructional gaps may have developed as a result of the prolonged school closure. The following resources will be utilized as screeners to identify those gaps:

Grades K-4

DIBELS will be used as a screening tool for ELA

A locally developed, standards-based mathematics assessment will be used as a screening tool for mathematics

Grades 5-6

Odysseyware will be used as a screening tool for ELA and mathematics

Grades 7-12

Edgenuity Courseware will be used as a screening tool for ELA and mathematics.

Student screenings will take place during the first eight weeks of school. They will be conducted thoughtfully in a manner that takes students' social and emotional needs into account. Students scoring at a level 1, and performing below the course average, will be referred to the building-level MTSS team, where determinations for targeted student-specific interventions will be made. Eligibility for academic intervention services that take place outside of the classroom will be considered by the MTSS team for students not responding appropriately to classroom interventions.

Additionally, as in the past, teachers will be using ongoing formative and summative assessments to monitor student achievement and growth over the course of the school year. As relevant, this may include data from writing samples, end-of-unit assessments, projects, papers, assignments, and other related work.

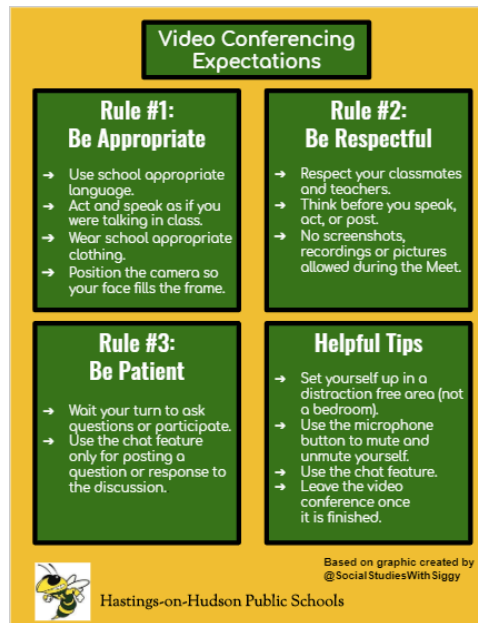
Grading/Assessment

Grading will be aligned to the outcomes of each subject area/course and the State standards. Regular feedback will be provided for submitted student work. Pre-assessment and regular formative assessments will inform instruction.

Policies and Expectations

As we delve deeper into learning from home, families should observe the following courtesies and ensure behaviors consistent with the [District Code of Conduct](#) and Board of Education Policy 4526 regarding [Acceptable Use](#):

- Students and family members may not record teachers, take screenshots, or repost recordings.
- Students should adhere to the following video conferencing expectations:



- Instructional sessions are only for students enrolled in that section.
- Teachers will post their meeting links (codes) into Google Classroom.

Remote Learning Plan

Introduction

Dear Hastings Families:

As we continue to navigate the COVID-19 pandemic as a learning institution, we recognize the incredible challenges faced each day by educators, families, and children. As we begin the 2020-2021 school year, our plan for instruction has been informed by new guidance received from the New York State Education department, data from surveys, input from Superintendent's Chats and Home Help Hours, and feedback shared with us during focus groups of educators, parents, and students.

In the Hastings-on-Hudson schools, we remain dedicated to serving the educational needs of our students. This past year, our educators rose to the unprecedented need to simultaneously adapt their curriculum, resources, and instructional practices in order to ensure continuous learning for children. Our continued priority is to focus on delivering our instructional program while ensuring the well-being of our school community. **It is possible that at some point schools may need to close and an "all out" model will need to be implemented. It is also possible that we may need to operate a "hybrid" model, during which students will need to experience some of their learning at home. To prepare for these possibilities, we have developed the remote learning plan outlined in this guide.** We are committed to providing daily substantive interaction through the use of a range of tools and modalities.

This document was created with the purpose of ensuring transparency and creating a shared understanding of expectations related to remote learning. Updates to this document will be provided as the school year progresses.

As always, we sincerely appreciate your continued support and understanding. Together we will get through this challenging time due to the strength of our partnership as a school community.

Best regards,

Melissa Szymanski, Assistant Superintendent of Curriculum & Instruction
The Remote Learning Committee, & The Hastings-on-Hudson Leadership Team
Dr. Valerie Henning-Piedmonte, Superintendent of Schools
Melissa Szymanski, Assistant Superintendent for Curriculum & Instruction
Maureen Caraballo, District Treasurer
Lou Adipietro, Principal, Hastings High School
Melissa Hardesty, Assistant Principal, Hastings High School
Jennifer Spirelli, Principal, Farragut Middle School
Kevin Hanlon, Assistant Principal, Farragut Middle School

Amy Cazes, Principal, Hillside Elementary School
John DeKams, Assistant Principal, Hillside Elementary School
Laura Sullivan, Director of Special Education
Tesfa Stewart, Assistant Director of Special Education
Jeanette Kocur, Director of Counseling
Jesse Merchant, Director of Physical Education, Health and Athletics

Remote Learning Plan

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Technology and Access

Students will need access to an internet-based device, such as a smartphone, iPad or computer during remote learning to engage in continuous instruction. If you do not have the resources at home to access online assignments and instruction, please contact your child’s building principal, who will arrange for a Chromebook to be available to you. Families who borrow a District Chromebook must submit a signed copy of the [Hastings Chromebook Allocation Letter](#). Families should contact a local internet service provider if they do not have access. Many providers are offering free deals during the crisis period. If internet access remains an issue, please inform your principal or assistant principal to request access to a hotspot device. For technical support with applications please email fadulc@hohschools.org with as much detail as possible as to the problem being experienced so that a member of the technical support team can help you with troubleshooting.

Attendance

All students must participate in assigned learning activities and video conferencing sessions. Period-by-period attendance will be taken by teachers throughout the instructional day. Please report your child's absence in the following fashion:

- Hillside Elementary School: 478-6272
- Farragut Middle School: 478-6223
- Hastings High School: 478-6254

Students will be marked absent if they do not attend following the color cohort schedule to which they have been assigned. Consistent with past practice prior to the pandemic, a call will be made to families of students who have not been marked present in either the physical or virtual classroom. If you have reported your child as “sick,” this is counted as an excused absence in the same manner that it would under normal conditions. As per our Code of Conduct, attendance policies are in effect.

To ensure the engagement of students who are not participating in continuous learning sessions and assignments, teachers and administrators will make outreach phone calls, schedule meetings with parents, and conduct virtual office hours. Mental health professionals will also conduct outreach to families. If attendance does not improve, the MtSS team in the school where the child attends will convene to discuss further actions that may involve outside agencies.

Communication

As usual, students’ teachers should be the first people contacted regarding academic or instructional questions. All faculty members are available via email or by appointment. Faculty will make every effort to check and respond to their District email daily for communications from students and parents. Communication with students and/or parents may occur via telephone, email, or web conferencing. Students and families should similarly make every effort to check and respond to communications from members of the faculty daily. This will support a strong partnership between learners and faculty.

Continuous Learning

Instructional Outcomes

Instruction will be aligned with the outcomes in the [New York State Learning Standards](#) and will be aligned to the academic program, which includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method

(e.g., in person, remote or hybrid) in accordance with the specifications outlined in the [New York State Reopening Guidance](#).

Design Criteria

In planning for the logistics of remote learning, our committee developed the following criteria as a vision to guide the design and implementation of remote learning:

- Psychologically Sound for Children
 - Actionable for Teachers
 - Blended
 - Incorporates Project-based Experiences
 - Incorporates Collaborative, Engaging Experiences
 - Follows a Schedule and Routines
 - Student-centered
-

IN THE EVENT OF AN “ALL OUT” REMOTE MODEL:

If an “all out” model becomes necessary, all students in grades K-12 will be participating in learning experiences from their homes. Following are the details of how this will take place.

Schedules

Students will experience full, remote instructional days on Monday through Friday according to the schedules below. The District will continue to run on an A-F scheduling cycle.

Hastings High School Schedule

In the event of an “all out” remote learning scenario, high school students will follow their regular schedules all week.

HASTINGS HIGH SCHOOL DAILY SCHEDULE 2020-2021

| | A DAY | B DAY | C DAY | D DAY | E DAY | F DAY |
|--------------|-------------------|---------|---------|---------|---------|---------|
| Times | Periods | Periods | Periods | Periods | Periods | Periods |
| 8:15-9:41 | 1 | 2 | 1 | 2 | 1 | 2 |
| 9:45 – 11:05 | 3 | 4 | 3 | 4 | 3 | 4 |
| 11:10 11:52 | Period 5 – Lunch | | | | | |
| 11:57 – 1:17 | 6 | 7 | 6 | 7 | 6 | 7 |
| 1:22 – 2:45 | 8 | 9 | 8 | 9 | 8 | 9 |
| 2:45 – 3:15 | Academic Coaching | | | | | |

Farragut Middle School Schedule

In the event of an “all out” remote learning scenario, middle school students will follow their regular schedules all week.

| Period | Time |
|--------|---------------|
| 1 | 8:15 - 8:59 |
| 2 | 9:02 - 9:42 |
| 3 | 9:45 - 10:25 |
| 4 | 10:28 - 11:08 |
| 5 | 11:11 - 11:51 |
| 6 | 11:54 - 12:35 |
| 7 | 12:38 - 1:19 |

| | |
|-------------------|-------------|
| 8 | 1:22 - 2:02 |
| 9 | 2:05 - 2:45 |
| Academic Coaching | 2:45 - 3:15 |

Hillside Elementary School Schedule

Sample "All Out" Remote Elementary Learning Schedule
(Example of First Grade Schedule by Day)

| Monday, Tuesday, Wednesday, Thursday & Friday | | | |
|---|----------|--|--|
| Start Time | End Time | Subject Areas | |
| 8:30 | 8:50 | Set up for the day, log on, and establish quiet workspace/ SEL Check-In | |
| 8:50 | 9:20 | WIN | |
| 9:20 | 9:35 | Reader's Workshop-whole class mini lesson- Whole Class | |
| 9:35 | 10:05 | Independent Reading, Web-based resources | Small Group /Individual Conferences |
| 10:05 | 10:15 | Snack / Movement Activity | |
| 10:15 | 10:30 | Writer's Workshop-Mini Lesson- Whole Class | |
| 10:30 | 11:00 | Independent Writing | Small Group /Individual Conferences |
| 11:00 | 11:10 | Movement Activity/Act of Kindness | |
| 11:10 | 11:30 | Word Study- Mini-Lesson- Whole Class | |
| 11:30 | 12:20 | Lunch/Recess | |
| 12:20 | 12:35 | Math Mini Lesson- Whole Class | |

| | | | |
|-------|-------|---|--|
| 12:35 | 12:50 | Math Problem Set/ Web-Based Resources, Share | Small Group /Individual Conferences |
| 12:50 | 1:05 | SS/Science Mini Lesson- Whole Class | 2X in a 6 Day Cycle STEAM. or Library |
| 1:05 | 1:25 | SS/Science independent Work | |
| 1:25 | 1:40 | Movement Activity | |
| 1:40 | 2:30 | Specials- Whole Class | |
| 2:35 | 2:50 | End of Day SEL check-in and read aloud- Whole Class | |

Video Conferencing

All teachers will provide instruction through the use of video conferencing on Monday through Friday. Video conferences will occur during each content area in the elementary grades and during each middle and high school class. Access to video conference sessions will be provided through a link which will be created through Google Classroom and pushed to a student's calendar. Each instructional period will begin with a video conference where instruction is provided and end with a video conference where a share, questions, and/or check-in occurs.

Instructional Resources and Assignments

In addition to video conferencing, teachers will engage students in both computer-based and experiential modes of learning, including assignments and projects that are handwritten. Students learning from home will be provided with opportunities to collaborate with their peers on assignments, projects, and within digital resources. Assignments where a printer is required will be kept to a minimum. Printed materials will be provided for students upon advanced request to the child's teacher.

Teachers may incorporate the use of District-approved web-based resources to support engagement and content mastery as well as instructional recordings. Some examples that the District has procured are [Screencastify](#), [Edgenuity](#), [Odysseyware](#), [Achieve 3000](#), [IXL](#), [Kami](#), [Jamboard](#), [Nearpod](#), [Zearn](#), [Wixie](#), [Dreambox](#), and [Keyboarding Without Tears](#). Although many vendors are offering free accounts to web-based applications, due to student data privacy and security restrictions, we will not be able to take advantage of these products without having them properly vetted and ensuring compliance with our security policy.

In many cases, access to physical resources will also be necessary to support learning.

When books and/or materials need to be distributed to students, teachers will coordinate distribution with their building leadership team and communicate the protocol to families. Careful attention will be given to ensure social distancing and safety measures remain in place.

Delivery of Assignments

There will be a Google Classroom page for each class and/or section taught, where instructional resources will be housed. This Google Classroom page will be updated and the content will be kept current. Every student on the classroom roster will be provided with the Google Classroom code, or will be manually added to ensure access. Assignments, recordings, and associated materials will be posted to Google Classroom. Instructional feedback indicating areas of strength and/or areas for growth will be provided on completed assignments. This feedback may be provided through comments within documents, audio messages, or through video.

The following signature practices around the use of Google Classroom have been developed by an educator focus group and will be used to support an organized, consistent, and cohesive approach for children by all members of the faculty:

- **Presentation of Assignments:** Long term assignments will be added as an event with a start and end date. A consistent video conferencing link will be added for each Classroom. Assignments will be posted with a due date so that they are pushed to students' calendars. (Grades K-12)
- **Weekly Agenda:** Creating a list of assignments with embedded links that "lives" under "Materials" in the "Classwork" section. (Grades K-8)
- **Schedules:** Creating a daily/ weekly instructional schedule (Grades K-8)
- **Expectations:** Setting expectations for Google Meet/Zoom behavior (Grades K-12)
- **Instructions:** Post written and/or video instructions for big assignments (Grades K-12)
- **Perspective-taking:** Seeing what the student stream looks like (Grades K-12)
- **Guidelines:** Establishing when and how students submit assignments (Grades K-12)
- **Communication:** School-based tutorials for students and parents around Google Classroom practices, routines and logistics. This will include how to access assignments, see calendars and attend video conferences. (Grades K-12)

Grading

At this time, standard grading and assessment practices, consistent with past practices prior to the pandemic, will be implemented.

Accommodations and Modifications for Students with Disabilities, 504 Plans, and English Language Learners

Assignments, resources and/or instructions for students with disabilities with an Individualized Education Plan, students with 504 plans, and/or English Language Learners will be modified accordingly.

Related Services for Students with Individualized Education Plans and 504 Plans

Related service sessions will be provided remotely, as required by Individualized Education plans and Section 504 plans.

