



Hastings-on-Hudson  
Union Free School District  
Remote Learning Plan  
2020-21

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## 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 of 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*

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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](mailto: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

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. Wednesdays will be flex days. The district will continue to run on an A-F scheduling cycle, with flex days unassigned to a letter. Weeks that are abbreviated by vacation days will not have a Wednesday flex day. These Wednesdays will be typical instructional days.

## **Hastings High School Schedule**

In the event of an “all out” remote learning scenario, high school students will follow their regular schedules on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays have been designed as “flex” days, with the schedule for that day outlined below under the heading “*Wednesday Flex Days.*” Members of the district and building faculty are currently engaged in collaboration to create a student advisory.

### Farragut Middle School Schedule

In the event of an “all out” remote learning scenario, middle school students will follow their regular schedules on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays have been designed as “flex” days, with the schedule for that day outlined below under the heading “*Wednesday Flex Days.*” Members of the district and building faculty are currently engaged in collaboration to create a student advisory.

### Hillside Elementary School Schedule

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

Monday, Tuesday, 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- <b>Whole Class</b>	
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- <b>Whole Class</b>	
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- <b>Whole Class</b>	

11:30	12:20	Lunch/Recess	
12:20	12:35	Math Mini Lesson- <b>Whole Class</b>	
12:35	12:50	Math Problem Set/ Web-Based Resources, Share	Small Group /Individual Conferences
12:50	1:05	SS/Science Mini Lesson- <b>Whole Class</b>	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- <b>Whole Class</b>	
2:35	2:50	End of Day SEL check-in and read aloud- <b>Whole Class</b>	

<b>"Flex" Wednesday Student Day</b>				
Start Time	End Time	Subject Areas		
8:30	9:15	Web-based resources	Assignments	
9:15	9:30	Movement Activity		
9:30	9:50	Beginning of Day SEL check-in <b>Whole Class</b>		
9:30	12:30	Attend Small Groups assigned by teacher	Web-based resources	Access TA to help on assignments
			Assignments	WIN
12:30	1:20	Lunch/Recess		
12:50	1:25	Web-based resources	Assignment	
1:25	1:40	Movement Activity		
1:40	2:30	Special (prerecorded)		
2:35	2:50	Independent Reading		

### *Wednesday Flex Days*

Flex Wednesdays are instructional days. The design of student contact time with teachers on flex Wednesdays has been differentiated to take into account the developmental needs of learners at different levels. On Wednesdays, to be marked present, all students will be required to check in virtually for attendance by noon. At the elementary level, this will occur through a live SEL check-in. At the middle and high school level, this will take place during Advisory. In addition, if students do not attend scheduled Wednesday conferences, or if they do not complete Wednesday assignments, they will be marked “absent.”

#### Hillside Elementary School:

On Wednesday mornings, teachers will work with small groups of students via video conferences for review, support, feedback, assessment, interventions, assistance for students who may be falling behind, and enrichment. Assignments will be provided for students to work on when they are not meeting with teachers. Wednesday video conference sessions will be scheduled by their teachers.

#### Farragut Middle School & Hastings High School:

On Wednesday afternoons, teachers will work with small groups of students via video conferences for review, support, feedback, assessment, interventions, assistance for students who may be falling behind, and enrichment. Assignments will be provided for students to work on when they are not meeting with teachers. Wednesday video conference sessions for students in grade 5 will be scheduled by their teachers. Students in departmentalized grades (6-12) will interact with their teachers on Wednesday according to the following schedule in order to avoid scheduling conflicts:

#### **Flex Wednesday Afternoon Schedule**

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
11:55 AM	<b>ADVISORY</b> <b>(Student attendance taken)</b>								20 Minute Advisory
12:15 PM	ELA/SS	ELA	Math 7	SS	Science	Other	ELA	x	20 Minute Blocks
12:35 PM	Math Science	x	x	x	SS	Science	Other	ELA	
12:55 PM	X	x	x	x	Math - Algebra	SS	x	Other	
1:15 PM	Other	Other	ELA	Earth Science	x	Math - Geometry	SS	x	
1:35 PM	X	Science	Other	ELA	x	x	Math - Algebra 2	SS	



1:55 PM	X	SS	Science	Other	ELA	x	x	Math - PreCalc and Calc	
2:15 PM	X	Math 6	SS	Math 8 & Algebra	Other	ELA	Science	Science	
Academic Coaching 2:45-3:15									30 Minutes

Teachers who do not teach all grades 6-12 will schedule additional video conferences with students during their available times, so as not to conflict with the student schedules outlined above.

