



Reopening Our Schools For 2020-2021

HALF HOLLOW HILLS CSD



High School East High School West
Candlewood Middle School West Hollow Middle School
Otsego Elementary School Paumanok Elementary School Signal Hill Elementary School
Sunquam Elementary School Vanderbilt Elementary School

**Updated 4/15/2021*

Dear Half Hollow Hills Community,

This past spring was anything but typical for our schools, community, state, country and world. The Coronavirus Disease 2019 (COVID-19) forced us to create remote learning plans overnight, deliver instruction in new and unique ways, and try to maintain a sense of community while being socially distant. On behalf of everyone at Half Hollow Hills, we thank and commend you for coming together during this challenging time. It is clear that when we work together, our students, our staff members and our community thrive.

During July, Governor Andrew Cuomo, the New York State Department of Health and the New York State Education Department released guidance documents that laid out the requirements needed for school districts to develop their reopening plans for the 2020-2021 school year. The guidelines included specific conditions for reopening as they pertain to social distancing, use of personal protective equipment, and health screenings.

Over the past two months, we have worked with many of our school stakeholders and community members on Task Force committees throughout the planning process. We developed and sent home a Family Survey to engage all of the members of our educational community, help gather data that would inform our decisions in the reopening plan, and ensure that all of their voices are heard.

Using the input from our Task Force committees and Family Survey results, and guidance from our state Health and Education departments, we share with you the following plan to reopen our schools for 2020-2021. We have planned for three possible reopening scenarios: in-person instruction, remote instruction, and a hybrid combination of the two. The plan also includes detailed information on health and safety measures, facilities operations, child nutrition, transportation, technology and connectivity, athletics and extracurricular activities, special education, bilingual education, and a special emphasis on the social-emotional and mental health needs of our students and staff.

We all want our students back in school so they have the benefit of in-person instruction and socialization with classmates, but we want to do so in a manner that is safe for our students and meets all state and federal guidelines. The reopening scenario we employ will ultimately be determined by the current COVID numbers and metrics as laid out by the Governor's office, the ability to meet state Health and Education requirements, and our district's individual enrollment, class size and transportation needs.

It is our goal to ensure equitable access to education for all our students while continuing to maintain a safe and healthy environment for everyone in our school community. Thank you for your understanding, flexibility, and most importantly, partnership, during this challenging time. Please join us in making 2020-2021 a great year for all of our students.

Dr. Patrick Harrigan
Superintendent of Schools

Mr. Eric Geringswald
President, Board of Education

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Introduction

In Half Hollow Hills, our primary commitment is to the students and families we serve along with the faculty and staff who support our mission every day. Our priority must be keeping them safe. When the 2020-2021 school year begins, in-person school will look different than previous years due to COVID-19 and the health and safety measures that continue to evolve at the National, State, and local levels. This School Reopening Plan will define clear guidance for the reopening of our five elementary schools, two middle schools and two high schools, and aligns with the regulations developed in collaboration with New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

The areas outlined in this plan represent the mandatory elements of the NYSDOH and NYSED Guidance Documents as well as the myriad of considerations addressed to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An additional emphasis on the social-emotional and mental health needs of our students and staff is critical and therefore is also addressed within our plan. Every effort has been made to ensure that 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 other languages, via the G-Translate feature available on the district website.

This plan includes procedures that will be followed in the following schools and facilities:

- Otsego Elementary School <https://www.hhh.k12.ny.us/otsego-home>
- Paumanok Elementary School <https://www.hhh.k12.ny.us/paumanok-home>
- Signal Hill Elementary School <https://www.hhh.k12.ny.us/signal-hill-home>
- Sunquam Elementary School <https://www.hhh.k12.ny.us/sunquam-home>
- Vanderbilt Elementary School <https://www.hhh.k12.ny.us/vanderbilt-home>
- Candlewood Middle School <https://www.hhh.k12.ny.us/candlewood-middle-home>
- West Hollow Middle School <https://www.hhh.k12.ny.us/west-hollow-middle-home>
- Half Hollow Hills HS East <https://www.hhh.k12.ny.us/high-school-east-home>
- Half Hollow Hills HS West <https://www.hhh.k12.ny.us/high-school-west-home>

We have developed a plan that intends to insure that students and employees 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 \(NYSED\)](#).

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It is possible that we may need to alternate between in-person, hybrid and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and potential 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 decision making as we move to reopen our schools.

Dr. Jeff Woodberry, Assistant Superintendent for Districtwide Administration, and Ms. Debra Ferry, District Director of Interscholastic Athletics, will serve as the district's COVID-19 Coordinators. They will serve as the central contacts for schools and stakeholders, families, staff and other school community members, and will ensure the District is complying with and following the best practices per state and federal guidelines. They can be reached at covid@hhh.k12.ny.us.

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Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

- Safeguarding the health and safety of our students and staff;
- Providing opportunities for all students to access education in the fall;
- Monitoring schools, students, and staff. When necessary, modifying this plan to appropriately contain COVID-19 spread;
- Emphasizing equity, opportunities, and support to the students and communities that are emerging from this historic disruption;
- Fostering strong two-way communication with partners, such as families, educators, and staff;
- Factoring into decision making the challenges to the physical health, social emotional well-being, and the mental health needs of our students caused by school closure; and
- Considering and supporting diversity in our schools as we provide equitable opportunities.

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Communication/Family and Community Engagement

Overview

As we prepare to reopen our school buildings for the 2020-2021 school year in the midst of the COVID-19 pandemic, we have developed the following communications plan to support all facets of our reopening plan. We recognize that through effective, regular and frequent two-way communication, we can help make the adjustment back to school an easier and less painful experience for our students and their families.

Communication with the families in our district and the ability to engage our educational community will be vital to the success of all of our students. We need to keep students and their families informed about all of the important information regarding changes to the delivery of instruction, scheduling, health and safety protocols, transportation and nutrition, and ways to support their social-emotional well-being.

By following our communications plan, we expect to provide our stakeholders with clear and consistent communication, the open opportunity for feedback and input, and transparency that will build trust and confidence during these uncertain times.

The district's head of communications is Charles Parker, Public Relations Director.

Strategic Goals

- Include and engage our school stakeholders and community members in the development and rollout of our reopening plan.
- Develop a communications plan that provides our key audiences with consistent information through instructions, training, signage, a reopening website, emails and social media channels.
- Provide all students with regular training and supportive materials on how to correctly follow new COVID-19 protocols such as handwashing hygiene, wearing face coverings properly, how to maintain social distancing, and respiratory hygiene.
- Use regular written and verbal communications to ensure all members of our educational community follow CDC and DOH guidance regarding the use of personal protective equipment (PPE) when safe social distancing cannot be maintained.
- Develop communications that are available in the language(s) spoken at home among families throughout our school community, and have plans that are accessible to individuals with hearing or visual impairments.

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Target Audiences

We have identified the following primary audiences as stakeholders who will be communicated to and engaged throughout the process.

Internal Audiences

- Staff
- Faculty
- Administrators
- Board of Education
- Union leadership

External Audiences

- Students
- Parents and guardians
- State Education Department
- Suffolk County Department of Health Services
- New York State Department of Health
- Taxpayers
- Alumni
- Continuing Education Participants (adults)
- Media
- External Partners
- Community Organizations
- Legislators
- Vendors

Communications Channels

We have identified the following communications channels to utilize in distributing important information to our key audiences.

- SchoolMessenger (school mass communication system)
 - Voice calls and emails
- Dedicated Reopening Website: www.hhh.k12.ny.us/reopening
- District webpage page-pops
- Postal mail
- Signage
- Social Media ([Facebook](#), [Twitter](#), [Instagram](#))

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- Press and general media
- School daily announcements
- Surveys – Google Forms
- Videos
- Infographics, Posters and Handouts
- Internal communications (supervisors to staff)
- Webinars and livestreams
- Video conferences - Zoom meetings

Coordinated Communication Process

The main source and hub for accurate and updated information about our reopening will be our dedicated reopening website (www.hhh.k12.ny.us/reopening). Other communications channels will be used to point audiences to the website when updates are announced, or to deliver supporting communications to specific groups. It is important for all updates to be posted on the website in text, because this allows for instant translation into other languages and makes them ADA accessible.

Strategies and Tactics

Strategic Goal 1 - *Include and engage our school stakeholders and community members in the development of and rollout of our reopening plan.*

1. Strategy 1 – Invite school stakeholders and community members to participate in task force committees on reopening.
 - a. Tactic 1 – Research and identify target audiences and key representative constituents to invite to participate in reopening task force committees.
 - b. Tactic 2 – Communicate with key constituents to invite participation and engagement in reopening task force committees using email and voice calls.
 - c. Tactic 3 – Collect details and priorities from their input for the audiences they respectively represent during video conferences for task force committees.
 - d. Tactic 4 – Include stakeholder input in reopening plan.
2. Strategy 2 – Survey stakeholders (parents and guardians) to gather input on their level of comfort and preferences in returning to school.
 - a. Tactic 1 - Develop digital survey in Google Forms to collect important data points needed in the creation of a reopening plan, and to make sure the voices of our families are heard.
 - b. Tactic 2 - Share digital survey via school mass communication system (SchoolMessenger email blast by buildings).
 - c. Tactic 3 - Collect and measure survey results.

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- d. Tactic 4 - Incorporate survey results in reopening plan.
- 3. Strategy 3 – Disseminate reopening plan to all stakeholders.
 - a. Tactic 1 – Post district reopening plan on our dedicated reopening website.
 - b. Tactic 2 – Use secondary communication channels like our school mass communication system, webpage page pops, postal mail and social media to direct traffic to the reopening website.
- 4. Strategy 4 – Evaluate success of planning and rollout of reopening plan.
 - a. Tactic 1 – Develop follow-up survey in Google Forms to gauge success in communication of reopening plan.
 - b. Tactic 2 – Establish dedicated email address for parents to submit questions to regarding the reopening: reopening@hhh.k12.ny.us.

Strategic Goal 2 - *Develop a communications plan that provides our key audiences with consistent information through instructions, training, signage, a reopening website, emails and social media channels.*

- 1. Strategy 1 – Create one main communications hub for important and consistent information updates, instructions and resources.
 - a. Tactic 1 – Build dedicated reopening website.
 - b. Tactic 2 – Use secondary communications channels like our school mass communication system, webpage page pops, postal mail, social media, school announcements, internal communications and video conferences or meetings with external audiences to drive traffic to the reopening website.
 - c. Tactic 3 – Include all relevant information, instructions and resources on reopening website.
 - d. Tactic 4 – Regularly update all information, instructions and resources on the reopening website so they are current and relevant.
- 2. Strategy 2 – Utilize signage and training to ensure key audiences receive important instructions and information.
 - a. Tactic 1 – Collect signage, posters and videos from the CDC website and other partners that will be utilized with our audiences.
 - b. Tactic 2 – Design and develop signage and videos for information and instructions not covered by the CDC and other partners.
 - c. Tactic 3 – Hold training sessions so key audiences know how to access all information, instructions and resources.
- 3. Strategy 3 – Use secondary communication channels to reinforce all important information updates, instructions and resources.
 - a. Tactic 1 – Run social media campaigns to support all important communication initiatives.

