

HIGHLAND FALLS-FORT MONTGOMERY  
CENTRAL SCHOOL DISTRICT

2021-22

INSTRUCTIONAL CONTINUITY PLAN



# HIGHLAND FALLS-FORT MONTGOMERY CENTRAL SCHOOL DISTRICT



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**TABLE OF CONTENTS**

<b>INTRODUCTION AND PURPOSE</b>	<b>4</b>
<b>COMMUNICATIONS/FAMILY &amp; COMMUNITY ENGAGEMENT</b>	<b>6</b>
<b>HEALTH &amp; SAFETY</b>	<b>9</b>
<b>FACILITIES</b>	<b>30</b>
<b>CHILD NUTRITION</b>	<b>32</b>
<b>TRANSPORTATION</b>	<b>34</b>
<b>SOCIAL-EMOTIONAL LEARNING</b>	<b>38</b>
<b>SCHOOL SCHEDULES</b>	<b>42</b>
<b>ATTENDANCE, ATTENDANCE REPORTING &amp; CHRONIC ABSENTEEISM</b>	<b>50</b>
<b>TECHNOLOGY &amp; CONNECTIVITY</b>	<b>51</b>
<b>TEACHING &amp; LEARNING</b>	<b>52</b>
<b>VIRTUAL LEARNING OPTION</b>	<b>57</b>
<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>	<b>57</b>
<b>ATHLETICS &amp; EXTRA CURRICULAR ACTIVITIES</b>	<b>57</b>
<b>SPECIAL EDUCATION &amp; STUDENT SERVICES</b>	<b>59</b>
<b>BILINGUAL EDUCATION &amp; WORLD LANGUAGES</b>	<b>61</b>
<b>STAFFING</b>	<b>63</b>
<b>APPENDIX A: KEY REFERENCES</b>	<b>65</b>

## INTRODUCTION AND PURPOSE

### *Theory of Action*

*If we use evidence-based advice, resources and support at the intersection of public health and public education we can affect a safe, efficient and equitable return to school.*

The following are the guiding principles used to develop the HFFMCSD Continuity of Instruction Plan:

1. Ensure the safety and wellness of students, faculty and staff.
2. Deliver high-quality instruction to students, regardless of delivery model.
3. Be flexible to ever-changing conditions and responsive to students' needs.
4. Plan for progress, not perfection.

The chief goal of the Highland Fall-Fort Montgomery Central School District's Continuity of Instruction Plan is to provide a guidance document for the operation of all HFFMCSD schools and offices as safe environments by working collaboratively with the New York State Department of Health, the [NYS Education Department \(NYSED\)](#), and HFFMCSD staff, students, and families. This document uses the recommendations from NYSED, the [Centers for Disease Control](#), [American Academy of Pediatrics](#) and local and national resources to provide a plan for on-site safety precautions that adhere to the most current information available with safety being regularly monitored and strong consideration for making flexible arrangements in the areas of in-person learning, instructional scheduling, transportation and pivoting to remote learning if needed. **Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to any event.** The intent is to reopen the HFFMCSD schools and offices with the health and social-emotional wellbeing of our students, parents, and staff as our number one priority.

The Highland Falls-Fort Montgomery Central School District understands that over the last year, many members of our community have experienced physical, emotional, health, and financial strains. High levels of stress and trauma experienced has highlighted the resiliency, strength, and power of administrators, teachers, support staff, students, and parents. It is important that we make students and staff feel comfortable and safe when returning to school environments.

To ensure decisions are being carefully considered and recommendations well vetted, HFFMCSD will continue to rely on current best practices and guidance, collaborative efforts of stakeholders throughout the agency, and will modify plans as conditions and information evolve.

This Plan will define clear guidance for the operation of our three 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 myriad considerations the district will address to reopen schools safely and to sustain the safe operation of all facilities. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore have addressed this within our plan.

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

School	Contact Information	Website Homepage
James I. O'Neill High School	Robin Haberman, Principal robin.haberman@hffmcsd.org	<a href="https://www.hffmcsd.org/Domain/70">https://www.hffmcsd.org/Domain/70</a>
Highland Falls Intermediate School	Yashira Maldonado, Principal yashira.maldonado@hffmcsd.org	<a href="https://www.hffmcsd.org/Domain/162">https://www.hffmcsd.org/Domain/162</a>
Fort Montgomery Elementary School	Rachel Adelstein, Principal rachel.adelstein@hffmcsd.org	<a href="https://www.hffmcsd.org/Domain/241">https://www.hffmcsd.org/Domain/241</a>

As we encountered in the previous school year, there may be times when it is necessary to alternate between in-person and remote learning throughout the 2021-22 year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. However, it is our intention to maximize the time our students can attend school in-person in our buildings. 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 open our schools.

Dr. Frank Sheboy, Superintendent of Schools, will serve as the district's COVID-19 Coordinator. He will serve as a central contact for schools and stakeholders, families, staff and other school

community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

## **GOVERNANCE AND ACTION ITEMS**

HFFMCSD Administration will work with appropriate stakeholders to focus on both the immediate needs to open schools and also long-term planning for instructional design and methods in the event there are changes due to COVID-19. A planning committee (as listed on page 2) composed of parents, teachers, staff and administrators was established in the spring of 2021. The committee met to plan for the 2021-22 school year and to address instructional continuity on March 22, April 6, April 20, May 4, May 18. The Superintendent and Assistant Superintendent for Instruction also addressed questions posed by the community in a Virtual Town Hall on May 24. In addition, feedback was gathered from student focus groups during the months of May and June.

## **COMMUNICATIONS/FAMILY & COMMUNITY ENGAGEMENT**

To help inform our plan, the Highland Falls-Fort Montgomery Central School District has partnered with stakeholders, including families, staff, and partners in the school community, to formulate and implement the plans for the 2021-2022 school year. In addition, the district has sought feedback and input from all stakeholders, using online surveys, virtual forums/meetings and one-on-one conversations. The district remains committed to communicating all elements of this plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at <http://www.hffmcsd.org>, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning, the district has ongoing plans for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including BlackBoard Connect, email, text, app notifications, district and school websites, Twitter and Facebook – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

HFFMCSD Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings and social distancing requirements.

- To provide regular updates about health and safety, scheduling, and all other information needed for faculty, staff and families.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

A communications plan for if a school has a positive COVID-19 case will:

- Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
- Notify staff and families immediately of any possible cases of COVID-19. Legal responsibilities and privacy rights for communicating about cases of the virus will be reviewed accordingly.
- Guidance to parents, teachers, and staff will be provided to remind them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Sick staff members and families with sick children not to return until they have met [CDC criteria to discontinue home isolation](#).
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.

HFFMCS D developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website (<http://www.hffmcsd.org>)
- Call list/ROBO Call (BlackBoard Connect)
- Email blast
- Online training
- Correspondence (letters) to homes
- Twitter and Facebook
- Town Hall Meetings (via YouTube Livestream)
- Board of Education Meetings (via YouTube Livestream)

Communication to staff, students, and parents about new, COVID-19-related protocols will include:



- Contact for questions, concerns or suggestions.
- Proper use of PPE/EPG.
- Cleanliness and disinfection.
- Transmission prevention.
- Health protocols, i.e. physical distancing, hygiene, respiratory etiquette.
- Guidelines for families about when to keep students at home from school.
- Systems for self-reporting symptoms.
- Criteria and plan to close schools again for physical attendance of students.
- Professional learning opportunities for staff and faculty.
- Parent learning opportunities to operate classroom learning technology resources.

A communications procedure will cover who, what (central and supporting messages tied to staff and student safety), when, and how. Specifically, clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year.

