



Port Jefferson UFSD Reopening Plan

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INTRODUCTION

The Port Jefferson School Union Free District (PJUFSD) is committed to resuming in-person instruction for the 2020-21 school year. We recognize that children learn best when they are in school - there is no substitute for a trained educator in the classroom. However, it is important that we prioritize the health and well-being of our students and staff. Therefore, all scheduling decisions will be made in compliance with guidance from the New York State Department of Health (DOH), New York State Education Department (NYSED) and the Governor's Office. Any changes to the school schedules will be communicated with families in a timely fashion. The PJUFSD Reopening Plan includes the following scenarios:

- Full In-Person
- Hybrid
- Full Remote Learning

In preparing this reopening plan on how to best facilitate a safe return to school for students and staff, we carefully considered group size limitations, social distancing requirements, availability of personal protective equipment (PPE) and local healthcare and hospital capacity. Based on our assessment of those and other factors, our reopening plan is structured as follows:

Elementary School

Kindergarten - 5th grade students are scheduled to attend in-person at the start of the 2020-2021 school year. Our elementary students will return to school with strict social-distancing, sanitizing protocols and health procedures in place. While movement will be limited, these practices will take place during transportation and within all instructional and non-instructional areas of the building. Students and staff will be required to wear masks at all times. Pre-Kindergarten classes will be suspended for the duration of the school year.

Secondary Schools

Due to the limitations of classroom space and the shared teaching staff at the Middle School (MS) and High School (HS), PJUFSD cannot safely return all secondary students and staff to the buildings at the start of the 2020-2021 school year. For this reason, the hybrid model will be implemented for students in grades 6-12. In order to maintain a safe and healthy environment, we have adjusted the HS/MS bell schedule to allow for more time to transition between classes. Additionally, we have assigned students to an alphabetical cohort in order to reduce the number of students in the buildings. Students whose last name begins with A-L are assigned to the "Purple" cohort, and students whose last name begins with M-Z are assigned to the "Grey" cohort. This will ensure all family members are attending school on the same days should a hybrid model be implemented district-wide. Secondary students and staff will adhere to strict social-distancing and wear a mask at all times while in school. Additional sanitizing protocols and health procedures will also be in place.

Should direction from the Governor's office move to a full remote learning model, the District will provide a blend of synchronous and asynchronous instruction through remote learning. It is important to note that the District has taken all feedback from families and staff on remote learning from this past spring into careful consideration, and has developed a model of quality instruction with increased student-teacher interaction.

COMMITTEE MEMBERS

PJUFSD engaged with numerous stakeholders in developing our reopening plan. We included administrators, faculty, staff, students, parents/guardians, local health department officials, Port Jefferson Village officials, healthcare providers, our District physician and our school nurses. Our reopening committee consisted of four subcommittees; Facilities, Curriculum and Instruction, Social and Emotional Student Needs and Personnel. We also deployed parent surveys, presented at Board of Education meetings and collaborated with other school district leaders throughout our region and State.

Abbateiello, D. Senior Office Assistant	Coppi, A. Kindergarten Teacher	Kelsch, B. Teaching Assistant	Ruoff, C. 6th Grade MS Teacher
Augello, M. HS English Teacher	Competiello, B. Office Assistant	Krieg, K. 5th Grade Teacher	Ryan, M. 6th Grade MS Teacher
Bernier, K. HS Asst. Principal	Crieghton, C. Music Teacher	Koelbel, F. Plant Facilities Adm.	Sandek, B. Network & Systems Adm.
Bermel, C. Teaching Assistant	Demsen, F. Senior Office Assistant	Lautato, R. Facility & Technology Supervisors' Assoc. Pres.	Sherrard, A. Director of Health, PE, Athletics & Nursing
Braun, T. Custodial Unit Pres.	Delgado, N. Parent	Laverty, A. Pre-K-8 Asst.Principal	Sklar, N. Special Education
Braille, P. Parent	Dona M. Senior Office Assistant	Lavin, M. HS English Teacher	Smith ,M. Elementary Teacher
Britt, K. Social Worker	DiBella L. SEPTA President	Lyons, M. ENL	Snaden, K., Port Jefferson Village Trustee
Butera, A. Port Jefferson Teachers' Assoc. Pres.	Farina, M. Parent	Meehan, T. ES Principal	Sproul, K. Parent
Butera, M. United Paraprofessional Assoc. Pres.	Frederico, S. Nurse	Meere, J. Teaching Assistant	Stanton, C. Parent
Byrne, J. Allergist & Clinical Immunologist	Giannusa, A. 6th Grade MS Teacher	Morgenstern, I. Executive Director Of Human Resources	Thomsen, G. Parent
Byrnes, C. Teaching Assistant	Gil, J. District Physician	Neidig, Ed.D., R. MS Principal	Von Oiste, H. PTA Vice President
Cahill, Ed.D., J. Director of Special Education	Grasso, E. HS English Teacher	O'Hara, J. Teaching Assistant	Volpi, J. PTSA
Campo, D. Parent	Gronenthal, E. Parent	O'Sullivan, M. Teaching Assistant	Wells, D. Elementary
Caravello, Ed.D., M. Director of Music & Fine Arts	Hartmann, D. Teaching Assistant	Orofino, C. Parent	Yin, P. 12th Grade Student
Chalmers, B. Technology Teacher	Haruthunian, E. HS Principal	Pipia, C. Parent	Wendel, K. Psychologist
Chester, B. Parent	Kim, V. 9th Grade Student	Philbrick, O. 9th Grade Student	Zimmerman, L. PTSA President
Colosi, D. Parent	Kelly, L. 2nd Grade Teacher	Roscoe, F. Parent	Zinger, M. Special Education Teacher

GUIDING PRINCIPLES

Any and all information in this plan is subject to change based upon ongoing guidance from including, but not limited to, the New York State Education Department, the New York State Department of Health and the New York State Governor's Office.

Ability to Transition Between In-Person, Hybrid and Remote

As we navigate through this pandemic, we must plan for the need to transition between any of the three models; and, making the transition as easy as possible for families, our faculty and staff. Dependent upon the number of confirmed cases, a transition to full remote learning may be necessary for a class or even an entire school building. It is even possible our entire network may need to transition to full remote learning depending upon the overall state of public health in Suffolk County and New York State.

If any of these circumstances arise, you will be notified through our established communication protocols:

- The District will provide students and their families with multiple ways to contact schools and teachers during remote learning, including telephone, email messages, virtual conferences/meetings and mail.
- The District will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible. We will utilize our website, social media sites, and SchoolMessenger broadcasts to communicate this information. In addition, we will mail important information home to all families prior to the start of our academic year.
- The District will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child.
- In addition, the District will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication.

Communications Regarding Future School Closures

PJUFSD is prepared for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases. The District will consult with local public health officials and our District Physician when making such decisions.

School building administrators will communicate with each other regularly and, if needed, will consider closing school if absentee rates impact the ability of the school to operate safely.

We will communicate any/all school closures using our website, social media channels and our SchoolMessenger notification system.

COVID-19 SAFETY COORDINATOR

The District has designated the Director of Health, Physical Education, Athletics and Nursing as the COVID-19 Safety Coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

The District has also designated the building principals as the building coordinators. They are responsible for answering or properly directing questions from students, faculty, staff and parents or legal guardians regarding COVID-19 public health emergency plans implemented by the school.

Updated information can be found at: www.portjeffschools.org or our various social media platforms which are listed here: <http://portjeffschools.org/our-district/social-media>. These tools include: Twitter, Facebook and Instagram.

COVID-19 RESOURCES

General questions regarding the plan can be sent to reopeningquestions@portjeffschools.org

General phone number "hotline": (631) 791 - 4442

Calls or email messages will be responded to within 72 hours. If you have a timely health related question, please contact the building principal, school nurse, or primary physician..

The following resources are available online and were consulted during the creation of this document:

New York State Department of Health - NYSDOH

[https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K to Grade 12 Schools MasterGuidance.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K%20to%20Grade%2012%20Schools%20MasterGuidance.pdf)

New York State Education Department - NYSED

[Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance](#)

Centers for Disease Control - CDC

[School Settings | COVID-19](#)

HEALTH & SAFETY

The health and safety of the children and adults in our schools is paramount at PJUFSD. We will continually monitor the Center for Disease Control (CDC) and DOH websites to keep current with the latest COVID-19 information and guidance.

Health Checks (Hybrid or Full In-Person)

Parents/guardians and staff members will be provided resources to educate themselves regarding the careful observation of symptoms of COVID-19 and health screenings that must be conducted each morning before coming to school. Parents/guardians and school staff will be instructed that any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. Students and staff exhibiting these signs, with no other explanation for them, will be sent to the school Illness Room for an assessment by the school nurse. A separate location will be designated for students who need injuries assessed or routine medication.

At the Elementary School, Room 205 will be the Injury/Medication Office and Room 206 will be the Illness Room. At the High School/Middle School, the Injury/Medication Room will be the current Health Office. The Illness Room will be the Wellfit Room. A school nurse will be present in all rooms along with one additional staff member.

Health screenings, including daily temperature checks and completion of a screening questionnaire, are required for ALL staff, contractors, vendors, and visitors prior to entering the building. Records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual) will not be maintained in order to protect personal information. Our schools will instead maintain records that confirm individuals were screened and the result of such screening as cleared or not cleared.