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- b. Tactic 2 - Develop copy for building daily announcements to support all important communication initiatives.
- c. Tactic 3 – Use school mass communication system for regular touch points with parents and guardians to support all important communication initiatives.
- d. Tactic 4 – Use meetings with partner organizations like the PTSA to encourage use of the reopening website for information, instructions and resources.

Strategic Goal 3 - Provide all students with regular training and supportive materials on how to correctly follow new COVID-19 protocols such as handwashing hygiene, wearing face coverings properly, how to maintain social distancing, and respiratory hygiene.

- 1. Strategy 1 – Use repetitive training opportunities to provide all students with the knowledge of how to correctly follow all new COVID-19 health and safety protocols.
 - a. Tactic 1 – Gather all materials and best practices from the CDC and DOH on how to correctly follow new COVID-19 protocols such as handwashing hygiene, wearing face coverings properly, how to maintain social distancing, and respiratory hygiene.
 - b. Tactic 2 – Train administration, staff and faculty on all new COVID-19 health and safety protocols, and “train the trainer” so they are prepared to transfer that knowledge to students.
 - c. Tactic 3 – Dedicate regular and consistent time during the school day to have touch-points and training opportunities, so students master the new COVID-19 health and safety protocols.
 - d. Tactic 4 – Share training information with parents, so that mastery of good healthy practices is reinforced at home.
- 2. Strategy 2 – Use supportive materials to reinforce the instructions on how to correctly follow all new COVID-19 health and safety protocols.
 - a. Tactic 1 – Research and collect or design and develop a full suite of supportive materials (handouts, posters, infographics, and videos).
 - b. Tactic 2- Disseminate supportive materials directly in school, and through the use of communications channels like the school mass communication system, reopening website, postal mail, social media, and signage.

Strategic Goal 4 - Use regular written and verbal communications to encourage all members of our educational community in following CDC and DOH guidance regarding the use of personal protective equipment (PPE) when safe social distancing cannot be maintained.

- 1. Strategy 1 – Utilize consistent signage throughout buildings to remind our students, faculty and staff of the need to follow the CDC and DOH guidelines on the use of PPE and social distancing.

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- a. Tactic 1 - Research and collect or design and develop effective posters, signage, handouts, infographics and videos on the use of PPE when safe social distancing cannot be maintained.
- b. Tactic 2 – Post all printed resources in high traffic areas and entry points for all buildings.
- c. Tactic 3 – Share video resources consistently with students as part of the school day.
- 2. Strategy 2 – Incorporate verbal communications in reminding our students, faculty and staff of the need to follow the CDC and DOH guidelines on the use of PPE and social distancing.
 - a. Tactic 1 – Ensure that all supervisors verbally share these guidelines with their staff, and that expectations are clearly defined.
 - b. Tactic 2 – Develop copy for building daily announcements that supports the key messages on use of PPE and social distancing.
 - c. Tactic 3 – Have teachers include mini-lessons on the use of PPE and social distancing regularly and consistently during the school day.
- 3. Strategy 3 – Use secondary communications channels to reinforce need to follow the CDC and DOH guidelines on the use of PPE and social distancing.
 - a. Tactic 1 – Schedule emails through school mass communication system that include resources for parents and guardians to share with their children about the use of PPE and social-distancing.
 - b. Tactic 2 – Include resources on the use of PPE and social distancing on the dedicated reopening website.
 - c. Tactic 3 – Send printed copies of resources on the use of PPE and social distancing home via postal mail.
 - d. Tactic 4 – Develop a social media campaign that reinforces the importance of the use of PPE and social distancing.

Strategic Goal 5 - Develop communications that are available in the language(s) spoken at home among families throughout our school community, and have plans that are accessible to individuals with hearing or visual impairments.

- 1. Strategy 1 – Work to provide important communications about reopening to our families in the languages that they have expressed that they speak at home.
 - a. Tactic 1 – Offer as many communications as possible in plain text on our website so they are translatable using our Google Translate capability on the website.
 - b. Tactic 2 – Run campaign to encourage all families to update their information in our student information system (SIS), so we can ensure we have captured their preferred language.
 - c. Tactic 3 - Coordinate with ELL department to translate communications into the necessary languages, and disseminate accordingly.

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2. Strategy 2 – Make sure reopening plans and important communications are accessible to individuals with hearing or visual impairments.
 - a. Tactic 1 - Offer as many communications as possible in plain text on our website so they are accessible using our AudioEye capability on the website.
 - b. Tactic 2 – Work with our teachers of the hearing and visually impaired to help communicate important information to our students in need.

Evaluation

In order to measure our success we will regularly evaluate our success in achieving our five strategic goals. We will look at key metrics on completion of the tactics and strategies we have set forth in this plan, and survey our key audiences to make sure our communications are being received and understood. We will also regularly ask our stakeholders for input on the rollout of our reopening and take action on their input, and evaluate where we have succeeded and where we have room to grow.

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Health and 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 with questions or concerns should contact our COVID-19 Safety Coordinators at covid@hhh.k12.ny.us, or 631-592-3025.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the *Communication/Family and Community Engagement section* (www.hhh.k12.ny.us/reopening) of our reopening plan.

To ensure employees and students comply with communication requirements, the Half Hollow Hills Central School District will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school district must 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.

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Facility Entry

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within all District facilities will need to adhere to social distancing and masks/face covering expectations.

Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point at the reception/visitor management station.

Face Coverings / Mask Wearing

New York State DOH guidelines mandate that individuals on District premises must maintain social distancing and wear a face covering when social distancing cannot be maintained. The guidelines further strongly recommend that face coverings are worn at all times, except for meals and classroom instruction with social distancing.

Additionally, the [New York State American Academy of Pediatrics recommendations for school reopening](#) advises universal mask wearing, stating that “All children and adults in the school should be required to wear masks at all times except when masking would endanger breathing or mental health.”

In accordance with the New York American Academy of Pediatricians recommendation, ***Half Hollow Hills will require all students and staff to wear masks or face coverings at all times, except during meals and brief mask breaks.*** Face coverings will not be required for students where such covering would impair their health or mental health, or where such coverings would present a challenge, distraction, or obstruction to education services and instruction.

The CDC updated guidance on masks from August 27, 2020, recommends:

- wearing masks with two or more layers of washable, breathable fabric,
- that completely covers your nose and mouth, and
- fits snugly against the sides of your face with no gaps.

The guidance further recommends not wearing

- masks that make it hard to breathe (vinyl),
- masks with exhalation valves, or
- N95 respirators intended for healthcare workers.

The effectiveness of gaiters, bandannas and runner's fleece are unknown at this time and therefore not recommended by the district.

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- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, however face coverings can and will be provided by the District.

Mask Breaks

- Mask breaks for students will occur during meals, physical activities, when outside, or instruction when other protective measures are in place, such as six feet of distance between individuals or when positioned between desktop barriers/shields.
- Mask breaks will also be structured in ways that make them most protective of the safety of others, such as having every other student alternate their breaks so there is even greater distance between simultaneously unmasked students.
- Mask breaks will be less than the ten minutes that the Suffolk County Department of Health Services outlines as close contact.

Daily Health Screening

Prior to entering any District facility, individuals must complete a health screening questionnaire. This questionnaire is accessible through the Half Hollow Hills website at (www.hhh.k12.ny.us/reopening) or through a QR code that is posted at all main entrances and provides a direct link to the survey using an iPhone or Android phone.

- For most staff:
 - Staff should complete this screening via the electronic submission form prior to arriving at work.
 - Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- For select staff:
 - Substitute Teachers, Coaches, Swim Staff, Adult Education Instructors/Students, Summer Substitutes, and Student Teachers will scan a QR Code to complete the form electronically. Paper copies of the questionnaire will be available at reception/visitor management stations.
- For visitors:
 - It is preferred that the health screening questionnaire be done online. Visitors will be able to scan a QR Code to complete the form electronically. Paper copies of the questionnaire will be available at greeter/visitor management system stations.

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- All visitors will have their temperatures taken upon arrival at the greeter/visitor management system stations.
- For students:
 - The health screening questionnaire, including temperature check, must be completed **every day a student is in attendance** at a school.
 - Parents are expected to monitor for temperatures and symptoms, and complete the questionnaire prior to sending a student on a bus; however, this will be done at school in the event this information is not provided prior.
 - Student screening at school will take place at reception/visitor management station or other discreet location.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- Parents seeking to drop off any student belongings or other materials to the District will leave such items, along with the name of the person they are going to, on a designated table in or near the entry vestibule.
- Mail/package delivery personnel (i.e. FedEx, UPS, USPS) wearing appropriate PPE will be able to drop off items without being screened by the receptionist/visitor management station.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.
- The District will maintain a database of health screenings at all District locations.

Social Distancing

- New York State DOH guidelines mandate that individuals on District premises must maintain social distancing and wear a face covering when social distancing cannot be maintained. The guidelines further strongly recommend that face coverings are worn at all times, except for meals and classroom instruction with social distancing.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways, main offices or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings and the presence of multiple occupants is required for the task

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being performed. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.

- Social distance separation will be accomplished by using signage that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas, cafeteria check-out lines at the secondary level).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the maximum extent possible.

Personal Hygiene

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene.

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can spread germs into the air and have therefore been disabled);
 - Use of no-touch/foot pedal trash can where feasible; and
 - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows:
 - Upon entering the building and classrooms;
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled; and
 - When handwashing is not available use a hand sanitizer.
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective, it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. Using hand sanitizers should include:
 - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water.

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- Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the reception/visitor management station and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times in our facilities.
- All visitors check in at reception/visitor management stations for a temperature check and to complete the health screening questionnaire, which can be found by scanning the QR Code posted on all doors. The visitors must sign in with their identification through the visitor management system for a visitor badge. This will indicate to all other employees that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside, via phone or virtual meetings when possible.
- All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- The visitor management system by design retains a log of visitors to the building. This information will be relied on as necessary when contact tracing is required.

Vendors

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times.
- All vendors must communicate prior to arrival with the Facilities Supervisor, have a temperature check and complete the health screening questionnaire, which can be found by scanning the QR Code posted on all doors. The vendors must sign in with their identification through the visitor management system for a visitor badge. This will indicate to all other occupants of the building that the vendor has been screened.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or remotely when possible.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building (for contact tracing). All vendors should be accompanied by a staff member.

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- Should a vendor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- The visitor management system by design retains a log of visitors to the building. This information will be relied on as necessary when contact tracing is required.

Training

The Half Hollow Hills Central School District will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person.

The District will ensure all students and staff are taught and/or trained on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Families will be encouraged to help provide mask exposure and practice in using masks with their students in preparation for the school year.

Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between uses. Examples of communal objects include, but are not limited to pens, laptops, art supplies, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date education and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

The following Global Compliance Network online trainings will be one resource used for this purpose:

- COVID-19 Plan, Prepare, and Respond (Educational Institutions)
- COVID-19 Video: How to wear a Mask (OSHA)
- COVID-19 Video: Proper Handwashing (CDC)
- COVID-19 Workplace Guidelines

Training for Screeners

The District will identify individuals familiar with CDC and DOH guidelines in each building who will serve as a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a person being screened.