*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.

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#### **IN THE EVENT OF A “HYBRID” MODEL:**

If a “hybrid” model becomes necessary, most students in grades K-12 will be participating in learning experiences remotely from their homes three days each week, according to their color group assignment, which is green or gold. Students in the gold group will be learning at home on Wednesdays, Thursdays, and Fridays. Gold group students will learn in the brick and mortar environment on Mondays and Tuesdays. Students in the green group will be learning at home on Mondays, Tuesdays, and Wednesdays. Green group students will learn in the brick and mortar environment on Thursdays and Fridays. All students will be learning from home on Wednesdays. 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. 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, AIS period, and flex Wednesdays.

Following are the details of how the remote portion of the hybrid model will be operationalized:

#### *Schedules*

Students will experience full instructional days on Monday through Friday according to the schedules below. Wednesdays will be flex days. The district will continue to run on an A-F

scheduling cycle, with flex days unassigned to a letter. Weeks that are abbreviated by vacation days will not have a Wednesday flex day. These Wednesdays will be typical instructional days.

### Hastings High School Schedule

In the event of a “hybrid” remote learning scenario, high school students will follow their regular schedules on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays have been designed as “flex” days, with the schedule for that day outlined below under the heading “*Wednesday Flex Days.*” Members of the district and building faculty are currently engaged in collaboration to create a student advisory.

### Farragut Middle School Schedule

In the event of a “hybrid” remote learning scenario, middle school students will follow their regular schedules on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays have been designed as “flex” days, with the schedule for that day outlined below under the heading “*Wednesday Flex Days.*” Members of the district and building faculty are currently engaged in collaboration to create a student advisory.

### Hillside Elementary School Schedule

#### Sample Hybrid Elementary Learning Schedule

(Example of a 1st Grade Daily Schedule: Virtual students participate in highlighted portions through video conferencing and unhighlighted portions through independence and teaching assistant support.)

Period	Start Time	Focus
Morning Set-up	8:30 a.m.	Unpack At home - log on
Morning Meeting	8:40 a.m.	Attendance/SEL Check-in
Period 1	8:50 a.m.	Reader's Workshop Live Mini Lesson
Period 2	9:05 a.m.	Independent Reading, Web-Based Resources, Share
Period 3	9:35 a.m.	WIN Time
Period 4	10:05 a.m.	Snack/Movement
Period 5	10:15 a.m.	Writer's Workshop-Live Mini Lesson

Period 6	10:30 a.m.	Independent Writing, Share
Period 7	11:00 a.m.	Interactive Read Aloud and Word Study-Live Mini Lesson
Period 8	11:20 a.m.	Lunch/Recess
Period 9	12:10 p.m.	Math Mini Lesson-Live
Period 10	12:25 p.m.	Math Problem Set/Web-Based Resources, Share
Period 11	12:55 p.m.	SS/Science Mini Lesson-Live
Period 12	1:10 p.m.	SS/Science Independence and Share
Period 13	1:35 p.m.	Movement Activity
Period 14	1:45 p.m.	Specials
Afternoon Meeting	2:30 p.m.	Dismissal/Check-Out

"Flex" Wednesday Student Day				
Start Time	End Time	Subject Areas		
8:30	9:15	Web-based resources	Assignments	
9:15	9:30	Movement Activity		
9:30	9:50	Beginning of Day SEL check-in <b>Whole Class</b>		
9:30	12:30	Attend Small Groups assigned by teacher	Web-based resources	Access TA to help on assignments
			Assignments	WIN
12:30	1:20	Lunch/Recess		
12:50	1:25	Web-based resources	Assignment	
1:25	1:40	Movement Activity		
1:40	2:30	Special (prerecorded)		

2:35	2:50	Independent Reading
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*Flex Wednesdays*

*Wednesday Flex Days*

Flex Wednesdays are instructional days. The design of student contact time with teachers on flex Wednesdays has been differentiated to take into account the developmental needs of learners at different levels. On Wednesdays, to be marked present, all students will be required to check in virtually for attendance by noon. At the elementary level, this will occur through a live SEL check-in. At the middle and high school level, this will take place during Advisory. In addition, if students do not attend scheduled Wednesday conferences, or if they do not complete Wednesday assignments, they will be marked “absent.”