Staff /Visitor Health Screening Procedure

Staff will self-screen daily with a questionnaire. Responses will be recorded as cleared or not cleared and funneled to a building Office Assistant. If any of the responses to the questionnaire are a "yes", the individual cannot enter the building and must contact their immediate supervisor. An Office Assistant will monitor staff responses daily to ensure compliance. Individuals "not cleared" will be reported to the Health Office if they report to work.

Visitors will be prohibited from the school buildings unless there is an emergency or a prior scheduled appointment. Visitors will enter the building through a secure vestibule and fill out the health questionnaire. This questionnaire will be provided on paper or a designated I-Pad kiosk. After completing the questionnaire, visitors

will be mandated to a contactless temperature check. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire, will not be permitted into the building.

Student Health Screening Procedure

Parents will be required to complete a health questionnaire for their child before school each day. The questionnaire will include questions regarding the child experiencing any signs/symptoms of COVID-19 and exposure to confirmed COVID-19 cases. Students will submit the parent attestation to school staff upon arrival to school. Any students without the parent attestation will have their temperature taken by school staff. Anyone presenting with a temperature will be taken to the Illness Room and evaluated by a school nurse. Students registering 100°F or greater will be sent home, referred to a healthcare provider and provide resources on COVID-19 testing.

Parents or guardians will also be subject to a periodic health questionnaire. PJUFSD will provide periodic reminders of the temperature and questionnaire requirement. This will be accomplished by:

- Providing weekly or daily reminders through an automated telephone message, email, or text.
- Weekly written notices to homes in the parent/guardian's native language where it is known that families cannot access the information through the other methods.

A designated staff person will review the incoming reports of screening by parents or guardians and refer appropriate responses to the health office.

Temperature Checks

Parents will be required to check their children's temperature before coming to school.

At the Elementary School, the first round of buses will arrive at the District Office side of the building. Students will depart the bus and get into two lines organized by grades K-2 and grades 3-5. Each line will have a staff member wearing appropriate PPE to collect home health screening forms or take student temperatures with no touch thermometers. Training will be provided to staff who will be screening student temperatures. Students will remain socially distant while waiting in line using markers on the walkway. An additional staff member will supervise the students waiting their turn to ensure social distancing. Students will enter through the 200 wing hallway. The second round of buses will drop students off in the bus loop in front of the elementary school. Students will enter through the gym lobby, where they will submit their health questionnaire or have their temperature taken. Students presenting with a temperature of 100°F or greater will be sent to the Illness Room for evaluation by the school nurse.

Students in grades 2-5 who are dropped off by their parents or walking will be screened inside the gym lobby. Parents are encouraged to wait until the student enters the building before driving away. If a student does not have the home health questionnaire form and has an elevated temperature, the parent is encouraged to take the child home. If this is not possible, the student will be escorted by school staff around the exterior of the building to the Illness Room for further evaluation. The same procedure will be followed for students in grades K-1 who will be screened inside the security vestibule. Students in grades 4-5 can also be dropped off by the 500 wing and be screened inside the 500 wing hallway.

Students presenting with a temperature of 100°F or greater, or with two or more signs/symptoms of COVID-19, will be sent to the Illness Room for evaluation by the school nurse. Two medical professionals will be in the Illness Room to assess students with elevated temperatures and COVID-19 symptoms. Students with a temperature reading of 100 degrees fahrenheit or higher or two or more signs/symptoms of COVID-19 will be sent home, referred to a healthcare provider and provided resources on COVID-19 testing.

Staff conducting temperature screenings will adhere to strict hygiene protocols.

At the High School/Middle School, students who depart the buses, drive or are dropped off by their parent or guardian, will have an assigned entrance. One door is assigned to students who are dropped off by their parents. Four entrances are designated for bus arrivals.

Each line will have a staff member wearing appropriate PPE to collect home health screening forms or take student temperatures with no touch thermometers. Students who do not have their health screening form will have their temperature checked by school staff upon arrival. Training will be provided to staff who will be screening student temperatures. Students will remain socially distant while waiting in line using markers on the walkway. Additional staff members will supervise the students waiting their turn to ensure social distancing. Students with a temperature under 100 degrees fahrenheit or a cleared health screening form will go to their first period classroom, the multipurpose room (ms students) or the gymnasium (hs students) depending on their arrival time. The gym bleachers will have social distant markings indicating students where to sit until they report to their first period class. The multipurpose room will have 6 foot tables set up for students to sit at opposite ends and maintain social distancing.

Students presenting with a temperature of 100°F or greater, or with two or more signs/symptoms of COVID-19, will be sent to the Illness Room for evaluation by the school nurse. Two medical professionals will be in the Illness Room to assess students with elevated temperatures and COVID-19 symptoms. Students with a temperature reading of 100 degrees fahrenheit or higher or two or more signs/symptoms of COVID-19 will be sent home, referred to a healthcare provider and provided resources on COVID-19 testing.

Staff conducting temperature screenings will adhere to strict hygiene protocols.

Healthy Hygiene Practices

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. Our schools will provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, our schools will post signs throughout the school and will regularly share messages with the school community. Signage will be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Teaching healthy hygiene practices will be accomplished in person, by videos, announcements, digital signage and posters. Schools will post signage in highly visible areas.

The CDC provides sample announcements on reducing the spread of COVID-19, videos about behaviors that prevent the spread of COVID-19, and print and digital resources on CDC's communications resources main page, along with the NYSDOH COVID-19 signage.

Hand Hygiene

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

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds).
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available.
- Use of paper towels to dry hands if available instead of a hand dryer.

Hand washing should occur:

- Upon entering the building and each classroom.
- Before and after using shared objects.
- Before and after eating.
- After using the bathroom or assisting a student with toileting.
- After sneezing, wiping or blowing your nose, or coughing into hands.
- Upon coming in from outdoors.
- Anytime hands are visibly soiled.

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes; therefore, PJUFSD will emphasize the importance of respiratory hygiene. A supply of tissues will be available for students and staff. Staff and students will be reminded to:

- Cover a cough or sneeze with a tissue.
- Discard used tissues as soon as possible.
- Sneeze into your elbow if tissues are not available.

Social Distancing

PJUFSD has established policies and procedures for maintaining social distancing (6 feet minimum) of all students and staff when on school facilities, grounds and transportation. We have further established that some activities require greater social distancing (aerobic exercise, singing).

Edna Louise Elementary School

Student groupings at the Elementary School will be as static as possible to ensure social distancing can be maintained.

- Cohorts of students in each classroom will be approximately 15 students and maintain 6 feet social distancing.
- Students will use multiple entry and exit points for both buses and parent drop offs.
- In-school movement will be reduced as much as possible by keeping each cohort of students in their classrooms throughout the day.
- Special area teachers (e.g., music, art, physical education) will push into each class.
- Whenever possible, physical education and music classes will be held outside and students will be required to spread out.
- Classrooms have individual bathrooms so that students can remain in their cohort.
- Student and teacher desks will be turned to face in the same direction.
- Windows will be open when possible to improve ventilation.
- Student belongings will be kept separated, either in their desks or chair pockets.
- Shared equipment will be cleaned between cohorts of students.
- Visual aids (e.g., painter's tape, stickers, posters, cones etc.) will be used to illustrate traffic flow and appropriate spacing to support social distancing.
- Students will eat lunch in their classrooms and transition to the cafeteria with their cohorts when feasible.
- Students will exit their exterior classroom doors for recess.
- The use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways) will be restricted, so that individuals can be socially distanced.
- Gatherings in small spaces (e.g., elevators, faculty offices) will be limited by more than one individual at a time.
- The large group room will be used by staff as a prep room during breaks and lunch, so they may maintain proper social distancing.
- Playground use will be staggered rather than allowing multiple classes to play together.
- Activities where multiple groups interact will be limited.
- Visual cues will be incorporated that demonstrate physical spacing.

- Student assemblies, athletic events/practices, performances, school-wide parent meetings will be canceled and/or limited as needed.
- Visitors will be limited to the building.
- Onsite, in-person extracurricular activities are suspended.