Training Topics for all Staff (Including Substitutes)

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing building occupants with a place to wash their hands. If soap and running water

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are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use: <https://www.cdc.gov/handwashing/when-how-handwashing.html>

- [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick-up
 - Staff who are sick or suspected to be sick<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

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- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=POxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only

<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

[Signs](#) will be posted in highly visible locations (e.g., school entrances, restrooms, common areas) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face cover](#)).

When Students Eat in Classrooms

- Train teachers, monitors and paraprofessionals on food allergies, including symptoms of allergic reactions to food.
 - Train all non-food service staff on any meal service-related activities they will be responsible for.
- https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable all individual offices and small spaces will be limited to one (1) person at a time.
- In a multiple occupant office, occupancy will be reduced to maintain at least 6ft of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains will be utilized in specialized circumstances to create a physical separation without hindrance to egress or airflow.
 - Light-transmitting plastics will comply with 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of a school.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided.
- Face coverings should be worn in these multiple use office settings unless social distancing can be achieved.
- Visitors to these multiple-use offices must wear face coverings when in these spaces.

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- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's supervisor.
- Where possible establish additional shifts to reduce the number of employees in the worksite at one time.
- Will stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits.
- Will reduce tasks requiring large amounts of people to be in one area.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

Conference Rooms

- Will limit in-person meetings (refer to NYSDOH guidance), if virtual meetings are not feasible.
- If meetings are to occur in person, they will be conducted in a quick manner.
- Social distancing among participants will be required.
- Lingering and socializing before and after meetings should be discouraged.

Break Rooms and Lunch Rooms

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms, in their vehicles, in unused large common areas (i.e. elementary cafeterias) or outside at outdoor tables.
- Staggered meal schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives where possible.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down high-touch surfaces post and prior use.

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Elevators

- One person in an elevator at a time.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

Restrooms

- All bathrooms regardless of size will have limited occupancy.
- The number of toilet and sink fixtures in all facilities meet the minimum standards of the New York State Building Code.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Automatic hand dryers will be disabled; paper towel dispensers are available in all restrooms.
- Touchless water fixtures will be installed where applicable.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indications on the floor/stairs.
- Adequate distancing will be obtained between all individuals through use of signage and instructions.
- All individuals must also allow for adequate space between when traveling in the same direction.

Classrooms

- Occupancy in each classroom will be specific and determined based off of the overall square footage of the space using the classroom capacity calculator (See NYSED Reopening Guidance, page-30).
- Each student, teacher and support staff will receive not less than 6 ft. of separation from others, unless the activity or needs of the students require less separation, in which case masks will be worn.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering. Students will not be required to wear masks while eating and during mask breaks.
- Where possible special area teachers and PPS / AIS staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.

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- Remove any unnecessary furniture.
- Remove any soft surfaces that are difficult to disinfect such as:
 - Area Rugs
 - Soft fabric chairs
 - Boxes and other items made of cardboard

Nurse Stations (Health Offices)

- All students and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses should be limited to situations of suspected COVID-19.
 - Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
 - Maintain social distancing of no less than 6ft.
 - Create “sick” and “well” zones.
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness; and
 - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
 - Physical separation will be achieved by utilizing:
 - Individual exam rooms
 - Polycarbonate barriers
 - Retractable dividing curtain walls
- Isolation Room/s
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.
 - *Reference the Isolation Room/s section for additional information.*

Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available. Nurse stations will be equipped with dividing curtains or other type of barrier allowing for both a physical divide and at minimum 6ft of separation.
- These rooms have been identified in each building:
 - Otsego Elementary School – Health Office (partitioned area)
 - Paumanok Elementary School – Room #101
 - Signal Hill Elementary School – Health Office Patient Room 2
 - Sunquam Elementary School – Health Office Patient Room 2
 - Vanderbilt Elementary School – Health Office (partitioned area)

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- Candlewood Middle School – Room #953
- West Hollow Middle School – Health Office Patient Room 3
- Half Hollow Hills HS East – Small Conference Room adjacent to Attendance Office
- Half Hollow Hills HS West – Room #150B

Reception/Visitor Management System (VMS) stations

VMS Stations will remain at all entrances of each building.

- Where a multi-entrance design is used, for example High School East, additional security posts will be utilized.
- These stations will serve as the primary location for accounting for all individuals entering and exiting the building.
- Appropriate measures will be taken to ensure visitors and greeters are protected.
- Floor demarcations will be used to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately marked to ensure at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

Computer Labs

- The use of shared space and equipment use will be limited where feasible. Most students will be using individual devices moving forward. Some specialized blocks of computers will still exist.
- Blocks of computers will be sectioned off to ensure social distancing is maintained.
- Tables of computers will be reconfigured so as to not face each other or a polycarbonate barrier will be installed to create a physical barrier.
- Cleaning and disinfection of computer labs and keyboard will be frequent:
 - Keyboards should be wiped and disinfected before each use.
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

Library Spaces

- Remove all soft covered surfaces that cannot be properly cleaned and disinfected.
 - Bean bag chairs
 - Upholstered couches or chairs
 - Area rugs
- Reconfigure space to ensure social distancing.
 - Tables will be limited to one individual at a time where applicable.
 - Polycarbonate barriers may be installed to create a physical barrier at circulation desk if necessary.
 - Desks should be arranged so as to not face each other.

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- Small reading nook use should be discontinued unless:
 - Limited to one person at a time
 - Disinfected routinely
- Borrowing of materials such as books may need to be limited if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing.

Engineering Controls

- Alcohol based hand sanitizer will be available in each entry and in common areas.
- Bathrooms:
 - Limited occupancy
 - Automatic hand dryers will be disabled
 - Self-contained foaming soap dispensers are in place at sinks
 - Touchless paper towels dispensers may be installed as necessary
 - Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle
 - Touchless garbage pails are available in all restrooms
 - Signage will be present to instruct on proper hand washing
- Vestibules/Reception Areas:
 - Polycarbonate barriers will be installed where appropriate to provide protection for staff and individuals presenting.
 - Suppliers have confirmed that barriers meet appropriate NYS Fire Code and NYSED regulations.
- Water Fountains:
 - As required by New York State Code a potable water supply will be provided per 100 occupants, but not less than one source per floor.
 - To reduce cross contamination the bubbler/drink spout has been removed or disabled.
 - Automatic/touchless bottle filling equipment are installed throughout buildings; additional filling stations will be installed where necessary.
 - These appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.
- Floor Demarcations:
 - All entrances or areas of static wait have floor markings indicating a minimum of six (6) feet of separation between individuals.
- Corridor doors will all be affixed open using existing electromagnetic hold-open devices to minimize the need to touch doors.

Ventilation

The District will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

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- Maintaining adequate, code required ventilation (natural or mechanical) as systems were originally designed.
- Ensuring all fresh air dampers and roof top units providing outside air circulation are functioning as intended.
- Ensuring all classroom univents are clear and free of any obstruction above, below or around each unit.
- Ongoing preventative maintenance and inspection of the systems will occur to mitigate extra strain on systems and ensure proper operation.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

The District will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including "Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19," and the "STOP THE SPREAD" poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include the following. Particular custodians will be assigned by building to perform ongoing disinfecting of these spaces as a core function of their daily routines.

- Bathrooms
- Athletic training rooms, locker rooms (if in use)
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, railings, cranks, etc.)
- Breakrooms (if in use)
- Cafeterias/Kitchens
- Instructional spaces where shared use of equipment/tools is occurring (computer labs, science labs, libraries)
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas

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where handwashing facilities may not be available or practical.

Regular cleaning and disinfection of the facilities will occur, including more frequent disinfection for high-risk and frequently touched surfaces as indicated above. Disinfection will be rigorous and ongoing and will occur throughout the day by dedicated custodians in each building.

Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and be appropriate for the surface as well as use in a school environment.

Suspect or Confirmed COVID Cases & Protocol for Return

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient.
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will wait in a designated isolation room, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian.
- *Testing* – The district will assist students and staff with arranging COVID-19 testing when there is cause, such as a symptomatic individual, or exposure to a confirmed case. The parent or guardian or staff member will be instructed to call their health care provider, or to follow up with a local clinic or urgent care center, for evaluation including a COVID-19 test where medically warranted.
 - If they do not have a health care provider, the District will schedule an appointment with School District Physician Dr. DiMaria – Family Medical Care of Babylon, Deer Park, NY for a COVID-19 test.
 - The results of the staff member or student’s COVID-19 Test will be processed by the Enzo Clinical Labs in Farmingdale, NY.

Other considerations include:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;

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- 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;
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use; and
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- *When there is a confirmed positive case* – the individual will:
 - Student should immediately be placed on isolation at home for at least 10 days. School staff should assist the local health department in contact tracing efforts by providing a list of probable close contacts (defined as being within 6 feet of the infected student for at least 10 minutes). The identification of close contacts should begin 48 hours before the student became symptomatic, or 48 hours before the student was tested for the COVID-19 virus if asymptomatic. Identified close contacts should also remain at home for 10 days of quarantine from the date of last exposure to the infected student.
 - Close Contact: close contact is defined as being within six feet of someone who has tested positive for COVID-19 for a prolonged period of time (ten minutes or more). One would also be considered a close contact if someone who has tested positive for COVID-19 coughed or sneezed on you.
 - Inform school staff (School staff will notify Suffolk County Health Department)
 - Go or stay home
 - Isolate for at least 10 days following the onset of illness (Required by SCHED)
 - Conditions of return:
 - At least 72 hours since recovery - no fever and other symptoms have improved, and
 - At least 10 days have passed since symptoms first appeared, and
 - Letter from the Suffolk County Health Department to end isolation, call 311 and ask for a letter or visit: <https://health.suffolkcountyny.gov/CovidReleaseLetters/>
 - A negative COVID-19 test result is preferred.
 - Medical assessment cleared to return to school/work encouraged.
 - *When a person is a suspected case or has COVID-19 symptoms* – the individual will:
 - Students and staff with symptoms of illness should not attend school. It is recommended that individuals and/or families consult their medical provider to determine if COVID-19 testing is warranted.