Participation

Throughout the week, students will be expected to participate in all lessons provided through video conferencing, as well as all learning activities and assignments. It is expected that students and teachers will have their cameras on during video conferencing sessions. Period-by-period attendance will be taken. Video conferences may not be recorded by parents, faculty members, or students. Pictures and screenshots are also strictly prohibited.

IN THE EVENT OF A “HYBRID” MODEL:

If a “hybrid” model becomes necessary, half the students will attend in-person classes on campus while the other half attend virtually in classes which are live-streamed from the classroom. At the middle school and high school, on weeks without a holiday closure, the gold cohort will attend school on Mondays and Tuesdays, while the green cohort will attend on Thursdays and Fridays. Wednesdays will be full instructional days, with one cohort of students attending in-person classes on campus while the other half attend virtually. A specific cohort rotation schedule will be posted and maintained on the district website calendar. At the elementary school, a five-day AM/PM model will be implemented, where half the students will physically attend school as the other half learn from home.

Color group assignments are indicated in eSchool data listed below student bus assignments. In a hybrid model, families who have elected for their children to be fully

remote will need to commit to this choice for a full quarter. This will allow us to plan appropriate ratios in the brick and mortar environment to ensure student health and safety. At the middle school and high school, students who are accessing instruction in the 100% remote only option may email their teacher for assistance to meet during their teacher's academic coaching period and/or AIS period. At the elementary school, teaching assistants have been assigned to provide additional support to all remote learners during the middle of the day.

Schedules

Students will experience full instructional days on Monday through Friday according to the schedules below. The District will continue to run on an A-F scheduling cycle.

Hastings High School Schedule

In the event of a “hybrid” remote learning scenario, high school students will follow their regular schedules all week.

| HASTINGS HIGH SCHOOL DAILY SCHEDULE 2020-2021 | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Times | A DAY Periods | B DAY Periods | C DAY Periods | D DAY Periods | E DAY Periods | F DAY Periods |
| 8:15-9:41 | 1 | 2 | 1 | 2 | 1 | 2 |
| 9:45 – 11:05 | 3 | 4 | 3 | 4 | 3 | 4 |
| 11:10 11:52 | Period 5 – Lunch | | | | | |
| 11:57 – 1:17 | 6 | 7 | 6 | 7 | 6 | 7 |
| 1:22 – 2:45 | 8 | 9 | 8 | 9 | 8 | 9 |
| 2:45 – 3:15 | Academic Coaching | | | | | |

Farragut Middle School Schedule

In the event of a “hybrid” remote learning scenario, middle school students will follow their regular schedules all week.

| Period | Time |
|-------------------|---------------|
| 1 | 8:15 - 8:59 |
| 2 | 9:02 - 9:42 |
| 3 | 9:45 - 10:25 |
| 4 | 10:28 - 11:08 |
| 5 | 11:11 - 11:51 |
| 6 | 11:54 - 12:35 |
| 7 | 12:38 - 1:19 |
| 8 | 1:22 - 2:02 |
| 9 | 2:05 - 2:45 |
| Academic Coaching | 2:45 - 3:15 |

Hillside Elementary School Schedule

In the event of a “hybrid” remote learning scenario, elementary school students will follow the following session schedule:

Session Times

| AM | PM |
|------------------|------------------|
| 8:30 AM-10:50 AM | 12:40 PM-3:00 PM |

- Students will be assigned to a color cohort. Students in grades 1-4 will attend for either the AM or PM session, based on their assigned color cohort.
- We will discontinue the use of a letter day schedule at Hillside and operate on a Monday-Friday schedule while in the AM/PM Model. Also, in this AM/PM model, kindergarten will be full day.

- At Hillside, in-person instruction will focus on core content areas (ELA, Math, Science and Social Studies) and social-emotional learning. During the remote portion of the day, students will engage in assigned independent learning activities including web-based tools. In addition, students will receive their two special areas daily via video conference during the remote portion of the day. (Please note: Full Day “high needs” students will receive their special areas during the transitional portion of the school day between 10:50 AM-12:40 PM.
- Full Day “high needs” students will receive their special areas during the transitional portion of the school day between 10:50 AM-12:40 PM. Please see schedules below:

Example Hillside AM Student Schedule Grades 1-4

| Time | Subject |
|-------------|--|
| 8:30-8:40 | SEL Check In/Second Step |
| 8:40-9:35 | ELA |
| 9:35-10:30 | Math |
| 10:30-10:45 | Content or Word Study |
| 10:45-11:00 | Dismissal |
| 10:50-12:40 | Transportation AM/Lunch/Recess/Transportation PM |
| 12:40-1:10 | ELA Independent Work |
| 1:10-1:40 | Special 1 |
| 1:40-2:10 | Math Independent Work |
| 2:10-2:30 | Content Independent Work or Word Study |
| 2:30-3:00 | Special 2 |

Example Hillside PM Student Schedule Grades 1-4 and Remote Students Grades 1-4

| Time | Subject |
|------------|-----------------------|
| 8:30-9:00 | ELA Independent Work |
| 9:00-9:30 | Special 1 |
| 9:30-10:00 | Math Independent Work |

| | |
|--------------|--|
| 10:00-10:20 | Content Independent Work or Word Study |
| 10:20-10:50 | Special 2 |
| 10:50 -12:40 | Transportation AM/Lunch/Recess/Transportation PM |
| 12:40-12:50 | SEL Check-in/Second Step |
| 12:50-1:45 | ELA |
| 1:45-2:40 | Math |
| 2:40-2:55 | Content or Word Study |
| 2:55-3:00 | Dismissal |

*Due to the session time limitations, there will not be a snack incorporated into the AM/PM sessions.

****Kindergarten will communicate their full day schedule via the classroom teachers.**

Live Streaming

All teachers will provide instruction through the use of live streaming every school day and class. Live streaming will occur during each content area in the elementary grades and during each middle and high school class. Access to live stream sessions will be provided through a link which will be created through Google Classroom and pushed to a student's calendar. Each instructional period will begin with a live stream where instruction is provided and end with a live stream. The camera will be facing the teacher as instruction is provided. Students at home will be provided access to all instructional materials the day before through Google Classroom. Alternatively, materials may also be presented during the learning session through a screen share as long as they are enlarged to at least 150% for ease of viewing. These materials will then be uploaded to Google Classroom so students will have access.

During live stream sessions, please note that teachers will not be interacting with students learning at home. While students learning at home will not be able to interact with students in the brick and mortar environment, nor will they be able to interact with each other during the live stream, they will have opportunities for digital collaboration with their peers through assignments and projects. In grades K-4, teaching assistants will be strategically assigned in order to provide a higher level of support to our younger students who are learning remotely.

For classes that are held outside, an alternative and commensurate experience will be

provided if live streaming is not available.

Instructional Resources and Assignments

In addition to live streaming, teachers will engage students at home in both computer-based and experiential modes of learning, including assignments and projects that are handwritten. Assignments will be commensurate with what is being experienced by children learning in the brick and mortar environment. Students learning from home will be provided with opportunities to collaborate with their peers on assignments, projects, and within digital resources. Assignments where a printer is required will be kept to a minimum. Printed materials will be provided for students upon advanced request to the child's teacher. Teachers of middle and high school students may want to create partnerships and groups for assignments so that students learning from home on any given day are grouped with children who are learning in person to enhance student contact. Students can and should be encouraged to email each other from their school accounts.

Teachers may incorporate the use of District-approved web-based resources to support engagement and content mastery as well as instructional recordings. Some examples that the District has procured are [Screencastify](#), [Edgenuity](#), [Odysseyware](#), [Achieve 3000](#), [IXL](#), [Kami](#), [Jamboard](#), [Nearpod](#), [Zearn](#), and [Keyboarding Without Tears](#). Although many vendors are offering free accounts to web-based applications, due to student data privacy and security restrictions, we will not be able to take advantage of these products without having them properly vetted and ensuring compliance with our security policy. In many cases, access to physical resources will also be necessary to support learning. When books and/or materials need to be distributed to students, teachers will coordinate distribution with their building leadership team and communicate the protocol to families. Careful attention will be given to ensure social distancing and safety measures remain in place.

Delivery of Assignments

There will be a Google Classroom page for each class and/or section taught, where instructional resources will be housed. This Google Classroom page will be updated and the content will be kept current. Every student on the classroom roster will be provided with the Google Classroom code, or will be manually added to ensure access. Assignments, recordings, and associated materials will be posted to Google Classroom. Instructional feedback indicating areas of strength and/or areas for growth will be provided on completed assignments. This feedback may be provided through comments within documents, audio messages, or through video.

The following signature practices around the use of Google Classroom have been developed by an educator focus group and will be used to support an organized and

cohesive approach for children by all members of the faculty:

- **Presentation of Assignments:** Long term assignments will be added as an event with a start and end date. A consistent video conferencing link will be added for each Classroom. Assignments will be posted with a due date so that they are pushed to students' calendars. (Grades K-12)
- **Weekly Agenda:** Creating a list of assignments with embedded links that "lives" under "Materials" in the "Classwork" section. (Grades K-8)
- **Schedules:** Creating a daily/ weekly instructional schedule (Grades K-8)
- **Expectations:** Setting expectations for Google Meet/Zoom behavior (Grades K-12)
- **Instructions:** Post written and/or video instructions for big assignments (Grades K-12)
- **Perspective-taking:** Seeing what the student stream looks like (Grades K-12)
- **Guidelines:** Establishing when and how students submit assignments (Grades K-12)
- **Communication:** School-based tutorials for students and parents around Google Classroom practices, routines and logistics. This will include how to access assignments, see calendars and attend video conferences. (Grades K-12)

Grading

At this time, standard grading and assessment practices, consistent with past practices prior to the pandemic, will be implemented.

Accommodations and Modifications for Students with Disabilities, 504 Plans, and English Language Learners

Assignments, resources and/or instructions for students with disabilities with an Individualized Education Plan, students with 504 plans, and/or English Language Learners will be modified accordingly.

Related Services for Students with Individualized Education Plans and 504 Plans

Related service sessions will be provided remotely, as required by Individualized Education plans and Section 504 plans.

Participation

Throughout the week, students will be expected to participate in all lessons provided through live stream or video conferencing, as well as all learning activities and assignments. It is expected that students and teachers will have their cameras on during live streaming and video conferencing sessions. Period-by-period attendance will be taken. Live stream sessions and video conferences may not be recorded by parents, faculty members, or students.

Policies, Practices, and Expectations

The following policies, practices, and expectations are applicable to all instructional models, including remote.

Families and students should observe the following courtesies and ensure behaviors consistent with the [District Code of Conduct](#) and Board of Education Policy 4526 regarding [Acceptable Use](#):

Important Considerations

- Students and family members may not record teachers, or other students, take screenshots, or re-post recordings. This is strictly prohibited and will result in action taken by school administrators.
- Students who engage in inappropriate conduct will be removed from the video conference session and further actions will be taken by school administrators.

All **students** should adhere to the following expectations:

- Students are expected to be on time for virtual sessions. Attendance at Google Meets/Zooms is required and graded;
- Students should mute their mics when joining the video conferences, but have cameras on throughout all live stream video conference sessions in their entirety;
- Students should log in to Google Meet or Zoom sessions with the name they use for taking attendance displayed. Nicknames or aliases should not be used;
- Students must be sitting up and seated during the video conferences. Students cannot be reclining during class;
- Static, educationally appropriate video backgrounds may be used;
- Helpful tips: students should set up in a distraction free area; use the microphone button to mute and unmute; leave the video conference once it is finished;
- Students are expected to be appropriate: use school appropriate language; act and speak as if they were talking in class; wear school appropriate clothing and be fully clothed (no pajamas); position the camera so their face fills the frame;

- Students are expected to be respectful: respect their classmates and teachers; think before they speak, act, or post; no screenshots, recordings, or pictures allowed during the live stream and Google Meet/Zoom;
- Students are expected to be patient: wait their turn to ask questions or participate; use the chat feature only for posting a question or response to the discussion;
- Students may not use the chat feature or any other devices to converse with classmates unless directed by the teacher;
- In general, instructional sessions are only for students enrolled in that section. Students in grades 6-12 can ask for permission to attend another session by the teacher;
- There may be periods of time when students will turn off videos and mute mics and work independently then come back to a live session for the end of class. Images that are displayed when videos are off should be school-appropriate;
- When students have questions or comments they can use the hand raise feature on Zoom or put their name in the chat window.

All **teachers** should adhere to the following expectations:

- Teachers will monitor Google Meets/Zooms for attendance/participation;
- Teachers will contact the assistant principal and/or parent if a student misses multiple class sessions and assignments;
- Teachers recognize the emotional toll and stress of remote learning. Teachers will make efforts to build relationships and create community with students;
- Students will be made aware, if they aren't already, of the District resources. Teachers will be attentive to their social emotional needs and help direct students to the proper resources as appropriate;
- Teachers will communicate social emotional concerns to the school counselors and support staff;
- Teachers will follow the agreed upon expectations for appropriate comportment at Google Meets/Zoom Sessions as outlined above;
- Teachers will maintain an updated portal grade book for students and parents to monitor;
- When sharing/presenting documents from their screens, they should be magnified to 150% for ease of remote visibility;
- Teachers will remind students that DASA applies in the virtual environment;
- Teachers will consider that screen fatigue is a real thing and will be allowed flexibility to plan their lessons accordingly;
- Teachers will clearly communicate to students the expectations for lesson outcomes. This may include how work will be completed while in a video conference, turning notifications off, and details on bathroom breaks;
- Teachers will review privacy rules in terms of student participation.

Special Education and Related Services

Laura Sullivan, Director of Special Education: sullivanl@hohschools.org

Tesfa Stewart, Assistant Director of Special Education: stewartt@hohschools.org

Special Education

Students with disabilities were particularly impacted by the closing of schools in spring 2020. Their needs have been a priority for the District as we developed this reopening plan. Students with IEPs have been invited to attend the brick and mortar environment for all four days in the event of a hybrid scenario.

Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. Our reopening plan strives to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. In consideration of the health, safety, and well-being of students, families, and staff, our reopening plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

The following were considered when developing this remote learning plan:

- **Access**: Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Schools will continue to ensure that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. Services will address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- **Collaboration between Committees**: The District will continue to plan for collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- **Provision of Services**: The District will ensure that, to the greatest extent possible, each student with a disability is provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, we may not be able to provide all services in the same mode and/or manner they are typically provided. We will need to determine what methods of delivery of

services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as we plan for remote learning. There will be flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, and duration of related services, and special class size ratio, etc.