Port Jefferson Middle School/ Earl L. Vandermeulen High School

- Classes of students in each classroom will be approximately 15 students to maintain 6 feet social distancing.
- Arrival and dismissals times will be staggered to allow increased social distancing on buses, parent drop-offs, as well as in classrooms.
- Students will enter through multiple entry points near the Main Lobby to limit the amount of close contact between students in high-traffic situations .
- Building staff will be assigned to monitor student arrivals while following all safety requirements to ensure that all entrances are monitored and are locked after use.
- All visitors/parents must enter through the front lobby security vestibule for emergency purposes only. Limiting visitors to the school building will ensure the health and well-being of all occupants of the high school.
- Modified school bell schedule will be implemented with extended passing time between class periods to reduce the number of students in the hallways and classrooms.
- All large instructional areas (Auditorium, Gymnasium, Library, MultiPurpose Room) will be used as instruction spaces for academic and special area classes to ensure appropriate social distancing amongst students in the classes.
- Whenever possible, classes will be held outside to encourage students to spread out.
- Stagger the use of restrooms to limit the number of occupants. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
- Tables will be replaced with desks in all classrooms.
- Desk shields will be installed to accommodate the transition of students returning to four days a week of in-person instruction beginning in January 2021. Students will return to five days a week of instruction beginning March 8, 2021.
- Desks will be turned (including teachers) to face in the same direction.
- Classroom windows will be opened to improve ventilation. Windows will not be opened if there is a health or safety risk (e.g., allergies, or potential fall) for a student.
- Students will keep belongings with them in their backpacks throughout the day.
- Visual aids will be used (e.g., painter's tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing.
- Limited number of Middle School students will eat lunch in the MultiPurpose Room (MPR).
- Lockers will not be assigned for the school year. However, students will not carry an unreasonable number of books or materials throughout the day.
- With the roll out of a 1:1 initiative, students will be responsible for bringing their District issued device on a daily basis when they are scheduled to be in the school building.
- Gatherings in small spaces (e.g., elevators, faculty offices) will be limited by more than one individual at a time.
- There will be limitations placed on activities where multiple groups interact.
- Visitors will be limited to the building.
- Onsite, in-person extracurricular activities are suspended.

Medically Vulnerable/High-Risk Groups

- Staff that are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Staff who fall in this high risk category should reach out to their direct supervisor to discuss accommodations that may be necessary.

- Students with special needs or 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 and 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. If a student cannot come to school due to the high risk, they should contact the Office of Curriculum and Instruction at 631-791-4291 to discuss alternative solutions.

Personal Protective Equipment (PPE)

Our schools will have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members. Such PPE includes, but is not limited to facemasks (disposable surgical masks), respirators (N95) masks that are fit tested, eye protection or face shields, gloves, disposable gowns. Utilizing PPE will be a mandatory requirement while

- Licensed healthcare professionals are treating students or staff members.
- Assessing persons suspected of having COVID-19.
- Taking daily temperature of students.
- Administering nebulizer treatments.
- Assisting students with toileting.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus, at all times. Face coverings of any kind are acceptable except masks with ventilation valves. Any masks with vents must have the valves covered. Students and staff will be allowed to remove face coverings during meals and for short breaks so long as they maintain appropriate social distance.

Employees and students are permitted to wear their own acceptable face coverings if they choose. Our schools will provide an adequate supply in case of need for replacement.

Employees with healthcare provider documentation, stating they are not medically able to tolerate face covering, will be required to give such documentation to their building supervisor and the Executive Director of Human Resources.

Certain students may not be required to wear a face mask if:

- The child is younger than two years of age
- Such a covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- They have trouble breathing or are unconscious
- They are incapacitated or otherwise unable to remove the cloth face covering without assistance

Parents and/or guardians who believe their child cannot wear a face mask due to the above described conditions, must contact the Director of Special Education, Dr. Jodi Cahill jcahill@portjeffschools.org 631.791.4241. Documentation must be submitted by the parent or guardian attesting to such conditions and will be reviewed for approval.

Instruction will be provided to students, parents/guardians, visitors and staff on:

- The proper way to wear face coverings.
- Washing hands before putting on and after removing their face covering.
- Proper way to discard disposable face coverings.
- The importance of routine cleaning of reusable face coverings.
- Face coverings are for individual use only and should not be shared.

Teaching will be accomplished in person, by videos, announcements, digital signage and posters. Schools will post signage in highly visible areas.

Students and staff will use alternate face coverings that are transparent at or around the mouth for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings will also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

Management of Ill Persons

Students and staff with symptoms of illness must be sent to the designated Illness Room. At the elementary level, the Health Office Assistant will be called to escort ill persons from their current location to the Illness Room. At the Middle School/High School level, students will walk to the Illness Room on their own.

Our Illness Room personnel include a registered nurse, a health aide and on occasion an athletic trainer. Our school nurses are available during school hours to assess individuals. Our athletic trainer is available during after school athletics to assess individuals. An additional substitute nurse will be in the Illness Room on a daily basis. The Illness Rooms all have access to a sink and bathroom. Some chronic conditions such as asthma, allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Our school nurses and athletic trainer will consider students' medical and health history to determine if such conditions are present. When questions arise, nursing staff will consult with our District Physician.

PPE requirements for our school health office while caring for sick individuals includes both standards and transmission-based precautions. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used, if available. If an N-95 respirator is not available, a surgical face mask and face shield will be used. Health Office cleaning will occur after each use of cots, bathrooms, and Health Office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes) and cleaned following manufacturer's directions. Disposable items will be used as much as possible.

School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with a student or staff member's rights to privacy. If nurses go to classrooms to make assessments of students, this will be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements will be made to have students wait at least 6 feet apart.

Students suspected of having COVID-19, awaiting transport home by the parent or guardian, will be isolated from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this Isolation Room separated by at least 6 feet. If a 6 foot distance between ill students is not possible, 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. Non-permeable portable barriers such as plastic curtains will separate ill students from others.

Return to School after Illness

The District has established protocols and procedures about the requirements for determining when sick individuals, particularly students who screened positive for COVID-19 symptoms, can return to the in-person learning environment at school. For sick individuals who have not tested positive, once there is no fever without the use of fever reducing medicines, and they have felt well for 24 hours; or they have been diagnosed with another condition and have a healthcare provider written note they are cleared to return to school.

If a student is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms.
- It has been at least three days since the individual has had a fever (without using fever reducing medicine).
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

If a student is in contact with an individual who has a confirmed positive COVID-19 test, the student should not be at school and stay at home until:

- It has been at least 14 days since exposure to the individual with the positive COVID-19 test
OR
- The student has documentation of a negative COVID-19 test since the date of exposure to the individual with the positive COVID-19 test.

COVID-19 Testing and Contact Tracing

In the event that large scale testing is required at the school, PJUFSD will work with the Suffolk County Department of Health and our local hospitals (Mather, St. Charles, and Stony Brook University) to provide such testing.

Contact tracing is a public health function performed by the Suffolk County Health Departments to trace all persons who had contact with a confirmed case of COVID-19. PJUFSD will immediately notify the state and local health departments upon being informed of a positive COVID-19 test result. Our schools will cooperate with state and local health department contact tracing. In order to assist public health departments our schools will:

- Keep accurate attendance records of students and staff members in the building and on buses.
- Ensure student schedules are up to date.
- Keep a log of any visitors which includes date, time and where in the school they visited.
- Assist the local health departments in tracing all contacts of the individual at school in accordance with their requirements.

Confidentiality will be maintained as required by federal and state laws and regulations. School staff will not try to determine who is to be excluded from school, based on contact, without guidance and direction from the local department of health. All questions and determinations of such will be made by Suffolk County Department of Health. Parents, students, or staff that have questions regarding potential exposure or tracing should contact the local health department.

School Closures

PJUFSD will collaborate with the Suffolk County Health Department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

School administrators will consider closing school if absentee rates impact the ability of the school to operate safely. Schools may choose to modify operations prior to closing to help mitigate a rise in cases. Schools should consult their medical director and/or the local department of health when making such decisions.

Cleaning and Disinfection

The PJUFSD will follow the latest CDC Reopening Guidance for Cleaning and Disinfection of Schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. A cleaning log will be maintained in each room indicating the date of work, the time, the work performed, the person who completed the task and their signature. School wide cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. All staff performing cleaning and disinfection will be provided with training on the safe and proper use of all cleaning and disinfection products. Cleaning and disinfections will be rigorous and ongoing to include:

- Normal routine daily cleaning.
- Frequent disinfection of high touch surfaces in common areas including tables, door handles, light switches, phones, keyboards, faucets, sinks, toilets and copy machines.

- Classrooms will be thoroughly cleaned and disinfected every night.
- Desks will be cleaned and disinfected between each cohort 's use.
- Areas used for student lunches will be cleaned and disinfected after meals.
- Restrooms will be cleaned and disinfected more frequently.
- Rooftop HVAC system will be serviced quarterly to include filter changes.
- Univents will be serviced semi-annually with filter changes.
- Electronic devices such as laptops, keyboards and computer mice, etc., will be disinfected between cohort uses.
- Staff will clean and disinfect shared equipment between cohort use.
- High risk areas and the nurse's office will receive multiple cleanings throughout the day.
- Playgrounds will be cleaned each morning.

Safety Drills

PJUFSD will conduct all drills as required by education law, regulation, and fire code without exception. Drills will be modified to allow for social distancing. Evacuation Drills will be conducted in multiple sessions and staggering classrooms. Lockdown Drills will be conducted maintaining social distancing within the secured area and/or provide an overview of how to shelter or hide in the classroom without physically moving into the area. Buildings using a hybrid schedule will conduct drills with all sections of students.

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

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.

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.

PJUFSD will meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is "normally occupied."

Upon reopening, the District plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The District will ensure that restroom fixtures (toilets, sinks, etc...) are available in adequate numbers to students and staff. Drinking fountains will be restricted to bottle fillers only, however required ratios (1:100 students) will be available. Students and staff will be encouraged to bring in personal water bottles from home to avoid using drinking fountains. To the degree possible, faucets and paper towel dispensers will be modified or replaced to permit touch-free operation.

PJUFSD will maintain adequate, code-compliant ventilation (natural or mechanical) in all occupied classrooms and offices. In addition, the District will install higher efficiency filters, as applicable, to improve HVAC air filtration.