Communication will provide information/updates as needed on the following topics:

- Contact for questions, concerns or suggestions.
- The facts as we currently know them (NYSED, NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc.
- Installing social distancing markers / appropriate signage and markings throughout offices and buildings to remind staff, students, families, and visitors (when permitted) to maintain physical distancing. HFFMCSD will use signage developed by the Centers for Disease Control, other public health outlets, the NYS Department of Education, and create new signs where appropriate.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Sample communications will be developed that include:

- Instructional format(s), dates for opening(s)/closing(s)
- Health and safety measures
- Expectations of parents and students in the case of school closure
- Helping children cope with stress and tragedy
- Availability of community resources such as mental health resources, food security, medical/dental providers, health insurance, economic aid, housing assistance, etc.
- Targeted communication for vulnerable members of the school community.

## **HEALTH & SAFETY**

The health and safety of students and staff is the top priority when making the decision to reopen school campuses. HFFMCSD will work in collaboration with NYSED, the NYS Department of Health, and the Orange County Department of Health in making the decision to safely reopen. It is important that when schools reopen, HFFMCSD will continue this collaborative effort to monitor current disease levels and the capacities of local health providers and health care systems. The plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), [American Academy of Pediatrics](#), the New York State Department of Health and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at [frank.sheboy@hffmcsd.org](mailto:frank.sheboy@hffmcsd.org) or at 845-446-9575 x-1300.

For more information about how health and safety protocols and training will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section (see page 6) of our Plan.

To ensure employees and students comply with communication requirements, HFFMCSD 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

### **Facility Entry**

To ensure all faculty, staff, and students comply with building entry and exit procedures, HFFMCSD will do the following:

- 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 security station.
- A face covering must be worn by all individuals, students, staff, and visitors upon entering any HFFMCSD building and remain on at all times.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- 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 HFFMCSD as necessary.

### **Daily Temperature Check and Periodic Health Screening**

To ensure all faculty, staff, and students comply with daily temperature check

- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day.
- Students and visitors will be screened for temperature at arrival.
  - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students will be screened at arrival for temperatures.
  - Visitors will have their temperatures taken upon arrival.
- All employees must sign in and out of each building *each* time they enter and exit the building.
- Students will be signed in and accounted for without fever/symptoms and able to attend school through attendance roll.

- For multiple individuals entering the building simultaneously, they will be required to stand where indicated on the floor, maintaining physical distance until they can be signed in and screened.
- Corridors will be created (outside, but preferably covered) where individuals can enter the facility when in-person screening is utilized.
  - Multiple lines and entrances will be coordinated, if needed to reduce crowding.
  - Markings/appropriate signage will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Only after all individuals have been accounted for, cleared through the temperature scanner and wearing proper face coverings, will access to the building be granted.

The Periodic Health Screening will no longer be required

- At this time, **the CDC no longer recommends health screening questionnaires.** However, families are reminded and encouraged to be mindful of indications their children may exhibit symptoms of COVID-19 and to seek testing when such symptoms are present. The CDC maintains a list of COVID-19 symptoms on its website. ***In the event that a child is exhibiting COVID like symptoms they should not attend school and reach out to their health care provider.***

### **Social Distancing**

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within HFFMCSD facilities will practice social distancing expectations:

- All individuals on HFFMCSD premises must maintain social distancing and face covering at all times.
- Proper social distancing as defined by the CDC:
  - Schools/districts may choose to reduce physical distancing to no less than three feet between students during academic instruction, however:
    - Schools/districts must follow CDC recommendations for physical distancing depending upon community transmission rates and grade levels.
    - School must adhere to the exceptions where a minimum of six feet of distance must be maintained including:
      - Six feet of distance is always the required distancing between adults (teachers, staff, visitors) and between students and adults.
      - Six feet of distance and or barriers will be required when eating meals or snacks, or drinking or other times masks must be removed.
      - Individuals participating in activities that require projecting the voice (i.e. singing) or playing a wind instrument must be six feet

- apart and there must be six feet of distance between the performances and the audience during performances and concerts.
- Six feet of physical distance must be maintained in common areas and outside of the classroom (i.e. lobbies, auditoriums, gymnasiums, cafeterias, and hallways), where possible.
- In addition to maintaining appropriate physical distancing, personnel must wear acceptable face coverings at all times.
- Social distance separation will be using tape or signs 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).
- 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 extent possible.

### **Personal Hygiene**

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. To ensure all faculty, staff, and students comply with screening requirements, HFFMCS D will do the following:

- 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 aerolize germs);
  - Use of no-touch/foot pedal trash can where feasible;
  - 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;
- 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. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
  - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
  - 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 front office 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 adhere to the requirements for physical distancing and wearing face coverings. In addition, they will have restricted access to our school buildings.

To ensure all faculty, staff, students, visitors and vendors comply with protective equipment requirements, anyone visiting HFFMCSD facilities will do the following:

### **Visitors**

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times. In addition, they must adhere to the requirement for maintaining a physical distance of six (6) feet.
- All visitors check in at the front desk of the school for temperature screening. The visitors must sign in with their identification through the (Passage Point) system for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. 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.

## **Vendor**

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times.
- All vendors must adhere to the requirements for maintaining six (6) feet physical distance from any other individual and wear proper face covering at all times.
- All vendors must check in at the front desk of the school for temperature screening. The vendors must sign in with their identification through the (Passage Point) system for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via phone or web conferencing (Zoom, Google Meet, etc.) 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.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.

## **Training**

HFFMCSD 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. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

HFFMCSD will ensure all students are taught or trained 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. 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 use. Examples of communal objects include, but are not limited to, 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).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

## Training for Screeners

HFFMCSD will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing. If social distancing cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

## Training topics for all staff and substitutes

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water 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](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>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
  - [Face coverings don/doff video](#)
  - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- 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) that promote everyday protection measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face cover image icon).

### **When Students Eat in Classrooms**

- Train teachers 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/index.htm#:~:text=Eight%20foods%20or%20food%20groups,%2C%20peanuts%2C%20and%20tree%20nuts.&text=The%20symptoms%20and%20severity%20of,for%20one%20person%20over%20time>

### **Space Design and Capacities**

#### **General Office Area**

- Additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings must be worn in these multiple use office settings.
- 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 program supervisor.
- 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**

HFFMCSD will limit in-person meetings per NYS guidance, if virtual meetings are not feasible. If meetings are to occur in person, they will be conducted in a quick manner, in adherence with physical distancing between participants, discouraging lingering and socializing before and after meetings.

#### **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 or outside at the picnic table throughout the campus.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together, they must do so 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 should not take place, and food may 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 touch surfaces post and prior use.

### **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 will have designated occupancy based on square footage and physical distance requirements.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- 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 dryer use should be discontinued and replaced with touchless paper towel dispensers.
- Touchless water fixtures have been 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 by taped off lanes on the corridor floors/ stair treads.
- All individuals must also allow for adequate space between when traveling in the same direction.

### **Classrooms**

- Occupancy in each classroom will be specifically identified and determined based on the overall square footage of the available space.
- Additional considerations will be taken to account for space utilized for classroom instructional needs and teaching materials.
- Overall class sizes will be reduced when possible to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering at all times.
- Where possible special teachers and PPS staff will travel to the classroom to provide instruction.
- Restrict items in the classroom that are only essential to the instructional needs of the students:
  - May remove any unnecessary furniture.
  - May remove any soft surfaces that are difficult to disinfect such as:
    - Area Rugs
    - Soft fabric chairs
    - Stuffed Animals

### **Nurse Stations**

- All students and staff are required to wear appropriate face coverings at all times.
  - 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 6 feet.
  - Create “sick” and “well” zones.
    - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
    - 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 below 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 allowing for both a physical divide and at minimum 6ft of separation.
- These rooms have been identified in each building
  - James I. O'Neill High School - Room 106
  - Highland Falls Intermediate School - Room 118
  - Fort Montgomery Elementary School - Room # 3

### **Security Vestibule/Reception areas**

Security stations will remain at all entrances of each building.