- **Progress Monitoring:** Teachers and service providers will continue to collect data, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning.
- **IEP Documentation:** The District will continue to document students' needs should there be an extended school closure. This information will be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services. Assessment and ongoing monitoring of student progress will be documented and maintained, and will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication. The schools will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- **Referrals:** If the school district suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. *However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education.* All parent referrals and requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(e).
- **Initial Evaluation/Reevaluation:** Meetings will be conducted remotely within required timelines unless an agreement is reached between the District and parents in which school closure impacts the ability to complete required assessments.
- **Eligibility Determination/Annual Review Meetings:** CPSEs/CSEs will meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. CPSE/CSE meetings will occur via video conference or teleconference.
- **Communication/Coordination:** The school needs to provide meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The District will collaborate with parents and families to ensure that students continue to be

provided FAPE consistent with the need to protect the health and safety of students and their service providers.

- **Meaningful Outreach and Engagement with Parents:** The District will ensure that parents of students with disabilities are informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child.
- **Procedural Safeguards and Prior Written Notice Requirements:** All procedural safeguards and prior written notice requirements will continue to be honored regardless of the instruction model in place.
- **Partnership and Collaboration:** All current procedures and processes for partnership and collaboration, including special education programs, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county will continue. The District will conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.
- **Accommodations and Modifications:** The District will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Schools will review their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum in a remote learning environment.
- **Supplementary Aids and Services:** The District will ensure that students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.
- **Technology:** The District will continue to ensure that students have access to working technology and any accompanying programs per their IEP. Parents and families will be provided with a list of individuals, including their contact information, available to respond to questions regarding technology.

English Language Learners

English Language Learners have been invited to attend the brick and mortar environment for all four days in the event of a hybrid scenario.

- Using the NYSITELL, the District will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, we will resume identification of ELLs for all students within 10 school days of initial enrollment. This process will occur in-person.

- Following the in-person identification process, English Language Learners will continue to receive mandated services. These services may occur through the use of video conferencing.
- Required instructional units of study to all ELLs will be provided based on students' most recently measured English language proficiency level during in-person or hybrid instruction.
- Communications will be provided to families of English Language Learners (ELLs) both in English and in their home language, as indicated by the Home Language Questionnaire (HLQ) completed by the family during the student registration process. This will be done in partnership with BOCES translation services and through the use of the “language” tab on the Hastings on Hudson UFSD website. The New York State Education Department of Education’s Regional Bilingual Resource Networks (RBERN) continues to be a resource to us for translation and interpretation resources.
- Communications will be provided to families of English Language Learners (ELLs) both in English and in their home language, as indicated by the Home Language Questionnaire (HLQ) completed by the family during the student registration process. This will be done in partnership with BOCES translation services and through the use of the “language” tab on the Hastings on Hudson UFSD website. The New York State Education Department of Education’s Regional Bilingual Resource Networks (RBERN) continues to be a resource to us for translation and interpretation resources.

School Counseling Services

Jeanette Kocur, Director of School Counseling: Kocurj@hohschools.org

Social Emotional Well-Being

Over the past several months, students have been experiencing a variety of emotions related to the virus and the racial turmoil happening in the country, including stress, trauma, fear, grief, etc. Regardless of the instructional model we are in, our schools will be prepared to assist children through the following practices:

- Create “What’s your Worry?” survey to obtain information on creation of small group supports for students.
- Offer Family Education to families via virtual meetings and/or in person - small group meetings.
- Implement a Psychological First Aid
<https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>

- Provide “Mental Health First Aid Training” to teachers/staff via the Mental Health First Aid Organization
- Assist students and adults with a self-care action plan to be completed in small groups or one-to-one
- Provide and emphasize activities that support both mental and physical health for students, both in and out of the building:
 - By creating an advisory or homeroom to meet with students daily to meet/check-in/transition back into school and learn new safety practices
 - One-to-one counseling sessions
 - Small group counseling
- School Counselors will provide information/supports/mental health activities.
- Reach out to students who have not returned to school (check in on physical and mental health and well-being).
- Work with Peer Leadership (senior) leaders to assist freshmen with transition to high school.
- Work with select eighth grade students to assist with fifth grade transition.
- Assist with mental health information to be added to the Main Information Page on the District’s website - the “Covid info page/box”
- Using resources provided through the Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)), the District will incorporate mental health & trauma-responsive practices in its comprehensive system of support for students. These practices help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.
- The District will ensure monitoring of student attendance and chronic absenteeism.
- The Multi-Tiered Systems of Support (MTSS) is a framework that blends Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS). This is an evidence-based approach to comprehensive program delivery that includes proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). The District has developed a framework for providing tiered interventions to students. Data will be collected throughout the MTSS process to monitor and support continuous improvement.
- Social emotional well-being must be schools’ and districts’ top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur. The District has developed a phased approach to ensuring Social Emotional Learning Support to students.
- Restorative Practices will be incorporated into the District’s Social Emotional Learning efforts. These practices are designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damages caused to relationships with peers.

- Resources will be provided to families to support the social and emotional well-being of students.
- Adult well being will continue to be an area of focus. The Employee Assistance Program will be available to members of the faculty. This is a confidential and free support that offers referrals to counseling services for faculty members experiencing personal, familial, or work related difficulties.

In addition:

- A District-wide and building-level comprehensive developmental school counseling program plan has been established and, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
- An advisory council has been established, with shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the Board of Education, school building and/or District/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.
- The District provides resources and referrals to address mental health, behavioral, and emotional support services and programs.
- The District addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.
- NYS has also provided a very helpful resource to any adult who is in need of support. Any adult can call 1-844-863-9314. After hearing an introduction, they will be directed to a mental health volunteer.

The following Social Emotional Learning Framework has been designed and will be adapted for the remote environment:

| Social-Emotional Well-Being (see NYS Guidance , pp. 65-66) | Social-emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur. | |
|--|--|---|
| Location | Action Steps | Completed by |
| District-Wide | Trauma-Informed Approach: <ul style="list-style-type: none"> • In conjunction with the District's social and emotional learning committee composed of school psychologists, school social workers, school counselors, and pupil personnel services | Jeanette Kocur Lou Adipietro Jennifer Spirelli Amy Cazes John DeKams |

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| | <p>administrators, the District has chosen to adopt a Trauma-Informed Approach to address the social and emotional well-being of students, staff, educators, and parents.</p> <ul style="list-style-type: none"> • According to the National Child Traumatic Stress Network (NCTSN), the COVID-19 pandemic has challenged school systems to transform the ways in which they connect with, teach, and support students and families. • A Trauma-Informed Approach recognizes that organizational support, partnerships, and capacity-building are essential components to intervention and social-emotional skill development. • There are ten essential elements of a Trauma-Informed Approach. They are: 1) Identification and Assessment; 2) Intervention; 3) Education and Awareness; 4) Establishing Partnerships; 5) Promoting Wellness; 6) Cultural Responsiveness; 7) Emergency Management and Crisis Response; 8) Addressing Staff Self-Care; 9) Evaluating School Discipline Policies and Practices; 10) Cross-System Collaboration and Community Partnerships. <p>Tiered Intervention Plan:</p> <ul style="list-style-type: none"> • Interventions by the school psychologists and school counselors will be determined via a three-tiered intervention model. • Tier 1 interventions are universal or primary interventions available to all students who are judged to have some risk of psychological trauma but can also include the entire school. Tier 1 interventions can include assessment of trauma, classroom meetings, caregiver training, distribution of information, the reestablishment of social support, and promotion of health maintenance behaviors. • Tier 2 interventions are selected or secondary interventions provided to those who are/were moderately or severely traumatized and can also include the entire school. Tier 2 interventions may include individual or group crisis intervention, stabilization measures, and psychoeducational groups. | <p>Melissa Szymanski Terry Frank Scott Tessler</p> |
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| | <ul style="list-style-type: none"> • Tier 3 interventions are indicated interventions provided to those who are/were severely traumatized. Tier 3 interventions are typically more targeted in-school counseling along with a referral to outside psychological resources and/or treatment. | |
| HES | <p>Stages of SEL Support:</p> <p>Phase I: Professional Development</p> <ul style="list-style-type: none"> • Information for Faculty and Staff about the Trauma-Informed Approach • Assessment and Education on Self-Care <ul style="list-style-type: none"> ◦ “What’s your Worry” Survey for Students & Teachers • Second Step Refresher for teachers and support staff <p>Phase II: Education & Instruction</p> <ul style="list-style-type: none"> • Programs and instruction for Students <ul style="list-style-type: none"> ◦ PBIS ◦ Second Steps ◦ Second Steps Resilience During Crisis Module ◦ Mindfulness ◦ 4th grade Courageous Conversations ◦ Daily Community SEL Check In • Information Sessions for Faculty and Staff <ul style="list-style-type: none"> ◦ Monthly faculty meetings ◦ Review of referral process, student/parent concerns ◦ Daily Virtual Staff Community SEL Check In • Information Sessions for Parents/Guardians <ul style="list-style-type: none"> ◦ Monthly newsletters ◦ SEL Virtual Parent Night <p>Phase III: Assessment</p> <ul style="list-style-type: none"> • Referral to School Counselor • Pre- and Post- Assessments from Tier 1 lessons • MTSS review <p>Phase IV: Intervention</p> <ul style="list-style-type: none"> • Determination of Level of Tiered Support • Execution of Tiered Support <ul style="list-style-type: none"> Tier I- Second Step Lessons; School-Wide Assemblies; Hillside Safety Patrol/Peer Mentoring; Recess School Counselor Support Tier II- Lunch Bunch Groups; SEL Small Groups; School-home communication plans | <p>Jeanette Kocur Amy Cazes John DeKams Julianne Snyder Melissa Szymanski</p> |

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| | Tier III - 1:1 counseling sessions; individualized behavior contract; parent training; referral to outside agencies | |
| FMS | <p>Stages of SEL Support:</p> <p>Phase I: Professional Learning</p> <ul style="list-style-type: none"> • Information for Faculty and Staff about the Trauma-Informed Approach • Assessment and Education about Self-Care e.g “What’s your Worry” Survey for Students & Teachers • Continue to revisit and review RULER training for all staff • Continue to revisit and review Second Step training for Counselors and Social Worker • Continue to revisit and review Mindfulness training for all staff. • Advisory Professional Learning <ul style="list-style-type: none"> ○ Support the continued learning of adults: student relationships, student: student relationships, and students and adults knowing themselves through an Advisory experience ○ Personalize the learning experience for students <p>Phase II: Education & Instruction</p> <ul style="list-style-type: none"> • Information Sessions for Faculty and Staff <ul style="list-style-type: none"> ○ Trauma Informed presentation WJSC ○ Training by School Psychologist & School Social Worker in identifying/process for referrals, monthly faculty meetings ○ Mental Health First Aid Training • Information Sessions for Parents/Guardians <ul style="list-style-type: none"> ○ Continue to revisit and review QuadVillage Speakers, Family University, Hasting Coalition, The Way (Hastings Community Coalition on Alcohol and other substances) • Programs for Students e.g. PBIS, Second Step • Developmentally Appropriate Information Sessions for Students • School Counselor and Social Worker push into 5th and 6th grade classes for Second Step Program • School Counselor pushes into 7th and 8th grade Health classes for support with RULER Program • RULER Program is incorporated into some 5th - 8th | <p>Jeanette Kocur Jennifer Spirelli Terry Frank Scott Tessler Melissa Szymanski</p> |

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| | <ul style="list-style-type: none"> grade classes. Courageous Conversation classes 6th-8th - knowledge, awareness and empathy Naviance College, Career and Life Readiness Framework incorporated into 6th through 8th grade. Mindfulness is embedded into all 5th grade classes and infused into 6th through 8th grade classes. Incorporate Advisory into all student's school day experience into order to build relationships and connect their interests and questions with their school and peer community. <p>Phase III: Assessment</p> <ul style="list-style-type: none"> Faculty/Staff Referral to School Psychologists/School Counselors MTSS Assessments incorporated into daily classroom lessons Staff informal assessment specific to Second Step program Parent Referral to School Psychologists/School Counselors Continued twice daily assessment of high needs students social emotional and academic needs. <p>Phase IV: Intervention</p> <ul style="list-style-type: none"> MTSS Team examination of assessment data and determination of Level of Tiered Support Execution of Tiered Support <ul style="list-style-type: none"> - Tier 1: Broad Educational Information Sessions e.g., "Psychological First Aid" - Tier 2: Group or Class SEL Sessions - Tier 3: Targeted In-School Counseling and/or Referral to Outside Providers or Agencies | |
| HHS | <p>Stages of SEL Support:</p> <p>Phase I: Professional Development</p> <ul style="list-style-type: none"> Information Sessions/Training for Faculty and Staff <ul style="list-style-type: none"> ○ Trauma Informed Presentations/Training ○ Advisory Professional Learning <ul style="list-style-type: none"> ■ Support the continued learning of adults: student relationships, student: student relationships, and students and adults knowing themselves through an Advisory experience ■ Personalize the learning experience for students | <p>Jeanette Kocur Lou Adipietro Melissa Szymanski</p> |

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| | <ul style="list-style-type: none"> ● Assessment and Education about Self-Care <ul style="list-style-type: none"> ○ “What’s Worry Survey” for students & teachers ○ Individual check-ins with students and teachers <p>Phase II: Education/Instruction</p> <ul style="list-style-type: none"> ● Information Sessions for Faculty and Staff <ul style="list-style-type: none"> ○ Trauma Informed presentation by WJSC ○ Training by School Psychologist & School Social Worker in identifying/process for referrals ○ Monthly Faculty Meetings ○ Mental Health First Aid Training ● Information Sessions for Parents/Guardians <ul style="list-style-type: none"> ○ Parent Orientations and Information Sessions. ○ Continue to revisit and review QuadVillage Speakers, Family University, Hasting Coalition, The Way (Hastings Community Coalition on Alcohol and other substances) ● Developmentally Appropriate Information Sessions for Students <ul style="list-style-type: none"> ○ Peer Leadership Program ○ Push in to Health Classes ○ Facing Ourselves Elective Class ○ Incorporate Advisory into all student’s school day experience into order to build relationships and connect their interests and questions with their school and peer community. ○ Naviance College & Career Life Readiness Framework <p>Phase III: Assessment</p> <ul style="list-style-type: none"> ● Faculty/Staff Referral to School Psychologists/School Counselors ● Parent Referral to School Psychologists/School Counselors ● Continued twice daily assessment of high needs students social emotional and academic needs. ● MTSS Review <p>Phase IV: Intervention</p> <ul style="list-style-type: none"> ● Determination of Level of Tiered Support ● Execution of Tiered Support <ul style="list-style-type: none"> - Tier 1: School/Grade Level Assemblies, Weekly SST | |
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| | <p>Team Meetings, Individual Student Mtgs, Attendance/Lateness Monitoring, Quarterly Academic Probation, Progress Monitoring</p> <p>- Tier 2: Group or Class SEL Sessions e.g. Small Group, Case Conferences, Tracking Sheets, School Counselor/Social Worker Classroom visits, Individual Students Progress Monitoring, CBT/DBT counseling</p> <p>- Tier 3: Targeted In-School Counseling and/or Referral to Outside Providers or Agencies e.g. IDT, FBA, BIP, PINS Referral, Home Visits.</p> | |
|--|---|--|

All school counselors are available via email.