When students and adults return to their school buildings for in-person instruction, it is important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection. These arrangements will include:

- Minimizing hallway congestion using visual markers and increased passing time between periods
- Separators including curtains, event ropes, cones and plastic fire rated partitions
- Adequate hand washing stations and alcohol-based hand rub dispensers

CHILD NUTRITION

A successful nutrition program is a key component to a successful educational environment. School meals will be available to all students, including those attending school in-person and those learning remotely at home.

For students onsite, lunch will be available to students in settings that maintain appropriate social distancing. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

At the Elementary School, students will eat lunch in their classrooms. Teachers supervising lunch in classrooms will be trained on food allergies, including symptoms of allergic reactions to food. At the Middle School, an additional lunch period will be added to ensure students can maintain social distancing. At the High School, cafeteria markings will ensure social distancing. After students have finished eating, the desks or cafeterias will be cleaned.

The sharing of food and beverages (e.g., buffet-style meals, family-style meals, snacks) is prohibited. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Students with known food allergies or dietary restrictions shall be accommodated as needed to ensure their safety and well-being. Lunch menus will be limited and more grab and go options will be provided. Condiments and utensils will be provided in single use packs. Students will be encouraged to use cashless payment options including My SchoolBucks and an online ordering application. Prominent signage will remind students and faculty of proper hygiene practice during meals. Vending machines will be suspended. Barriers will be installed at the point of sale and point of pickup.

Kitchens, food preparation areas, food service areas, and cafeterias/classrooms will be cleaned and sanitized to the standards recommended by the Department of Health and/or the (CDC). These areas will have adequate supplies of face masks, soap, hand sanitizer, and tissues.

The district will comply fully with the State's Child Nutrition requirements.

Students learning remotely will have access to meals through "Grab-and-Go" lunch and will be available daily for one hour. at the High School outdoor patio area on Old Post Road. Details regarding this option will be sent home to all families in their native language. Additional information will be posted on our website and our various social media platforms.

Before school starts, families will be reminded that they can submit a new application for free or reduced-price meals at any time during the school year. The forms are available on our website [Lunch Menus](#) page in both English and Spanish. Questions regarding meal services or free and reduced applications can be directed to Natalie Pego, Administrative Assistant in the Business Office 631-791-4500.

Food Service Areas

- Installation of barriers at the point of sale/point of pickup.
- Adequate supplies of face masks, soap, hand sanitizer, and tissues
- Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads.
- Single-use gloves when handling or delivering all foods.

- Disposable aprons when handling or delivering foods.
- Allow only program staff, custodial staff, and approved volunteers to enter program areas.

Food Service Staff

- Evaluate staffing and make any needed adjustments.
- Ensure staff are trained on district policies and protocols on health and safety.
- Cross train program staff to perform essential activities in the event of key absences or emergency situations.

TRANSPORTATION

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will be applied to the school bus, as well. PJUFSD will conduct transportation activities that are consistent with NYSED reopening guidelines. Bus drills will be conducted for all students as required by law. Buildings using a hybrid schedule will conduct drills with all sections of students.

Students on Transportation Mandatory Requirements

- 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. In such a situation, the seating will be rearranged so the student without a mask is socially distanced from other students.
- Students must social distance on the bus to the extent practicable.
- Students who do not have a mask will not be denied transportation.
- Students who do not have a mask will be provided one.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Siblings or children who reside in the same household will be encouraged to sit together.
- Students who are transported in a mobility device will be seated in positions that provide the required social distancing or have NYS-approved sneeze guards installed.
- Students may not eat or drink on the school bus, which would require them to remove their mask.
- Students embarking and disembarking the bus will follow social distancing protocols.
- Hand sanitizer is prohibited from being used or stored on the bus.

Pupil Transportation Routing Mandatory Requirements

- If the School district is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans (IEP's) have placed them out of the district and whose schools are meeting in in-person sessions when/if the district is not.
- All students are entitled to transportation by the district to the extent required by law. PJUFSD will not 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.

Transportation Staff and Buses

PJUFSD contracts daily transportation to Suffolk Transportation Services (STS). STS has submitted a COVID-19 Safety Plan that includes the following protocols:

- Masks to be worn at all times upon reporting to work.
- Office signage posted regarding CDC/Company guidelines.
- Social distancing is enforced among staff.

- Office associates are instructed to let management know when they are not feeling well.
- Communication with the District and DOH in the event of a positive COVID-19 case.
- Common areas to be limited to 50% of available seating or use.
- Employees to self-certify that they are fit for work each day.
- All work areas including office, shop, driver's room, dispatch and fuel area will be cleaned and disinfected after each shift.
- Employees will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Personal Protective Equipment such as masks and gloves will be provided for driver and driver assistants in buses.
- Transportation locations such as dispatch offices, employee break rooms and bus garages will provide hand sanitizer or proper hand washing equipment.

Bus Modifications

- Drivers and Driver Assistants to self-certify that they are fit for work each day.
- Drivers and Driver Assistants will wear a mask at all times.
- Driver Assistants will wear gloves and a shield while passengers are on board.
- Driver will wipe down high touch areas after each run.
- Vehicles will be disinfected at the end of each day.
- Signage will be posted for use of masks and social distancing on all buses.
- Buses will be deep cleaned monthly by cleaning/utility staff.
- Bus windows (on buses without A/C) remain open by 1 inch to allow for ventilation.
- Parents agree to confirm that their child is healthy and fit to ride the bus each day.

Bus/Van Seating Plan:

- Staggered seating.
- One child per seat, with the seat behind the driver left empty.
- Large passenger buses reduced to 30%, student capacity approximately 21 passengers.
- Passenger van reduced to 30% student capacity approximately 7 to 9 passengers depending on vehicle.
- Seating may be assigned.
- Entry and exit procedures will be enforced.

Routing

Due to social distancing constraints and routing complexities, PJUFSD is unable to accommodate requests for alternate drop-off and pick-up points. This includes requests that typically result in a "bus note." In extenuating circumstances, the transportation office will work to accommodate students residing in more than one household.

Reduced bus capacity will result in multiple "runs" for arrival and dismissal. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

SOCIAL AND EMOTIONAL WELL-BEING

PJUFSD recognizes that some students and staff are feeling the stress and emotional impact of the COVID-19 pandemic. Positive social and emotional health is critical for productive employees and engaging students.

Therefore the PJUFSD will:

- Review and update the District-wide and building-level comprehensive developmental school counseling program plan, to ensure that it meets the current needs of students.
- Create an advisory council composed of community stakeholders to review and revise, as needed, the comprehensive school counseling plan.
- Establish protocols to address how the School District will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

- Establish professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.
- Establish a Social Emotional Learning (SEL) Advisory Team for each school building to deepen understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.
- Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
- Collaborate with community partnerships to strengthen SEL initiatives.
- Use formal and anecdotal data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan
- Develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students.
- Utilize parent feedback when determining the social/emotional needs of children.
- Identify tier 1, 2 and 3 activities and services to be developed or adopted in order to address students' broad or individual needs.

All components of these practices will be designed to be culturally and linguistically responsive to provide equity to our students and staff.

Mental Health and Trauma-Responsive Practices

Adverse childhood experiences (ACEs) and trauma can have a negative impact on young people's social emotional well-being, and consequently, their capacity to learn. Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes. In addition, anxiety and depression may present or worsen in response to these additional stressors and traumas. Each building within the school will utilize trauma-responsive practices to help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

Multi-Tiered Systems of Support (MTSS)

MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students.

A strong set of universal interventions designed to support social emotional well-being will be crucial to our collective success as students and adults return to instruction and the school environment with increased needs. To accommodate these needs:

- The District's or school's counseling/guidance program will be reviewed by a committee of stakeholders and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS). This will take the form of various MTSS/Instructional Support Teams (IST) at the elementary and secondary levels.
- As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.

Mental Health Personnel

To support the needs of students and staff the following mental health support staff will be available:

- Elementary Level - (1) Full Time Guidance Counselor/(1) Full Time School Psychologist

- Secondary Level - (3) Three Full Time Guidance Counselors/(2) Full Time School Psychologists/(1) Full Time Social Worker.

If necessary, our mental health professional will refer families for more extensive support within the community.

Social Emotional Learning (SEL)

SEL must be culturally and linguistically responsive and sustaining to equitably meet the needs of our young people and adults. To help meet the SEL needs of students the PJUFSD's Advisory Team will:

- Propose an advisory period for consideration at the secondary level.
- Encourage daily classroom "Morning Meetings" in the elementary school level.
- Review curriculum materials and /or write lessons that can be integrated into classrooms.
- Collect videos and social stories to explain the "new normal" for students.
- Review the therapy dog program for specific students.
- Create parent and student surveys to gather data.
- Collect literature and resources for families and staff.
- Meet regularly to ensure systematic implementation.

Restorative Practices

Restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior; negotiating conflict constructively; building empathy; making constructive decisions about personal behavior; and, realistically evaluating the consequences of one's behavior. The District will continue with its implementation of restorative practices within the school community. Administrators, students and staff will continue to reflect on school culture, discipline policies, practices, and disparities.