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- Inform school staff (reported directly or through pre-entry screening process)
- Go or stay home
- Isolate for at least 10 days following the onset of illness (Required by SCHED)
- Conditions of return:
 - At least 24 hours since recovery - no fever and other symptoms have improved, and
 - A negative COVID-19 test result
 - If a negative test result is received before the end of the 10 day isolation, then the individual can come back to work/school as long as they are symptom free, including no fever, for at least 24 hours
 - Medical assessment cleared to return to school encouraged
 - If the health care provider does not suspect COVID-19, and a test is not administered, a note from the provider with an alternate diagnosis other than COVID-19 is required. (A diagnosis of unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice for students/staff to return to school) (May return prior to end of 10 day period)
 - Staff members must provide proof of testing in order to receive paid leave

When a person comes in contact with a person positive for COVID-19 (while symptomatic or 48 hours prior to symptoms) – the individual will:

- Inform school staff (reported directly or through pre-entry screening process)
- Go or stay home
- Quarantine for 10 days from last date of contact with the positive case

Conditions of return:

- No Symptoms:
 - Students and Non-Essential Workers: Must complete full 10 day quarantine even if negative COVID-19 test result received in that time
 - Essential Workers: May return without having quarantined provided they self-monitor, practice all of the safety precautions, and quarantine at home
 - Staff must provide proof of contact with a positive case to be eligible for paid leave
- Develop Symptoms After Contact:
 - See “Has COVID-19 Symptoms” above

- *When a person comes in contact with a suspected case (a person exhibiting COVID-19 symptoms) – the individual will:*

- Self-Monitor and practice safety precautions
- Await suspected case’s COVID-19 results:

- Suspected Case tests Negative - Contact continues to practice Social Distancing
 - Suspected Case tests Positive - see "A Person Comes In Contact with a Person Positive for COVID-19 (while symptomatic or 48 hours prior to symptoms)" above
- *When staff are required to quarantine or be in isolation:*
 - Staff members required to quarantine or be in isolation must report it to their direct supervisor and the Office of District-wide Administration (covid@hhh.k12.ny.us or 631-592-3028)
 - Staff will be advised of options for use of sick time and eventual return to work
 - Staff ending quarantine or isolation must contact DWA via email or phone in order to get clearance to return to work in a building. DWA will contact staff members' direct supervisors.
 - *When students are required to quarantine or be in isolation:*
 - Students returning from quarantine or isolation must report to the Nurse's Office, and submit any required documentation, prior to resuming in school activities. Nurse's Office staff will email the students' teachers and administrators advising them that students are cleared to return.

Vaccinated and Previous Positive Individuals

- As of March 10, 2021, **asymptomatic individuals who have been fully vaccinated** against COVID-19 do not need to quarantine during the first 3 months after full vaccination, if the following criteria are met:
 - Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine); AND
 - Are within 3 months following receipt of the last dose in the series; AND
 - Have remained asymptomatic since last COVID-19 exposure.
- Consistent with CDC guidance, **asymptomatic individuals who have previously been diagnosed** with laboratory confirmed COVID-19 and have since recovered, are not required to retest and quarantine within 3 months after the date of symptom onset from the initial SARS-CoV-2 infection or date of first positive diagnostic test if asymptomatic during illness.
- Individuals must provide documentation of vaccination or recovery from COVID-19 (positive test result) to the district in order to be exempt from quarantine under these circumstances.

Contact Tracing

Local Health Departments assume the task of contact tracing, once notified. ([see this Q&A from the Suffolk County Department of Health Services](#))

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Suffolk County Department of Health Services (SCDHS) is responsible for case investigation and contact tracing in Suffolk County. School districts should support case investigation and contact tracing efforts by confirming attendance, sharing rosters, etc. SCDHS typically completes case investigations within 24 hours of receipt of a positive test result. School districts should have plans in place related to community notification and operations while investigations are underway. SCDHS provides isolation or quarantine orders to all cases and contacts in Suffolk County. In addition, those under isolation or quarantine will be monitored daily. When the isolation or quarantine period has ended, a letter from SCDHS confirming release will be provided to each case and contact. Students and/or staff can provide the letter to their school district to return. Contact tracing and quarantining of close contacts is initiated upon receipt of a positive test result. In addition, only contacts of the case are quarantined, not contacts of contacts.

To assist the Suffolk County Department of Health Services a team of district administrators and nurses from Half Hollow Hills completed a training in contract tracing from Johns Hopkins University to help provide the best information to the local department of health when necessary.

Johns Hopkins University COVID-19 Contact Tracing - *In this introductory course, students will learn about the science of SARS-CoV-2, including the infectious period, the clinical presentation of COVID-19, and the evidence for how SARS-CoV-2 is transmitted from person-to-person and why contact tracing can be such an effective public health intervention. Students will learn about how contact tracing is done, including how to build rapport with cases, identify their contacts, and support both cases and their contacts to stop transmission in their communities. The course will also cover several important ethical considerations around contact tracing, isolation, and quarantine. Finally, the course will identify some of the most common barriers to contact tracing efforts -- along with strategies to overcome them.*

Dr. Jeff Woodberry, Assistant Superintendent (COVID Coordinator)

Debra Ferry, Director of Athletics (COVID Coordinator)

Jeanne Berson, School Nurse

Allison Beyersdorf, Assistant Principal

Chris Fogarazzo, Director of Science

Kim Conway, School Nurse

Evanne Orlean, School Nurse

Diane Schebece, School Nurse

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Half Hollow Hills Central School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting the building or facility if someone is sick.

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

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- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process in the District could include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. The district will monitor daily attendance of staff and students for trends and increased absences for unexplained reasons.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before the area is cleaned and disinfected. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with those identified as close contacts.
- Using DOH guidance/procedures for when someone tests positive.

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- In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
- In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
- Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools will be a regional decision.
 - 7 metrics - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products and PPE are not available.
- The District will monitor daily attendance rates of students and staff for trends, spikes, increases in absences.

Travel Advisory

Domestic Travel:

As of April 1, 2021, domestic travelers are no longer be required to quarantine after entering New York from another U.S. State or U.S. Territory.

Travelers from Canada crossing at land borders subject to the agreement between the governments of the United States and Canada are permitted to travel in accordance with said agreement and do not need to quarantine.

All travelers entering New York must complete the Traveler Health Form

International Travel

Current CDC guidance requires air passengers traveling to the U.S. from another country show either documentation of having recovered from COVID-19 within in the previous 3 months or a negative test result from no more than 3 days prior to day of travel to the airline before boarding the flight. This applies to both U.S. residents and visitors from other countries. **(Documentation of vaccination**

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status or antibody test results will not be accepted as proof of COVID status prior to boarding, per CDC guidance.)

The CDC does not require quarantine, work furlough, or testing requirements for asymptomatic international travelers.

Symptomatic travelers must immediately self-isolate and contact the local health department or their healthcare providers to determine if they should seek COVID-19 testing.

Fully vaccinated individuals who have not recovered from COVID-19 in the past 3 months are *recommended* to get tested 3-5 days after arrival in NY.

Unvaccinated international travelers who have not recovered from COVID-19 in the past 3 months are *recommended* to get tested 3-5 days after arrival in New York and consider non-mandated self-quarantine (7 days if tested on day 3-5, otherwise 10 days)

*Unvaccinated health care personnel who have not recovered from COVID-19 in the past 3 months are *required* to quarantine for 7 days with a test on day 3-5 after arrival in NY, or 10 days if not tested.

Nursing

The Half Hollow Hills Central School District plan for Nursing provides guidance on how to create and maintain a safe and healthy educational environment for every student and all staff while ensuring that their unique health needs are being met. Compliance with health and safety regulations and recommendations provided by the CDC, the NYSDOH, the local department of health, and National Association of School Nurses are being closely monitored and the protocols below adhere to current guidance.

- *Staffing* - Each school needs to have more than one staff member to help manage the flow of students into the Nurse's Office. A staff member who can remain there with the student should always walk students down to the Nurse's Office.
- *Inventory* - School nurses have created an inventory of supplies in their respective offices and will receive additional requested necessary supplies.
 - Equipment such as non-touch thermometers have been purchased.
 - Classrooms will be provided with basic first aid supplies to be able to handle some health office requests in class.
 - PPE including N-95 face masks, gloves, shields, and other disposable PPE.

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Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and disinfecting frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The Half Hollow Hills Central School District plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out as required; appreciating the fact that certain bubblers will remain in the shut-off position for the foreseeable future.

The following actions will be taken as needed:

- Maintain adequate, code required ventilation (natural or mechanical) as systems were originally designed.
- Ensure all fresh air dampers and roof top units providing outside air circulation are functioning as intended.
- Ensure all classroom univents are clear and free of any obstruction above, below or around each unit.
- In spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
- Ongoing preventative maintenance and inspection of the systems will occur to mitigate extra strain on systems and ensure proper operation.
- Filter replacement schedules will be more frequent.
- Only water bottle touchless water stations will be used; all traditional bubblers will be shut off or capped.
- Physical spacing of desks at least three-feet apart in classrooms with responsible parties adhering to the following requirements based on community transmission rates and grade level developed by the CDC:
 - In counties with low and moderate risk of transmission, elementary, middle, and high schools can maintain physical distancing of at least three feet between students in classrooms.

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- In counties with substantial risk of transmission, elementary, middle, and high schools can maintain physical distancing of at least three feet between students in classrooms and cohorting is recommended when possible.
- In counties with high risk of transmission, elementary schools can maintain physical distancing of at least three feet between students in classrooms and cohorting is recommended when possible. However, in middle and high schools three feet between students in classrooms is recommended only when schools can use cohorting. When schools cannot maintain cohorting, middle and high schools must maintain physical distancing of at least six feet between students in classrooms.
- Ongoing disinfecting of high-touch areas including handles, knobs, railings, bathroom fixtures, etc., will be performed throughout the day by designated custodians.
- Addition of barriers where necessary (main office counters, visitor management greeter stations, cafeteria cashier locations).
- Maintenance of daily disinfecting logs.
- Floor markings denoting six-foot distance where necessary (greeter station, main office, etc.)

Public Use of School District Property

- The Half Hollow Hills Central School District will determine which facilities, grounds, or portions thereof (e.g., libraries, recreational facilities) will be closed to the public (i.e., not students, faculty, or staff) or offer limited, specific hours to members of the general public based on state and local Department of Health guidance.
 - Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations.

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, will be spread across the different student populations to ensure all students have the necessary practice in emergency drill procedures. Since face coverings are required of all building occupants, availability of additional face coverings should not be necessary during these drills as participants are required to already have them on or in their possession. If a face covering is lost or soiled, participants should be instructed to use their shirt to cover their nose and mouth during the drill. All protocols previously trained on and laid-out in the School Safety Plan for the building should be adhered to along with the modifications noted below.

Emergency Response Protocols

- Shelter-In-Place
- Hold-In-Place
- Evacuation

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- Lockout
- Lockdown

Shelter-In-Place

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used due to certain types of environmental hazards (i.e.: high winds, tornado, etc.).

Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place;
- Use of face coverings throughout the event may be considered;
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event; and
- Listen for updates and respond accordingly.

Hold-In-Place

Hold-In-Place protocols will be the same the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place;
- Use of face coverings throughout the event may be considered;
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event; and
- Listen for updates and respond accordingly.

Evacuation

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders.
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times.
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building.
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings (in the event a face covering becomes unusable) and hand sanitizer. The building's Emergency Response "Go Kit" must be taken as well.

Lockout

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

Lockdown

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight. (referring to floor markings in each instructional space)
- Face coverings should be worn during the event at all times.
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.

Child Nutrition

All schools in the Half Hollow Hills Central School District will follow SFA policies when communicating about school meal services, eligibility, options and changes in operations. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls and regular mail.

The Half Hollow Hills Central School District has identified Ms. Bonnie Scally, Food Services Supervisor, as the contact person to receive and respond to communications from families and to school staff as it relates to child nutrition. Families will be reminded in food service communications during the summer and periodically throughout the year that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone-in and in-person support to complete the application is available from our Food Services Department.