- Hastings High School:
 - Jeanette Kocur, Director of School Counseling: Kocurj@hohschools.org
 - Joseph Grosso, School Counselor: Grossoj@hohschools.org
 - Randie Shaw, School Counselor: Shawr@hohschools.org
 - Sharon Quigley, School Counselor: Quigleys@hohschools.org
- Farragut Middle School
 - Jennifer Bellas, School Counselor: Bellasj@hohschools.org
 - Jocelyn Perez, School Counselor: Perezj@hohschools.org
- Hillside Elementary School
 - Juliann Snyder, School Counselor: Snyderj@hohschools.org

Professional Learning for Teachers

The District will provide professional learning for teachers and administrators in the use of instructional technology. Utilizing feedback from surveys to faculty and staff, workshops on topics identified as being necessary will be provided on an on-going basis throughout the school year.

The first four days of the 2020-2021 school year will be scheduled as Superintendent's Conference Days. During this period of time, training will be provided in the use of Google Classroom, Zoom, and Google Meet. Professional learning to support students' social emotional learning and sense of belonging will also be provided. A Distance Learning Committee, whose members include teachers and administrators from across the District, met this summer to identify signature practices that will be implemented in grades K-12, K-8, and 5-12. These practices were designed in an effort to ensure consistent organizational practices associated with the use of Google Classroom and Google Calendar in service to students based on feedback received from surveys. Training in these signature practices will be provided during Superintendent's Conference Days. Additionally professional training for new web-based resources will

also be provided. Over the course of the school year, professional learning will continue to be provided and will be scheduled during a portion of the Wednesday flex days.

Suggested Tips for Families of Children K-12

Due to the nature of our school closure, parents and other family members will play a critical role in supporting continuous learning at home. In case parents need assistance navigating Google Classroom and other G-Suite applications, these administrators are available to assist: Hastings High School Principal Lou Adipietro, Farragut Middle School Assistant Principal Kevin Hanlon and Hillside Elementary Assistant Principal John DeKams. In addition, a few parent workshops will be offered the week of August 24. Information will be shared with the community about how to register. Support for continuous learning can include the following:

- Choose and designate special work areas with your children; for example, a favorite corner or nook for reading may be different from the spot where math games are played;
- Establish a daily schedule. As much as possible, try to follow a daily routine for eating, sleeping, learning, playing, and unwinding;
- Balance total screen time (schoolwork, gaming, TV watching, and social media) with other activities;
- Speak daily with your children about what they are learning and doing in each class.
- Along with daily check-ins, consider having a weekly discussion about how your child's continuous learning is progressing, including the challenges or successes they have had that week;
- Remember that productive struggle is part of the learning process. Encourage self-advocacy by coaching children to reach out to their teachers for assistance.
- Encourage outdoor time (where safe and possible);
- To keep children in touch with each other, organize Google Hangout playdates, dance parties, book clubs, game nights, and luncheons.

When Things Get Difficult

These are highly unusual circumstances and there will be moments when spending so much of your time together will bring forth a wide range of emotions. Children and teens may react, in part, on what they see from the adults around them. It is important to recognize that not all children and teens respond to stress in the same way. Being calm, confident, and reassuring can help to ease anxiety. Sharing with your children the ways in which you deal with stress can serve as a model and help children learn coping skills. Consider taking planned breaks, limit your children's exposure to the news coverage of the pandemic, take deep breaths and meditate, get plenty of sleep, exercise, and eat well.

Please know that the Board of Education, teachers, administrators, and staff members are committed to the success of all children. Always know that we are available to assist you in any way we can.

Contact Information

Hillside Elementary School, Ms. Amy Cazes, Principal and Mr. John DeKams, Assistant Principal, cazesa@hohschools.org; dekamsj@hohschools.org

Farragut Middle School, Ms. Jennifer Spirelli, Principal and Mr. Kevin Hanlon, Assistant Principal, spirellij@hohschools.org; hanlonk@hohschools.org

Hastings High School, Mr. Louis Adipietro, Principal and Ms. Melissa Hardesty, Assistant Principal, adipietrol@hohschools.org; hardestym@hohschools.org

Special Education, Mrs. Laura Sullivan, Director and Mr. Tesfa Stewart, Assistant Director, sullivanl@hohschools.org; stewartt@hohschools.org

School Counseling, Mrs. Jeanette Kocur, Director, kocurj@hohschools.org

Facilities, Mr. Joe Martorano, Director, martoranaj@hohschools.org

Business Office and Facilities, Mrs. Maureen Caraballo, Business Official and Treasurer, caraballom@hohschools.org

Central Office, Ms. Melissa Szymanski, Assistant Superintendent for Curriculum & Instruction, szymanskim@hohschools.org

Central Office, Dr. Valerie Henning-Piedmonte, Superintendent of Schools, piedmontev@hohschools.org

Acknowledgements

We would like to thank the many school districts throughout Westchester County who shared information, sample communications, and resources that helped to create this document including Ardsley, Dobbs Ferry, Edgemont, Irvington, Scarsdale, and Bronxville.

Above all, deep gratitude to the incredible group of educators who worked collaboratively as a Remote Learning Committee.

This guide will be updated periodically. Last revision: November 20, 2020

Social Emotional Well-Being

While children were out of school, they were experiencing a variety of emotions related to the virus and the racial turmoil happening in the country. When they return to school, children will bring their experiences with them including stress, trauma, fear, grief, etc. Our schools will be prepared to assist children through the following practices:

- Create “What’s your Worry?” survey to obtain information on creation of small group supports for students.
- Offer Family Education to families to assist with re-entry back to school - offered via virtual meetings and/or in person - small group meetings.
- Implement a Psychological First Aid
<https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>
- Provide “Mental Health First Aid Training” to teachers/staff via the Mental Health First Aid Organization
- Assist students and adults with a self-care action plan to be completed in small groups or one-to-one
- Provide and emphasize activities that support both mental and physical health for students, both in and out of the building:
 - By creating an advisory or homeroom to meet with students daily to meet/check-in/transition back into school and learn new safety practices
 - One-to-one counseling sessions
 - Small group counseling
- School Counselors will be in classrooms daily with students to provide information/supports/mental health activities.
- Reach out to students who have not returned to school (check in on physical and mental health and well-being).
- Work with Peer Leadership (senior) leaders to assist freshmen with transition to high school.
- Work with select eighth grade students to assist with fifth grade transition.
- Assist with mental health information to be added to the Main Information Page on the District’s website - the “Covid info page/box”
- Students will create posters for all grades for hand-washing and face coverings (this may also include a PSA)
- Work on developing a SAFE Culture
- Using resources provided through the Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)), the district will incorporate mental health & trauma-responsive practices in its comprehensive system of support for students. These practices help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.
- The District will ensure monitoring of student attendance and chronic absenteeism.

- The Multi-Tiered Systems of Support (MTSS) is a framework that blends Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS). This is an evidence-based approach to comprehensive program delivery that includes proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). The district has developed a framework for providing tiered interventions to students. Data will be collected throughout the MTSS process to monitor and support continuous improvement.
- Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur. The district has developed a phased approach to ensuring Social Emotional Learning Support to students.
- Restorative Practices will be incorporated into the district's Social Emotional Learning efforts. These practices are designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damages caused to relationships with peers.
- Resources will be provided to families to support the social and emotional well-being of students.
- Adult well being will continue to be an area of focus. The Employee Assistance Program will be available to members of the faculty. This is a confidential and free support that offers referrals to counseling services for faculty members experiencing personal, familial, or work related difficulties.

In addition:

- A District-wide and building-level comprehensive developmental school counseling program plan has been established and, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
- An advisory council has been established, with shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the Board of Education, school building and/or District/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.
- The District provides resources and referrals to address mental health, behavioral, and emotional support services and programs.
- The District addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

Attendance

Consistent attendance is critical to academic, social and emotional growth of every student. It is therefore essential that students attend school, whether through in-person learning, distance learning or hybrid learning as assigned by the school, on a daily basis. Punctuality is also essential as it ensures that students are ready and available to learn, while instilling important life skills. **Attendance for in-person learning, distance learning and hybrid learning is mandatory.** If a student is to be absent from school, regardless of the format of learning, the absence must be reported to the school in accordance with established reporting requirements. If at any time a student is ill, they should seek proper medical attention. Students should not come to school if they are sick. Additionally, **if students have symptoms that are consistent with COVID-19, been in contact with someone demonstrating COVID-19 symptoms, been in contact with someone diagnosed with COVID-19 they should not come to school and such situations must be reported to the school nurse immediately.**

Maintaining good attendance is expected for all students and both parents and students share responsibility for it.

Attendance: Mandatory Requirements

Daily student attendance is mandatory. Students shall be in attendance for all assigned in-person learning days unless ill (see above). Additionally, students must fully and actively participate in all components of distance learning as assigned by their school. Daily attendance and/or participation will be taken and monitored by teachers, school administration and the school nurse. Parents will be contacted if poor attendance or tardiness is a concern and/or interferes with students' academic progress.

Attendance and participation methods shall include, but are not limited to:

- Daily in-person attendance in the elementary schools.
- Daily in-person attendance and period-by-period attendance in the secondary schools.
- Daily distance learning attendance and period-by-period attendance at all school levels.
- Daily distance learning participation, period-by-period participation and project/assignment participation at all school levels.

If your child is ill and will not be in attendance, please notify the attendance line of your child's absence. Of course, if they are up to it and would like to access the livestream of their classes, they are free to do so but they are not required to do so. Students that are not able to participate in school under the educational program that they are registered for will be marked absent from school that day. Parents can not call their child "remote" today if they are slated to be in-person. We cannot manage the movement back and

forth from both the teacher side nor the administrative side. Students must come to school on their respective in-person days.

We of course want to be understanding and flexible with all families during this unusual time but it is imperative that we maintain updated attendance records not only for our own purposes, for safety purposes, but also for accurate information if we ever need to work with the Department of Health again.

Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. 12 Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.

Chronic absence includes all absences from instruction, both excused and unexcused. Although the district will be flexible when students are ill, student attendance is expected daily. In cases where student attendance is a concern parental contacts will be made to identify what supports can be offered. This may include developing partnerships with the School Counselor, or School Psychologist, who may be able to offer strategies to improve attendance or provide counseling support.

Educational Neglect

As referenced above, a parent/guardian is responsible to ensure that their child(ren) regularly attends schools. An allegation of educational neglect may be warranted when a parent or guardian fails to ensure a child’s prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child’s educational progress, or imminent danger of such an adverse effect. Educational neglect will not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, and the child is participating in remote learning opportunities.

Athletics and Extracurricular Activities

Overview

Over the next few weeks, directives may be implemented from the New York State Governor's Office, New York State Education Department (NYSED), or New York State Public High School Athletic Association (NYSPHSAA). Consequently, this plan may need to be altered as directives are provided to Hastings-on-Hudson School District. This plan utilized the recommendations of opening high school athletics and activities from the National Federation of High School (NFHS), New York State Department of Education (NYSED), the New York State Association of Health, Physical Education Recreation and Dance (NYS AHPERD), and SHAPE America.

Here are some of the links:

- [Interim Guidance for Sports & Recreation During the COVID-19 Public Health Emergency](#)
- [American Academy of Pediatrics Guidance](#)
- [NYSPHSAA Return to Interscholastic Athletics 2020-2021 Guide](#)

Interscholastic Athletics

We're excited about the opportunity for athletics to re-enter our district. However, we realize there is an inherent risk of injury when one chooses to participate in interscholastic athletics. Additionally, in the current COVID-19 environment contact between individuals during practice and play is unavoidable. During this time, these activities pose a greater potential for transference of pathogens. To reduce the incidence of pathogen transfer during all sporting events, safeguards will be implemented to better protect athletes, staff, and spectators during practice sessions, meetings, and contests.

As with our Opening of Schools plan we are hyper focused on safety. Participation in interscholastic athletics is certainly voluntary for both the individuals and the schools. NYSPHSAA has recognized that school district superintendents and boards of education have the authority and autonomy to administer their district's athletic programs as they deem appropriate. In accordance with NYSDOH guidance (Interim COVID-19 Guidance for Sports and Recreation), the ability to participate in sports and recreation activities is determined by a combination of the risk for COVID-19 transmission (1) inherent in the sport or recreation activity itself and (2) associated with the "type of play" (e.g. individual practice vs. game). After multiple meetings at the state, regional, and local level with superintendents, athletic directors, and other representatives the Hastings School District is prepared to safely begin a limited amount of low & moderate sports in the fall of 2020.

As of February 1, 2021, Governor Cuomo announced he would allow higher risk sports to commence in New York Schools effective February 1, 2021 subject to local health department approval. On Tuesday, February 2, 2021 at 8:03pm and then revised on Wednesday, February 3, 2021, the Superintendents in Section 1, were provided with a memorandum with guidance for such high risk sports to commence at the school level, with Board of Education approval, included following documents that must be given to student-athletes & parent/guardians to review, sign, and return:

1. Health Risk Communication Letter for Parents & Students: [Sports Health Risk Parent & Student Communication Letter.docx](#). **Must be read by players & parents.**
2. Code of Conduct Relating to School Sports: [Code of Conduct Relating to School Sports](#)
3. Hastings-on-Hudson UFSD Covid-19 Athletic Participation Waiver/Informed Consent: [Hastings-on-Hudson UFSD Covid-19 Athletic Participation Waiver/Informed Consent](#) **Must be signed by player & parent/guardian!**

Personnel

- It is vital that all coaches, and members of the Athletic Department staff, be placed in the safest environment possible. COVID precautions must be followed, including the wearing of a mask at all times when not social distancing with their athletes.
- Players, staff, & coaches **must** adhere closely to the required daily attestation regarding COVID-19 symptoms and potential exposure.
- Preseason coaches meetings will occur virtually or by maintaining a distance of 6 or more feet from each other.
- Whenever possible, all required coaching paperwork will be submitted electronically.
- All coaches will be asked to complete the **NFHS COVID-19** for Administrators and Coaches Course.
<https://nfhslearn.com/courses/covid-19-for-coaches-and-administrators>
- If needed, coaches will be provided education on the Socio-Emotional well-being of students. Information provided will include identifying factors and steps necessary for student-athletes on their respective teams should this be a factor with a student-athlete on their team.

