

**PORT JEFFERSON UNION FREE SCHOOL DISTRICT  
DISTRICT-WIDE SCHOOL SAFETY PLAN**

The following is a synopsis of the Port Jefferson Union Free School District-Wide School Safety Plan. Specific details of the plan are confidential and not available to the public.

The plan is designed to address:

- Implied or direct threats of violence by students, staff, and visitors
- Acts of violence by students, staff, and visitors with zero tolerance for violent acts
- Appropriate prevention and intervention strategies
- Contacting law enforcement officials in the event of a violent incident
- Contacting parents/guardians in the event of a violent incident
- School building security
- Dissemination of materials regarding early detection of potentially violent behaviors
- Annual school safety training for students and staff
- Protocols for responding to bomb threats, hostage taking, intrusions, and kidnappings
- Improving communication among students and between students and staff and the reporting of potentially violent incidents
- Duties of school safety personnel, personnel training, and the hiring/screening process of school security personnel
- The allocation of District resources and manpower at the discretion of the Superintendent or his/her designee

**I. BUILDING LEVEL SCHOOL SAFETY PLANS**

Each building has developed a Building Level School Safety Plan which shall provide instruction to students, staff, and visitors to prepare them to respond to disaster and emergency situations in a practical way. It shall be standard operating procedure for staff and students to be familiar with the Building Level School Safety Plan to ensure each individual knows what to do in an emergency and how to do it should the need arise. Building Level School Safety Plans identifies potential sites of emergency including, but not limited to, buildings, grounds, buses, field trips, and work sites, and contains the following elements:

- Procedures for the safe evacuation, appropriate sheltering, or securing of students, staff, and visitors in the event of serious violent incident or other emergency
- Designation of an Emergency Response team comprised of school personnel, local law enforcement officials, and representatives from local, regional and/or state emergency response agencies; other appropriate incident response teams; and a post incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident
- Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds, and road maps of the immediate surrounding area
- Establishment of internal and external communication systems in emergencies
- Definition of the chain of command in a manner consistent with the National Interagency Incident Management System/Incident Command System
- Coordination of the school safety plan with the statewide plan for disaster mental health services to assure that the school has access to federal, state, and local mental health resources in the event of a violent incident
- Procedures for review and the conducting of drills and other exercises to test components of the emergency response plan
- Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property

## **II. PLANS OF ACTION**

To account for the variable character of disaster emergencies and the extent of advance warning, there are four different plans of action to ensure the health and safety of students, staff, and visitors: Cancellation Prior to the Start of School, General Evacuation (including evacuation of handicapped individuals), General Go-Home, and General Shelter.

### **A. Cancellation Prior to the Start of School**

The Superintendent or his/her designee(s) shall make the decision to close schools/offices for the health, welfare, and safety of the students, staff, and visitors. Notice will be given to staff, parents, and students through the use of radio and television stations as well as automated email and phone notifications.

### **B. General Evacuation**

This plan shall be used as a guideline when conditions within a building present an immediate health or safety risk to the occupants and vacating the building would reduce or eliminate those risks.

### **C. General Go-Home Plan**

This plan shall be used when it is necessary to return students to their homes as rapidly as possible.

### **D. General Shelter Plan**

This plan shall be used in crisis situations when it has been determined that being inside the building is safer than being outside. The plan consists of three parts: Take Cover, In-Building Shelter, and Off-Campus Shelter.

#### **1. Take Cover**

In the event of imminent danger due to natural or manmade disasters, this action will direct students, staff, and visitors to “take cover” in their immediate location.

#### **2. In-Building Shelter (*Safe Areas*)**

Each building shall determine *Designated Safe Areas* to be used for shelter when conditions allow the safe movement of students, staff, and visitors through the building.

#### **3. Off-Campus Shelter**

This plan shall be used when it becomes necessary to move students, staff, and visitors off campus completely and immediately

## **IIa. EMERGENCY RESPONSE TERMINOLOGY AND DEFINITIONS**

School buildings are required to update staff and students with terminology defining responses to emergency procedures. The following definitions are to be used to identify a specific emergency.