- Where a multi-entrance design is used, additional security posts will be instituted.
- These areas will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been or will be installed to protect all individuals.
- Floor demarcations have been or will be installed to indicate where visitors shall stand to maintain social distance.
- Reception areas will be configured so that all individuals will be adequately spaced to provide at minimum of 6 feet of separation.
- Frequently touched materials such as magazines have been or will be removed.

### Computer Labs

- The use of shared space and equipment use will be limited where feasible.
- 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 and after each use.
  - Keyboard covers may be utilized to aid in the cleaning and disinfection process.
- Students will 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.
  - Desks should be arranged so as to not face each other.
  - Small reading nook use should be discontinued unless:
    - limited to one person at a time.
    - cleaned and disinfected routinely
- Discontinue borrowing of materials such as books if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing.

### Engineering Controls

- Portable hand wash stations may be installed in the main entrances of each building.
- Alcohol based hand sanitizer will be available in each entry, all corridors, and each classroom.
- Bathrooms
  - Limit the amount of occupants at a time based on square footage.
  - Automatic hand dryer use will be discontinued.
  - Touchless soap dispensers may be installed at each sink.
  - Touchless paper towels dispensers have been installed.
  - Touchless faucets are currently in most bathroom spaces.
    - Areas where old style fixtures exist- they will be replaced as applicable.

- Entry doors to multiple user bathroom facilities will be left open where applicable to reduce the need to handle surfaces.
- Vestibules/Reception Areas
  - Polycarbonate barriers will be installed to provide protection for HFFMCSD staff and individuals presenting
    - Barriers have been designed in accordance with New York State Fire Code
- Water Fountains
  - As required by New York State Code a potable water supply will be provided per 150 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 is installed in place of the drink spout.
  - Additional bottle filler 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 signage installed allotting for a minimum of six (6) feet of separation between all individuals
  - All corridor floors and stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.
- Temperature screening equipment has been installed.
- Exterior tenting and corridors will be considered if necessary.
- Medical isolation tents will be considered if necessary.

### **Ventilation**

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

- Indoor air quality can be improved by increasing outdoor air delivery to the building (ventilation) and removing particulates/viral particles from the air (air filtration) to the greatest extent possible. Ventilation and filtration together can reduce the risk of COVID-19 transmission.
- Portable air cleaners may supplement other preventive measures to decrease the risk of COVID-19 spread. These are designed to remove particles. However, they are limited in the amount of air they filter per hour and so they may reduce, but may not eliminate,

particles, viruses, and/or microbes in the air. Each classroom has been equipped with a Medify MA-40 Air Purifier with H13 true HEPA filter with three filtration layers in each classroom. The filters are checked monthly and replaced as needed. The use of portable filtration devices does not decrease the need for mask wearing, physical distancing, sanitation practices, or adequate ventilation.

- Portable air cleaners are particularly relevant for rooms without natural ventilation (openable windows) and for higher risk environments (e.g., nurses' station, isolation rooms) but can be considered for any other areas where there is heightened concern.
- Recommendations for School Classrooms That Have Mechanical Ventilation
  - o Evaluate systems to ensure the mechanical ventilation system is working properly, code compliant, and optimized according to these guidelines:
    - o Be sure diffusers, exhausts, and unit vents are not blocked or obstructed by cabinets, books, or other materials.
    - o Communicate to staff the importance of not obstructing diffusers and vents or attempting to modify the ventilation controls. For example, not adjusting the thermostat or fans in their respective rooms.
    - o Have a routine maintenance and inspection schedule and strictly adhere to it. o Increase ventilation by increasing outdoor air and decreasing recirculated air as much as possible.
    - o Run the HVAC system a minimum of one week prior to the start of in-person classes.
    - o Suspend the use of demand control ventilation, systems that shut down the percentage of fresh air under certain conditions automatically, unless doing so will degrade indoor air quality.
    - o Keep systems running longer on school days, 24/7 if possible.
    - o Keep bathroom exhaust systems running 24/7.
    - o Flush building air at least two hours prior to and one hour after occupancy.
    - o Where increased mechanical ventilation is not possible, consider opening windows and doors while also maintaining health and safety protocols (e.g., risk of falling, security risk, increase asthma triggers).
    - o With increased cleaning activities, ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling irritating fumes.
      - o Filtration of centralized HVAC systems:
        - o Check and replace existing unit air filters as per manufacturers' instructions.
        - o Optimize filtration by upgrading to a filter with a minimal efficiency rating value (MERV) of MERV 13, or the highest rating compatible with existing equipment.



- Recommendations for Classrooms That Do Not Have Mechanical Ventilation
  - o Open windows and doors to maximize fresh air flow through the classroom. 12
  - o Consider the use of window and box fans to cross ventilate rooms to exhaust stale room air. Keep in mind any health, safety, and security concerns with open windows and doors.
    - o If a room has a window air conditioner, the outdoor air setting, rather than the recirculate setting, should be used (if the unit offers that option).
    - o For air filtration in areas lacking central HVAC, use a portable air cleaner o Portable air cleaners are a supplement and cannot replace outdoor air ventilation and filtration.
      - o Only use one air cleaner per room.
      - o Only use these devices for single rooms with closed doors and windows, as the devices are not designed to filter larger volumes of air.
      - o These devices are best considered where outdoor air ventilation is not adequate (e.g., open windows not possible, or in nurses/isolation areas).
      - o Be sure the device is sized appropriately with the correct clean air delivery rate (CADR).
      - o Use the CADR rating of the device for tobacco smoke when comparing air cleaners, as this rating corresponds most closely with airborne viral particle sizes of concern.
      - o Air cleaners should contain a high-efficiency particulate air filter or MERV 13 or greater filter efficiencies.
      - o Units that feature ionizers, precipitators, or ozone generators do not provide additional benefit and can generate harmful byproducts.
      - o MERV13 or HEPA filters should be replaced on the timetable according to manufacturer recommendations.
      - o Request documentation of particle/viral removal efficacy for any device being considered.
      - o Confirm the unit can deliver at least two air turnovers per hour for typical school classroom sizes (approx. 400 sq. ft).
      - o Refer to the Association of Home Appliance Manufacturers (AHAM): <https://www.ahamdir.com/room-air-cleaners/> ) and California Air Resources Board (CARB): <https://ww2.arb.ca.gov/our-work/programs/air-cleaners-ozone-products/california-certified-aircleaning-devices> ) websites to compare room air cleaners.
      - o To maximize energy efficiency, consider choosing a unit with an Energy Star certificate.
      - o Choose a unit with CARB and Underwriter’s Laboratories (UL) certificates.

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Air handling systems have been inspected for function with higher MERV rated filters.
  - Where applicable filters will be exchanged for MERV rating ranging from 11-13.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
  - Options for replacement and modification to existing systems will be explored.
  - Engineers will design new systems capable of increased fresh air and filtration.
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Use of MERV 8 filters to be replaced every three months.

### **Cleaning and Disinfection**

HFFMCSD 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.

Examples of facility types where cleaning and disinfection frequency will be distinguished include:

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- School vehicles
- 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 water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including desks during lunch and cafeteria tables, which should be cleaned and disinfected between each individual's use.

Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

For more information about how cleaning and disinfection information will be communicated to students, families and staff members, visit the Communication section (see page 6).

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.

### **Suspected or Confirmed COVID Cases**

- 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 be isolated in a room or area separate from others, 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. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
  - Opening outside doors and windows to increase air circulation in the area
  - Cleaning and disinfecting the area immediately.
  - 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.
  - 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.
- Notification - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

### **Contact Tracing**

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, HFFMCSD 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 your building or facility if someone is sick.  
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- The CDC recommends immediately cleaning and disinfecting an area if someone who tested positive was in the space
- 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. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- 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.

### **Return to School after Illness**

HFFMCSD has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to DOH's [“Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure”](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19. The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

### **Closure Considerations**

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process may 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. Establishing a decision-making tree at the district level.
- 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 you clean and disinfect. 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 staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
  - 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.
- 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 (bleach and water can be used as a cleaning product) and PPE are not available

## **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 cleaning 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 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 HFFMCSD 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 per regulations.