Athletic Participation

- Any student wishing to participate on a sanctioned athletic team must be a bona-fide student of the district in compliance with NYSPHSAA mandates. Bona-fide students must be enrolled and taking a minimum of four classes at the

school they wish to be on a team for, with one of the classes being Physical Education.

- Coaches, staff, & players will undergo symptoms and temperature checks daily before each practice and/or athletic contest. Anyone who is sick, or has been exposed, or who is pending COVID-19 diagnostic test results (not part of routine surveillance) must be excluded from activities and contests.
- Athletes, staff, & coaches **must** complete the COVID-19 health questionnaire daily, which will be reviewed by the Athletic Department staff to ascertain health status prior to each practice. Screening will include questions on fever, cough, sore throat, shortness of breath and close contact with a confirmed COVID case.
- The coach will notify the Athletic Trainer when concern of a student is apparent based upon the responses provided or actions observed during the screening process. The Athletic Trainer & the assigned coach have the authority in the decision for a student to practice/compete, or not, based upon their professional judgement and the use of any medical equipment available to them (infrared temperature scanning device). Any such decision will immediately be shared with the athletes' parents and the appropriate staff.
- Athletes will not be penalized for failing the screening process resulting in the inability to practice or compete; however, reentry and game readiness will be the sole decision of the Athletic Trainer and District Medical Officer.
- If locker rooms and bathrooms are opened, the six-foot rule must be adhered to at all times while using locker rooms, team meeting rooms, and bathrooms. Students should not linger in these facilities. Small groups of students may need to be organized, with each group entering the locker room at separate times in order to ensure low numbers and six foot separation. If need be, the locker room may not be used by respective teams. Locker rooms, team rooms, and bathrooms will be cleaned with an Bio Plant Electro-Static Spray Machine and cleaned daily.
- Competitions in Interscholastic Athletics will be coordinated and regulated by the New York State Public High School Athletic Association (NYSPHSAA), Section 1 Athletics, and sanctioned officials supervising an event.

Responsibilities of Student Athletes

In accordance with NYSDOH guidance, [Interim COVID-19 Guidance for Sports and Recreation](#), there are a multitude of responsibilities for our student athletes.

Responsible parties must:

- Undergo symptoms and temperature checks daily before each practice and/or athletic contest. Anyone who is sick, or has been exposed, or who is pending COVID-19 diagnostic test results (not part of routine surveillance) must be excluded from activities and contests.

- Ensure a distance of at least six feet is maintained among individuals at all times, whether indoor or outdoor, unless safety or the core activity (e.g. practicing, playing) requires a shorter distance.
- Wear a face mask while participating in **all** practice and games. If a student-athlete is having difficulty tolerating a face covering, they can take a break from the activity and take off their mask as long as they are socially distanced from others. Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings and disposable masks that cover both the mouth and nose.
- Not spit.
- Demonstrate “Alternative Safe Celebrations” - No hugging, high fives, shaking hands, or fist bumps. Still celebrate!
- Be responsible for their own supplies.
- Wear their own appropriate workout clothing and must not share clothing.
- Wash their hands before and after practice and sanitize their equipment after each practice/contest.
- There should not be sharing of cloth or towels. All clothing, or towels, should be washed and sanitized after each use.

Furthermore, hydration is extremely important. High school athletes should drink enough fluid before, during and after practice and competition. We will not provide community water. Students are advised to:

- Bring & use their own water bottle(s), clearly marked with name.
- Have an additional mask.
- Have a travel hand sanitizer.
- At a minimum, wash their hands before and after practice.
- Should shower at home as quickly as possible after practice and games.

Responsibilities of Coaches

Set clear expectations for student athletes from day one.

Coaches should:

- Undergo symptoms and temperature checks daily before each practice and/or athletic contest. Anyone who is sick, or has been exposed, or who is pending COVID-19 diagnostic test results (not part of routine surveillance) must be excluded from activities and contests.

- **Must** maintain daily accurate attendance logs for all practices, contests, & tournaments including visiting team players & coaches and any spectators. Such log, at a minimum, must include: Name, Address, & Phone Number. This will allow proper contact tracing and notification if a COVID-19 exposure occurs.
- Students should be reminded to exercise discipline in making sure they do not touch their own face throughout practice.
- Tryouts should be performed in small groups, no larger than 10, wherever possible. This can be done within a practice, but may be even better by scheduling separate tryouts.
- Face covers must be worn during practice and games. If a student-athlete or coach is having difficulty tolerating a face covering, they can take a break from the activity and take off their mask as long as they are socially distanced from others. Due to the limit of air intake when wearing a mask and the fact that masks were not designed for competition, and pose a risk of limiting oxygen intake, when outside, breaks where athletes distance themselves away from each other should be provided so that athletes can remove their mask momentarily.
- Rigid plastic face shields attached to the cage of a helmet may be used, but only if approved by the Athletic Office, Section I Athletics, and the NYSPHSAA.
- Bring their own water bottle(s) and follow established guidelines for hydration.
- Demonstrate “Alternative Safe Celebrations” - No hugging, high fives, shaking hands, or fist bumps. Still celebrate & congratulate teammates and opponents without direct contact!
- If possible, practices should be conducted outdoors during the Fall season. Indoor Fall sports should consider periodic outdoor conditioning whenever possible.
- Off-season training sessions and intramural offerings shall comply with the same provisions included in this document.
- Pinnies will not be allowed to be shared among athletes.
- Equipment may need to be cleaned/sanitized before storing after each practice/game.
- Coaches should be the only person going into medical kits to get first aid items.

Note: Practices can be held as a full team; however, each team will have set protocols to organize and hold the majority of workouts in “cohorts” of the same students. Training and rotating stations and duration of mixed groupings in practice can decrease the mixing of cohorts and will ensure limited exposure of individuals.

Responsibilities of Parents/Spectators

As of March 9, 2021, as per NYSPHSAA & Section 1 Athletics, the spectator policy for Winter Season Interscholastic Athletics has been revised. The new spectators policy is that two spectators per senior student-athlete from the home and the visiting teams are now permitted to attend contests. The Hastings-on-Hudson School District will follow the new spectators policy.

All Spectators will need to fill out and submit the Hastings Athletics WINTER COVID-19 Daily Screener for Officials and Spectators, as well as have a Temperature Check at the entrance to ensure a temperature below 100 degrees. Spectators will also be required to be socially distanced and wear face coverings throughout the event. This will be supervised/monitored by the athletic director and chaperones.

The Fall Season 2 Sports Season Spectator Policy will be released shortly after NYSPHSAA approval.

As per NYSDOH guidance (Interim COVID-19 Guidance for Sports and Recreation), parents/spectators must:

- Maintain six feet of physical distance between individuals and/or family/household units at all times.
- All spectators must wear face coverings when they are in common areas and situations where six feet of distancing is not able to be maintained, so long as they are over the age of two and medically able to tolerate such covering.
- Provide personal items to children and clearly label them.
- Disinfect student's personal equipment after each game or practice.
- Wash practice gear/uniforms after each practice or contest.

Note: The goal is to provide an opportunity for our student athletes to compete Interscholastic Athletes safely. If anyone is witnessed not following proper protocols, they will be asked to leave the property and could potentially cause a "No Spectator Policy" at all events. Not following safety protocols could potentially cause a "No Spectator Policy" and/or cancellation of all athletic events. No one wants that so please adhere to safety requirements. Thank you in advance for your cooperation and understanding!

Responsibilities of Officials

Officials are responsible for game management, which does not include monitoring activities on the sidelines, such as social distancing, face coverings, hand washing, symptoms of illnesses and other such issues. This monitoring obligation remains with the coaching staff and school personnel.

This monitoring obligation remains with the responsible parties. In accordance with NYSDOH guidance (Interim COVID-19 Guidance for Sports and Recreation), responsible parties must:

- Complete the COVID-19 health questionnaire daily, reviewed by the Athletic Department staff, to ascertain health status prior the contest. Screening will include questions on fever, cough, sore throat, shortness of breath and close contact with a confirmed COVID case.
- Ensure a distance of at least six feet is maintained among individuals at all times, unless safety or the core activity (e.g. practicing, playing) requires a shorter distance.
- All participants, including players, coaches, trainers, and officials, are required to wear a face covering.
- Should also bring their own water bottle(s) and follow established guidelines for hydration.
- Upon conclusion of the contest, leave the contest area and not interact with others.
Pay special attention to playing rules that require distances between players during play.
- Issue reminders for situations that involve hygiene (spitting, etc.)
- Maintain distance from players if an altercation occurs and minimize the times they are within six feet of others.
- Should be aware of the location of medical personnel while on school property.
- Limit the exchanging of documents between officials and others.
- Avoid conversations within six feet with coaches.
- Are allowed to use electronic whistles.

Athletic Training Room (ATR) Procedures

- All athletes must sign-up on the SIGN-IN Sheet outside the ATR.
- This sign in will serve as the order as to who will be seen.
- No athlete will be seen unless they have signed in.
- All athletes and staff must wear a face covering/mask while in the ATR.
- Please wait outside the ATR on designated “spots”
- Before coming into ATR, please sanitize hands using a wall dispenser.
- Do not bring bags, food, or equipment into the ATR.
- Athletic trainer will tell you which table to sit on depending on treatment needed.
- Athletic training room will be configured to provide adequate social distancing between athletes while in ATR.
- No more than two athletes in the ATR at a time.
- ATR to be thoroughly cleaned each night.
- Records will be maintained of all student athletes that are seen and treated in ATR.
- Tables/chairs, equipment, etc., will be wiped down between each treatment/use.
- Treatments will be limited to taping, evaluations of new injuries, and first aid.

- Ice bags will be distributed by Athletic Trainer.
- Ice room will be locked at all times.
- Hot packs & massages will be limited and be based on need.
- Foam rollers and/or massage sticks will only be given out by athletic trainers and used in the ATR.
- Shoulder exercises utilizing bands in ATR will be discontinued.
- Self stretching exercise sheets will be available for those needing stretching before, during, and/or after practices.
- Water bottles will not be supplied for teams to share. Each athlete should be bringing one or two water bottles to practice and/or games that are visibility labeled.
- Water jugs will not be provided for refilling bottles, unless they have touchless spouts and cleaned after each practice/game.

In order to share our COVID-19 protocols with our opponent schools, the Athletic Office sent out:

- [Hastings-on-Hudson Opponent Covid Assurances Letter \(Fall Sports Season\)](#)
- [Hastings-on-Hudson Opponent Covid Assurances Letter \(Winter Sports Season\)](#)

The Athletic Office will develop protocols, one for Fall Season II and Spring, when the season approaches to make sure all updated protocols are covered.

Additional information about each sport will be shared directly from the athletic director/coach.

Section Updated: 03/10/2021

Fitness Center

The Athletic Department would like to make the Fitness Center available to students and athletic teams. The fitness center is an integral part of helping to develop and maintain a student-athletes cardiovascular and muscular strength and endurance while promoting a healthy lifestyle of fitness.

We will be adhering to applicable portions of the NYSDOH guidance on Gyms/Fitness Centers:

http://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Gyms_and_Fitness_Centers_Detailed_Guidelines.pdf

Capacity

According to CDC and NYSDOH Guidance for gym openings, we will observe a 33% capacity limit.

We are limiting occupancy in the space at ten (10) students per session. This is based on a class size of 30 students in Physical Education and what we feel is a safe manageable number. **Unfortunately due to monitoring and cleaning concerns, the Fitness Center will not be opened to any faculty and staff members at this time before, during, or after the school day.**

The fitness center equipment has been arranged to allow for twelve (12) feet spacing for aerobic cardiovascular equipment and six (6) feet for non-aerobic. Equipment not in use will be cautioned-taped off to prevent use. There are 6 cardiovascular machines and six (6) strength training machines in use.

Sessions

- We will operate two sessions. Session 1 will run from 3:15PM to 4:00PM and Session 2 will run from 4:15PM to 5:00PM.
- The fifteen (15) minutes in between sessions, as well as after the 2nd session, will be spent disinfecting, and sanitizing all equipment prior to a new group arriving. We will be using a hand held electrostatic sprayer for this purpose.
- Sign-ups for each session will be done in advance using a sign up sheet to ensure the maximum limit is observed.
- If a session has less than the maximum number of students, walk-ins can be accommodated.

Screening

- Prior to entering the facility, students will complete a COVID-19 health-screening questionnaire, [Fitness Club Daily COVID Screener](#), attesting that they have not developed any symptoms since their morning screening prior to attending school. This is a separate screener than one filled out before school. The supervisors will share the specific Covid Screener link when students register for a session. You will not be permitted in the fitness center without completing the Covid Screener.
- Accurate attendance will be taken by the supervisor and/or coach.
- The screening will also include a temperature check, using an infrared thermometer, administered before the student enters the fitness center.

Health and Safety

- All individuals are required to wear appropriate face coverings, which are not to be removed. If a student is in need of a mask break, they must leave the building outside the Cochran Gymnasium entrance.
- All students must sanitize their hands upon entry to and upon leaving the Fitness Center.
- All students must bring their own clearly labeled water bottle, which may be refilled at the automatic filling station in the hallway by the gymnasium. The manual water fountain will not be available.
- Fresh air constantly enters the room from the heating unit and while the room is in use, an exhaust fan will be on to take air out of the room for proper ventilation of the space. In addition, windows and doors will remain open for additional airflow above and beyond what is required.
- Advisor/coach will arrange and allocate equipment and monitor student behavior to ensure proper social distancing of 12ft for Cardiovascular and/or 6 ft. at all times, while also focusing on safety and proper training techniques.
- Markings have been put on the floor to ensure the appropriate flow of traffic around the space and to show which machines can be used. Signage will be displayed at the entrance and throughout the facility to remind students of COVID-19 protocols.

Hygiene/Cleaning

- Cleaning and disinfection supplies will be provided to ensure shared equipment is cleaned after every use.
- Advisor will clean and disinfect equipment in between sessions to ensure the space is prepared for a new group. We will be using a hand held electrostatic sprayer for this purpose.
- Sanitizer will be made available and all students must sanitize their hands upon entry to and upon leaving the Fitness Center.

Personnel

Mr. Romeo Spinello, Mr. Christopher Rohle, & Mr. Stephen Yurek will be the supervisors of the After-School Fitness Center as they have done for the past many years at Hastings. Coach Spinello, Coach Rohle, and Coach Yurek are familiar with both the students and the space. They have worked in combination with me to organize the fitness center and to develop this reopening plan. The Physical Education/Health teachers & coaches will monitor the student-athletes and follow the same guidelines when they choose to use the fitness center with their teams.

