



HFFMCSD Emergency Remote Instructional Plan

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HIGHLAND FALLS-FORT MONTGOMERY CENTRAL SCHOOL DISTRICT

Mr. Michael McElduff, Superintendent of Schools

Emergency Remote Instructional Plan

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TERMS AND ACCESS GUIDANCE

The following terms may be helpful to know before reading through this guidance document:

Virtual Learning -

Asynchronous Learning - Learning that can take place any place and any time. Students will access learning materials independently in Google Classroom. The opposite of synchronous learning.

Synchronous Learning - Students connect with the teacher and their classmates at the same time for live instruction via Google Meet. The opposite of asynchronous instruction.

Technology Acceptable Use Policy - The rules and expectations that guide the way our students use technology. A link to the District's Acceptable Use Policy (7315) is provided [here](#).

Virtual Office Hours - Hours that teachers will be available to connect with students and families.

Platform - Suite of tools used to provide instruction and make learning materials accessible (i.e. Google Suite (GSuite)).

Google Meet - A web-conferencing app that is a part of the Google Suite (GSuite). Teachers will initiate a "Meet" for synchronous meetings.

Google Classroom - A learning management tool that allows teachers to organize content, materials, resources and assignments in one place. .



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INTRODUCTION TO REMOTE LEARNING

In response to the current requirements issued by the New York State Education Department, the Highland Falls-Fort Montgomery Central School District has developed a Remote Instructional Plan. Our ongoing investments in educational technology, devices, infrastructure, and professional development for faculty and staff has prepared us to continue the educational experience for our students in a remote learning environment.

The HFFMCS D Remote Instructional Plan provides an overview of the processes and tools associated with remote learning including how to communicate with the administration and faculty, attendance and grading procedures, instructional schedules and guidelines and resources. This document will be updated based on guidance from the New York State Education Department and in response to the ongoing feedback provided by our students, parents and teachers.

The primary place where your child will receive instruction and educational materials is through Google Classroom and Google Meet. You can find information and FAQs related to remote learning and the GSuite on [HFFMCS D Remote Learning Support](#). Students should login to their Google Classrooms each day for announcements and updated information/resources/assignments.

If students are experiencing issues with their devices or access to remote learning tools, students/parents can submit an [IT Request Support Form here](#).

COMMUNICATION

During any virtual learning many things remain the same. Parents, guardians and students will be able to contact building administrators, teachers, school counselors, social workers and school psychologists to ask questions, or schedule virtual appointments as they would during regular school operations. Parents should continue to supervise student work and students are still expected to complete their assignments according to due dates and timelines provided by the teacher.

Teachers will post assignments in Google Classroom. Administrators and teachers are also available via email.

Students are required, at all times, to respect the privacy of other participants. This means that students and/or parents are not permitted to **make audio or video recordings or screenshots of teachers or classmates**. These actions are considered a violation of our Code of Conduct and may result in disciplinary action. In the event that a student knowingly records and shares video or audio content from a virtual session, the teacher will communicate this violation to the administration and the Student Code of Conduct will be followed. Please review these documents:

[Acceptable Use Policy](#)
[Student Code of Conduct](#)



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ROLES IN SUPPORTING REMOTE LEARNING

Students:

- Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s).
- Check the online platforms for information on classes, assignments, resources daily.
- Ensure that you know your usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Identify a comfortable and quiet space to learn and study.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.

Teachers:

- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Use ESOL strategies for English Language Learners (ELL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.
- Maintain established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Provide instructional resources and materials through digital learning means such as Google Suite, ClassDojo or other tools
- Communicate with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor.

Families:

- Ensure internet access is available at home; If a family is in need of a hotspot (Kajeet), please contact the main office in your child's school. There are devices available for families in need.
- Confirm that your children know their usernames and passwords for instructional resources and encourage their participation in synchronous and asynchronous class sessions.
- Maintain communication with your children's teachers and school counselor(s).
- Engage your children in conversations regarding assignments.
- Monitor time spent engaging in online and offline learning.
- Support your children's emotional balance by providing time for physical activity and play.

ATTENDANCE

Our expectations for attendance do not change, regardless of the instructional delivery model.. Students are expected to participate in the synchronous and asynchronous learning activities and complete assignments as designated by teachers.



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VIRTUAL OFFICE HOURS

Teachers in grades Pre-K-12 will post “virtual office hours” on their Google Classrooms so that students are aware when additional assistance is available. During the scheduled office hours, teachers will be available to all students who need additional support, request assistance with school work, need to discuss attendance or completion of assignments.