Upon the resumption of in-person instruction, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed:

- Work with engineers to establish sufficient fresh air exchange.
- Reduce the number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.
- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

### **Emergency Response Protocols & Drills**

The 2021-2022 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different

student populations dependent on the day each population is present the day the drills are scheduled.

### **Emergency Response Protocols**

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- 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 for 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.
- All students, employees, and/or visitors must use face coverings throughout the event.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Listen for updates and respond accordingly.

#### **Hold-In-Place**

Hold-In-Place protocols will adjust based on the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place.
- All students, employees, and/or visitors must use face coverings throughout the event.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Listen for updates and respond accordingly.

#### **Evacuate**

Evacuation protocols will be routinely practiced 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
- All students, employees, and/or visitors must use face coverings throughout the event.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- 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.



- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.

### **Lockout**

Lockout protocols will be the same, adjusting for appropriate physical distancing of six (6) feet of space between all individuals in the area.

### **Lockdown**

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect the safety of all individuals, 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.
- Face coverings must be worn during the event at all times.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- 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 Highland Falls-Fort Montgomery Central School District will follow SFA policies when communicating about school meal services, eligibility, options and changes in operations. All communication regarding the program will be available in English and Spanish. Meals will be provided for students that qualify for the Free and Reduced Lunch Program. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

HFFMCSD has identified Marisa Genna as the contact person to receive and respond to communications from families and to school staff regarding child nutrition and free and reduced lunch. Families will be reminded in food service communications during the summer and periodically 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 and in-person support is available to complete the application by calling Marisa Genna at 845-446-9575 x-1300.

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

For information about how meal information will be communicated, visit the Communication/Family and Community Engagement section (see page 6).

### **Meals Onsite**

For students onsite, meals will be provided while maintaining appropriate social distancing between students (minimum 6 feet). 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) 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.

HFFMCSD will consider the resources and response necessary to transition food service operations to an on-site and/or off-site student meal delivery system or operate both at the same time.

For health and hygiene promotion, HFFMCSD will:

- Reinforce proper handwashing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
- Posting signs on how to stop the spread of COVID-19.

For meal preparation, HFFMCSD will:

- Ensure gloves, masks and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Reorganize workspaces for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize the number of staff in the kitchen.

For onsite meal service, HFFMCSD will:

- Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating.

- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible.
- Stagger mealtimes to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.
- Remove or suspend use of shared tables and self-service buffets for food and condiments.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
- Ensure cleaning of every table between groups of students or meal service times.
- 

HFFMCSD will:

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads or no contact point-of-service method.

### **TRANSPORTATION**

HFFMCSD will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED school operating 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 above the age of 2 are expected to wear masks and adhere to the requirements for physical distancing on the school bus to the extent practicable. In the rare circumstance, for students whose physical or mental health would be impaired, wearing a face covering may not be practicable, and thus the students must be appropriately physically distanced. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned/disinfected once a day. High contact areas will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors, and attendants must not carry personal bottles of hand sanitizer with them on school buses.

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 the district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

### **Cleaning and Disinfecting**

Refer to the cleaning standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- Daily Cleaning
  - All trash removed
  - Floors swept and dust mopped
  - Walls and windows cleaned
- High Touch Surfaces
  - Bus seats and seat backs
  - Seat belts
  - Door handles, handrails
  - Driver operator area
- Cleaning and disinfecting products approved by the EPA 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

- All cleanings/inspections will be documented (via trackable log)

### **Bus protocols for a reported case of Covid -19 on a school bus**

The Transportation Department will be notified in the event a case of COVID-19 has been confirmed on a school bus. 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. Bus will be disinfected following CDC guidelines.

### **Students on Transportation**

- As was outlined in the Health and Safety section of this guidance, 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;
- As per the CDS students no longer need be spaced out 6ft on a bus;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks will be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

### **Training (Office Personnel, Drivers, Mechanics, Aides)**

- 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
- Face Shield (if applicable)

### **Transportation Communication**

- HFFMCSD will emphasize to parents and students prior to resuming in-person instruction that the District has communicated with West Point Tours regarding appropriate sanitization procedures, including the need to thoroughly disinfect all buses and student transportation vehicles.
- HFFMCSD 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.
- Remind students/parents/guardians that social distancing requirements extend to the bus stop.

### **Density Reduction, Social Distancing, Bus Capacity**

- Pursuant to the CDC's Order, physical distancing is not required on school buses.
- Provide additional adult supervision (monitors) on buses to manage social distancing where necessary.
- Students must wear face masks at all times while in transit.
- When possible, have an aide take student attendance/screening on every route, every day, to and from school. The full manifest for each route will be documented in writing and retained for contact tracing.

### **Routing**

- The HFFMCSD will have multiple routing scenarios in the event the district has to:
  - Split sessions
  - Alternating days
  - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning
  - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility.
- Limit rotation of substitute drivers and aides if possible.
- 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.
- When possible, dismissal times will be staggered to best suit building needs and to promote social distancing.
- Adjustments may 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

### **Transporting to BOCES**

- HFFMCSD will work with our partner, West Point Tours, to transport our students to BOCES and will follow similar protocols as previously described.
- HFFMCSD will work with our partner, West Point Tours, to maintain a log of attendees on all bus trips to and from the BOCES buildings. 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 LEARNING**

HFFMCSD is committed to placing student and staff wellness first to establish a positive, safe, and supportive learning environment. Social-emotional learning is essential to support children as they navigate the unprecedented challenges of alternative learning contexts, and access academic content by developing essential self-management skills, resilience, and the ability to make connections.

### **Considerations**

HFFMCSD will engage with families and staff to provide activities to help them feel comfortable returning to the school buildings.

Provision of non-academic check-ins.

- How might wearing masks alter our understanding of how individuals are feeling? Consider lessons on alternative ways to communicate feelings.
- How will we positively communicate the necessity for physical distancing in the classroom?
- How will students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability be supported at school?
- Emotional closure plan- for most schools there was no opportunity for traditional closure. Classes were discontinued except for distance learning and milestone activities were cancelled.

- HFFMCSD is mindful and sensitive to the needs of those who are grieving the loss of a family member or coworker.
- HFFMCSD will consider developing protocols on handling crises from virtual platforms.

In planning for the 2021-22 school year, the District has formed a wellness sub-committee to examine the guidance provided by the Department of Health and NYSED for our re-entry in the fall. The work of the committee is grounded in the belief that the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have in place. These supports focus on academics as well as the social and emotional well-being of our students. We are committed to prioritizing each student's social emotional needs to provide a safe space to access rigorous academic content with confidence. In support of this belief, each school has access to a team consisting of teachers, school counselors, school psychologists, licensed school social workers, community members and school administrators, able to identify student mental health concerns and provide interventions and strategies to students and families in need. The team can also assist in referring staff members to the Employee Assistance Program and other resources as well.

Research shows the importance of mental and emotional well-being for students and staff to have a positive impact on both psychological and academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. HFFMCSD is committed to creating emotionally and physically safe, supportive and engaging learning environments promoting each student's social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distances and adapt to new learning experiences. Counselors, psychologists, social workers, and wrap-around supports will play an extremely important role in the adjustment period when buildings reopen. Before school resumes, school administrators, teachers, school counselors, school psychologists and school social workers will meet to create an asset map of already existing programs within the school district and community-based organizations. In addition, it will be critical to determine students who might be at-risk for needing mental health support. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Support is outlined in a district-wide and building-level comprehensive developmental school counseling plan that has been developed under the direction of school counselors and has been reviewed and updated to meet current needs. Further, the district has established a Professional Learning Planning Committee Team, comprised of families, students, members of the board of education, school building and district leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers



and/or school psychologists to inform and implement the comprehensive developmental school counseling program plan.