Adult SEL and Well-Being

Adults in our school communities must take care of themselves and our peers, both for their own well-being and so they may be better able to help young people heal. Adults in the school community have experienced stress, anxiety, grief, and trauma. It is important to consider our staff needs as we return to an in-person or virtual school environment.

Before school reopens, and throughout the school year, PJUFSD will:

- Provide District and school-level supports and mentoring for school leaders.
- Build school community structures that encourage human connection even while physically socially distant.
- Embed opportunities for adults to develop and strengthen their own social and emotional competencies.
- Offer professional learning opportunities to all staff addressing critical topics related to personal, student, and community well-being. This includes trauma-responsive practices, social emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race. Training will be provided through different forms including local community group presentations, collegial circles, videos, and online training platforms.
- Devote time prior to the re-entry of students for the staff to talk about differences, losses, and newness of preparation for teaching and learning.
- Survey staff to ask about their needs. The District will be prepared to respond with assistance or referrals.
- Provide staff with outside resources available through the Employee Assistance Program (EAP). EAP is a confidential counseling service offered by employers to their employees to support their well-being in the workplace and in their personal lives.
- Provide access to mental health and trauma supports for adults in the school community.

- Join the Long Island Consortium for Excellence and Equity, which will help support and nurture the life-success of all our students.

Student SEL and Well-Being

Improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community. Each of the district's schools will:

- Create a prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content. During the first two weeks of school, each building will encourage connection, healing, and relationship-building for staff and students.
- Foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- Create safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- Devote time to nurture adult-student relationships to ensure that every student has a trusted adult at their school, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- Offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.
- Create and adopt a screener to determine student needs at the start of the school year and continue to survey students regularly.
- Leverage transformative SEL to support the work of anti-racism and anti-bias.
- Support access to mental health and trauma supports for students.
- Provide professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Scaffold SEL to best support the developmental needs of students at all grade levels, from Kindergarten through high school.
- Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- Create teaching teams that work with the same cohort of students, with teacher teams meeting and communicating regularly.
- During remote learning, provide time in between classes for students to have a break from screen time.
- Utilize SEL training from SafeSchools to help meet student needs.
- Utilize a therapy dog as a Tier 2 and Tier 3 MTSS/IST support.

SCHOOL SCHEDULES

Edna Spear Elementary School

In Person: The Port Jefferson School District plan provides the opportunity for all of our students in grades Kindergarten - 5th grade to attend in-person at the start of the 2020-2021 school year. Our classrooms have been redesigned to ensure compliance with the recommended social distancing guidelines of six feet and all students and staff will be required to wear masks. Students will remain with their respective class (cohort) for all specials and the special area teachers will report to the students' classrooms. Cohorts will remain together for lunch and recess.

Hybrid: In the event that we must transition to a hybrid model of instruction, students will be broken down into smaller cohorts by the first letter of their last name. To ensure that family members are in-person on the same days, we will follow the A-L, M-Z arrangement implemented at the secondary schools. Families can expect that their children will alternate between two days of in-person instruction and two days completing asynchronous work. The fifth day will be virtual synchronous learning focused on ELA and Math. Students enrolled in the 12:1:1 setting

will attend in-person everyday. ICT students will follow the same schedule as their designated cohort. ELL students will attend four days in person and one day virtually.

Hybrid Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
K-5 (A-L)	Virtual	In-Person	Asynchronous	In-Person	Asynchronous
K-5 (M-Z)	Virtual	Asynchronous	In-Person	Asynchronous	In-Person
12:1:1 (A-Z)	In-Person	In-Person	In-Person	In-Person	In-Person
ELL (A-Z)	Virtual	In-Person	In-Person	In-Person	In-Person

Remote Model: When in-person and/or hybrid learning is not feasible due to developing conditions pertaining to the COVID-19 virus, the District will employ a remote teaching model. Teachers will utilize the Google Suite for Educators across all grade levels. The amount of time spent in live instruction will be appropriate to each respective grade level. The remote teaching model may be found in the chart below, teachers will share individualized schedules with their students and families on the Google Classroom. In the event that we transition to a remote teaching model at the Elementary School, Mondays will be designated as a Professional Development day for preparation of lessons for the week and students will be expected to work asynchronously on assignments.

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9:00-9:40	Synchronous Special	Morning meeting and SEL				
9:50-10:30	Morning Meeting and SEL	Reading	Math	Writing	Math	Synchronous specials
10:40-11:20	Reading	Sci/SS	Writing	Math	Synchronous specials	Reading
11:30-12:10	LUNCH	Writing	LUNCH	Synchronous specials	Reading	Math
12:20-1:00	Math	LUNCH	Synchronous specials	LUNCH	LUNCH	LUNCH
1:10-1:50	Writing	Synchronous specials	Reading	Reading	Writing	Writing

2:00- 2:40	Sci/SS	Math	Sci/SS	Sci/SS	Sci/SS	Sci/SS
2:40 -3:20	Asynchronous specials	Asynchronous specials	Asynchronous specials	Asynchronous specials	Asynchronous specials	Asynchronous specials

Port Jefferson Middle School/ Earl L. Vandermeulen High School

In-Person: Due to the limitations of classroom space at the Middle School and High School, the Port Jefferson School District cannot safely return all students and staff to the secondary buildings at the start of the 2020-2021 school year. Before reaching this decision, District administrators researched the feasibility of assigning shared staff to alternative locations within the District’s boundaries and investigated the suitability of a satellite location. Unfortunately, the condition of the building did not meet our safety or educational needs to utilize it as a satellite location.

The District will continue to monitor the restrictions and guidelines from the Governor’s office and NYSED and adjust the secondary schedule accordingly, in consultation with members of the school community. In November 2020, after the first 10 weeks of school, the Port Jefferson School Board will meet with the community to review the current educational program and make recommendations moving forward. *Since the goal is to gradually return the students to a full in-person instructional model, desk shields will be secured and installed in all instructional areas and cafeterias to accommodate the transition of students returning to four days a week mid-January 2021. Students may continue to select the hybrid schedule until such time that students return to five days of in-person instruction. Students who wish to continue a complete remote schedule will be required to notify the principal by specific deadlines. Please note, after numerous presentations and discussions with members of the school community, the decision to return to five days a week of in-person instruction will be implemented in early March 2021.*

Remote: In the event that that the secondary schools must transition to a full remote model for selected students/staff under quarantine or due to the schools being closed, the remote schedule will follow the times identified in the chart below:

Period	Time	Full Remote
Homeroom	7:30 - 7:35	7:30 - 7:35
Period 1	7:36 - 8:17	7:35 - 8:10
Period 2	8:22 - 9:03	8:22 - 8:57
Period 3	9:08 - 9:49	9:09 - 9:44
Period 4	9:54 - 10:35	9:56 - 10:31
Period 5	10:40 - 11:21	10:43 - 11:18
Period 6	11:26- 12:07	11:30 - 12:05
Period 7	12:12 - 12:53	12:17 - 12:52

Period 8	12:58 - 1:39	1:04 - 1:39
Period 9	1:44 - 2:25	1:50 - 2:25

Students have been assigned to a cohort depending on the first letter of their last name. Students whose last name begins with A-L are assigned to the “Purple” cohort and students whose last name begins with M-Z are assigned to the “Grey” cohort. This will ensure all family members are attending school on the same days should we have to implement a hybrid model District-wide. Students enrolled in the 8:1:1 classes, the 15:1 classes and the ELL students will attend in-person classes in our hybrid model as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:1:1 MS	Virtual	In-Person	In-Person	In-Person	In-Person
8:1:1 HS	In-Person	In-Person	In-Person	In-Person	In-Person
15:1 HS/MS	Virtual	In-Person	In-Person	In-Person	In-Person
ELL HS/MS	Virtual	In-Person	In-Person	In-Person	In-Person

Secondary School Hybrid Schedule: Purple/Grey Days

	<u>Dates</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Week # 1	9/8 - 9/11	Labor Day	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Week # 2	9/14 - 9/18	<u>Virtual A</u>	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Week # 3	9/21 - 9/25	<u>Virtual B</u>	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Week # 4	9/28 - 10/2	Yom Kippur	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Progress Reports - Quarter 1						
Week # 5	10/5 - 10/9	<u>Virtual A</u>	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Week # 6	10/12 - 10/16	Columbus Day	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Week # 7	10/19 - 10/23	<u>Virtual B</u>	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Week # 8	10/26 - 10/30	<u>Virtual A</u>	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
Week # 9	11/2 - 11/6	<u>Virtual B</u>	Purple Cohort A	Grey Cohort A	Purple Cohort B	Grey Cohort B
End of Quarter 1						

At the conclusion of the first quarter, PJUFSD will review the hybrid model schedule for revisions and effectiveness.

ATTENDANCE AND ABSENCES

Protocols

Attendance policies and procedures will remain in effect in accordance with BOE Policy 5100, Attendance Monitoring/Comprehensive Attendance Policy. If a child is sick and will not be participating in the class, parents will be expected to call and notify the Attendance Office at that time. HS/MS Attendance Office contact: (631) 791-4426. ES contact: (631) 791-4300.

Full In-Person Model

- Attendance will be taken daily by period in PowerSchool.