FORT MONTGOMERY ELEMENTARY SCHOOL:

VIRTUAL MODEL:

Expected Time of Daily Student Engagement

- Kindergarten & 1st (approx. 2-3 hrs.)
- 2nd (approx. 3-4 hrs)
- The FMES will follow a 2 hour delay schedule
- The faculty and staff will begin their day at their usual time, using the 2 hour delay time to prepare for the delivery of virtual instruction.

Activity Guidelines

- The teachers will post a 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 via teacher made video, prepared document/presentation, online resource
 - Independent practice or skill work

Learning Format: All classes are 40-60 minutes long

- Synchronous classes: Live whole and small group class meetings with students. This is where new instructional concepts can be introduced or reinforced in a live setting with the teacher. Students should be logging into all synchronous classes. Attendance is taken during synchronous classes.
- Asynchronous: This setting is for pre-recorded and assigned work. Students are expected to complete all asynchronous work assigned in Google Classroom and submit to their teacher upon completion.

Expectations for Students

- Students are to complete assignments as designated by the teacher.
- Students are expected to attend classes in Google Meet as scheduled by the teacher.
- Students must check and respond to correspondence in Google Classroom every day.
- Students should be dressed appropriately during all Google Meets, i.e. as though they were attending school in person.
- Students should participate from rooms that are well-lit and professional in nature.



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Contacting the School:

If you need to reach a staff or faculty member please use the following options:

- **Grades PK-2**
 - [Staff Directory](#)
 - Grade Level Teacher(s) email is FirstName.LastName@hffmcsd.org
 - School Secretary, Mayra Santamaria: mayra.santamaria@hffmcsd.org
 - Class Dojo
- **Building Wide Support:**
 - School Psychologist, TBD
 - Social Worker, Jessica Belz: jessica.belz@hffmcsd.org
 - School Nurse, Margaret Moscatello: margaret.moscatello@hffmcsd.org
 - Principal, Jacqueline Rodriguez: jacqueline.rodriguez@hffmcsd.org
- **District Support:**
 - Google Classroom Support: [Google Classroom](#)

Student Devices:

K-2 Students will take devices and chargers home when inclement weather is anticipated. This is a precautionary measure to ensure students are prepared in the event of an emergency remote instructional day. Families will receive notice of this pivot. Notice will be shared via District communication (text, email, phone call) Students are expected to bring devices and chargers back to school following the remote instructional day.



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HIGHLAND FALLS INTERMEDIATE SCHOOL:

VIRTUAL MODEL:

Expected Time of Daily Student Engagement

- 3rd-5th grade (approx. 4 hours daily)
- 6th-8th grade (approx. 5 hours daily)
- The HFIS will follow a 2 hour delay schedule
- The faculty and staff will begin their day at their usual time, using the 2 hour delay time to prepare for delivering virtual instruction.

Activity Guidelines

- The teachers will post a schedule and an outline of learning expectations for the students
- Teachers will develop materials for each core subject that mirror the format below.
 - Clearly defined goal(s) and objective(s)
 - Instructional support via teacher made video, prepared document/presentation, online resource
 - Independent practice or skill work

Learning Format:

- Synchronous classes: Live whole and small group class meetings with students. This is where new instructional concepts can be introduced or reinforced in a live setting with the teacher. Students should be logging into all synchronous classes. Attendance is taken during synchronous classes.
- Asynchronous: This setting is for pre-recorded and assigned work. Students are expected to complete all asynchronous work assigned in Google Classroom and submit to their teacher upon completion. This can also include independent reading and i-Ready.

Expectations for Students for 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 (if students have a 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 previously been made with the teacher for that day.
- To the extent possible, 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



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students to act appropriately in their online classes. We will address all conduct that does not meet these expectations as we would at the Highland Falls Intermediate School.

Contacting the School:

If you need to reach a staff or faculty member please use the following options:

- **Grades 3-5**
 - [Staff Directory](#)
 - Grade Level Teacher(s) email is FirstName.LastName@hffmcsd.org
 - Guidance Counselor, Mrs. Hannigan: trisha.vanzetta@hffmcsd.org
 - Social Worker, Jessica Belz: jessica.belz@hffmcsd.org
 - School Secretary, Mary Papa: mary.papa@hffmcsd.org
 - Class Dojo
- **Grades 6-8**
 - [Staff Directory](#)
 - Grade Level Teacher(s): FirstName.LastName@hffmcsd.org
 - Guidance Counselor, Caitlin Nichols: caitlin.nichols@hffmcsd.org
 - Social Worker, Jessica Belz: jessica.belz@hffmcsd.org
 - School Secretary, Mary Papa: mary.papa@hffmcsd.org
 - Class Dojo
- **Building Wide Support:**
 - School Psychologist, TBD
 - School Nurse, Donna Demarmes: donna.demarmels@hffmcsd.org
 - Assistant Principal, Felecia Williams-Kelly: felecia.williamskelly@hffmcsd.org
 - Principal, Yashira Maldonado: yashira.maldonado@hffmcsd.org
 -
- **District Support:**
 - Google Classroom Support: [Google Classroom](#)