The Highland Falls-Fort Montgomery Central School District will provide a multi-tiered approach to social and emotional support as follows:

- community circles,
- parent groups,
- Google classrooms where students can access information and activities,
- referrals to mental health professionals upon request,
- monthly Guidance Check-in form to continuously offer opportunity for students to express how they are managing their feelings and thoughts,
- parent-survey specifying need or request for assistance with managing their child's mental health issues,
- teacher-survey/shared checklist to identify students demonstrating changes in behavior.

In addition, the District will address the need for professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency. A multi-tiered approach includes:

- community circles for staff,
- check in with department chairs and support staff,
- Google classrooms set up by counselors and clinicians for staff to access resources,
- mindfulness activities and information regarding latest updates on COVID-19,
- teacher-survey/shared checklist to identify areas of need to support staff
- drop in or virtual office hours,
- chat rooms by counselors
- check in with staff prior to the opening of schools
- targeted professional learning opportunities.

Additionally, all HFFMCSD employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the HFFMCSD community through the District's website at <http://www.hffmcsd.org>. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all models of instruction.

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. Districts should 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.

The following considerations guided the development of a building level response:

#### Potential emotional reactions to coming out of quarantine

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of loved ones
- Stress from the experience of monitoring oneself 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
- 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
  - How to access crisis support and other mental health services

#### Mental Health Professionals Supports

- 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
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports

## **SCHOOL SCHEDULES**

As HFFMCS D reopens and considerations are made to meet the health and safety guidelines, the following are some instructional schedule model options, essential planning questions, and action steps for consideration. HFFMCS D is taking a flexible approach, understanding that it may start the school year with one instructional model and, as new information becomes available about health and safety and other related developments, it may transition to a different model.

### **Checklist for Selecting an Instructional Program**

HFFMCS D will consider the following:

	Identify the instructional schedule based on given factors and resources such as space, transportation, and staffing
	Review student schedules to provide for academic intervention, enrichment, and supplemental instruction and additional time to ensure hygiene objectives are being met.
	Identify time for teacher collaboration and meetings to address students' learning.
	Create a protocol for grading and progress reports and meeting standards.
	Create a plan for student enrollment that accounts for updating immunization records, medical care, and emergency contact lists.
	Health and safety orientation for all staff, students, and families.
	Update technology plan for school closures and all instructional models.
	Create a virtual learning plan for the instruction of students in the case of school closure.

## FORT MONTGOMERY ELEMENTARY SCHOOL.

**Sample Schedule for In-person Learning** \*\* Below is a sample schedule for students attending classes in school as well as students who are attending virtually.

<b>Time</b>	<b>Mins</b>	<b>Class Schedule</b>
<b>8:00-8:15</b>	<b>15</b>	Arrival, Morning Meeting
<b>8:15-8:35</b>	<b>20</b>	Community Circle
<b>8:35-9:15</b>	<b>40</b>	Writing Workshop
<b>9:17-9:57</b>	<b>40</b>	Balanced Literacy & Foundations
<b>9:59-10:39</b>	<b>40</b>	Reading Workshop
<b>10:41-11:21</b>	<b>40</b>	Recess
<b>11:23-12:03</b>	<b>40</b>	Special (PE, Art, Music, or Library)
<b>12:05-12:45</b>	<b>40</b>	Lunch
<b>12:47-1:27</b>	<b>40</b>	Math Workshop
<b>1:30-2:10</b>	<b>40</b>	Science or Social Studies
<b>2:12-2:52</b>	<b>40</b>	I-Block/Small Group Intervention

### Activity Guidelines

Activity following guidelines will be implemented for both virtual and hybrid models, in the event we have to pivot:

- The teachers will post a weekly schedule and an outline of learning expectations for the students
- Teachers will develop materials for each core subject (Math, Reading, Foundations, Writing) that mirror the format below.
  - Clearly defined goal(s) and objective(s)
  - Instructional support
  - Independent practice or skill work

### In Person Learning Model

- The FMES will have 5 days of instruction each week.
- All classes are 30-40 minutes long

- Lunch periods are 40 minutes in length
- All students will have a 40 minute recess period
- All students begin the day with a Community Circle

### **Expectations for Students**

- Students are asked to attend school
- Students are to complete assignments as designated by the teacher.

### **Instructional Plan for Students in Quarantine**

- Teachers will use Google Classroom to post assignments and other classroom materials and information for each class. All students will be expected to use this platform.
- Students in quarantine will be expected to complete the work posted in Google Classroom in a timely manner. Any question can be directed to the teacher through this platform using email.
- Additional home instruction may be provided to students who are in quarantine (please reach out to the building for more specifics).
- Student work will be graded as per each teacher's specific standards and guidelines.

### **Plans for 2021-2022 School Year**

- The principal will build a committee to discuss the best course of action for establishing a schedule that both enables students to thrive, but best supports teachers in their efforts to reach students.
- Students who attend fully in-person instruction will be required to come to school everyday.

### **Contacting the School**

- [Staff Directory](#)
- Grade Level Teacher(s) email is FirstName.LastName@hffmcsd.org
- School Secretary, Jeremy Hartwick: [jeremy.hartwick@hffmcsd.org](mailto:jeremy.hartwick@hffmcsd.org)
- Class Dojo

### **Building Wide Support:**

- School Psychologist, Mashal Malik: [mashal.malik@hffmcsd.org](mailto:mashal.malik@hffmcsd.org)
- School Nurse, Margaret Moscatello: [margaret.moscatello@hffmcsd.org](mailto:margaret.moscatello@hffmcsd.org)
- Principal, Rachel Adelstein: [rachel.adelstein@hffmcsd.org](mailto:rachel.adelstein@hffmcsd.org)

### **District Support:**

- Tech Support: [Tech Support](#)
- Google Classroom Support: [Google Classroom](#)
- District Website: [District Website](#)

## HIGHLAND FALLS INTERMEDIATE SCHOOL

### INSTRUCTIONAL MODEL for 2021-2022 School Year:

- The intermediate school will be fully in-person 5 days a week beginning September 1st, 2021.
- HFIS operates on a 6 day cycle (A-F days)
- Each day the school operates on a 9 period instructional day, in addition to homeroom, from 8:00 am to 2:56 pm. See bell schedule below.
- Classes will be kept as small as possible, with a minimum of 3 feet between students, as per CDC guidelines.
- Students are required to be masked at all times, except when they are seated and eating during lunch periods.
- Lunches will take place in three different areas of the building, to ensure appropriate distancing (6 feet) between students during meals.

### Bell Schedule

Regular Day	
Arrival	8:00 - 8:04
Homeroom	8:04 - 8:20
Period 1	8:22 - 9:04
Period 2	9:06 - 9:48
Period 3	9:50 - 10:32
Period 4 (Lunch 7/ 8)	10:34 - 11:16
Period 5 (Lunch 5/ 6)	11:18 - 12:00
Period 6 (Lunch 3/ 4)	12:02 - 12:44
Period 7	12:46 - 1:28
Period 8	1:30 - 2:12
Period 9	2:14 - 2:56

### Instructional Plan for Students in Quarantine

- Teachers will use Google Classroom to post assignments and other classroom materials and information for each class. All students will be expected to use this platform.
- Students in quarantine will be expected to complete the work posted in Google Classroom in a timely manner. Any question can be directed to the teacher through this platform using email.
- Additional home instruction may be provided to students who are in quarantine (please reach out to the building for more specifics).
- Student work will be graded as per each teacher's specific standards and guidelines.

**In the Event of School Closure due to COVID-19:**

- Instruction would shift to virtual learning. Daily attendance will be taken during homeroom, in addition to period attendance.
- Synchronous classes: Live whole class meetings with students. Attendance is taken during synchronous classes. Students will follow the same schedule as they would in person.