As always, all Child Nutrition Program and Department of Health guidelines will be adhered to.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms, student center) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Elementary level students:

- In an effort to prevent movement of students throughout the building, elementary level students will eat in their respective classrooms at their designated desk, which is socially distanced from other students.

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- Students ordering from the cafeteria for either breakfast or lunch will place their order with their teacher at the beginning of the day for that day's meal(s).
- When a student is being instructed in-person, his/her pre-ordered bagged cold breakfast and/or lunch will be delivered at a designated time to a desk that is placed outside the classroom door; this will prevent the food service worker from having to enter the instructional space.
- The bagged meals will be delivered via hot/cold bags on carts to ensure all Department of Health requirements are adhered to.
- At the appropriate time, the teacher or other staff member in the classroom will retrieve the breakfast and/or lunch meals from the desk in the hallway outside the classroom.
- Since students are also able to bring in meals from home, any students with food allergies will be identified and may need to eat in a separately designated location for their safety.
- Prior to consuming food, students will be encouraged to wash their hands properly (if in-classroom sinks are present) or utilize hand sanitizer.
- Students will be informed that sharing of meals, beverages or utensils is strictly prohibited.
- After consuming their meals, an adult in the classroom will go around to each occupied student desk and utilize the District-provided all purpose cleaner and disposable paper towels to clean the eating space.
- Trash pails will be routinely emptied by custodians throughout the day.

Secondary level students:

- Secondary level students will eat in designated cafeterias during their meal period.
- Traditional shared cafeteria tables will be folded and set aside. Students will eat at individual desks placed six feet apart from each other.
- Prior to consuming food, students will be encouraged to wash their hands properly (if in-classroom sinks are present) or utilize hand sanitizer.
- Students who did not bring their meal from home will enter the cafeteria food service line, following the floor markings identifying six-foot separations, and select from cold, pre-bagged meals. Students will then proceed to the cashier and let that person know their personal identification number, which is connected to the student's pre-funded or free/reduced meal account. The cashier will then enter this information into the register and the student will proceed to his/her designated desk to consume the meal.
- Since students are also able to bring in meals from home, any students with food allergies will be identified and may need to eat in a separately designated location for their safety.
- Students will be informed that sharing of meals, beverages or utensils is strictly prohibited.

- After consuming their meals, custodian or other employee assigned to the cafeteria will utilize the District-provided all purpose cleaner and disposable paper towels to clean the eating spaces.
- Trash pails will be routinely emptied by custodians throughout the day.

Meals offsite/remote

Students who are learning remotely will also be eligible to pick-up grab-and-go bagged cold meals.

- Grab-and-go bagged cold meals will be picked-up by parents at the individual buildings, not from one central location.
- Students who are learning in a full-remote model are eligible to pick up a grab-and-go bagged cold meal daily at the student's regularly attended building during the designated pick-up hours.
- Parents of students learning in a hybrid model who are interested in this option on days they are not in school can pick-up that day's grab-and-go bagged cold meal at the student's regularly attended building during the designated pick-up hours.
- Pick-up hours are daily between 11:00 am and noon.
- Prior to 11:00 am, a food services worker will bring to the reception/greeter area of the building in a hot/cold bag a supply of bagged cold meals along with a student list. Upon arrival, a parent must provide his/her student's name for whom he/she is picking up a meal. The student's name will be marked as having received a meal such that the cashier can, at a later point in the day, record the meal in the point-of-sale system to ensure the student is charged (or, conversely, the free meal is logged for students designated as such).

Parents without transportation must contact the Food Services Department to arrange for meals to be sent home with the student in advance.

Transportation

The Half Hollow Hills Central School District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable. Students will be reminded to maintain proper social distancing and/or wear a face covering while at the bus stop.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable. However, students who are unable to medically tolerate a face covering are not required to wear a face covering, but must be appropriately socially distanced. Parents who believe their child falls into this situation should contact Mrs. Allison Strand, Executive Director of Special Education, to have the child's individual situation evaluated. Members of the same household may be seated within 6 feet of each other. ***Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.***

After each bus route, frequently touched areas of the bus (railing, seat backs) will be disinfected. At the end of every day, buses will be cleaned and disinfected.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. However, occupants within the bus can carry personal bottles with them. When temperatures are above 45 degrees, school bus roof hatches and windows should be opened to provide additional airflow.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting for in-person sessions.

Cleaning and Disinfecting

- After each bus route, frequently touched areas of the bus (railing, seat backs) will be disinfected. At the end of every day, buses will be cleaned and disinfected.
- *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Seats, walls and windows
- *High Touch Surfaces*
 - Bus seats and seat backs

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- Seat belts
- Door handles, handrails
- Driver operator area
- Cleaning and disinfecting products approved by the EPA and which are proper for bus surfaces will be used according to instructions.
- Eating and drinking will be prohibited on the bus.
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses .

Bus protocols for a reported case of COVID-19 on a school bus

If a positive case is communicated to the bus driver or driver assistant while a student is on a bus, the Transportation Supervisor will be immediately notified. The district will then notify building administration and a plan will be implemented to contact parents of students on that bus. The bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. Buses will be disinfected following CDC guidelines.

Student Transportation

- As was outlined in the Health and Safety section of the SED Reopening Guidance Document, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
 - Students who cannot tolerate a mask must social distance (six (6) feet separation) on the bus.
 - Parents who believe their child falls into this situation should contact Mrs. Allison Strand, Executive Director of Special Education, to have the child's individual situation evaluated.
 - Students who do not have a mask can NOT be denied transportation.
- Students who do not have masks must be provided one by the district; bus drivers will be given a supply of disposable masks for such situations.
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation. These students will be specifically identified to the Transportation Department to ensure proper awareness and procedures are in place for the bus driver.

Training (Office Personnel, Drivers, Mechanics)

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- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
 - New cleaning Protocols (buses, transportation center)
 - Handwashing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

- Disposable gloves
- Face Covering/Mask

Transportation Communication

- The Half Hollow Hills Central School District will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses.
- The Half Hollow Hills Central School District will communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services.
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature.
- Survey parents regarding transportation, including an "opt-out" option. Ensure that should a family's individual situation change causing the need for transportation which was previously "opted-out of", that within a reasonable period of time (i.e. five business days), any such student can be appropriately routed on an existing bus.
- Remind students/parents/guardians that social distancing requirements extend to the bus stop and that facial coverings are required on the bus at all times.
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option) when those needs arise.

Density Reduction, Social Distancing, Bus Capacity

- Other than immediately behind the driver, students will sit one per bench in each row along both sides of the aisle. This will result in approximately 22 students on a 72-passenger bus.
- Siblings or those who live in the same household must sit together, which will allow for additional capacity on each bus.
- Provide additional adult supervision (as needed) on buses to manage social distancing
- Students shall wear face masks while in transit.
- Students will have assigned seats.

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- Bus drivers will utilize the assigned seating charts to track which children are present on an individual bus route versus those who are not. This practice will assist in contact tracing if necessary.

Routing

- The routing will be developed based directly on the instructional model chosen.
- As much as possible, the District will limit the rotation of substitute drivers and driver assistants.
- Limit student movement between bus routes.
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school.
- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Adjustments will be made by buildings:
 - For unloading and entry, and loading and departure
 - Route timing which will be affected by delayed loading/unloading processes
 - Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes, as well as request parents to opt-out of transportation, to reduce load levels on buses.

Transporting to BOCES Programs

- The Half Hollow Hills Central School District will be transporting to BOCES and will follow similar protocols as previously described. The District will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation.

Social Emotional Well-Being

The Half Hollow Hills Central School District remains committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence.

We know, after this prolonged closure, many of our students and staff will require social-emotional supports to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of educational leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school-based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students.

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. Our District will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

District educators will take part in special training this summer and fall for Trauma Informed Instruction with Frank Kross. This training will help teachers better understand how traumatic situations, including the current pandemic, can affect the educational experience. Teachers will be provided with clear guidance and useful tools to help identify and support students as they work through challenging situations.

Elementary

Educators across all five elementary schools have collaborated throughout the summer and created a plan that will help ensure a smooth transition back to school and a successful school year for all.

In addition to regular class meetings and the individual efforts of teachers across the grades, we have established a series of themes that will guide our work with our students and families. As we ring in the new school year together, our first theme for September and October will be Diversity and Inclusivity. This focus will provide a warm welcome to each and every one of our students and will be filled with a variety of opportunities for students and staff to get to know each other, recognize and celebrate their unique qualities, and create a positive learning environment for all. Other themes throughout the year include Empathy and Critical Thinking, Communication, Problem Solving, and

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Peer Relationships. These experiences will be shared by students in each of the possible instructional models during the course of the school year.

Students and teachers will participate in a series of scheduled lessons and experiences throughout the year. We have named these days our *Elementary Connects*. Paired with the classroom learning, a *Home Connect* will be sent home with students that same day. This communication will give a brief description of the classroom learning and provide some talking points to assist families with a continued dialogue surrounding the theme at home. In lieu of homework on these Elementary Connects days, we are encouraging our families to take the time to ask children about their learning that day and to consider some of the ways they may be able to extend that learning at home as a family. If we are on a hybrid schedule (50% of students in on any given day) we have scheduled two consecutive days providing the same authentic experience to all students.

Themes will be explored through a variety of literature and real-life situations presented to students. The district's SEL Committee has written curriculum that is age and developmentally appropriate for each of our grade-levels, K-5. The committee will continue to meet throughout the year to gather feedback and assess our students' growth and needs. We will then supplement the themes and add to the connection experiences for our students as needed.

Guiding Considerations

The following considerations guided our district and building level planning:

Reassurance for Parents/Guardians on Student Safety

- Reassure parents schools are cleaned and provide detailed information on steps to ensure safety [CDC cleaning guidelines](#).
- See CDC's [interim guidance](#) for schools and childcare programs to plan, prepare, and respond to COVID-19.
- Reassure parents about student's safety- schools will share BOCES protocols with parents.
- Reassure parents about teachers' safety.
 - Recommend that schools develop policies on how to protect faculty and staff that fall into high-risk categories, and then communicate that to parents. Parents care about their children's teachers and it may be one more source of anxiety to them if they do not know what the schools are doing about it.
- Reassure parents who have a high-risk household member.
 - Schools will want to think about whether and how to modify their attendance policies.
- Support parents with reminders about adjusting back to a school schedule: sleep schedules, proper nutrition, etc.

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Educator Wellness

Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.

- Adult SEL/ wellness resources include:
 - [Educator Wellness and Mental Health Supports Infographic](#)
 - [The Science of Happiness Course](#)
 - [Self-Care Action Plan](#)
- Complete the National Alliance on Mental Illness (NAMI) [“Self-Care Assessment”](#).
- Free Apps to assist in gaining a sense of mindfulness through guided meditations include: MyLife Meditation (Previously - Stop, Breathe, & Think), Stop, Breathe, & Think Kid, Calm, Relax Melodies, Headspace - explore virtual staff wellness lounge (ex: google classrooms).
- Encourage staff to establish a “self-care buddy” and follow up with check-ins regularly either in person or virtually.
- Create opportunities for movement, mindfulness and breathing at staff meetings to model and emphasize healthy coping techniques.
- Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.).