Student Devices:

- Students will take devices and chargers home when inclement weather is anticipated. This is a precautionary measure to ensure students are prepared in the event of an emergency remote instructional day. Families will receive notice of this pivot. Notice will be shared via District communication (text, email, phone call) Students are expected to bring devices and chargers back to school following the remote instructional day.
- 6-8th Graders: All 6-8th grade students travel to and from school with their device. They should continue to bring their device home each day



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JAMES I. O'NEILL HIGH SCHOOL

Expected Time of Daily Student Engagement

Virtual Model

- The high school will be operating on an 11-period schedule.
- The high school will follow a 2 hour delay schedule
- The faculty and staff will begin their day at their usual time, using the 2 hour delay time to prepare for delivering virtual instruction.

Activity Guidelines

- The teachers will post an outline of learning expectations for the students.
- Teachers will create lesson plans which will balance whole-group instruction with small-group and individual activities, even during synchronous instructional periods.
- Teachers will develop materials for each subject (including PE and electives) that mirror the format below.
 - Clearly defined goal(s) and objective(s)
 - Instructional support via teacher made video, prepared document/presentation, online resources
 - Independent practice or skill work
- Student work will be graded as per each teacher's specific standards and guidelines.

Learning Format:

- **Synchronous classes:** Live whole class meetings with students. This is where new instructional content can be introduced or reinforced in a live setting or pre-recorded by the teacher. Students should be logging into all synchronous classes. Attendance is taken during synchronous classes.

Expectations for Students for 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.
- To the extent possible, 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.



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- If students are experiencing issues with their devices or access to remote learning tools, students/parents can submit an [IT Request Support Form here](#)

STUDENT AND FAMILY SUPPORT

Contacting the School:

- Reach out to the guidance department if you have questions or concerns about how your child is progressing with the virtual lessons or how they are coping with the quarantine.
 - Ms. Milano for 9th grade students can be reached at heather.milano@hffmcsd.org;
 - Ms. Mackey handles all 10th-12th graders with last names A-L and can be reached at lisa.mackey@hffmcsd.org;
 - Ms. Ward works with all 10th-12th grade students with last names that begin with M-Z and can be reached at kathryn.ward@hffmcsd.org
 - Mrs. Sarah FitzSimmons, our social worker, can be reached at sarah.fitzsimmons@hffmcsd.org if your child is experiencing other emotional issues.
- Families with medical issues, questions or concerns can reach out to the nurse at rita.figueira@hffmcsd.org.
- [Faculty and Staff Directory](#)

Student Devices:

- 9th-12th Graders: All 9-12th grade students travel to and from school with their device. They should continue to bring their device and charger home each day

ENGLISH LANGUAGE LEARNERS

If your student is an English Language Learner, ELL, the teacher will provide remote learning instruction and will use various learning platforms for engagement. The teachers will assign lessons according to your student's language proficiency and/or by their current units of study in coordination with grade level/content area teachers.

ACADEMIC INTERVENTION SERVICES

Academic Intervention Service teachers will continue to provide instruction targeting skills reinforcement based upon individual student needs. AIS supplemental support will be provided using district software and digital platforms that students are familiar with, as much as practicable. AIS teachers will establish contact with their students using all of the same methods that content and classroom teachers use.



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SERVICES FOR STUDENTS WITH DISABILITIES

Special education teachers will also be providing daily synchronous and/or asynchronous learning experiences for students in resource rooms, self contained classrooms, and co-teaching classrooms . All learning opportunities will be aligned with your child's IEP goals using Google Classroom and/or Google Meet. Office hours and instructional resources for individuals and groups of students will be posted by the student's teachers and on the district website.

School psychologists, counselors and our social worker will have office hours, activities, resources and individual times to offer support for students who receive mandated counseling, and those who need additional support.

Related service providers will offer remote support services, through Google Classroom and Google Meet, in individual or small groups. They will be offering check ins, Meets and videos/activities. These activities will focus on each student's goals.