Hillside Elementary School:

On Wednesday mornings, teachers will work with small groups of students via video conferences for review, support, feedback, assessment, interventions, assistance for students who may be falling behind, and enrichment. In a hybrid model scenario, priority for video conference sessions will be given to students who are not attending school in the brick and mortar environment at all. Assignments will be provided for students to work on when they are not meeting with teachers. Wednesday video conference sessions will be scheduled by their teachers.

Farragut Middle School & Hastings High School:

On Wednesday afternoons, teachers will work with small groups of students via video conferences for review, support, feedback, assessment, interventions, assistance for students who may be falling behind, and enrichment. In a hybrid model scenario, priority for video conference sessions will be given to students who are not attending school in the brick and mortar environment at all. Assignments will be provided for students to work on when they are not meeting with teachers. Wednesday video conference sessions for students in grade 5 will be scheduled by their teachers. Students in departmentalized grades (6-12) will interact with their teachers on Wednesday according to the following schedule in order to avoid scheduling conflicts:

**Flex Wednesday Afternoon Schedule**

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
11:55 AM	<b>ADVISORY (Student attendance taken)</b>								20 Minute Advisory
12:15 PM	ELA/SS	ELA	Math 7	SS	Science	Other	ELA	x	20 Minute Blocks
12:35 PM	Math Science	x	x	x	SS	Science	Other	ELA	

12:55 PM	X	x	x	x	Math - Algebra	SS	x	Other	
1:15 PM	Other	Other	ELA	Earth Science	x	Math - Geometry	SS	x	
1:35 PM	X	Science	Other	ELA	x	x	Math - Algebra 2	SS	
1:55 PM	X	SS	Science	Other	ELA	x	x	Math - PreCalc and Calc	
2:15 PM	X	Math 6	SS	Math 8 & Algebra	Other	ELA	Science	Science	
Academic Coaching 2:45-3:15									30 Minutes

Teachers who do not teach all grades 6-12 will schedule additional video conferences with students during their available times, so as not to conflict with the student schedules outlined above.

### *Live Streaming*

All teachers will provide instruction through the use of live streaming on Mondays, Tuesdays, Thursdays, and Fridays. 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.

On Wednesdays, teachers will work with small groups of students via video conferences for review, support, feedback, assessment, interventions, assistance for students who may be falling behind, and enrichment as outlined under “Wednesday Flex Days” above.

### *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.

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## **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](mailto:sullivanl@hohschools.org)  
Tesfa Stewart, Assistant Director of Special Education: [stewartt@hohschools.org](mailto: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.

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## **School Counseling Services**

Jeanette Kocur, Director of School Counseling: [Kocurj@hohschools.org](mailto: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:

<b>Social-Emotional Well-Being</b> (see <a href="#">NYS Guidance</a> , 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.	
<b>Location</b>	<b>Action Steps</b>	<b>Completed by</b>
<b>District-Wide</b>	<p><b>Trauma-Informed Approach:</b></p> <ul style="list-style-type: none"> <li>• In conjunction with the district's social and emotional learning committee composed of school psychologists, school social workers, school counselors, and pupil personnel services 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.</li> <li>• 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.</li> <li>• A Trauma-Informed Approach recognizes that organizational support, partnerships, and capacity-building are essential components to intervention and social-emotional skill development.</li> <li>• 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.</li> </ul> <p><b>Tiered Intervention Plan:</b></p>	<p> <b>Jeanette Kocur</b>  <b>Lou Adipietro</b>  <b>Jennifer Spirelli</b>  <b>Amy Cazes</b>  <b>John DeKams</b>  <b>Melissa Szymanski</b>  <b>Terry Frank</b>  <b>Scott Tessler</b> </p>