Grief Work

While our staff made an enormous effort to provide opportunities to celebrate student milestones and transitions at the end of the last school year, these things looked very different from in years past. Events and celebrations for the most part were cancelled and emotional closure for these missed celebrations is recommended to move forward in a positive way. Grief work may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
- [Help for Kids](#) - Grief (Resources for Primary, Intermediate, Secondary Students and Parents)
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)
- [Transforming Grief into Hope](#) (Resources best for Intermediate and Secondary Students; as well as, Parents)
- If there has been a loss of a student, staff member or a member of the school community, carefully plan an appropriate message to the school community and an opportunity for recognition and grief. Ensure that there are counselors available to students and staff.

Emotional reactions to coming out of quarantine may include:

- Mixed emotions, including relief after quarantine;
- Fear and worry about your own health and the health of your loved ones;

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- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19;
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious;
- Guilt about not being able to perform normal work or parenting duties during quarantine; and
- Other emotional or mental health changes.

Addressing Social-Emotional Health

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families.
- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students).
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making,
 - The warning signs for quarantine related mental health needs, and
 - How to access crisis support and other mental health services.

What Mental Health Professionals can do in schools?

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance;
- Promote social emotional learning competency and build resilience;
- Help ensure a positive, safe school environment;
- Teach and reinforce positive behaviors and decision-making;
- Encourage good physical health; and
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports.

School Schedules

Elementary – In-Person Schedule (Sample)

Time	Subject
9:10am	Class Morning Routine
9:30 am	Primary Literacy Time
10:00 am	Special Area Instruction
10:45 am	ELA Instruction
11:25 am	*Snack and Movement Break
11:35 am	Math Instruction
12:15 pm	Small Group Instruction
1:10 pm	LUNCH
2:00 pm	Social Studies and Science Instruction
2:45 pm	Kindergarten Exploration Time

*Mask and movement breaks will regularly occur throughout the day and as needed.

Time	Subject
9:10am	Class Morning Routine
9:30 am	Math Instruction
10:25 am	*Snack and Movement Break
10:35 am	ELA Instruction
11:30 am	Math and ELA Support
12:20 pm	Lunch
1:00 pm	Small Group Instruction
1:10pm	Social Studies and Science Instruction
2:30 pm	Special Area Instruction

*Mask and movement breaks will regularly occur throughout the day and as needed.

As part of this model:

- SEL and community building will be embedded throughout the week, with classroom teachers utilizing opportunities available to them each day. These times are often shortly after arrival or prior to dismissal. They are also integrated across subject areas through literature and class dialogue.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.

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- Students will remain in their classrooms while Special Area Teachers in Art, Music, and Library push in to that same space for instruction.
- Physical Education classes will take place outside, whenever possible.
- Students will eat lunch in their classrooms. Accommodations will be made for students with food allergies. Recess will be outside, whenever possible.

Elementary – Full Remote Schedule (Sample)

Time	Subject
9:00am	Class Morning Meeting – SEL Activity
9:30 am	Math Instruction
10:30 am	ELA Instruction
Flexible Timing	Lunch
12:15 pm	Science / Social Studies Instruction
1:00 pm	Special Area Instruction
Flexible Timing	Small Group Work /Guided Reading/Independent Practice/ Additional Learning Experiences

As part of this model:

- A daily morning meeting is scheduled each day. This will provide an opportunity for the teacher and students to greet one another remotely each day and for the teacher to set the table for the learning that day. SEL experiences will be a large part of this time. Teachers will utilize resources such as Sanford Harmony, SEL literature, and various conversational prompts to engage students and keep them connected and motivated.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special area instruction will occur remotely.

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Elementary – Hybrid Schedule (Sample)

In-Person Day		At Home Day	
Time	Subject	Time	Subject
9:30 am	Math Instruction (shared experience)	9:30 am	Math Instruction (shared experience)
10:30 am	ELA Instruction (shared experience)	10:30 am	ELA Instruction (shared experience)
11:30 am	Lunch	Flexible Timing	Lunch
12:15 pm	Science / Social Studies Instruction	Flexible Timing	Science / Social Studies Instruction
1:00 pm	Special Area Instruction (shared experience)	1:00 pm	Special Area Instruction (shared experience)
1:45 pm	Small Group Work / Guided Reading/Writing/Additional Learning Experiences	Flexible Timing	Independent Practice of Lessons Taught Earlier in the Day/Additional Learning Experiences Provided by the Teacher

As part of this model:

- SEL and community building will be embedded throughout the week, with classroom teachers utilizing opportunities available to them each day. SEL opportunities will also be integrated across subject areas through literature and class dialogue. Teachers will incorporate times where the students in school and the students at home can share these opportunities together when possible. In the hybrid model, this shared experience is likely to take place in the morning as they begin their first lesson of the day.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special Area Teachers in Art, Music, and Library will push in to classrooms for instruction on the In-Person Day while the students remain in the same classroom space. Students will have the opportunity to participate in special area learning experiences remotely.

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- The special area schedule will rotate with each trimester to ensure students can receive an authentic in person experience in each special are throughout the school year.
- Physical Education classes will take place outside, whenever possible.
- Students will eat lunch in their classrooms. Recess will be outside, whenever possible.

Elementary – Opt-in Full Remote Model (Sample)

Time	Subject
9:00 am	Class Morning Meeting – SEL Activity
9:25am	Math Instruction
10:10 am	ELA Instruction
10:55 am	Small Group Instruction – 2-3x weekly
11:40 am	Lunch
1:10pm	Social Studies and Science Instruction – 2x weekly
1:55 pm	Math and ELA Support – 2x weekly
2:40 pm	Special Area Instruction

Time	Subject
9:00 am	Class Morning Meeting – SEL Activity
9:25am	Social Studies and Science Instruction – 2x weekly
10:10 am	Small Group Instruction – 2-3x weekly
10:55 am	ELA Instruction
11:40 am	Lunch
1:10pm	Math Instruction
1:55 pm	Math and ELA Support – 2x weekly
2:40 pm	Special Area Instruction

As part of this model:

- Students will receive instruction from select classroom teachers, as well as our elementary math and reading specialists.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.

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- Special area instruction will occur remotely.
- Upon deciding to return to in-person instruction, placement will be determined by class ratios/spaces within the grade level.

Secondary – In-Person Schedule

The in-person schedule for secondary schools will follow the normal bell schedules from years past:

High School

Period 1 – 7:19-7:59
Period 2 – 8:05-8:45
Period 3 – 8:50-9:30
Period 4 – 9:35-10:15
Period 5 – 10:20-11:00
Period 6 – 11:05-11:45
Period 7 – 11:50-12:30
Period 8 – 12:35-1:15
Period 9 – 1:20-2:00

Middle School

Advisory – 7:50-8:00
Period 1 – 8:04-8:50
Period 2 – 8:54-9:40
Period 3 – 9:44-10:30
Period 4 – 10:34-11:20
Period 5 – 11:24-12:10
Period 6 – 12:14-1:00
Period 7 – 1:04-1:50
Period 8 – 1:54-2:40

Secondary – Full Remote Schedule

8:00 am - 9:00 am	AM Extra-curricular
9:00 am - 9:30 am	Period 1
9:35 am - 10:05 am	Period 2
10:10 am - 10:40 am	Period 3
10:45 am - 11:15 am	Period 4
11:20 am - 11:50 am	Period 5
11:55 am - 12:25 pm	Period 6
12:30 pm - 1:00 pm	Period 7
1:05 pm - 1:35 pm	Period 8
1:40 pm - 2:10 pm	Period 9
2:15 pm - 2:45 pm	PM Extra-curricular

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Secondary – Hybrid Schedule

In-Person Attendance Days

On designated in-person attendance days, high school students will follow a regular bell schedule and middle school students will follow the schedule listed below. While in a hybrid model, all before and after school activities, including extra help, will be suspended or transition to online activities. After-school busing will not be provided.

Remote / Home Attendance Days

On designated remote days, high school students will be required to log in to their classes as per the regular bell schedule, and middle school students will follow the schedule below. As an example, students will be required to log in to Canvas for their first class at the beginning of period 1 (7:19 am for high school, 7:50 am for middle school).

Middle School – Hybrid Schedule

Period 1 – 7:50-8:40

Period 2 – 8:44-9:25

Period 3 – 9:29-10:10

Period 4 – 10:14-10:55

Period 5 – 10:59-11:40

Period 6 – 11:44-12:25

Period 7 – 12:29-1:10

Period 8 – 1:14-1:55

Period 9 – 1:59-2:40

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the Half Hollow Hills Central School District will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take place via building-level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in Infinite Campus, our student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, the Half Hollow Hills Central School District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided: in-person, hybrid, and remote.

The District addresses chronic absenteeism as follows:

1. Nurture a culture of attendance
 - Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
 - Explain the importance of attendance to the entire school community
 - Track daily attendance, lateness, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.
2. Early Identification and Intervention
 - Each school regularly monitors attendance data and communicates with parents about issues as they arise.
 - Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
 - Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.
3. Create a more positive school culture and a focus on engaging instruction
 - Evaluate and address your students' engagement in learning
 - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
 - Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.

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- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Additional Attendance Considerations

- Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) will be reported in SIRS. Attendance must be reported by any reporting entity that is required to take attendance.
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year will be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma.
- Students who drop out while still of compulsory school age will be kept on the school attendance register until they exceed compulsory school age or move out of the district.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Half Hollow Hills Central School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and devices.

1. The District recently gathered survey data and asked families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that all teachers and the vast majority of students had access to high-speed broadband from their residence. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event that students do not have access to broadband internet, the district will take the necessary steps to meet their needs where plausible. Beginning in September 2020 all students, grades kindergarten through grade 12, will be provided with a District device (Tablet or Laptop).
2. Conduct and/or maintain an inventory of equipment and other assets.
 - a. Identify which students, families, and staff have district assets in their possession.
3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
4. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
5. Arrange a "Helpdesk" system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The Half Hollow Hills Central School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (Zoom or Google Meet) and asynchronous technologies (i.e. Canvas Learning Management System). The District will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning, a continuity of learning plan has been developed for the 2020-2021 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes 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 (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of COVID protocols, social-emotional learning and technology integration.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, students with disabilities, English language learners, and kindergarteners who have no experience with remote instruction.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

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Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

The Half Hollow Hills Central School District has a contract with REACH CYA to provide the Universal Pre-Kindergarten program. There is ongoing collaboration to ensure that REACH CYA will follow health and safety guidelines outlined in the NYSED guidance and required by the NYSDOH. In addition, REACH CYA has in place their own a continuity of learning plan that addresses in-person, remote and hybrid models of instruction.

In-person Instruction

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than three to six feet apart, in compliance with CDC requirements based on level of community transmission and grave level. In an effort to prepare for September, our school administration and teachers have been removing any/all unnecessary furniture/storage items from our classrooms to ensure proper social distancing. Elementary classrooms have removed all carpets and padded floor areas in an effort to reduce proximity of students and staff while also freeing up any available space for student seating.