**Expectations for Students during Virtual Instruction**

- Students must check and respond to their email or correspondence in Google Classroom every day. We strongly encourage you to install email alerts on your cell phone, as this will help you to stay on track.
- Students should be dressed appropriately during all Google Meets, i.e. as though they were attending school in person.
- Students must have their cameras on and be visible during synchronous meetings unless a specific arrangement has been made with the teacher for that day.
- Students should participate from rooms that are well-lit and professional in nature. If a bedroom is their only quiet choice, students need to make sure that no inappropriate posters or photos are within view of the camera.
- As with our face-to-face classes, we anticipate that our students will engage in positive, appropriate conduct. Online activities offer worlds of possibilities to our students, preparing them for many college and university programs. It also requires a level of responsibility and maturity in every interaction. Again, we expect our students to act appropriately in their online classes.
- If a student is having issues with internet access, they should call their guidance counselor and their teachers so we can make arrangements to have assignments mailed home.
- If students are having any trouble with your chromebook, there is a [technology help desk on](#) the district website where they can report issues. All issues should be requested through the [IT Support Request Form](#).

## Contacting the School

### Grades 3-5

- [Staff Directory](#)
- Grade Level Teacher(s) email is FirstName.LastName@hffmcsd.org
- Guidance Counselor, Mrs. Hannigan: [trisha.vanzetta@hffmcsd.org](mailto:trisha.vanzetta@hffmcsd.org)
- Class Dojo

### Grades 6-8

- [Staff Directory](#)
- Grade Level Teacher(s): FirstName.LastName@hffmcsd.org
- Guidance Counselor, Courtney Quinn: [courtney.quinn@hffmcsd.org](mailto:courtney.quinn@hffmcsd.org)
- Class Dojo

### Building Wide Support:

- School Psychologist, Huma Imtiaz: [huma.imtiaz@hffmcsd.org](mailto:huma.imtiaz@hffmcsd.org)
- School Nurse, Sharida Richards: [sharida.richards@hffmcsd.org](mailto:sharida.richards@hffmcsd.org)
- School Secretary, Mary Papa: [mary.papa@hffmcsd.org](mailto:mary.papa@hffmcsd.org)
- Attendance Aide, Edith Rodriguez: [edith.rodriguez@hffmcsd.org](mailto:edith.rodriguez@hffmcsd.org)
- Assistant Principal, Nicole Gallardo: [nicole.gallardo@hffmcsd.org](mailto:nicole.gallardo@hffmcsd.org)
- Principal, Yashira Maldonado: [yashira.maldonado@hffmcsd.org](mailto:yashira.maldonado@hffmcsd.org)

### District Support:

- Tech Support: [Tech Support](#)
- Google Classroom Support: [Google Classroom](#)
- District Website: [District Website](#)

## JAMES I. O'NEILL HIGH SCHOOL

### INSTRUCTIONAL MODEL:

- The high school will be fully in-person 5 days a week beginning September 1st, 2021.
- The high school will be operating on an 11-period schedule.
- Classes will be kept as small as possible, with a minimum of 3 feet between students, as per CDC guidelines.
- Students are required to be masked at all times, except when they are seated and eating during lunch periods.
- Lunches will take place in three different areas of the building, to ensure appropriate distancing (6 feet) between students during meals.



## Bell Schedule

Period	Time Start	Time End	Instructional Time	Passing Time
1	7:20	8:03	43	4
2	8:07	8:48	41	4
3	8:52	9:33	41	4
4	9:37	10:18	41	4
5L (Lunch)	10:18	10:48	30	
5/6	10:22	11:03	41	4
6/7	10:52	11:33	41	4
7L (Lunch)	11:03	11:33	30	
7/8	11:07	11:48	41	4
9L (Lunch)	11:48	12:18	30	
8/9	11:37	12:18	41	4
10	12:22	1:03	41	4
11	1:07	1:50	41	4
Expanded Day (T-F) - optional	1:54	2:24	30	4

### Instructional Plan for Students in Quarantine

- Teachers will use Google Classroom to post assignments and other classroom materials and information for each class. All students will be expected to use this platform.
- Students in quarantine will be expected to complete the work posted in Google Classroom in a timely manner. Any question can be directed to the teacher through this platform using email.
- Additional home instruction may be provided to students who are in quarantine (please reach out to the building for more specifics).
- Student work will be graded as per each teacher's specific standards and guidelines.

### In the Event of School Closure due to COVID-19:

- Instruction would shift to virtual learning.
- Synchronous classes: Live whole class meetings with students. Attendance is taken during synchronous classes. Students will follow the same schedule as they would in person.
- Expanded Day: This setting is for small group or individual meetings, Tuesday through Friday, from 1:54 to 2:24.

## Expectations for Students during Virtual Instruction

- Students must check and respond to their email or correspondence in Google Classroom every day. We strongly encourage you to install email alerts on your cell phone, as this will help you to stay on track.
- Students should be dressed appropriately during all Google Meets, i.e. as though they were attending school in person.
- Students must have their cameras and be visible during synchronous meetings unless a specific arrangement has been made with the teacher for that day.
- Students should participate from rooms that are well-lit and professional in nature. If a bedroom is their only quiet choice, students need to make sure that no inappropriate posters or photos are within view of the camera.
- As with our face-to-face classes, we anticipate that our students will engage in positive, appropriate conduct. Online activities offer worlds of possibilities to our students, preparing them for many college and university programs. It also requires a level of responsibility and maturity in every interaction. Again, we expect our students to act appropriately in their online classes. We will address all conduct that does not meet these expectations as we would at James I. O'Neill High School.
- If a student is having issues with internet access, they should call their guidance counselor and their teachers so we can make arrangements to have assignments mailed home.
- If students are having any trouble with your chromebook, there is a [technology help desk on](#) the district website where they can report issues. All issues should be requested through the [IT Support Request Form](#).

## Contacting the School

### Grades 9-12

- [Staff Directory](#)
- Interim Principal: Robin Haberman ([robin.haberman@hffmcsd.org](mailto:robin.haberman@hffmcsd.org))
- Interim Assistant Principal: Christine Susskind ([christine.susskind@hffmcsd.org](mailto:christine.susskind@hffmcsd.org))
- School Nurse: Rita Figueira ([rita.figueira@hffmcsd.org](mailto:rita.figueira@hffmcsd.org))
- Teacher(s) email is FirstName.LastName@hffmcsd.org
- Guidance Counselors: Heather Milano, Lisa Mackey and Thomas Breitfeller ([heather.milano@hffmcsd.org](mailto:heather.milano@hffmcsd.org), [lisa.mackey@hffmcsd.org](mailto:lisa.mackey@hffmcsd.org), [thomas.breitfeller@hffmcsd.org](mailto:thomas.breitfeller@hffmcsd.org))
- Social Worker: Sarah Fitzsimmons ([sarah.fitzsimmons@hffmcsd.org](mailto:sarah.fitzsimmons@hffmcsd.org))
- Guidance Secretary: Kathryn Ward ([kathryn.ward@hffmcsd.org](mailto:kathryn.ward@hffmcsd.org))
- School Secretaries: Catherine Clark ([catherine.clark@hffmcsd.org](mailto:catherine.clark@hffmcsd.org)) and Shawanna Trautmann ([shawanna.trautman@hffmcsd.org](mailto:shawanna.trautman@hffmcsd.org))

- Attendance Clerk: Abby Peterson ([abigail.peterson@hffmcsd.org](mailto:abigail.peterson@hffmcsd.org))

District Support:

- Tech Support: [Tech Support](#)
- Google Classroom Support: [Google Classroom](#)
- District Website: [District Website](#)

## **ATTENDANCE, ATTENDANCE REPORTING & CHRONIC ABSENTEEISM**

### **Attendance and Attendance Reporting**

All schools in the Highland Falls-Fort Montgomery Central School District will take daily attendance whether school opens in September in-person, hybrid, or virtual. 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 the form of building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in SchoolTool, 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, HFFMCS D 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 virtual. The district and school guidance teams will address 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, tardies, and student engagement in one central, secure location with a tool that helps 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, to 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 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.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

## **TECHNOLOGY & CONNECTIVITY**

Access to technology is essential for students to connect to learning resources in all learning environments. The Highland Falls-Fort Montgomery Central School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The building and district leadership teams formulated plans that are mindful of student home access to reliable internet and computing devices.