Special Education

Students with disabilities were particularly impacted by the closing of schools in spring 2020. Their needs have been a priority for the District as we developed this reopening plan.

Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. Our reopening plan strives to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. In consideration of the health, safety, and well-being of students, families, and staff, our reopening plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

The following were considered when developing this plan:

- **Prioritizing In-Person Learning:** In-person services are a priority for high-needs students with disabilities. A child that has been identified as a student with a disability and has an IEP for the 2020-2021 school year, via the Committee on Special Education, will be provided the opportunity to attend in-person instruction four days per week (Monday, Tuesday, Thursday, and Friday) in the event of a need to implement a hybrid model of learning.
- **Access:** Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Schools will continue to ensure that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. When providing in-person instruction, schools will ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers. Whether services are provided in-person, remote, and/or through a hybrid model, they must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- **Collaboration between Committees:** The District will continue to plan for collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

- **Provision of Services:** The District will ensure that, to the greatest extent possible, each student with a disability is provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, we may not be able to provide all services in the same mode and/or manner they are typically provided. We will need to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as they plan for various types of instructional models including in-person and remote learning. There will be flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio, etc.
- **Progress Monitoring:** Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning.
- **IEP Documentation:** The District will continue to document students' needs should there be an extended school closure. This information will be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services. Formative assessment and ongoing monitoring of student progress will be documented and maintained, and will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication. The schools will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- **Referrals:** If the school district suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(e).
- **Initial Evaluation/Reevaluation:** Meetings are conducted whether in-person or remotely within required timelines.
- **Eligibility Determination/Annual Review Meetings:** CPSEs/CSEs will meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. CPSE/CSE meetings may occur via video conference or teleconference.
- **Communication/Coordination:** The school needs to provide meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of

the IDEA. Clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The District will collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

- **Meaningful Outreach and Engagement with Parents:** The District will ensure that parents of students with disabilities are informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child.
- **Procedural Safeguards and Prior Written Notice Requirements:** All procedural safeguards and prior written notice requirements will continue to be honored regardless of the instruction model in place.
- **Partnership and Collaboration:** All current procedures and processes for partnership and collaboration, including special education programs, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county will continue. The District will conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.
- **Accommodations and Modifications:** The District will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Schools will review their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum in a remote or hybrid learning environment.
- **Supplementary Aids and Services:** The District will ensure that students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.
- **Technology:** The District will continue to ensure that students have access to working technology and any accompanying programs per their IEP. Parents and families will be provided with a list of individuals, including their contact information, available to respond to questions regarding technology.

Bilingual Education & World Languages

- Using the NYSITELL, the District will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, we will resume identification of ELLs for all students within 10 school days of initial enrollment. This process will occur in-person.
- Required instructional units of study to all ELLs will be provided based on students' most recently measured English language proficiency level during in-person or hybrid instruction.
- Communications will be provided to families of English Language Learners (ELLs) both in English and in their home language, as indicated by the Home Language Questionnaire (HLQ) completed by the family during the student registration process. This will be done in partnership with BOCES translation services and through the use of the "language" tab on the Hastings on Hudson UFSD website. The New York State Education Department of Education's Regional Bilingual Resource Networks (RBERN) continues to be a resource to us for translation and interpretation resources.

Personnel and Staffing

Teacher and Principal Evaluation System

As per NYSED guidance, all teachers and principals will continue to be evaluated pursuant to the District's approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law. Training will be provided for all teachers and staff to reinforce hand washing, social distancing, respiratory hygiene and the use of masks/face coverings for all employees.

The District will provide training related to all safety actions outlined in this plan. The GCN training modules that we currently have in place will be used and additional topics related to COVID-19 will be provided virtually and in person. The time allotted for this additional training will take place during the four Superintendent's Conference Days of August 31, September 1, September 2, September 3 and throughout the school year. The new start of the school year will be Tuesday, September 8. The Board of Education will act upon these changes to the 2020-21 school year at its August 10, 2020 Board meeting.

Social Emotional and Employee Assistance

The educators, staff and administrators in Hastings will be supported by the expansion and establishment of a Personnel Office led by J. Lynn Walker, the District's Personnel Specialist. Lynn has spent her professional career in personnel administration and human resources and is well equipped to support members of all bargaining units. To ensure that there is an appropriate location for confidential conversations and meetings, training and social-emotional support, Lynn will be working from a new location that was converted for this purpose. It is the former copier and mail room next to the office of the district clerk in the Farragut Complex. This location is easily accessible and conveniently located. Before August 31, the office will be ready. Please take advantage of this important resource. The adults in the District have also experienced grief, fear, stress, among other emotions, since schools were closed due to the pandemic. It is natural to have concerns, like parents, about what lies ahead. Lynn is here to support you. We will work together to ensure that we are physically and emotionally safe.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#), NYS Department of Health (July 13, 2020)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency](#). (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency](#). (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency](#). (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

- *A link to the public website where each school plan has been publicly posted*
- *A set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance*

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion [Department of Health survey that includes a link to the publicly posted plan on the district/school website](#).

Appendix A



George Latimer
County Executive
Dr. Sherita Amier, M.D., M.S.
Commissioner of Health

8/10/2020
COVID-19 FAQ for Schools
Prek-12th Grade
Westchester County Department of Health (WCDOH)

Q1: When and how should we report positive COVID-19 cases to WCDOH?

A: Immediately notify WCDOH if a student, faculty or staff member tests positive for COVID-19:

- 914-813-5110 (weekday hours)
- 914-813-5000 (evening and weekend hours)

Q2. Are schools responsible for contact tracing for students, faculty and staff?

A. While WCDOH has the primary responsibility for contact tracing, effective contact tracing is a joint collaborative effort - WCDOH will need the assistance of schools in providing staff and student lists and schedules and other information to identify exposed individuals, arrange for testing, etc.

Q3. Will contact tracers release the name of the positive individual to their contacts?

A. No. Contact tracers will tell potentially infected persons that they were exposed – they will not disclose the identity of the person to whom they were exposed.

Q4. How long will contacts to positive COVID-19 cases be required to quarantine?

A. Individuals who are exposed to someone with COVID-19 will be required to quarantine for 14 days from the day they were last exposed. Please note that a negative test does not release an individual from quarantine.

Q5. What resources will an isolating or quarantined person require?

A. An isolating or quarantined person will need access to a private room and a private bathroom. Individuals will also need access to food, medications and other essential items that will allow them to remain in quarantine. People who need assistance during quarantine or isolation can call **866-588-0195**.

Q6. When should an exposed individual get tested for COVID-19?

A. Testing should be conducted approximately 5 days after exposure. Exposed individuals must remain on quarantine until being tested and must immediately return to quarantine following such testing. If a person tests positive, they will be placed in isolation (for a period determined by the WCDOH). Even if the test is negative, the individual **must continue to quarantine for the full 14 days**.

Q7. Where can students, faculty and staff get tested for COVID-19?

A. A list of testing sites can be found on the WCDOH health website (<https://health.westchestergov.com/2019-novel-coronavirus>) under the testing, results and treatment tab. Students, faculty and staff can also call the NYS COVID-19 hotline at 1-888-364-3065 for assistance locating a testing site.

Q8. Is there a charge for COVID-19 tests conducted at state-run facilities?

A. No, there is no out of pocket charge for COVID-19 tests conducted at state-run facilities. (Insurance information may be requested)



Department of Health
25 Moore Avenue
Mount Kisco, New York 10549

Telephone: (914) 813-5000

Fax: (914) 813-5970

Q9. When can a person who has tested positive return to school? Is it the same process for students, faculty and staff?

A. If the individual who tested positive has symptoms (Fever, Cough, Shortness of Breath/Difficulty Breathing, Chills, Repeated Shaking with Chills, Muscle Pain, Headache, Sore Throat, or New Loss of Taste or Smell) the Clearance Criteria for release from isolation are:

- It's been at least 10 days since the individual first started experiencing symptoms; AND
- The individual hasn't had a fever in at least 3 days, without taking fever-reducing medication (such as Tylenol); AND
- Any shortness of breath/coughing/difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell has improved.

If the individual who tested positive is asymptomatic the Clearance Criteria are:

- It's been at least 10 days since the person's first positive COVID-19 test was collected; AND
- The individual hasn't had any subsequent illness

Q10. Can we assume that students with antibodies are safe from contracting COVID-19?

A. No, we do not have enough information about whether antibodies protect individuals from re-infection and how long antibodies may provide protection. **Antibody tests also CANNOT diagnose if an individual has active infectious COVID-19.** A positive result can mean you had infection with COVID-19 in the past. A different test would be needed to determine active infection.

Q11. Are rapid tests (Antigen or Molecular) reliable?

A. Rapid tests provide results in under an hour, though they have a high rate of false negatives. Negative rapid antigen tests which are the most commonly performed rapid COVID-19 test cannot rule out COVID-19 and should be followed up by a molecular test. Please see the attached FDA Coronavirus Testing Basics factsheet.

Q12. Do students coming back from vacation from states on Governor Cuomo's travel advisory need to quarantine?

A. Yes, students who are coming to New York from any of the states on the travel advisory need to quarantine for 14 days. The most up-to-date list of states is available [here](https://coronavirus.health.ny.gov/covid-19-travel-advisory#restricted-states). (<https://coronavirus.health.ny.gov/covid-19-travel-advisory#restricted-states>)

Q13. What qualifies as an exposure to COVID-19?

A. **Close contact** is defined as being within 6 feet of a person displaying symptoms of or testing positive for COVID-19 for 10 minutes or longer. Close contacts will be required to quarantine. **Proximate contact** is defined as being in the same enclosed environment such as a classroom or office, but greater than 6 feet from a person displaying symptoms of or testing positive for COVID-19. WCDOH will determine if a proximate contact should be under quarantine.

QUARANTINE & ISOLATION CLARIFICATIONS

Q14. Why is the isolation period for an infected person shorter than the quarantine period of a contact?

A. The time period for *incubation* is different from the time period of illness and *infectiousness*. When a person is exposed to COVID-19, it can take anywhere from 2-14 days for the person to develop the disease (*incubation*), hence the **quarantine** period is 14 days. Once the disease develops, a person is *infectious* from 2 days prior to symptoms appearing to, **at minimum**, 10 days after the symptoms develop, hence the **isolation** period is at minimum 10 days, but can be longer.

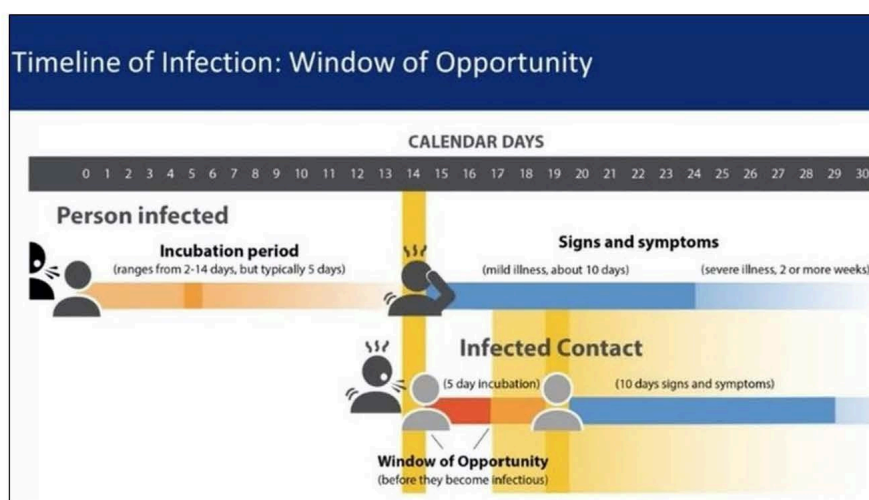


Image Courtesy of Johns Hopkins University/Bloomberg School of Public Health

Q15. Can you leave quarantine for a Covid-19 test or does your quarantine start all over after you went out to get that test?

A. Yes, you can leave quarantine for a COVID-19 test **however during travel to and from testing you should minimize contact with others, wear a mask/ face covering, observe distancing and utilize private means for transportation.** No, your quarantine period does not re-start. However, even if you test negative, you must continue to quarantine until the full 14 days from the last exposure to a COVID-19 positive individual.

CONTACT TRACING QUESTIONS:

Q16. In the event there is a large exposure, what is the plan if the DOH gets overwhelmed with the case load once school starts?

A. The Westchester County Department of Health has been working in conjunction with the New York State Department of Health on contact tracing, using a joint system for tracking cases and contacts, This system also allows for both the county and state to have increased capacity of contact tracing should it be needed.

Q17. How do those testing positive at sites or who live outside of Westchester County or NYS integrate into the NYSDOH systems?

A. Lab reports from 'out of jurisdiction' are transferred and reported to the state/county of residence (of record) of the individual. So for instance, if a Westchester County resident tests at a location in Connecticut, that lab result is reported to the Connecticut Department of Health, who transfers it to New York State Department of Health, and subsequently the Westchester Department of Health. (Note: please make sure your current phone and address are correct at a testing location, so the results can be reported to the correct jurisdiction and local health department can follow up with communication). NYSDOH obtains lab reports on individuals who do not live (but work) in Westchester County and provides these to WCDOH.

QUESTIONS RELATED TO HOUSEHOLD CONTACTS:

Q18. If a child tests positive and has a sibling in the school, should the school keep the sibling out of school?

A. Yes, unless the siblings reside in separate households, the sibling must be placed on quarantine which would mean that the sibling should not attend school during the required period for quarantine.

Q19. If a student/staff member is home on quarantine and then develops symptoms, please explain how that impacts attendance to school/work and what it means for the siblings that may have been continuing to go to school.

A. If a student or staff tests positive, their household members will likely be considered close contacts and will need to quarantine. Students or staff testing positive will require isolation for a minimum of 10 days

Q20. If someone has to quarantine and has a family member in isolation is it 10 days+14 for the quarantine. Or would it be 4 more days?

A. Determining quarantine periods can vary depending on the particular situation; the specifics will be determined in conversation with the Department of Health case investigators and contact tracers. Here are some sample scenarios (CDC: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>):

Scenario 1: Close contact with someone who has COVID-19—will not have further close contact

I had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick (e.g., co-worker, neighbor, or friend).

Your last day of quarantine is 14 days from the date you had close contact.

Date of last close contact with person who has COVID-19 + 14 days= end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 2: Close contact with someone who has COVID-19—live with the person but can avoid further close contact

I live with someone who has COVID-19 (e.g., roommate, partner, family member), and that person has isolated by staying in a separate bedroom. I have had no close contact with the person since they isolated.