Current staffing levels may be insufficient to accommodate the expanded number of classrooms needed to ensure social distancing. At the secondary level, schools will be operating at the typical student capacity thereby limiting the number of students in each class. The district will use a square footage calculating tool to determine the maximum capacity for classrooms under social distancing guidelines.

At the time of print, we are surveying our elementary community to gain an accurate count of families who will be keeping their children home and requesting a full distance learning model. Inevitably, the number of students kept home will directly impact the number of students in school each day. If our enrollment and social distancing space allows, the district aims to bring all elementary students in daily. This will only be determined after parent survey results have been gathered and tallied. Parent decisions are requested by Tuesday, August 4, 2020. At that time, central and building administration will carefully review the enrollment numbers and determine if it is possible to safely bring in an entire elementary cohort daily. The district has communicated to the possible need for a hybrid model. The district will update the community as more information is gathered. Though we await parent responses at this time, regardless of model at the elementary level we will be bringing our most vulnerable populations and youngest learners in daily. This

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includes our students with disabilities in IPC and self-contained classrooms, along with our Kindergarten students.

All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Individuals participating in activities that require projecting the voice (e.g., singing) or playing a wind instrument must be six feet apart and there must be six feet of distance between the performers and the audience during performances and concerts. Whenever possible students will utilize outside space for physical education instruction. We will adhere to six feet between students when engaging in physical education activities.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

Elementary Level

At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Collaborative efforts will be made to setting a positive routine and creating a welcoming environment that supports students during this unpredictable time. In preparation of the upcoming school year, we will be creating plans that enable us to smoothly and successfully transition between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

Schedules at the elementary level will remain consistent in the main subject areas regardless of model. All instructional models will provide quality instruction directly aligned with NYS and Common Core Standards.

Students will have English Language Arts and Mathematics instruction in the mornings (Social Studies and Science integrated when instructionally appropriate). Afternoons will provide more direct instruction in Social Studies and Science. Afternoon schedules will also have designated times in school for small group instruction experiences including reinforcement of skills, guided reading, word work, and a writing workshop. When the district is following an in-school/hybrid model, the afternoons will provide time for more intensive teacher/student interaction during the times students are present. During the time students are home on a hybrid model, they will have scheduled, shared learning experiences with the class and teacher during the early part of the day and then be provided independent practice/reinforcement of skills in the afternoon. Every other day, students will be afforded the opportunity for live, small group instruction with their teacher.

All students at the elementary level will remain with their cohort (homeroom class) throughout the day. Special area teachers (Art, Music and Library) will follow a push in model. This would mean the students stay in their classroom and the special area teacher will come to them. Physical Education classes will take place outdoors when weather allows, and in the gymnasium at other times.

If a student receives a related service (Speech, Occupational Therapy, Physical Therapy, etc...), Academic Intervention, or ENL supports, the district will work to keep students with their classroom cohort. The district will take every possible measure to avoid the mixing of cohorts during the school day.

As part of this model:

- SEL and community building will be embedded throughout the week, with classroom teachers utilizing opportunities available to them each day. These times are often shortly after arrival or prior to dismissal. They are also integrated across subject areas through literature and class dialogue.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Students will remain in their classrooms while Special Area Teachers in Art, Music, and Library push in to that same space for instruction.
- Physical Education classes will take place outside, whenever possible.
- Students will eat lunch in their classrooms. Accommodations will be made for students with food allergies. Recess will be outside, whenever possible.

Secondary Level

At the secondary level, in person instruction will continue to utilize the best teaching practices to the degree allowable. Although certain types of work will be limited, such as close proximity collaboration, students will experience lessons similar to what would be expected in a normal year. Throughout the scheduled class period, teachers and students will interact via question and answer, the solicitation of feedback and frequent opportunities for students to receive individualized instruction or clarification.

When the Long Island Region is cleared to open schools for in person instruction **with no or reduced social distancing requirements**, all students would physically report to school each day. In this model, students would follow a regular bell schedule as they would in a regular school year.

Although this model would bring 100% of our students in each day, it is reasonable to expect modifications to certain activities such as large group gatherings, including sporting events,

assemblies and field trips. It is also reasonable to expect that certain safety precautions, such as wearing a mask, will remain in effect.

As this model is being implemented, we anticipate receiving additional guidance from the Department of Health and New York State. This guidance will enable us to determine the exact protocols and procedures that will be put in place to ensure the safe return to normal operations.

Full Remote Instruction

Elementary Level

Should schools close at any time during the school year, all students will transition to the Full Remote Model. In this model, all of our students will remain home and receive instruction remotely. The Full Remote Model directly correlates with the Hybrid Model, with both ELA and Math instruction occurring in the early part of the day.

As part of this model:

- A daily morning meeting is scheduled each day. This will provide an opportunity for the teacher and students to greet one another remotely each day and for the teacher to set the table for the learning that day. SEL experiences will be a large part of this time. Teachers will utilize resources such as Sanford Harmony, SEL literature, and various conversational prompts to engage students and keep them connected and motivated.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special area instruction will occur remotely.

Secondary Level

In the event of a full closure, students will not be permitted into school buildings for any in-person activities. Under those circumstances, all academic activity will take place online.

- Core classes would meet four times per week for synchronous instruction, with the option to meet a fifth day for synchronous or asynchronous instruction when deemed necessary for curricular progress. As in a normal school year, students would be expected to complete additional independent work (comparable to homework) outside of class time.

- All other courses will meet synchronously 5 days per week, or according to a regular A/B schedule. It is expected that the majority of the required curricular work will be completed within these class periods each day, thereby limiting the amount of additional work and screen time.
- Students in AP courses should expect to be engaged in synchronous learning five days per week, at teacher discretion, with additional work commensurate with that of a typical year.
- Teachers have been asked to be mindful of cumulative screen time in their instructional practices. As there are no bells or physical transitions between periods, teachers are encouraged to end a lesson at a natural ending point and not hold students for the duration of the period unless it is useful. Teachers may elect to use the last several minutes of a class to address individual questions, but may release students whom may not find those questions helpful.

Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid learning model and schedule that can continue as is in a fully remote environment.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing social emotional learning, hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

In a hybrid model, the student cohort that is home on a particular day will have remote learning opportunities that include an emphasis on the continuity of instruction. This will enable students to make curricular progress and return to school the following day without the need for the teacher to repeat a lesson. While in a hybrid model, students at home will be required to log in to Canvas for their core area classes as per the regular bell schedule. Once connected, students may be asked to participate live with the class or receive a recorded lesson that aligns with that day’s curricular objectives.

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To ensure high-quality remote learning experiences, all students and teachers will utilize Canvas as our learning management tool. Teachers will continue to follow basic protocols and procedures for its use to ensure a level of consistency within and across the curricular areas.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

For information on school schedules, visit the School Schedules section of our reopening plan.

Elementary Level

The hybrid model at the elementary level considers the unique learning needs of our district's youngest learners, striking a careful balance of shared instruction (screen time for students at home) and focused, small group instruction for students during live, on-site instruction. On any given day, approximately one-half of the class will be present and on site, while the other half is joining and learning from home. The morning portion of the day will provide for shared learning experiences for all students, regardless of an on-site or at home learning day. A portion of the afternoons will be designated for teachers and students together in the classroom to have authentic learning experiences together, including but not limited to: guided reading, writing, and other small group instructional needs. This time of the day will enable our teachers to place their full focus on the students present in the classroom, tailoring the instruction to best meet their skills and needs. Students at home that day will be provided independent practice that directly connects to the skills taught during the shared experience earlier in the day, or a skill taught earlier that week. The next day, the students that were at home will also be provided that same opportunity of a designated time of the day for focused, small group instruction with the teacher.

In this model, all of our students will receive a combination of distance learning from home and in-person instruction at school. Approximately 50% of our students will attend school on any given day, while the other 50% (groups designated as blue and green) join for shared experiences in the major subject areas.

As part of this model:

- SEL and community building will be embedded throughout the week, with classroom teachers utilizing opportunities available to them each day. SEL opportunities will also be integrated across subject areas through literature and class dialogue. Teachers will incorporate times where the students in school and the students at home can share these opportunities together when possible. In the hybrid model, this shared experience is likely to take place in the morning as they begin their first lesson of the day.

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- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special Area Teachers in Art, Music, and Library will push in to classrooms for instruction on the In-Person Day while the students remain in the same classroom space. Students will have the opportunity to participate in special area learning experiences remotely.
- The special area schedule will rotate with each trimester to ensure students can receive an authentic in-person experience in each special area throughout the school year.
- Physical Education classes will take place outside, whenever possible.
- Students will eat lunch in their classrooms. Recess will be outside, whenever possible.

Secondary Level

Throughout the district, students will be grouped by household into two cohorts - Blue and Green. All household members will be grouped into the same cohort, regardless of the building they attend.

Once logged in to Canvas, students will follow the posted directions from their teacher. In the hybrid model, remote instruction will consist of one of the following:

- Recorded screencast that is aligned to in-person instruction
- Recorded, asynchronous instruction from a prior class or lesson
- Synchronous instruction from the classroom

In a hybrid model, it is unlikely that remote instruction will be a full period in length, as teachers must also focus their attention on the students in class. As described in the "Educational Practices" section, it is also unlikely that a teacher would use direct instruction for a full period while in class. Students at home should expect an instructional component, as described above, and then collaborative or independent student work to demonstrate their understanding.

In addition to the instructional components listed above, teachers will make themselves available at a clearly designated time during the day to address student questions, clarify concepts or provide feedback.

Student expectations - In addition to the expectations outlined in the Half Hollow Hills Code of Conduct, students will be expected to:

- Follow all health and safety protocols, including wearing a mask and maintaining social distance.

- Log in to Canvas at the designated times each day for each class. Attendance is required and will be recorded in both in-person and remote instructional models.
- Utilize your camera during remote instruction to participate in class activities. If there are extenuating circumstances, please have a conversation with your teachers.
- Submit work on time, either in-person or remotely.
- Bring your district-provided laptop, charged, each day.
- Reach out - there are people here, in-person or remote, who can help.

Peer collaboration

Collaboration - specifically, students working together in small groups to accomplish a task - is a critical component of contemporary education. In many ways, remote instruction has made it more difficult for teachers to manage collaborative work within a synchronous lesson. It has also become much easier for students to initiate and manage their own collaboration with the ubiquity of Zoom, Skype, FaceTime and other conferencing tools.

As we prepare for September, teachers will be encouraged to establish collaborative groups that span both the blue and green cohorts, and use those groups creatively to enhance instruction and provide students with opportunities to connect with their peers.

Additionally, as a district, we will be establishing the following designations for assignments and/or assessments. Teachers may choose to use or not use them at their discretion, but it is important for all students and parents to understand the following terminology:

- **Collaborative (C)** - Students are encouraged to work with a group of their choosing or their designated collaborative group, as determined by the teacher. It is expected that students working together will submit work that may have strong similarities and / or common language.
- **Independent (I)** - Students are expected to complete this work on their own, with original thoughts, ideas and language. Outside sources, including peers, may be utilized for assistance, but the final product should be individual work.
- **Secure (S)** - Students are expected to demonstrate their understanding independently, without outside assistance or support. Parents may be asked to verify that assignments or assessments in this category were completed in good faith, with the understanding that they will likely be used to measure student comprehension and/or direct future instruction.