The district has a 1:1 initiative for all students in grades K-12; whereby all students are provided with a Chromebook for use at school and students in grades 6-12 will be required to bring them to and from school each day. Similarly, all teachers have laptops that can be used from any location inside and outside of our schools. Using multiple methods, HFFMCSD personnel gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that 70% of them indicated that they have “all the time” access to the internet at a sufficient level to participate in all learning activities, at their place of residence. The other 30% indicated that they do not have sufficient internet access at their place of residence. The district has purchased Wi-Fi hotspots that operate with all major North American wireless networks. The devices are deployed to students fully activated, provisioned, and kitted with a carrying case, and charger.

The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the district will take the necessary steps to meet their needs where possible. In addition, the district has arranged a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during virtual and/or hybrid learning. The district will communicate the protocols stakeholders can use to gain assistance in such cases.

The district will conduct and/or maintain an inventory of equipment and other assets in an effort to identify which students, families, and staff have district assets in their possession. In addition, HFFMCSD has already, or will procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.

As a part of the district's ongoing professional development and support of the faculty, building and district leaders will identify professional learning needs for teachers and continue to provide educational opportunities to develop skills and pedagogical strategies to best support student learning and engagement in a virtual environment.

HFFMCSD 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 NYSED Learning Standards in virtual or hybrid models through the use of both synchronous (Google Meet) and asynchronous technologies (i.e. Google Classroom or other web-based educational tools). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. The district will also schedule learning opportunities for families to educate parents and guardians on how to use the technologies and connect to the instructional activities.

### **TEACHING & LEARNING**

In an effort to ensure high-quality teaching and learning a continuity of learning plan has been developed for the 2022-21 school year. Our plan assures that instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

As we encountered in the previous school year, there may be times when it is necessary to alternate between in-person and remote learning due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. **However, it is our intention to maximize the time our students can attend school in-person in our buildings.**

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 include 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. In an effort to prepare for the specific circumstance of the 2021-2022 school year, the District has designated August 30 and 31, 2021 as Superintendent's Conference Days. The professional learning on these dates will focus on training the faculty on the requirements and logistics related to operating our schools. In addition, the District will schedule professional learning opportunities in the areas of social-emotional well-being, technology integration, and best practices for teaching and learning throughout the school year.

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 virtual or 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, special education students, English language learners, students who did not engage in remote learning consistently during the preceding school, and students with technology or connectivity needs.

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. It is important to consider and solidify a systematic cycle of assessments including initial screenings and assessments. Due to interrupted instruction caused by COVID-19, the HFFMCSD schools will consider the use of diagnostic assessment at the beginning of the school year to determine the learning needs of each student. Pre-kindergarten screening will be scheduled as soon as possible, based on guidance from the New York State Department of Health. In addition, benchmark assessments will be used to confirm student progress towards learning objectives and meeting the NYSED Next Generation Learning Standards. The district uses the eDoctrina data management platform to collect, house, and disaggregate local data to make instructional decisions and to assist in determining RtI and Special Education services.

The HFFMCSD building and district leadership teams used the following questions to create an assessment plan for the 2021-2022 school year:

- Are there common diagnostic, formative, and summative assessment tools across the district/site for comparative analysis to identify specific targeted student learning needs?
- If assessments must be given at home, how have students been prepared for and given the opportunity to practice the protocols for administration? If parent support or guidance is needed, how have they been prepared?
- Is there a clearly defined multi-tiered system of support that includes guidance for implementing interventions?

- Do staff have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process? What might this look like in a virtual setting?
- How will HFFMCSD school officials ensure appropriate accommodations are made for students?

Additional considerations are outlined below:

- Consider developing a regularly scheduled time for grade-level teams and staff meetings to engage in cycles of inquiry around student data.
- Establish a common protocol for regular and consistent communication to parents.
- Develop a plan to meet the social–emotional needs of the student prior to administering an assessment. Examples include greetings and a warm-up game (with physical distancing) to ease anxiety, prior to asking students to demonstrate learning.
- Interventions may include a regularly scheduled 30-minute session with an intervention provider or specialist through video conference, scaffolding for specific task assignments (e.g., an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or check ins, time management supports, or maintaining a daily written agenda. Students in upper grade levels may be offered guidance for monitoring their own progress and implementing interventions independently, if appropriate.

As a result of the data-driven decision making process, teachers and administrators will be well informed to address areas of the curriculum that 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 to achieve the NYSED Next Generation Learning Standards and 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.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website <http://www.ouboces.org>.

Each of our curriculum scope and sequences is anchored in the New York State Learning Standards. In anticipation of moving into various models throughout the school year we have collaboratively created strategies and curated resources to support all instructional models.

The majority of secondary level instructional minutes are spent on synchronous (real-time) learning wherein the teacher will interact each day with all of their students. Elementary

schedules for virtual learning include synchronous instructional time for core subjects every day as well as built-in small group time for teachers to meet with students in a 1:1 or small group format for instruction, intervention, and reteaching.

We provide all students with equal access to instruction in each scenario, as well as devices to use in all three scenarios. At the elementary level, small group time is built into the daily schedule to allow the teacher to tailor instruction to specific student needs including gap filling and 1:1 assessment and feedback. The secondary model also allows for student support within the model in several ways. The teachers will provide small group support within their daily instruction. In addition, students will have the opportunity to receive support with intervention through scheduled sessions with teachers in an “extended day”/extra help format.

### **In-person Instruction**

Upon resuming in-person instruction, the number of students in each of our classrooms adhere to CDC guidance regarding proper social distancing. Currently the guidance indicates that proper social distancing as defined by the CDC:

- Schools/districts may choose to reduce physical distancing to no less than three feet between students during academic instruction, however:
  - Schools/districts must follow CDC recommendations for physical distancing depending upon community transmission rates and grade levels.
  - School must adhere to the exceptions where a minimum of six feet of distance must be maintained including:
    - Six feet of distance is always the required distancing between adults (teachers, staff, visitors) and between students and adults.
    - Six feet of distance is required when eating meals or snacks, or drinking or other times masks must be removed.
    - Individuals participating in activities that require projecting the voice (i.e. singing) or playing a wind instrument must be six feet apart and there must be six feet of distance between the performances and the audience during performances and concerts.
    - Six feet of physical distance must be maintained in common areas and outside of the classroom (i.e. lobbies, auditoriums, gymnasiums, cafeterias, and hallways), where possible.
    - In addition to maintaining appropriate physical distancing, personnel must wear acceptable face coverings at all times.
    - Room capacity will be posted for all spaces.

In order to accommodate the requirements for physical distancing in the classrooms, the District will identify and reconfigure all potential areas to be used for learning. The district will be



assigning instructional faculty and staff to assist with the delivery of instruction and to provide adequate supervision of students. As needed and possible, the District will enlist per diem substitute teachers to meet additional instructional and supervisory needs.

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

If it continues to be an imperative, 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. Whenever possible students will utilize outside space for physical education instruction.

The school library is an integral part of the learning ecosystem. The library media specialist and the STEM teacher will support instructional practices in all learning scenarios. Specifically, at the start of the school year they will assist in helping students gain information, media and digital fluency skills.

For information on school schedules, visit the School Schedules section on page 42.

### **Virtual/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/blended 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 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.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

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 on page 43 of our plan.

### **VIRTUAL LEARNING OPTION**

For the 2021-22 school year, the district plans to collaborate with OUBOCES to offer the option of a virtual learning academy for all children who are deemed medically vulnerable or have family members in high-risk groups. At this time, OUBOCES has only released information regarding a virtual learning program for students in grades 6-12.