- Evacuate and evacuation means to move students for their protection from a school building to a predetermined location in response to an emergency.
- Shelter and shelter-in-place means keeping students in school buildings and sheltering them when it is deemed safe for students to remain inside rather than return home or be evacuated.
- Lockdown means to immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. The lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.
- Hold and hold-in-place means the restriction of movement of students and staff within the building while dealing with short-term emergencies.
- Secure lockout means students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside of the school.

## **III. EVACUATION OF DISABLED STUDENTS, STAFF, AND VISITORS**

Each Building Level School Safety Plan includes evacuation procedures for all disabled persons and identifies assigned responsibilities and procedures to assist the disabled. Each building administrator shall work with local

emergency responders to ensure their understanding of the protocols included in their Building Level School Safety Plan.

#### **IV. EVACUATION AREAS**

Evacuation areas are identified in the Building Level School Safety Plan.

#### **V. WEATHER CONDITIONS AND EVACUATION**

The possibility always exists that students and staff may have to evacuate a building during inclement weather conditions. The Building Level School Safety Plans addresses the procedures for prolonged outdoor exposure;

#### **VI. RE-OCCUPANCY OF A SCHOOL BUILDING**

After a building has been cleared by law enforcement or fire department personnel, the building administrator or his/her designee shall be responsible for making the decision to reenter the school building. Based upon information received, one of three decisions shall be considered by the building administrator: (1) reoccupy the building and resume classes; (2) relocate the building occupants to another facility (sheltering); or (3) activate the plan for early dismissal.

#### **VII. BUILDING SAFETY/SECURITY**

Port Jefferson Union Free School District will provide the necessary physical environment, security devices, security personnel, and procedures/policies to ensure the safety of all students, staff, and visitors who lawfully enter Port Jefferson Union Free School District property. Port Jefferson Union Free School District will:

- continue to evaluate the appropriate use of building alarms, fire alarms, proper lighting, appropriate locking systems, panic buttons and notification systems
- Conduct ongoing visual inspection and systematic maintenance of security alarms, fire alarms, inside and outside doors, and locking devices
- Establish procedures for building access which limit entrances, with all other entrances locked from outside
- Continue to evaluate the use of appropriate communication devices, such as two way radios, cell phones, Public Address system, bullhorns and other devices and technologies that may be deemed appropriate

Port Jefferson Union Free School District designates staff members who are responsible for the effective administration of safety/security regulations and shall provide the necessary time and resources to those employees. Port Jefferson Union Free School District will evaluate and review the availability of school safety/security personnel for appropriate security in the hallways, entrances, exits, and parking lots. Building administrators will review the security needs of their facilities and make recommendations to implement the required changes.

Port Jefferson Union Free School District provides an ongoing avenue for the effective review of safety and security concerns of students, staff, and visitors.

#### **VIII. STAFF DEVELOPMENT**

Port Jefferson Union Free School District maintains a staff development program in order to assure that staff is given the necessary knowledge and skills to assure their own safety, as well as the safety of students and visitors. Training shall be implemented as follows:

- Right-to-know training (as required by law)
- Bloodborne pathogen training (as required by law)
- Violence prevention training on regular conference days (annually)
- School violence prevention and intervention training including initial non-violent crisis intervention training (CPI training) and refresher courses on conference days

- Additional building-based training based on site discretion and needs
- Knowledge of Port Jefferson Union Free School District Board Policies related to safety and security
- Knowledge of School Safety Plan and specific roles related to plan
- Training in the use of security devices as needed
- Review of the student handbook and Code of Conduct at the beginning of each school year
- Development of appropriate programs for students such as:
  - Non-violent conflict resolution
  - Peer mediation
  - Anti-bullying
  - Presentation of:
    - District Code of Conduct
    - New York State Law governing student behavior
    - Anti Violence policies and procedures
- The district shall conduct tabletop exercises with the building-level safety teams to test the components of the emergency response plan

#### **IX. SCHOOL SAFETY PERSONNEL-DUTIES, TRAINING, HIRING, AND SCREENING**

The Port Jefferson Union Free School District provides the following staff training, hiring, and screening:

Their duties include:

- Providing protection for students, staff, and visitors
- Enforcing District policies (i.e., smoking, weapons)
- Assisting building administrators in developing Building Level Safety Plans
- Patrolling parking lots, outside entrances and doorways, outside walkways and secured areas (e.g., automotive corrals)
- Controlling flow of campus traffic, particularly at bus arrival/dismissal
- Overseeing parking
- Conducting periodic checks of doors, windows, and parking areas to prevent trespassing and vandalism
- Interaction/intervention with students, buses, etc. as required
- Directing hall traffic
- Greeting visitors and distribute passes
- Providing information and directions as may be required
- Patrolling hallway
- Intervening in the event of disturbances and contract appropriate officials
- Restraining persons engaged in disorderly conduct
- Responding to emergencies such as bomb threats and building evacuations
- Assisting in calming disturbances and crowd control
- Assisting law enforcement officers in the performance of their duties
- Working with police and rescue personnel with medical emergency situations
- Bringing any fire hazards and building safety problems to the attention of the building administrator
- Alerting building administrator about altercations/problems
- Reporting vandalism and unsecured areas to building administrator
- Performing other duties specific to security purposes as determined by site

Required training and required knowledge shall include:

- State certification
- School violence prevention and intervention training including initial non-violent crisis intervention training (CPI training) and refresher courses
- Site-specific training (minimum half-day initial training/ongoing/annual refresher) including review of all manuals (e.g., BOCES Policies, School Safety Plan, Staff Handbook, etc.)
- Right-to-know training
- Bloodborne pathogen training

## **X. STUDENT TRANSPORTATION SAFETY**

Port Jefferson Union Free School District acknowledges that a student's day begins the minute the student boards the bus until he steps off of the bus at the end of the day. Therefore, to ensure student safety:

- All buses are staffed by personnel knowledgeable about the students and their needs and are trained accordingly.

The following items/facilities that are proximate to the Port Jefferson Union Free School District have been identified as having a potential for presenting emergencies that could affect the district:

- Long Island Rail Road
- Port Jefferson Harbor (fuel transport, flooding)
- National Grid Power Plant

The Superintendent of Schools shall be responsible for conveying emergency information to educational facilities within the Port Jefferson Union Free School District. The Superintendent shall take appropriate steps to secure the following information about each educational agency within the district: number of students, number of employees, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency.

Eastern Suffolk BOCES Program within the Port Jefferson Union Free School District:

Jefferson Academic Center  
119 Spring Street  
Port Jefferson, NY 11777  
631-476-0564  
Vincent Iorio, Principal

## **XI. COMMUNICABLE DISEASE – PANDEMIC PLAN**

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. Specific portions of the plan will be governed by the New York State Department of Health and/or the Suffolk County Department of Health Services.

The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Planning Team.

### **Prevention/Mitigation**

- A list and description of positions and titles considered essential with justification for that determination.
- The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

### **Protection/Preparedness**

- Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months.

This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

#### **Response**

- Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

#### **Prevention/Mitigation:**

- We will work closely with the Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
- Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Suffolk County Department of Health
- Public Health Consultation and Immediate Reporting: 631-854-0000
- *Public Health Hotline*: 631-787-2200
- *Fax*: 631-854-0108
- *Weekend/After-hours Consultation and Reporting*: 631-853-6311
- The Suffolk County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Pandemic Coordinator will coordinate our pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team, which has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School District Pandemic Coordinator and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the School District Technology Director will also be an important Team member. The Executive Director for Human Resources, Deputy Superintendent, Facility Director, Food Service Provider, Transportation Contractor, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed in February 2023 for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The School District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

#### **XII. ESSENTIAL POSITIONS/TITLES**

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be

on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the tables below:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite. Listed work shifts may be adjusted to accommodate social distancing or other needs.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