	<ul style="list-style-type: none"> <li>● Interventions by the school psychologists and school counselors will be determined via a three-tiered intervention model.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	
<p><b>HES</b></p>	<p><b>Stages of SEL Support:</b></p> <p>Phase I: Professional Development</p> <ul style="list-style-type: none"> <li>● Information for Faculty and Staff about the Trauma-Informed Approach</li> <li>● Assessment and Education on Self-Care <ul style="list-style-type: none"> <li>○ “What’s your Worry” Survey for Students &amp; Teachers</li> </ul> </li> <li>● Second Step Refresher for teachers and support staff</li> </ul> <p>Phase II: <a href="#">Education &amp; Instruction</a></p> <ul style="list-style-type: none"> <li>● Programs and instruction for Students <ul style="list-style-type: none"> <li>○ PBIS</li> <li>○ Second Steps</li> <li>○ <a href="#">Second Steps Resilience During Crisis Module</a></li> <li>○ Mindfulness</li> <li>○ 4th grade Courageous Conversations</li> <li>○ Daily Community SEL Check In</li> </ul> </li> <li>● Information Sessions for Faculty and Staff <ul style="list-style-type: none"> <li>○ Monthly faculty meetings</li> <li>○ Review of referral process, student/parent concerns</li> <li>○ Daily Virtual Staff Community SEL Check In</li> </ul> </li> <li>● <a href="#">Information Sessions for Parents/Guardians</a> <ul style="list-style-type: none"> <li>○ Monthly newsletters</li> <li>○ SEL Virtual Parent Night</li> </ul> </li> </ul> <p>Phase III: Assessment</p>	<p><b>Jeanette Kocur</b>  <b>Amy Cazes</b>  <b>John DeKams</b>  <b>Julianne Snyder</b>  <b>Melissa Szymanski</b></p>

	<ul style="list-style-type: none"> <li>• Referral to School Counselor</li> <li>• <a href="#">Pre- and Post- Assessments from Tier 1 lessons</a></li> <li>• MTSS review</li> </ul> <p>Phase IV: Intervention</p> <ul style="list-style-type: none"> <li>• <a href="#">Determination of Level of Tiered Support</a></li> <li>• Execution of Tiered Support</li> <li>• <a href="#">Tier I</a>- Second Step Lessons; School-Wide Assemblies; Hillside Safety Patrol/Peer Mentoring; Recess School Counselor Support</li> <li>• <a href="#">Tier II</a>- Lunch Bunch Groups; SEL Small Groups; School-home communication plans</li> <li>• <a href="#">Tier III</a>- 1:1 counseling sessions; individualized behavior contract; parent training; referral to outside agencies</li> </ul>	
<p><b>FMS</b></p>	<p><b>Stages of SEL Support:</b></p> <p>Phase I: Professional Learning</p> <ul style="list-style-type: none"> <li>• Information for Faculty and Staff about the Trauma-Informed Approach</li> <li>• Assessment and Education about Self-Care e.g “What’s your Worry” Survey for Students &amp; Teachers</li> <li>• Continue to revisit and review <a href="#">RULER</a> training for all staff</li> <li>• Continue to revisit and review <a href="#">Second Step</a> training for Counselors and Social Worker</li> <li>• Continue to revisit and review <a href="#">Mindfulness</a> training for all staff.</li> <li>• Advisory Professional Learning <ul style="list-style-type: none"> <li>○ Support the continued learning of adults: student relationships, student: student relationships, and students and adults knowing themselves through an Advisory experience</li> <li>○ Personalize the learning experience for students</li> </ul> </li> </ul> <p>Phase II: Education &amp; Instruction</p> <ul style="list-style-type: none"> <li>• Information Sessions for Faculty and Staff <ul style="list-style-type: none"> <li>○ Trauma Informed presentation WJSC</li> <li>○ Training by School Psychologist &amp; School Social Worker in identifying/process for referrals, monthly faculty meetings</li> <li>○ Mental Health First Aid Training</li> </ul> </li> <li>• Information Sessions for Parents/Guardians <ul style="list-style-type: none"> <li>○ Continue to revisit and review QuadVillage Speakers, Family University, Hasting Coalition, The Way (Hastings Community Coalition on Alcohol and other substances)</li> </ul> </li> <li>• Programs for Students e.g. PBIS, Second Step</li> <li>• Developmentally Appropriate Information Sessions for Students</li> </ul>	<p><b>Jeanette Kocur</b>  <b>Jennifer Spirelli</b>  <b>Terry Frank</b>  <b>Scott Tessler</b>  <b>Melissa Szymanski</b></p>