Hybrid Model

- Attendance will be taken daily by period in PowerSchool for in-person days and the designated remote learning day.
- For off-campus instructional days, the submission of completed assignments will be recognized as attendance for the specific class.
- Completed assignments may include, but are not limited to, *Do Now* questions at the beginning of lesson and and/or an exit ticket at end of the lesson in Google classroom.
- If a technology issue is identified, the student will not be penalized for absenteeism. However, this information must come to the teacher or supervisor in a timely fashion.

Full Distance Learning Model

- Attendance will be taken daily by period in PowerSchool.
- Remote models may include on-line class participation, *Do Now* questions at beginning of lesson or an exit ticket at the end of the lesson.
- If a technology issue is identified, the student will not be penalized for absenteeism. However, this information must come to the teacher or supervisor in a timely fashion.

High School/Middle School: In accordance with our attendance policy, teachers must contact the parent/guardian of any student who is absent from classes in the above scenarios after seven absences for a full-year or half-year course and after 15 absences for a course with a lab.

TECHNOLOGY AND CONNECTIVITY

In order to support our students' instructional program, every student in grades K-12 along with our teachers, will be provided a ChromeBook. Paraprofessionals who require a Chromebook in order to provide digital instruction, will be provided with one. Teachers will utilize the Google Suite platform in order to provide a consistent approach to learning across all grade levels. Families will be surveyed regarding their ability to obtain consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote learning; and, will be provided with a WiFi hotspot if they do not have adequate internet service.

Teachers will continue to receive training in the use of technology to support and enhance their instruction across all models of learning. Software has been purchased to support the curriculum. In the remote model, teacher will have access to various digital platforms including, but not limited to:

- Email
- Google Classroom Suite
- BrainPop
- BrianPop Jr.
- Castle Learning
- i-Ready
- IXL
- Nearpod
- Screencastify

- Learning A-Z
- Discovery Education
- Code HS
- Mystery Science
- Library Databases

TEACHING AND LEARNING

At the start of the 2020-2021 school year, PJUFSD will assess the students' immediate needs to identify any potential loss of learning due to the extended school closure. In order to accelerate students' progress, our administrators and educators will identify unfinished learning standards from the 2019-2020 school year. Students will be reassessed during the school year; and when appropriate, be recommended for Academic Intervention Services (AIS) or extra support. In order to facilitate and support the instructional program effectively and efficiently, teachers and administrators will:

- Prioritize the learning standards at each grade level to ensure the critical prerequisite skills and knowledge for each subject and grade level are addressed.
- Work with our Shared Data Expert to review data to inform continuous improvement.
- Administer local assessments to assess gaps and growth as the year progresses. Diagnostics may include:
 - Diagnostic Benchmark Assessments: i-Ready (K-8)
 - Foundations
 - Fountas and Pinnell
 - Curriculum based pre-assessments
 - Feedback from MTSS and IST teams to identify students who may be struggling academically, socially or emotionally in order to develop a tiered intervention approach.

AIS will be provided to identified students throughout the course of the 2020-2021 school year as needed in each of the educational models. Students who are identified through the benchmark screenings or through a referral system will be placed in the appropriate class after parental notification. In the event the parent/guardian declines the AIS support, the student will be assigned to the AIS teacher for progress monitoring purposes.

Each of the instructional models provides the opportunity for synchronous and asynchronous learning experiences for our students. Instructional experiences may include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online discussion; conducting research; doing projects; or meeting with an instructor face-to-face via an online platform or by phone.

At the start of the 2020-2021 school year, parents/guardians will be informed regarding the three models of instruction through multiple venues, including but not limited to, District and school websites, school messenger, mailings, email notifications, social media accounts and videos. Parents/guardians are requested to update their contact information in the Parent Portal in order to facilitate communication between the school and home. Information will be made available to parents/guardians in their home language. For questions or concerns regarding the educational program, we recommend that the parent/guardian first contact the classroom teacher by email or phone message. If the concern is not addressed to the satisfaction of the parent/guardian, please contact the building administrator. A list of teacher emails and websites may be found on the District Website under the "Resources" tab.

Out of District Student and Programs

Students will follow the schedule of the provider. Transportation will be provided to the student to the off-site location.

Special Education Pre-K-12

The PJUFSD is committed to providing students with disabilities a free and appropriate public education (FAPE) with the least restrictive environment (LRE) in a manner that is consistent with the need to protect the health and safety of students and staff.

All reopening plans will provide special education students with access to the necessary accommodations; modifications, supplementary aids and services, and technology to meet the unique disability related needs of the students. To the greatest extent possible, related services will be provided in-person but, as needed, will utilize flexibility in groupings and delivery manner as allowed in the NYSED guidance document. Progress reporting and progress monitoring on all IEP goals and objectives will be implemented regardless of the instructional model.

Child find activities, as required under the Individuals with Disabilities Education Act (IDEA), will continue to identify, locate and evaluate all students who are suspected to have a disability and may be in need of special education and related services. Requests for initial eligibility evaluations by the Committee on Special Education (CSE) will take into consideration factors that may have influenced the students progress during school closures during COVID-19. When appropriate, building levels teams will implement supports within the MTSS, prior to a referral to CSE in order to document the student's response to intervention(s) or lack thereof.

To the greatest extent possible, initial eligibility evaluations (psychological evaluation, educational evaluation, classroom observation, and other appropriate evaluations such as speech-language evaluation, occupational evaluation, physical therapy evaluation etc.) will be conducted in person.

Initial eligibility meetings and other scheduled CSE and Committee on Preschool Special Education (CPSE) meetings will continue to be conducted virtually via Google Meets in order to comply with social distancing requirements and outside visitor restrictions. Parents and committee members will receive a traditional meeting invitation along with a Google meet invitation. Meetings will continue to encourage meaningful parent participation in the development of the IEP and provision of services.

Special Education supports and services will provided in each building as describe below for each of the models:

Full In-Person Model Elementary School

Related Services Only Students (Speech, OT, PT, Counseling)	Students will receive related services in a manner consistent with the recommendation on their Individualized Education Plan.
Integrated Co-Teaching (ICT) Students	Students attend their assigned ICT classroom consistent with the recommendation on their Individualized Education Plan.
Special Class 12:1:1 Students	Students will attend their assigned Special Class 12:1:1 classroom consistent with the recommendation on their Individualized Education Plan.

Full In-Person Model Middle School/High School

Related Services Only Students (Speech, OT, PT, Counseling)	Students will receive related services in a manner consistent with the recommendation on their Individualized Education Plan.
Integrated Co-Teaching (ICT) Students	Students attend their assigned ICT classroom consistent with the recommendation on their Individualized Education Plan.
Special Class 15:1 Students	Students will attend their assigned Special Class 15:1 classroom(s) consistent with the recommendation on their Individualized Education Plan and their building course schedule.
Special Class 8:1:1 Students	Students will attend their assigned Special Class 8:1:1 classroom(s) consistent with the recommendation on their Individualized Education Plan and their building course schedule.

Hybrid Model Elementary School

Related Services Only Students (Speech, OT, PT, Counseling)	Students will receive in-person related services as scheduled on the days their class cohort is receiving in-person instruction. During scheduled remote learning days, students will receive services in a live, virtual format via Google classroom.
Integrated Co-Teaching (ICT) Students	Students will attend school and receive in-person instruction from their co-teaching team on the same schedule with their class designated cohort.
Special Class 12:1:1 Students	Students recommended by CSE for a Special Class 12:1:1 placement will receive in-person instruction every day (five days a week) despite the cohort model that will be in effect for general education and ICT classes. Students in the 12:1:1 special class placement are the students with the most intensive needs in the Elementary School. Cognitive, behavioral and learning delays affect the student's ability to benefit from remote instruction. Students in this setting, require consistent exposure to in-person instruction that allows for a multi-sensory approach with a high level of differentiation and repetition in order to make progress towards the goals and objectives on their Individualized Education Plan (IEP).

Hybrid Model Middle School/ High School

Related Services (Speech, OT, PT, Counseling)	Students will receive in-person related services as scheduled on the days their class cohort is receiving in-person instruction. During scheduled remote learning days, students will receive services in a live, virtual format via Google classroom.
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Integrated Co-Teaching (ICT) Students	Students will attend school and receive in-person instruction from their co-teaching team on the same schedule with their class designated cohort.
Students recommended (for both Integrated Co-Teaching (ICT) and 15:1 classes	Students recommended by CSE for a hybrid program that includes both Integrated Co-Teaching and Special Class 15:1 placements will attend school 4 days a week to receive in-person instruction despite the cohort model that will be in effect for general education and ICT classes.
Special Class 15:1 Students	Students recommended by CSE for a Special Class 15:1 placement will attend school 4 days a week to receive in-person instruction despite the cohort model that will be in effect for general education and ICT classes.
Special Class 8:1:1 Students	Students at the MS/HS level recommended for an 8:1:1 placement present with cognitive, behavioral and learning delays that affect their ability to benefit from remote instruction. Students in this setting require consistent exposure to live instruction that allows for a multi-sensory approach with a high level of differentiation and repetition in order to make progress towards the goals and objectives on their Individualized Education Plan (IEP).
	Students recommended by CSE for a Special Class 8:1:1 placement at the Middle School will receive in-person instruction four days a week in order to meet their highly intensive needs with in-person instruction and will have one day weekly of distance learning.
	Students recommended by CSE for a Special Class 8:1:1 placement at the High School will receive in-person instruction every day (five days a week). Four days will be devoted to academic instruction, provision of related services and participation in building electives. The fifth instructional day will be devoted to core life skills instruction only and the development of pre-vocational/vocation skills.