District Office Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Superintendent	CEO	Access to records & files.	8-4	Alone in office.
Deputy Superintendent	CFO	Access to records & files.	8-4	Alone in office.
Asst. Supt.	Curriculum	Access to records & files.	8-4	Alone in office.
DOF	Head of Facilities	Supervision of staff and buildings.	8-4	Cleared by Deputy Supt. Alone in office.
Supt. Secretary	Clerical Confidential	Access to records & files. As needed	8-4	Cleared by Deputy Supt. Alone in office.
Treasurer	Confidential	Access to records & files. As needed	8-4	Cleared by Deputy Supt. Alone in office.
Senior Account Clerk	Payroll	Access to records & files. As needed.	8-4	Cleared by Deputy Supt. Alone in office.
Account Clerk Typist	Accounts Payable	Access to records & files. As needed.	8-4	Cleared by Deputy Supt. Alone in office.

Edna Louise Spear Elementary Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Principal	Building Administrator	Access to records & files. Distribution of student materials.	8-4	Cleared by Deputy Supt. Alone in office.
Assistant Principal	Building Administrator	Access to records & files.	8-4	Cleared by Deputy Supt. Alone in office.

		Distribution of student materials.		
Senior Office Assistant	Principal's Sr. Office Asst.	Access to records & files. Assist as needed.	8-4	Cleared by Deputy Supt. Alone in office.
Head Custodian	Maintenance and Cleaning	Clean, check, building conditions and systems. Assist as needed.	7-11	Cleared by Deputy Supt. Carries out tasks alone in work areas.
Maintenance Mechanic IV	Maintenance	Clean, check, building conditions and systems. Assist as needed.	As needed	Cleared by Deputy Supt. Carries out tasks alone in work areas.
Guard	Security	Building security. Assist as needed.	As needed	Cleared by Deputy Supt. Carries out tasks alone in work areas.

High School/Middle School Essential Positions				
Title	Description	Justification	Work Shift	Protocol
HS Principal	Building Administrator	Access to records & files. Distribution of student materials.	8-4	Cleared by Deputy Supt. Alone in office.
HS Assistant Principal	Building Administrator	Access to records & files. Distribution of student materials.	8-4	Cleared by Deputy Supt. Alone in office.
MS Principal	Building Administrator	Access to records & files.	8-4	Cleared by Deputy Supt. Alone in office.
MS Assistant Principal	Building Administrator	Access to records & files Distribution of student materials.	8-4	Cleared by Deputy Supt. Alone in office.
Senior Office Assistant	HS Principal's Sr. Office Asst.	Access to records & files Assist as needed	8-4	Cleared by Deputy Supt. Alone in office.
Senior Office Assistant	MS Principal's Sr. Office Asst.	Access to records & files Assist as needed	7-3	Cleared by Deputy Supt. Alonte in office.
Head Custodian	Maintenance and Cleaning	Clean, check, building conditions and systems Assist as needed	7-11	Cleared by Deputy Supt. Carries out tasks alone in work areas.



Maintenance Mechanic II	Maintenance	Clean, check, building conditions and systems Assist as needed	8-12	Cleared by Deputy Supt. Carries out tasks alone in work areas.
Guard	Security	Building security Assist as needed	8-4	Cleared by Deputy Supt. Carries out tasks alone in work areas.

Districtwide Staff Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Crew Leader	Supervisor Grounds	Maintenance of grounds, transporting goods, snowplowing	8-4	Cleared by Deputy Supt. Carries out tasks alone in work areas.
Network and Systems Administrator	IT Supervisor	Management of network, equipment, devices and staff support Distribution of devices	8-4	Cleared by Deputy Supt. Carries out tasks alone in work areas.
Network and Systems Specialist	IT Technician	Maintenance of network, equipment, devices and staff support Distribution of devices	8-4	Cleared by Deputy Supt. Carries out tasks alone in work areas.
PT Guard	HS Main Office	Night and weekend security	3:00 to 11:30 12- 8:00	Cleared by Deputy Supt. Carries out tasks alone in work areas.

The following titles may need to occasionally access their building in order to complete specific tasks:

District Office Support Positions				
Title	Description	Justification	Work Shift	Protocol
Director of Special Ed.	Admin.	Access to records & files as needed.	As needed	Cleared by Deputy Supt. Alone in office.