	<ul style="list-style-type: none"> <li>● School Counselor and Social Worker push into 5th and 6th grade classes for Second Step Program</li> <li>● School Counselor pushes into 7th and 8th grade Health classes for support with RULER Program</li> <li>● RULER Program is incorporated into some 5th - 8th grade classes.</li> <li>● Courageous Conversation classes 6th-8th - knowledge, awareness and empathy</li> <li>● <a href="#">Naviance College, Career and Life Readiness Framework</a> incorporated into 6th through 8th grade.</li> <li>● <a href="#">Mindfulness</a> is embedded into all 5th grade classes and infused into 6th through 8th grade classes.</li> <li>● 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.</li> </ul> <p>Phase III: Assessment</p> <ul style="list-style-type: none"> <li>● Faculty/Staff Referral to School Psychologists/School Counselors</li> <li>● MTSS Assessments incorporated into daily classroom lessons</li> <li>● Staff informal assessment specific to Second Step program</li> <li>● Parent Referral to School Psychologists/School Counselors</li> <li>● Continued twice daily assessment of high needs students social emotional and academic needs.</li> </ul> <p>Phase IV: Intervention</p> <ul style="list-style-type: none"> <li>● MTSS Team examination of assessment data and determination of Level of Tiered Support</li> <li>● Execution of Tiered Support <ul style="list-style-type: none"> <li>- Tier 1: Broad Educational Information Sessions e.g., “Psychological First Aid”</li> <li>- Tier 2: Group or Class SEL Sessions</li> <li>- Tier 3: Targeted In-School Counseling and/or Referral to Outside Providers or Agencies</li> </ul> </li> </ul>	
<p><b>HHS</b></p>	<p><b>Stages of SEL Support:</b></p> <p>Phase I: Professional Development</p> <ul style="list-style-type: none"> <li>● Information Sessions/Training for Faculty and Staff <ul style="list-style-type: none"> <li>○ Trauma Informed Presentations/Training</li> <li>○ Advisory Professional Learning <ul style="list-style-type: none"> <li>■ Support the continued learning of adults: student relationships, student: student relationships, and students and adults knowing themselves through an Advisory experience</li> <li>■ Personalize the learning experience for students</li> </ul> </li> </ul> </li> <li>● Assessment and Education about Self-Care <ul style="list-style-type: none"> <li>○ “What’s Worry Survey” for students &amp; teachers</li> </ul> </li> </ul>	<p><b>Jeanette Kocur</b>  <b>Lou Adipietro</b>  <b>Melissa Szymanski</b></p>

	<ul style="list-style-type: none"> <li>○ Individual check-ins with students and teachers</li> </ul> <p>Phase II: Education/Instruction</p> <ul style="list-style-type: none"> <li>● Information Sessions for Faculty and Staff <ul style="list-style-type: none"> <li>○ Trauma Informed presentation by WJSC</li> <li>○ Training by School Psychologist &amp; School Social Worker in identifying/process for referrals</li> <li>○ Monthly Faculty Meetings</li> <li>○ Mental Health First Aid Training</li> </ul> </li> <li>● Information Sessions for Parents/Guardians <ul style="list-style-type: none"> <li>○ Parent Orientations and Information Sessions.</li> <li>○ Continue to revisit and review QuadVillage Speakers, Family University, Hasting Coalition, The Way (Hastings Community Coalition on Alcohol and other substances)</li> </ul> </li> <li>● Developmentally Appropriate Information Sessions for Students <ul style="list-style-type: none"> <li>○ Peer Leadership Program</li> <li>○ Push in to Health Classes</li> <li>○ Facing Ourselves Elective Class</li> <li>○ 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.</li> <li>○ <a href="#">Naviance College &amp; Career Life Readiness Framework</a></li> </ul> </li> </ul> <p>Phase III: Assessment</p> <ul style="list-style-type: none"> <li>● Faculty/Staff Referral to School Psychologists/School Counselors</li> <li>● Parent Referral to School Psychologists/School Counselors</li> <li>● Continued twice daily assessment of high needs students social emotional and academic needs.</li> <li>● MTSS Review</li> </ul> <p>Phase IV: Intervention</p> <ul style="list-style-type: none"> <li>● Determination of Level of Tiered Support</li> <li>● Execution of Tiered Support <ul style="list-style-type: none"> <li>- Tier 1: School/Grade Level Assemblies, Weekly SST Team Meetings, Individual Student Mtgs, Attendance/Lateness Monitoring, Quarterly Academic Probation, Progress Monitoring</li> <li>- 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</li> <li>- Tier 3: Targeted In-School Counseling and/or Referral to Outside Providers or Agencies e.g. IDT, FBA, BIP, PINS Referral, Home Visits.</li> </ul> </li> </ul>	
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All school counselors are available via email.

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

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