Full Time K-12 Distance Learning Model Elementary/Middle School/ High School

Related Services (Speech, OT, PT, Counseling) (K-12)	Should the District be required to transition to a full-time distance learning model, students will receive related services in a live, virtual format via Google classroom and Google Meet in a schedule that is consistent with the mandates on their Individualized Education Plan. If needed, flexibility in groupings and delivery manner as allowed in the NYSED guidance document may be utilized.
Integrated Co-Teaching (ICT) Students (Elementary)	Students will participate in live, virtual instruction via Google Classroom provided by the co-teaching team on a daily basis in a manner that is consistent with instruction provided to their general education peers.

Integrated Co-Teaching (ICT) Students (Middle/High School)	Students will participate in live, virtual instruction via Google Classroom provided by the Co-Teaching team on a daily basis in a manner that is consistent with instruction provided to their general education peers. Students will be expected to log into each class on their course schedule to participate in virtual learning activities on a daily basis.
Special Class 12:1:1 Students (Elementary)	Students recommended by CSE for a Special Class 12:1:1 placement at the Elementary School will receive live, virtual instruction via Google classroom on a daily basis in a manner that is consistent with their developmental level of tolerance to technology. Students will receive a combination of both synchronous and asynchronous instruction. As per the students Individualized Education Plan, instruction will provide for a multi-sensory approach to learning with a high level of differentiation and repetition.
Students recommended for 15:1 classes (Middle/High School)	Students recommended by CSE for Special Class 15:1 placement for content area subjects will receive live, virtual instruction via Google classroom on a daily basis in a manner that is consistent with their secondary course schedule. Students will be expected to log into each class on their course schedule and participate in virtual learning activities on a daily basis.
Special Class 8:1:1 Students (Middle/High School)	Students recommended by CSE for a Special Class 8:1:1 placement at the Middle School and High School will receive live, virtual instruction via Google classroom for each content area on a daily basis. Students will receive a combination of both synchronous and asynchronous instruction in a manner that is consistent with their developmental level of tolerance to technology. As per the students Individualized Education Plan, instruction will provide for a multi-sensory approach to learning with a high level of differentiation and repetition.

Implementation of 504 Accommodation Plans

Students with a 504 plan will receive all recommended accommodations and/or modifications regardless of the learning model being implemented within each building. Students will continue to have a 504 case manager whose responsibility is to review the implementation of all recommended accommodations and/or modifications with all staff who work with the student. All 504 meetings scheduled will be conducted virtually via Google Meets in order to comply with social distancing requirements and outside visitor restrictions. Parents will receive a traditional meeting invitation along with a Google meet invitation.

English Language Learners (ELL)

Upon our return to school, ELL students will be given a diagnostic assessment appropriate to their proficiency level such as i-Ready (Math and Reading) Foundations, Fountas and Pinnell or a locally created assessment to inform current academic and SEL status. Data from assessments will be used to guide and revise planned scheduling and instruction. In order to accelerate student progress, data will be utilized to guide instructional materials, tasks, assignments and supports necessary to address learning gaps. Using NYSED updated guidance; students will be

provided ENL services according to their levels of proficiency. In-school faculty will provide additional communication and support to families and teachers to address academic and SEL plans and concerns.

ELL students in grades K-5 will attend school every day unless we receive guidance from DOH, NYSED or the Governor’s Office that indicates we must transition to a hybrid or distance learning model. The secondary schools will begin the 2020-2021 school year utilizing a hybrid model in order to maintain a safe and healthy environment. In grades 6-12, our ELL students will attend classes four days a week and virtually one day a week. The plan will be communicated with the families in their home language through the use of in-school translators and translation services such as Propio and Nuestro Terreno Comun.

ELL Schedule for Hybrid model

	Monday	Tuesday	Wednesday	Thursday	Friday
K-5 (A-Z) Hybrid	Virtual	In-Person	In-Person	In-Person	In-Person
ELL HS/MS	Virtual	In-Person	In-Person	In-Person	In-Person

ELL students will transition to a full Distance Learning model only if schools are closed due to a rise in infection rates.

MUSIC AND FINE ARTS

Participation in Music & Fine Arts is integral to a well-rounded education including an equitable, sequential, standards-based curriculum. The relationships and creative opportunities to develop social and emotional skills are also naturally supported and aligned through the Arts, which can be developed through in-person instruction, remote learning, or a hybrid model.

Although our district will continue to provide students with equal access to the Arts, we will temporarily change *how* we deliver arts education during the COVID-19 pandemic as we prepare for a return to normalcy. With flexibility and support, education in the fine and performing arts can continue safely with modifications made based on health recommendations.

Curricular Guidelines

- All instructional models in Music & Fine Art will be aligned with the outcomes in the New York State Learning Standards for the Arts. Considerations should be made as to which Anchor Standards can be addressed more readily during remote/hybrid instruction (i.e. Responding and Connecting) and which should be prioritized during in-person instruction (i.e. Creating and Performing/Presenting).
- Instruction in the Arts will focus on personalized learning that addresses students’ social and emotional need to share and connect with one another while interacting in a creative, artistic community. Whenever possible, a flipped classroom approach should be considered, providing opportunities for student-suggested activities.
- When planning remote/hybrid lesson assignments, materials or supplies that might be on hand at home will be considered as well as creating assignments that can be completed easily with limited parental assistance.
- When designing student assessments, online tools and software platforms will be considered that provide feedback and track student progress in addition to posting assignments.

Music - General Classroom Music

All general classroom music in the elementary school will be conducted in individual classrooms with measures to limit the sharing of objects, such as sheet music or instruments. Face coverings will be used at all times during classroom music instruction including activities such as singing.

Electronic Music Production/Music Industry I & II/AP Music Theory

All music courses scheduled in our multimedia lab will include alternate seating with students assigned to their own individual workstation. Students will be expected to bring their own headphones and wear face coverings at all times with additional time provided for entry, exit, and cleaning of each workstation with alcohol disinfectant wipes.

Band, Orchestra, and Chorus Classes

Students participating in performing ensembles would be relocated to larger rehearsal spaces including the auditorium, multipurpose room or to an alternate outdoor location (weather-permitting) with the following precautions:

- Students in orchestra must use face coverings at all times during the rehearsal with a distance of six feet in all directions maintained between all participants.
- Students in chorus must use face coverings at all times during indoor rehearsals with a distance of eight to ten feet in all directions maintained between all participants. If rehearsing in an alternate outdoor location, twelve foot distancing should be maintained with face coverings worn over the chin and replaced during periods where the student is not singing.
- Students in band must use face coverings during indoor rehearsals (i.e. percussionists) with a distance of six feet in all directions. Students playing a wind or brass instrument may use face coverings with a small slit for mouthpiece access along with an individually assigned face shield with nine-foot distancing for trombone players given the extended nature of the instrument and slide. Weather-permitting, band rehearsals would be relocated to an alternate location on the football field or court yard, with limited storage provided for music stand racks and larger instruments. If rehearsing in an alternate outdoor location, twelve foot distancing should be maintained with face coverings worn over the chin and replaced during periods where the student is not playing.
- Signage including one-way traffic patterns for entry and exit of rehearsal rooms will be posted clearly throughout the rehearsal space.
- Seating in ensembles will be arranged to all facing the same direction.
- Student access to all storage spaces (i.e. instrument racks) will be limited and/or reconfigured/repurposed across the rehearsal room so that individuals can maintain social distance.
- All band, orchestra, and chorus students will be asked to provide their own music binder for the storage of sheet music. The scanning of sheet music for download and print will be encouraged whenever possible.
- Additional time for entry, exit, and cleaning of surfaces and supplies will be included, resulting in less actual rehearsal time.
- Shared materials and surfaces will be cleaned following appropriate CDC State and local guidelines including music stands as well as time for students to wash hands with soap and water or an alcohol-based hand sanitizer.

Small-Group Music Instruction

Since students will have limited time in their ensemble rehearsals, small-group instruction would be essential for the continued development of technical skills required for student success on their instrument in grades 4-12 or voice-part in grades 9-12. This small-group instruction will also focus on socialization and collaborative skills, which are a significant component of participating in a performing ensemble (while remaining limited to a reduced number of students and adhering strictly to all of the guidelines listed above).

Musical Instrument Hygiene

The sharing of instruments is routine in school music programs. Some students practice and perform on borrowed instruments throughout the year. Therefore, the following recommendations will be made regarding shared musical instruments:

- All musicians or students will have their own instrument if possible.
- All musicians or students **MUST** have their own reed and/or mouthpiece.
- Student brass players will not empty their valves on the floor and instead utilize a centrally located condensation bucket.
- If string instruments such as cellos or basses must be shared in class, alcohol disinfectant wipes will be available for use between different people.
- Student percussionists will need to purchase their own sticks, mallets, etc. so as not to share these items with others. Teachers will advise students on the correct items to purchase.