### **CAREER AND TECHNICAL EDUCATION (CTE)**

HFFMCSD will collaborate with Orange-Ulster BOCES to ensure high school instructional plans are aligned. OUBOCES has developed models that ensure NYS Learning Standards, applicable industry certification requirements, clinical and work-based learning hours will be met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing. For information relating to teaching and learning in BOCES Career and Technical Education programs, please see the BOCES website <http://www.ouboces.org>.

### **ATHLETICS & EXTRA CURRICULAR ACTIVITIES**

Interscholastic sports, and extracurricular activities are an important component of student life and the learning community. HFFMCSD strives to provide a wide array of activities that appeal to all students and provide them with opportunities to identify, support and cultivate their interests. To the extent possible, the district will continue to offer all activities that can be conducted in a safe and responsible manner.

#### **Interscholastic Athletics**

HFFMCSD may participate in interscholastic athletics as determined and scheduled by Section IX. Appropriate social distancing, PPE usage, and cleaning and disinfection of equipment. Practices must follow the New York State Department of Health guidelines.

To facilitate safe participation in sports and reduce transmission in activities that have elevated risk, HFFMCSD may consider requiring screening testing for participation based on the nature of the activity. Schools can implement testing among student athletes/participants, coaches, and trainers, and any other individuals (such as parent volunteers) who could come into close contact with others during these activities.

- Indoor sports of Volleyball and Girls Swimming (except when in the water) are required to wear masks. This includes players, coaches, site personnel and

officials. Game Day Cheerleading will follow the guidelines based on whether a competition is held indoors or outdoors.

- Indoor sports will allow spectators. Spectators will be required to wear masks.
- Outdoor sports will not require masks for players, coaches, site personnel and officials.
- Outdoor sports will allow spectators with no mask requirements.
- Section IX reminds all schools to follow social distancing and all other mitigating protocols to keep all participants as safe as possible.

### **Extracurricular Activities**

In all three educational scenarios, in-school, hybrid and virtual, the district will continue to offer the extracurricular activities/clubs. The district will restrict and/or limit the use of school/district facilities to district or school sponsored extracurricular activities and groups as it sees fit. In the event that an outside organization needs access to the district facilities, the organization must follow all State and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocols that are in place for district employees and students. The district will maximize the use of technology (web conferencing/Google Meet) and online resources to enable the teachers and students to convene when practicable.

HFFMCS D will offer extracurricular activities using the same protocols for health and safety requirements as general school and classroom use:

- Occupancy in each classroom/space will be specifically identified and determined based on the overall square footage of the available space.
- Students will receive not less than 3 feet of separation from each other, and student to teacher, as well as teacher to teacher (or support staff) will receive not less than 6 feet of separation from others.
- Additional considerations will be taken to account for space utilized for classroom instructional needs and teaching materials.
- Students, teachers and support staff will be required to wear a proper face covering at all times.
- Restrict items in the classroom that are only essential to the instructional needs of the students:
  - Remove any unnecessary furniture.
  - Remove any soft surfaces that are difficult to disinfect such as:
    - Area Rugs
    - Soft fabric chairs
- All areas will be thoroughly cleaned and disinfected after use.

## **SPECIAL EDUCATION & STUDENT SERVICES**

While extended school closures have a significant impact on the education of students, it is widely recognized that students with disabilities may experience increased distress and negative educational consequences due to the changes in instructional methods and requirements. Creating an inclusive plan that addresses the needs of diverse learners and students with exceptional needs is essential.

### **Health and Safety**

- Personal Protective Equipment (PPE) made available to students.
- Consider the differing requirements of PPE for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- Consider how the school will address students with disabilities who refuse or are not able to wear masks.

### **Physical distancing**

- Flexibilities for specific students-with disabilities populations such as students with extensive support needs, behavioral challenges, etc. will be developed as appropriate and consistent with their IEPs and other plans.
- Flexibilities and plan for how to implement physical distancing, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Provide related services and assessments in instructional models while following physical distance guidelines

### **Utilize and Update Individualized Education Programs (IEPs)**

In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) provided guidance that IEP amendments were not necessarily required for the immediate change to remote learning. However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs. This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for potential change in instruction models to include traditional classrooms, hybrid or virtual learning.

The HFFMCS D Instructional Continuity Plan 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 Highland Falls-Fort Montgomery Central School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to 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 (live-person, hybrid, or remote). HFFMCSD 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 (eg. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

HFFMCSD 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.

HFFMCSD 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.

HFFMCSD 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 live, hybrid, and remote instruction during the school year, a record of what instruction and services were provided, 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. For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the Communication/Family and Community Engagement section (see page 6) of our Plan.

### **Vulnerable Students with Special Needs**

Some special needs students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. As these students transition back to the school environment, our trained teaching staff will plan and coordinate with the following so that a healthy transition is made:

- school health services personnel
- special education personnel
- pupil personnel services and
- administration.

### **Special Considerations**

- Define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or school-wide procedures and protocols related to the following:
  - Daily temperature checks
  - Restroom use as well as diapering and toileting
  - Paths of travel
  - Use of campuses for recess or recreational activities
  - Cleaning and disinfecting

Additional PPE for staff caring for such students will be provided on a case-by-case basis. Staffing assignments will be examined to provide the lowest teacher-to-student ratios possible.

### **BILINGUAL EDUCATION & WORLD LANGUAGES**

The Highland Falls-Fort Montgomery Central School District provides world language instruction in Mandarin Chinese, and American Sign Language (ASL) for students in grades 9-12, Spanish in grade 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs

K-12. The district utilizes OUBOCES technical assistance for World Language Instruction 7-12 and K-12 for ENL instruction. This assistance will be provided in all formats (in-person, hybrid, or virtual).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. Upon the resumption of in-person instruction we will complete the ELL identification process as required by Commissioner's Regulations Part 154.

HFFMCSD 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, remote or hybrid instruction. 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, 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. We utilize translation professionals to assist with translation services. This service can translate live conversations as well as documents.

HFFMCSD 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. The district also has access to the OUBOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized, and research based.

In order to assure that students have opportunities to study world languages, HFFMCSD will work with district faculty and our instructional partners to provide Chinese, Spanish, and ASL in the live in-person, hybrid, or virtual learning format throughout the school year. With the support of OUBOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, SWDs, and general education students who are studying world languages such as Chinese, Spanish, or ASL to help address learning gaps caused by the COVID-19 school closures.

Our district will support our students as they work towards earning the New York States Seal of Biliteracy. We will collaborate with OUBOCES to provide Seal of Biliteracy professional learning. As well, OUBOCES will support assessment options and provide translators for NYS Seal of Biliteracy presentations.

Through using our district and BOCES resources, we are well prepared to reopen our schools and serve ELLs, MLLs, and students learning world languages as they expand their skills, knowledge, and facilities with languages.

## **STAFFING**

### ***Teacher and Principal Evaluation System***

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. HFFMCSD will consider whether the currently approved APPR plans may need to be revised in order to be consistent with their plans for operating under an in-person, virtual 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 Highland Falls-Fort Montgomery 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.

### **Vulnerable Populations**

The unknown vulnerabilities of our faculty and staff will be handled on a case-by-case basis with support from our Human Resources department. Accommodations, where appropriate, will be provided when and where needed. Faculty and staff will be trained in vulnerabilities outlined in guidance provided by the New York State Education Department and are asked to notify their supervisor with questions and concerns.

HFFMCSD acknowledges that the following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing.

### **Persons in these groups should consult with their healthcare provider regarding prevention:**

- Individuals age 65 or older;
- Pregnant individuals;



- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma;
  - serious heart conditions;
  - immunocompromised;
  - severe obesity (body mass index [BMI] of 30 or higher);
  - diabetes;
  - chronic kidney disease undergoing dialysis;
  - liver disease;
  - sickle cell anemia;
  - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

**APPENDIX A: KEY REFERENCES**

[New York State Department of Health Interim Guidance for In-Person Instruction at Pre-k - Grade 12 Schools During the COVID -19 Public Health Emergency](#)

[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](#)

[American Academy of Pediatrics Website](#)