Extra help - In both the Hybrid and Full Remote Models, extra help will be provided remotely. Teachers will be asked to post a time each day when they would typically be logged in and responding to emails or Canvas messages. Students may email or message teachers at any time, but it is reasonable to expect that a response would be sent within 24 hours, and

typically during the designated time each day. Although it may happen frequently, it is not reasonable to assume that responses from teachers will be immediate.

Grading structure - All grades, regardless of the educational model, will be recorded in a numeric format, as in a typical year. Quarterly and final averages will be numeric and weighted as described in the student handbook. There will be no pass/fail options. Individual grading policies will be determined at the teacher, course or department level and outlined in a course syllabus.

Elementary Opt-in Full Remote Model (Optional) - In the event that we begin the school year with a full attendance or hybrid model, we are offering elementary families the option of receiving instruction remotely. Students who opt in to our **Fully Remote Model** for our first trimester will remain home, even when school is open for in-person instruction, and receive their lessons remotely.

As part of this model:

- Students will receive instruction from select classroom teachers, as well as our elementary math and reading specialists.
- Programs for Students with Disabilities, Academic Intervention Services, and ENL supports will be scheduled throughout the day.
- Special area instruction will occur remotely.
- Upon deciding to return to in-person instruction, placement will be determined by class ratios/spaces within the grade level.

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Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Half Hollow Hills Central School District has collaborated with Western Suffolk BOCES to ensure high school instructional plans are aligned. Western Suffolk BOCES has developed models that ensure NYS Learning Standards, applicable industry certification requirements, clinical and work-based learning hours have been met. In addition, their plans follow all NYSDOH health and safety guidelines and social distancing.

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Athletics and Extracurricular Activities

As a district, we are committed to providing students with the best experiences possible, regardless of whether that is through a remote, hybrid or full in-person educational model. In both the Full Remote and Hybrid Models, all clubs, activities and academic teams will conduct their meetings and events remotely. In challenging times, connections become more important than ever to promote social and emotional health. All students are encouraged to take advantage of this opportunity and join a club or activity.

Interscholastic Athletics

As a result of the COVID19 pandemic, the New York State Public High School Athletic Association (NYSPHSAA) has delayed the Fall sports start date until Monday, September 21, 2020. With New York State approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following has been recommended by NYSPHAA:

- Cancellation of NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancellation of high-risk sports, etc.) then a condensed seasons plan may be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the dates to be determined by Section XI.

- **Season I (Winter Sports)**
 - Dates: To be determined
 - Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high-risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II (Fall Sports)**
 - Dates: To be determined
 - Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an

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impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

- **Season III (Spring Sports)**
 - Dates: To be determined
 - Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Extracurricular Activities

Based upon the CDC recommendations to limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas at the start of the 2020 – 2021 school year, Extracurricular Activities will start as remote opportunities at the beginning of the year. The District will continue to evaluate opportunities to make these activities available in-person based on State guidance.

Special Education

The Half Hollow Hills Central School District reopening plan provides a framework 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 the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our 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.

Special education programs and services of the Half Hollow Hills Central School District provide access for students with disabilities to be involved in and to participate and progress in the general education curriculum with the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (in-person, hybrid, or remote). The District will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication.

Elementary School

- IPC/ Intensive Program for Students (8:1:1) - Students in our ABA program with an 8:1:1 ratio on their IEP will attend school daily for in-person instruction. The small class sizes will permit social distancing compliance. Specials will be delivered in a push-in format. Related services will also be delivered in-person in a push-in or pull-out format as per the IEP. Adjustments to groups may need to be made.
- Life Skills Program (12:1:1) - Students in the Life Skills program with 12:1:1 ratio on their IEP will attend school daily for in-person instruction. There are approximately eight students in these classes. This small number will ensure social distance compliance. Specials will be delivered in a push-in format. Related services will also be delivered in-person in a push-in or pull-out format as per the IEP. Adjustments to groups may need to be made.
- Self-Contained (15:1) - Students in a Special Class program with a ratio of 15:1:1 on their IEP will attend school daily for in-person instruction. Specials will be delivered in a push-in format depending on building schedule. Related services will be delivered in-person.
- Integrated Co-Teaching - All ICT classes will follow the same model as their general education peers. Related services can be delivered in-person and virtual based upon each building's schedule.

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- Resource Room - Students who receive resource room services will follow the same model as their general education peers. The pull out resource room service will be scheduled within the school building and in coordination with the master schedule.

Middle School/High School

- IPC/ Intensive Program for Students (8:1:1) - Students in our ABA/IPC program with an 8:1:1 ratio on their IEP will attend school daily for in-person instruction. The small class sizes will permit social distancing compliance. Specials will be reviewed and delivered in either a push-in or pull out format. Related services will also be delivered in-person in a push-in or pull-out format as per the IEP. Adjustments to groups may need to be made.
- Life Skills Program (15:1:1) - All students in the Life Skills program in grade 6 -12, will be provided daily in-person instruction. A special class elective will be designed specifically for this group. Related services will have to be coordinated with the building schedule and may require a hybrid approach.
- All other special education programs, ICT, Resource Room and Special Class will follow the same hybrid model as their general education peers. Their related service delivery will be based upon building schedules and follow a hybrid model.

The Half Hollow Hills Central School District is committed to providing 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. Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children's education during the reopening process

The Half Hollow Hills Central School District will plan and support 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.

The Half Hollow Hills Central School District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to:

- Narrative records of how the student is adjusting to in-person, hybrid, and remote instruction during 2020-2021;
- A record of what instruction and services were provided;

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- A record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation;
- A record of school-family collaboration; and
- The provision of compensatory services records.

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Bilingual Education and World Languages

The Half Hollow Hills Central School District provides world language instruction in Mandarin Chinese, Spanish, Italian and French 7-12, America Sign Language 9-12, and English as a New Language (ENL) instruction for ELLs/MLLs K-12.

Support of English language learners (ELLs) will be comprehensive, high quality, and culturally responsive. If we reopen using in-person or hybrid instruction, we 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 2019-2020, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-2021 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The Half Hollow Hills Central School District is committed to comprehensive, high quality, and culturally responsive instruction for ENL students, we will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Please note that the most recently measured English language proficiency level is based on the 2019 NYSESLAT scores or the 2019-2020 NYSITELL scores. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

The Half Hollow Hills Central School District will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures.

In order to assure that students have opportunities to study world languages we are prepared to teach World Languages in the live in-person, hybrid, or remote format upon reopening. We will provide professional learning opportunities to our district faculty that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, students with disabilities, and general education students who are studying world languages to help address learning gaps caused by the COVID-19 school closures.

Staffing

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the District's approved APPR plan. The Half Hollow Hills Central School District will consider whether its currently approved APPR plans may need to be revised in order to be consistent with its plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

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.

Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Half Hollow Hills Central School District. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full-time certified teachers only. At no time will a student teacher be used as a teacher of record.

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Task Force Subcommittees and Outreach Guidance

Task Force Subcommittees

The following key stakeholders participated in our Task Force Subcommittees to aid in the planning and development of our 2020-2021 reopening plan:

SUB-COMMITTEE	Members
Transportation	Patrick Harrigan Anne Marie Marrone Caliendo Maurita Coleman-Simpson Steven Vitolano Christina Psihogios Erin Papadopulos Wayne Ebanks Valerie Geiler Deborah Kolodny John O'Farrell Diana Ketcham
Human Resources / Policy Contract Tracing / Screening / Health Issues	Patrick Harrigan Jeff Woodberry Brian Kern Sunil John Allison Strand Brett Kindelmann Allison Beyersdorf Lori Campbell Maryann Fasciana Chris Fogarazzo Heather Neary Richard Haase Evanne Orlean Diane Schebece Jeanne Berson Kimberly Conway
Extracurricular / Co-Curricular	Patrick Harrigan Anne Marie Marrone Caliendo John O'Farrell Diana Ketcham Debra Ferry Darlene Lilla

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Extracurricular / Co-Curricular (continued)	Eric Seely Paul Perskin Matt Mayo Mary Lippert Kathy Liegey Richard Haase Maira Haltigan Debra Rothar Jennifer Ievoli Michelle Martufi Thomas Migliozi Melia DiRusso Jennifer Murphey Tara Pinzino Lawrence Jannotta Elissa Reichstein Jaclyn Tannazzo
Instruction	Patrick Harrigan John O'Farrell Diana Ketcham Allison Strand Stacey Gillespie Nicole Alexander Lorraine Lupinskie Steve Hauk Michelle Melfi Lisa DeRienzo Danny Gigliobianco Love Foy Mike Abrescia Lisa Zito Darlene Lilla Richard Haase Kendra Cooper Kristin Napolitano Suzann Schmanski Tanisha Brown James Nolan Hilarie Sullivan Marianne Pastoressa Mazra Schindler Sarah Baptiste Ryan Kotchek

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Instruction (continued)	<p>Camellia Amadio Michael Falen Eileen Gregory Lynne Berke Matthew Gribbin Gloria Cucinello Kim Sigismondi Shaun Pantke Jillian Razzano</p>
Food Services	<p>Patrick Harrigan Anne Marie Marrone Caliendo John O'Farrell Diana Ketcham Bonnie Scally Kendra Cooper Pam Higgins Anthony Dohrenwend Shaun Hantzschel</p>
Facilities	<p>Patrick Harrigan Anne Marie Marrone Caliendo John O'Farrell Jeff Woodberry Diana Ketcham Carlo Ferrero Sal LoPresti Karen Littell Milton Strong Martin Boettcher Michael Catapano Darlene Lilla Richard Haase Marilyn Byron Lori Levine Charese Cunningham Nicole Curry Noreen Nason Kelly Sassone Christine Conklin Rachel Fisher Denise Knoll Cara Doran</p>

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Mental Health	Patrick Harrigan Shari Billotti Richard Haase Melissa Horal Matthew Miracolo Jenine Unverzagt
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Outreach Guidance

The following organizations were consulted with for outreach guidance during the planning and development of our 2020-2021 reopening plan.

- Board of Education
- Consultation with HHH PTA Council
- Parents survey 5,500+ responses
- Altaris Consulting Group
- REACH Community and Youth Agency
- Suffolk County Superintendents Association
- Suffolk County Department of Health
- New York State School Boards Association (NYSSBA)
- New York State Council of School Superintendents (NYSCOSS)
- New York Association for Play Therapy (NYSAPT)
- New York State Public High School Athletic Association (NYSPHSAA)
- Section XI Suffolk County Public High School Athletic Association
- New York State School Music Association (NYSSMA)
- Cohen Children’s Medical Center
- Northwell Health
- Envirosience Consultants, Inc.
- Orange-Ulster BOCES

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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, this reopening plan will be posted on the District's website. By July 31, 2020, Districts will 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

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.](#)

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