Additional Remote Learning & Hybrid Resources for Music

In order to accommodate students in a remote/hybrid learning scenario, music teachers may also utilize a combination of the following resources:

- Google Classroom and Teacher Websites for student assignments.
- Google Meet for daily interaction and synchronous instruction.
- Flipgrid for individualized student feedback and assessment.
- SmartMusic for home practice and small group instruction.
- Band Lab for real-time collaboration on student music assignments.
- Sightreading Factory for note-reading skills and small group instruction.
- Garageband for electronic music and music industry assignments.

Fine Arts Program

Students participating in fine arts courses at the middle and high school, will include the following precautions:

- Students will wear face coverings at all times with a distance of six feet in all directions maintained between participants.
- Signage including one-way traffic patterns for entry and exit of art rooms will be posted clearly throughout the classroom space.
- Student access to all art supply spaces will be limited and/or reconfigured/repurposed across the art room so that individuals can maintain social distance.
- Additional time for entry, exit, and cleaning of surfaces and supplies will be included, resulting in less actual time to work on art projects. Shared materials and surfaces will be cleaned following appropriate CDC State and local guidelines including drying racks and easels as well as time for students to wash hands with soap and water or an alcohol-based hand sanitizer.

Art Supplies

High School

- All photography students would be assigned a camera to complete their assignments. Use of the darkroom and enlarger stations will be limited with six feet distancing maintained in all directions.

- Supply kits will be created for all Ceramics and Jewelry Design students to use in school and/or at home, should remote learning occur. These supply kits will include a variety of specialized materials for students to successfully complete projects in a distance learning model.

Middle School

- A list of basic supplies needed for art classes will be provided to parents and labeled for individual use in school and/or at home, should remote learning still be in effect.
- Any specialized items will be provided by the instructor and added to each child's individual supply kit for the completion of semester projects.
- The electronic illustration course scheduled in the computer lab will include alternate seating with students assigned to their own individual workstation. Face coverings will be used at all times with additional time provided for entry, exit, and cleaning of each workstation with alcohol disinfectant wipes.

Elementary School

All elementary art classes will be delivered temporarily to each individual classroom. A list of basic supplies needed for art classes will be provided to parents and labeled to use in school and/or at home, should remote learning still be in effect.

Additional Remote Learning & Hybrid Resources for Fine Arts

In order to accommodate students in a remote/hybrid learning scenario, fine arts teachers may also utilize a combination of the following resources:

- Google Classroom and Teacher Websites for student assignments.
- Google Meet for daily interaction and synchronous instruction.
- Document Cameras

PHYSICAL EDUCATION AND HEALTH

Participating in health and physical education is important for our students' health and well-being. Not only do health and physical education activities benefit students' physical health, but research indicates regular physical activity improves students' mental health and contributes to academic success.

Physical Environment

- Physical education (PE) instruction will occur in areas where students and staff can maintain the six feet social distance recommendations and 12 feet apart where aerobic activity is implemented.
- At the elementary level, physical education teachers will travel to each classroom. Weather permitting, the teacher will conduct classes outside.
- At the high school/ middle school level, outdoor spaces will be used for physical education instruction.
- Windows and interior doors will remain open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.
- The MS/HS Fitness room use will be restricted to physical education classes only without the use of the fitness equipment.
- Use of the indoor pool at the elementary school will be suspended.
- Visual guides and signage will be used to help facilitate physical distancing as students and staff enter and exit the Health/PE instructional areas.
- Students are encouraged to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors.
- Use of locker rooms and the requirement that students must change into a physical education attire will be suspended.

- Use of marked off areas (e.g., poly spots, cones, visual aids, signs, floor tape) will be used to ensure social distancing among students.
- The use of the bathroom facilities in the locker rooms will be suspended until further notice. Students will use the restrooms located in the hallway or the outdoor restrooms.

Personal Hygiene

- Students and staff will wash or sanitize their hands as they enter and exit the class (hand sanitizer accessible by gym entrance/exit).
- Students' belongings will be kept six feet apart from one another. When HS/MS class is held indoors, students' belongings will be placed on the bleachers. When class is held outdoors, students will bring their belongings with them.
- If more than 12 foot social distancing is possible, students may remove their masks when instructed by the teacher.
- If 12 foot social distancing is not possible, students are required to wear their masks.
- If a student's mask becomes damp or wet, it becomes less effective and should be changed after class.

Equipment Safety and Sanitation

- Lessons will minimize the use of equipment.
- Multiple class sets of equipment will be available when utilized.
- Only equipment that is easily and effectively sanitized will be used in class.
- Each student will use the same piece of equipment throughout an entire class at the hs/ms level. The sharing of equipment will be minimized within the same class period at the elementary school.
- At the conclusion of each class, the equipment will be placed in a tub filled with disinfectant and then left to dry. Multiple sets of equipment will be available to ensure there is sufficient time to disinfect each set between classes.
- Staff will be trained on protocols regarding the proper way to safely apply disinfectant and have access to the appropriate PPE as needed.
- Yoga mats will be disinfected after each use in the gymnasium.

PE Instructional Strategies

- Whenever possible instruction will take place outside. Students will wear a mask as they walk in line to the outdoor activity area.
- Grid lines/markings will be painted on the activity area for students to use as guidelines to ensure the 12 foot social distance requirement.
- Most instruction will consist of physical exercise that can be done in one location. Instruction involving movement concepts (Standard 2) must be preplanned as to the start, stop, and direction traveled to ensure social distancing.
- Any instructional unit/activity that may involve physical contact will be suspended and teachers will ensure that students are not in close physical proximity to one another.
- Opportunities for student choice and student-suggested activities will be available when appropriate.
- Instruction will incorporate activities and units that can enhance the development of health education skills such as self-management and interpersonal communication.

Full Distance Learning Model

- Google Classroom will be used to facilitate student/teacher communication. Assignments will be posted and due on a biweekly basis.

- Use of videos or images demonstrating activities or skills will be utilized.
- Activities will facilitate the opportunity for students to write and/or discuss physical, social and emotional responses to the physical activity.
- Students will have choices regarding assignments and the manner for submitting completed work, this may include journal entry, video submission, etc.
- Students will have to “check in” at their assigned PE time with their PE teacher by either submitting an assignment or typing HERE on the Google Classroom.
- Students will have flexibility in regard to deadlines for submitting their assignments, as two assignments are due by the end of each week.

Hybrid Model

- In school students will participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment.
- When students are at home, they will focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Students will have choices and provided opportunities to engage with teachers directly and often. This will be crucial to keep students motivated.
- On virtual days, students will have to “check in” at their assigned PE time with their PE teacher by either submitting an assignment or typing HERE on the Google Classroom. Students have flexibility in when to submit their assignments, as one assignment is due by the end of each week.
- A special area Google Classroom will be created for all specials (art, music, library, tech, phys. ed) to make it easier for parents and students to navigate.

Health Education

Health education provides students with the knowledge and skills necessary to practice health behaviors and teaches students how to recognize the influence of responsible decision-making on quality of life. Health education procedures and protocols at the secondary will align with those of all classrooms throughout the building. This is to ensure consistency from class to class. At the elementary level health lessons will be incorporated into physical education activities.

Instructional strategies will follow a skills-based approach. The seven key health skills are:

- Analyzing influences
- Accessing valid and reliable information, products, and services
- Interpersonal communication
- Decision-making
- Goal Setting
- Self-management
- Advocacy for self and others

During distance learning or a hybrid asynchronous day, secondary students will have to “check in” at their assigned Health time by either submitting an assignment or typing HERE on the Google Classroom. Students have flexibility in when to submit their assignments, as two assignments (remote) or one assignment (hybrid) are due by the end of each week.

EXTRACURRICULAR AND ATHLETICS

Extracurricular Activities

Onsite, in-person extracurricular activities are suspended until at least September 21st in order to mitigate increased exposure risk to the COVID-19 infection. Field trips to outside facilities are also suspended until November 1st.

Please be advised that the Afterschool Library program at the high school/middle school will be open to students until 4 p.m. However, it should be noted that no late bus service will be provided. Parents/guardians will have to provide their own transportation.

PJUFSD will work to provide extracurricular activities remotely in the event we shift into a full time distance learning model.

Athletics

According to Section XI, all sports have been postponed until January 4th, 2021. The sport season will be as follows:

Varsity and JV

Season 1 (Winter): Jan. 4- Feb. 27

Season 2 (Fall): March 1- May 1

Season 3 (Spring): April 26-June 19

Modified Sports

Season 1 (early winter): Jan. 4 - Feb. 6

Season 2 (late winter): Feb. 8- March 20

Season 3 (fall): March 22- May 8

Season 4 (spring): May 10-June 12

STAFF AND HUMAN RESOURCES

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Professional Development and Training

In order to support our faculty and staff, the district will provide professional development and training, as applicable, in prioritization of learning standards, online and remote teaching and learning, and social and emotional development.

COVID-19 Accommodations

To the extent permitted by law, the district shall accommodate assignment requests of faculty and staff who are at increased risk for COVID-19 transmission because of documented medical vulnerability or increased risk pools (including sharing a home with vulnerable/high-risk individuals). Anyone believed to be in need of an accommodation should contact your direct supervisor.