Your last day of quarantine is 14 days from when the person with COVID-19 began home isolation.

Date person with COVID-19 began home isolation + 14 days = end of quarantine



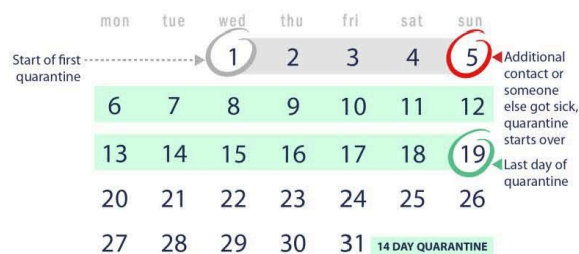
Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 3. Under quarantine and had additional close contact with someone who has COVID-19

I live with someone who has COVID-19 and started my 14-day quarantine period because we had close contact. What if I ended up having close contact with the person who is sick during my quarantine? What if another household member gets sick with COVID-19? Do I need to restart my quarantine?

Yes. You will have to restart your quarantine from the last day you had close contact with anyone in your house who has COVID-19. Any time a new household member gets sick with COVID-19 and you had close contact, you will need to restart your quarantine.

Date of additional close contact with person who has COVID-19 + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 4: Live with someone who has COVID-19 and cannot avoid continued close contact

I live in a household where I cannot avoid close contact with the person who has COVID-19. I am providing direct care to the person who is sick, don't have a separate bedroom to isolate the person who is sick, or live in close quarters where I am unable to keep a physical distance of 6 feet.

You should avoid contact with others outside the home while the person is sick, and quarantine for 14 days after the person who has COVID-19 meets the criteria to end home isolation.

Date the person with COVID-19 ends home isolation + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Q21. If a person travels to a state with a mandatory quarantine upon return to NY, but their child, who lives with them, did not travel, does the child also have to quarantine, or can they attend school?

A. No, the child can attend school as long as the traveler in the household remains asymptomatic and does not test positive for COVID-19.

Q22. Does the student have to quarantine if the parent had contact and is quarantining, but does not have symptoms?

A. If a member of the household is quarantining because of either a known exposure to a COVID-19 positive individual or because of travelling, other members of the household can leave the home if that person can quarantine properly from the household members. A quarantined person should:

- Separate themselves from other members of the household
- Use a separate bedroom and bathroom
- Do not share linens, towels, eating utensils, cups and plates
- Limit time in common household areas, such as kitchens.

Q23. What is the timeframe for contract tracing? Will you work with the school immediately? What if we are notified in the evening and siblings may be at school in am.

A. WCDOH will notify relevant school staff upon learning of a positive test for COVID-19 at the school. WCDH also verifies that individuals reporting a positive COVID test have a positive lab test result in order to proceed with further measures. Labs are required to report to New York State Department of Health any positive test results immediately, and local health departments aim to contact positive individuals within 24 hours of receiving that lab report. Schools should be conducting daily health screenings, including asking whether the child/staff has been in contact with a person who has tested positive.

SHARING OF MEDICAL INFO/PARENTAL PERMISSION

Q24. Do schools need parental permission to send COVID-19 related medical information to DOH?

A. COVID-19 is a *reportable* communicable disease mandated under the New York State Sanitary Code (10NYCRR 2.10, 2.14), including reporting by schools nurses (10NYCRR 2.12).

<https://regs.health.ny.gov/volume-title-10/content/reporting-cases-records>
https://www.health.ny.gov/forms/instructions/doh-389_instructions.pdf

While the Family Educational Rights and Privacy Act (FERPA) generally requires parental permission for school personnel to disclose personally identifiable information from a student's education record (including health information). But the law provides exceptions allowing disclosure without consent. Under the "health or safety emergency" exception, even though a student's positive COVID-19 test would be considered personal identifiable information, the school may report this information without parental consent to individuals whose knowledge of the information is necessary to protect the health or safety of students or other individuals. (See 20 U.S.C. §

1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36.) These may include public health officials, school administration, trained medical personnel, school staff, and parents. The “health or safety emergency” exception is limited in time to the period of the emergency and generally does not allow for a blanket release of personal identifiable information from student education records.

(Extracted from <https://www.networkforphl.org/resources/faqs-covid-19-and-health-data-privacy/>)

See also <https://studentprivacy.ed.gov/>

THRESHOLD QUESTIONS:

Q25. Is there a threshold of infections or absentee rates that would indicate a school should close?

- A. The Westchester County Department of Health does not make the decision as to whether a school or classroom should be closed because of COVID-19. That decision rests solely with the school and school district. The Westchester County Commissioner of Health has the legal authority to determine who needs to isolate and quarantine due to COVID-19 positive cases and/or exposure to a COVID-19 case.

Q26. What parameters/conditions/metrics should we use as an early warning sign that positive cases or absenteeism are increasing beyond an acceptable rate?

A. Generally, schools in regions in Phase IV (which the Mid-Hudson entered on July 7th) can reopen if daily infection rate remains below 5% using a 14- Day Average. Schools will close if regional infection rate rises over 9% after August 1st. (To see the regional rate, go to <https://forward.ny.gov/early-warning-monitoring-dashboard>)

Q27. In regards to screening, should it be prior to entering the building or before they leave their house?

A. School districts are required to have a protocol in place to perform temperature and health screenings for COVID symptoms. Screenings by the parent/guardian prior to school are preferred. (See the NYSED Reopening Guidance).

Symptomatic individuals should not leave their households. Parents/ guardians/ students should be provided with information explaining the importance of monitoring for symptoms and remaining at home when ever symptoms are recognized.

Q28. Previously, if there was a case, we had to close a building for 24 hours. Is that still the case?

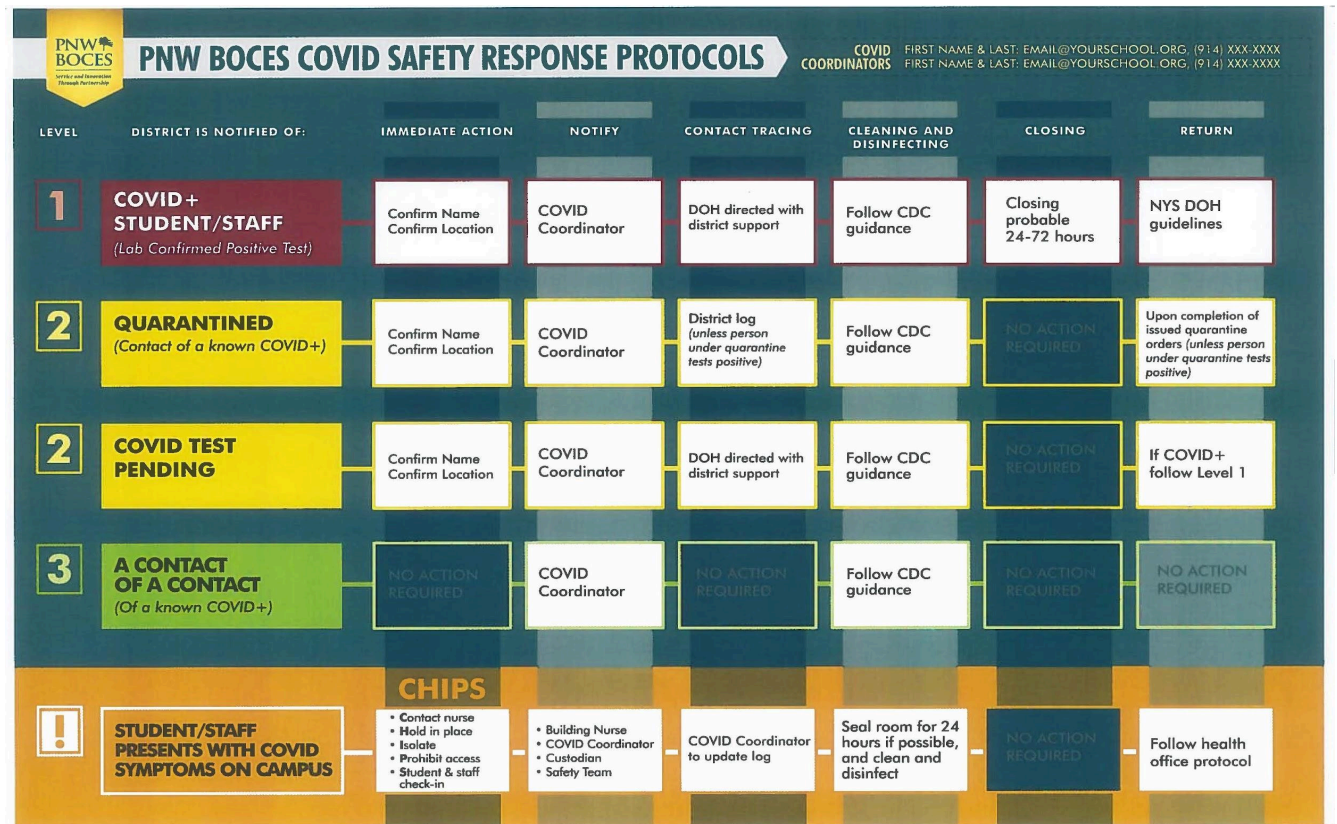
A. Typically a 24 hr. time period may be required for disinfection of an area or building. If disinfection can be conducted over night or during a weekend disruption of classes could be minimized. The CDC and NYSDOH recommend:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas

Go to the NYSED guidance for more information: <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

Appendix B

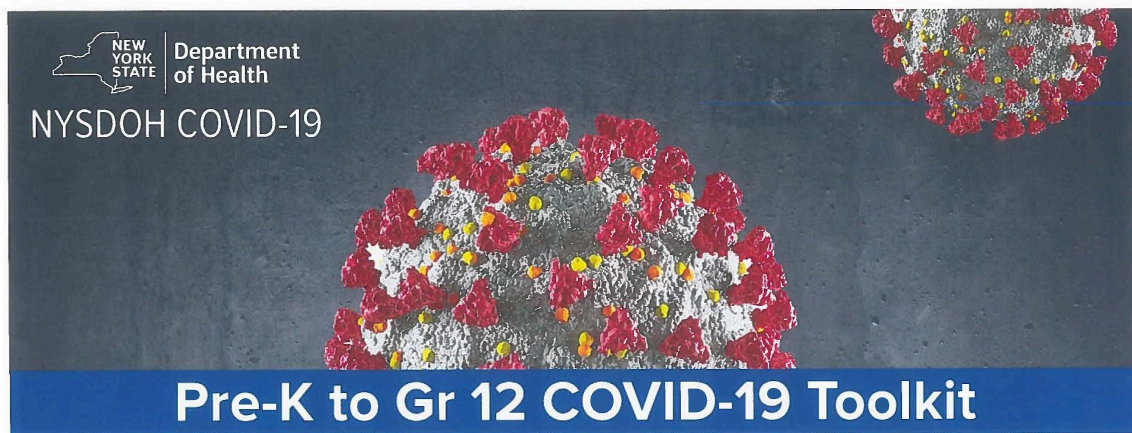
COVID-19 Flowchart Decision Tree



PNW BOCES COVID Safety Response Protocols

Appendix C

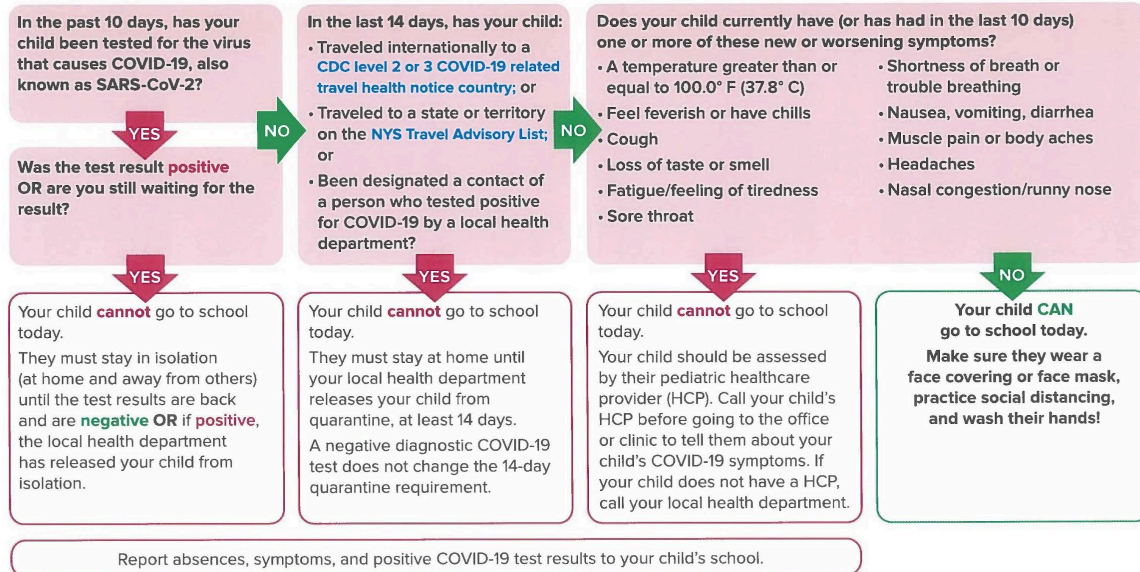
COVID-19 Pre-K to Grade 12 Toolkit





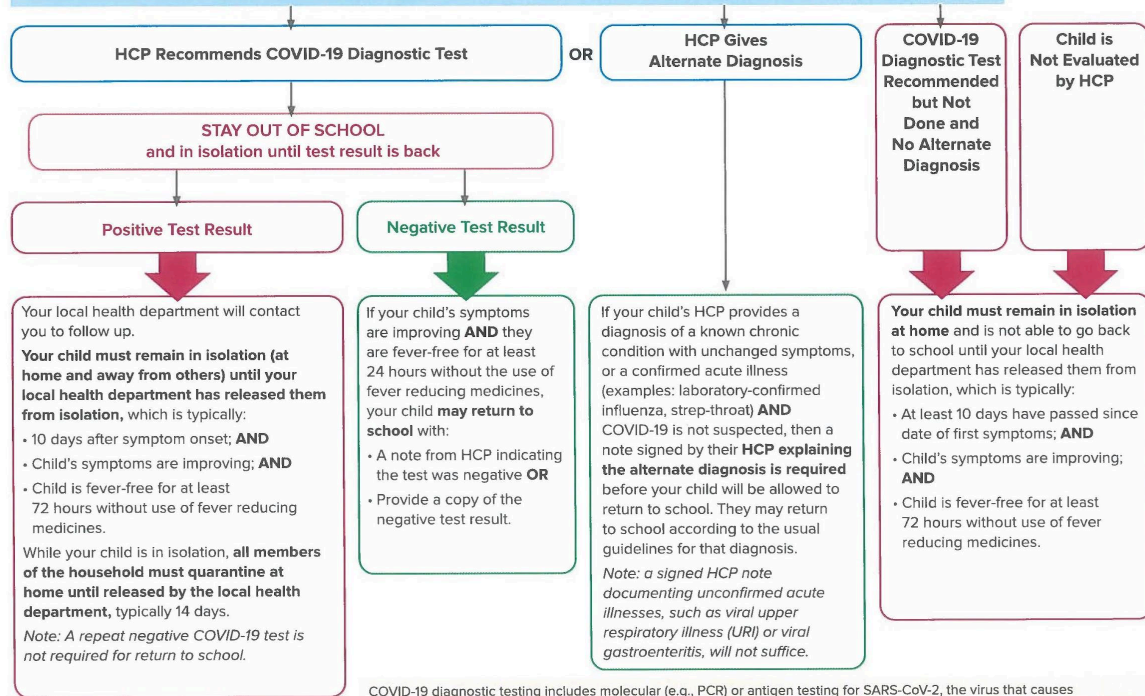
NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance

Can My Child Go To School Today?



SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:

- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

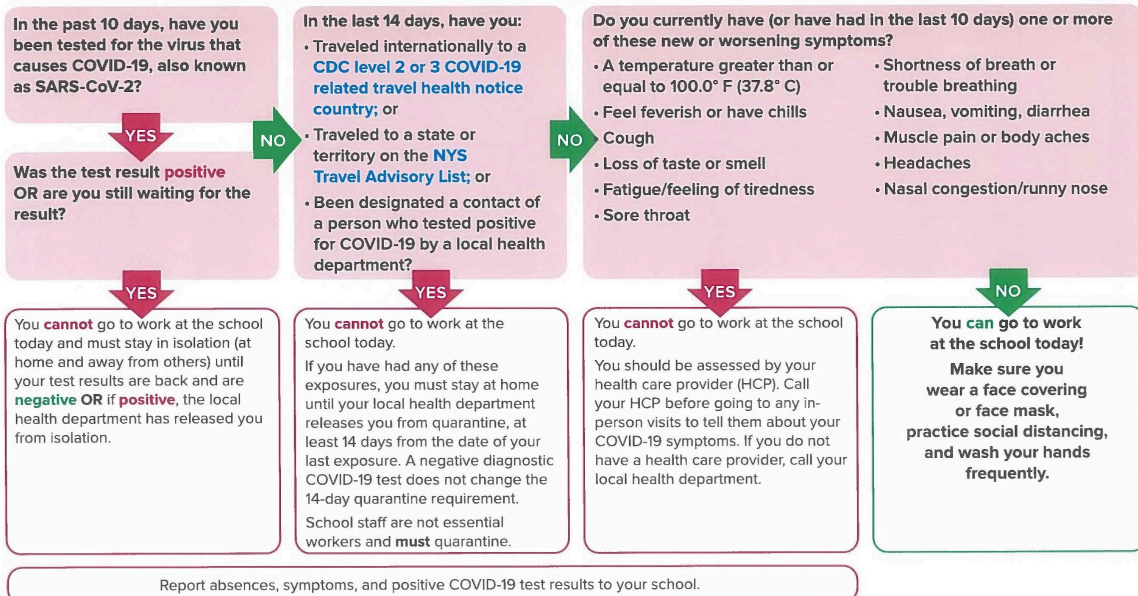
**My child has COVID-19 symptoms. When can they go back to school?****HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)**

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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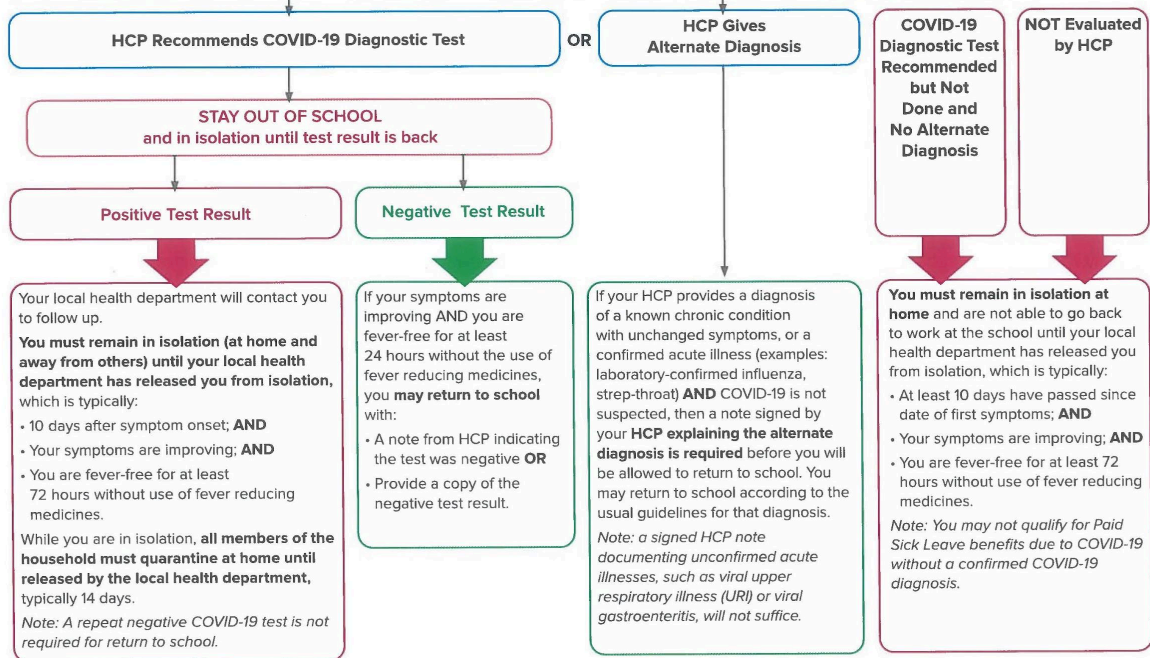
NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

Can I Go to Work at the School Today?



SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

**I have COVID-19 symptoms. When can I go back to work at the school?****HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)**

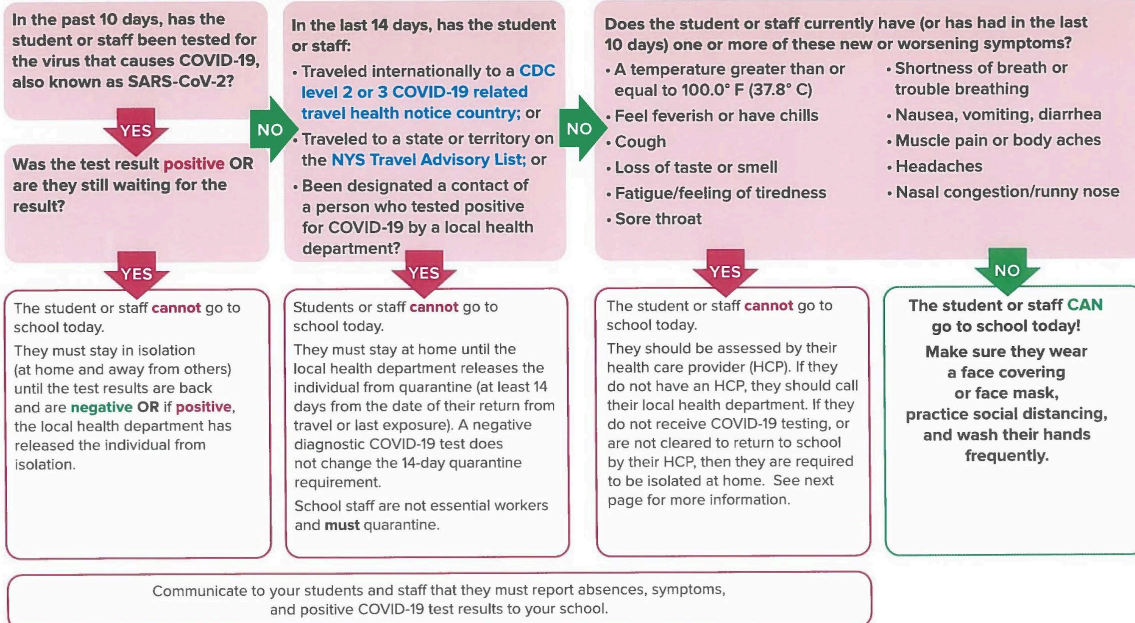
COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

COVID-19 Screening Flowsheet for Students and Staff



CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, irritability, or confusion



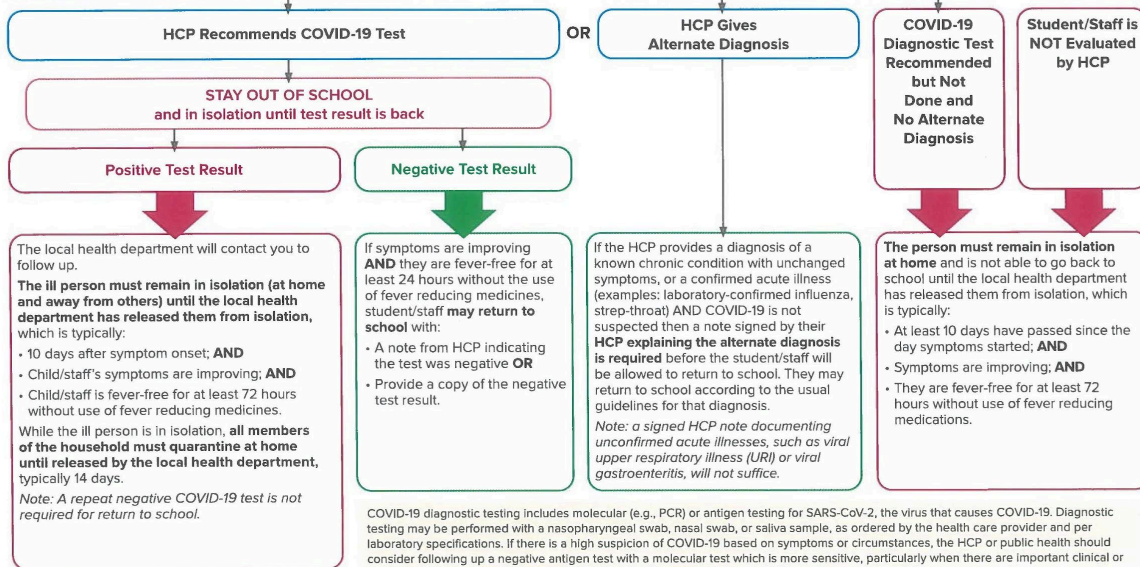
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

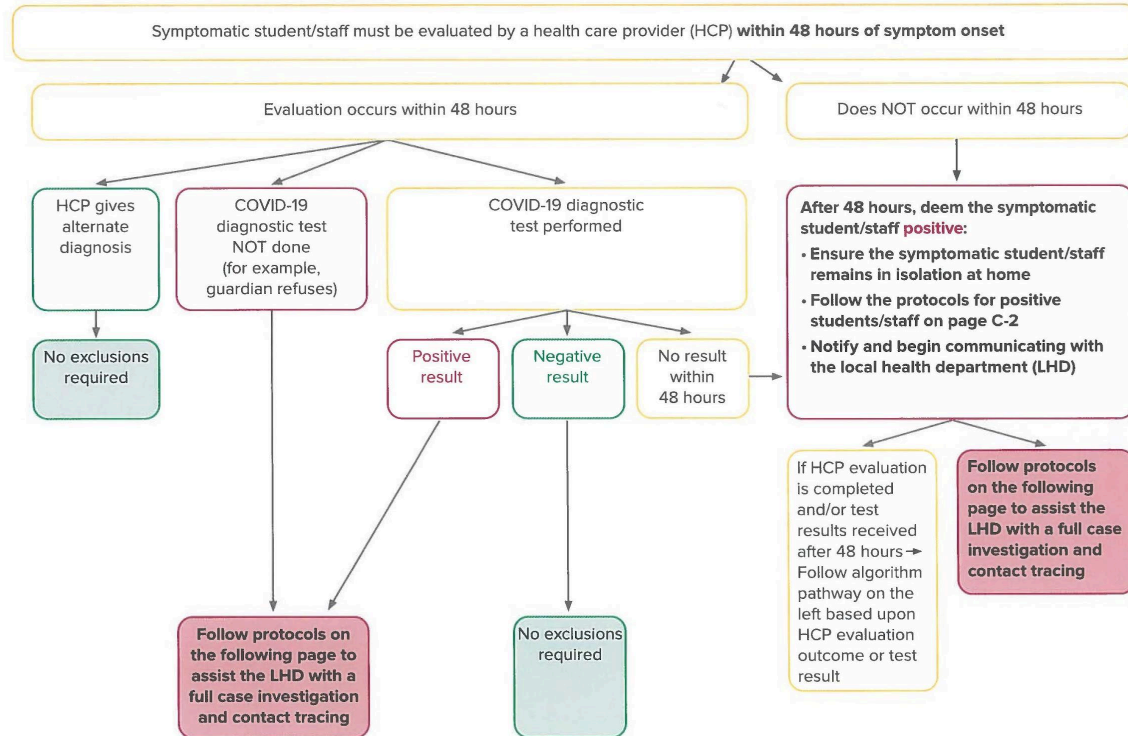
- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)





COVID-19 exclusion protocol for contacts of symptomatic students and staff



**COVID-19 School and Local Health Department Coordination for Contact Tracing****Notify the local health department (LHD):**

- Immediately upon learning of a positive case
- 48 hours after symptom onset in a staff member or student if no HCP evaluation or test result has been received. The LHD will collaborate with the school for contact tracing and to identify contacts.

Begin to identify contacts of the case to provide to the LHD.

Provide the LHD with contact information of school personnel who will assist in the LHD's contact investigation. Include the names and phone numbers of at least two points of contact, as appropriate, such as:

- School Principal
- Administrative Support Person
- Principal Designee

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

Contacts will include students/staff who had exposure to the individual suspected or confirmed to have COVID-19 beginning two days before their symptom onset (or if the case was asymptomatic, two days before the date they were tested) until the case is excluded from the school and in isolation. Schools and LHDs should work together to ensure any before, after, or other daycare; transportation; extracurricular; and other non-school setting contacts are identified and notified of their exposure risk.

THEN

Move forward with preestablished communication plan in consultation with LHD (e.g., notifying the school community of confirmed case(s), as appropriate).

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.

The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

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NYS DOH COVID-19 Pre-K to Grade 12 Toolkit