Exec. Director of Human Resources	Human Resources	Access to records & files as needed.	As needed	Cleared by Deputy Supt. Alone in office.
Deputy Supt. Admin. Asst.	Clerical confidential	Access to records & files as needed.	As needed	Cleared by Deputy Supt. Alone in office.
Asst. Supt. Secretary	Clerical confidential	Access to records & files as needed.	As needed	Cleared by Deputy Supt. Alone in office..
Special Ed. Principal Off. Asst.	Clerical	Access to records & files as needed.	As needed	Cleared by Deputy Supt. Alone in office.
DOF Office Asst.	Clerical	Access to records & files as needed.	As needed	Cleared by Deputy Supt. Alone in office.

Edna Louise Spear Elementary Support Positions				
Title	Description	Justification	Work Shift	Protocol
Senior Office Assistant	Clerical Main Office	Access to records & files. Assist as needed.	As needed	Cleared by Deputy Supt
Office Assistant	Clerical Main Office	Access to records & files. Assist as needed.	As needed	Cleared by Deputy Supt.
CW III	Maintenance and Cleaning	Clean, check, building conditions and systems. Assist as needed.	As needed	Cleared by Deputy Supt.
CW-I	Maintenance and Cleaning	Cleaning Assist as needed	As needed	Cleared by Deputy Supt.
Teacher	Instructional Staff	Access to materials, loss of remote internet access.	As needed	Cleared by Deputy Supt.
Nurse	Medical staff	Access to records and assist with screenings. Distribution of student medications.	As needed	Cleared by Deputy Supt.
Health Aide	Medical staff	Access to records and assist with screenings.	As needed	Cleared by Deputy Supt.
Psychologist	Mental Health	Access to records and files, counseling.	As needed	Cleared by Deputy Supt.

High School/Middle School Support Positions				
Title	Description	Justification	Work Shift	Protocol
Director of Music	Administrator	Access to records and files. Distribution of student materials.	As needed	Cleared by Deputy Supt.
Director of Athletics	Administrator	Access to records and files. Contact tracing. Distribution of student materials.	As needed	Cleared by Deputy Supt.
Office Assistant	HS AP Clerical	Access to records and files. Assist as needed.	As needed	Cleared by Deputy Supt.
Office Assistant	HS Main Office	Access to records and files. Assist as needed.	As needed	Cleared by Deputy Supt.
Senior Stenographer	HS Main Office	Access to records and files. Assist as needed.	As needed	Cleared by Deputy Supt.
Senior Office Assistants	Guidance Clerical	Access to records and files. Assist as needed	As needed	Cleared by Deputy Supt.
Senior Office Assistant	MS Clerical	Access to records and files. Assist as needed.	As needed	Cleared by Deputy Supt.
Office Assistant	Secretary Athletics	Access to records and files. Assist as needed.	As needed	Cleared by Deputy Supt.
CW-III	Maintenance and Cleaning	Clean, check, building conditions and systems Assist as needed	As needed	Cleared by Deputy Supt.
CW-I	Maintenance and Cleaning	Cleaning. Assist as needed.	As needed	Cleared by Deputy Supt.
Teacher	Instructional Staff	Access to material, loss of remote internet access.	As needed	Cleared by Deputy Supt.
Nurse	Medical staff	Access to records and assist with screenings. Distribution of student medications.	As needed	Cleared by Deputy Supt.

Health Aide	Medical staff	Access to records and assist with screenings.	As needed	Cleared by Deputy Supt.
Psychologist	Mental Health	Access to records and files, counseling.	As needed	Cleared by Deputy Supt.
Social Worker	Mental Health	Access to records and files, counseling.	As needed	Cleared by Deputy Supt.
Guidance Counselors	Counselors	Access to records and files, counseling.	As needed	Cleared by Deputy Supt.

Districtwide Staff Support Positions				
Title	Description	Justification	Work Shift	Protocol
Maintenance Mechanic II	Grounds Staff	Maintenance of grounds, transporting goods, snowplowing.	As needed	Cleared by Deputy Supt.
Custodial Workers I	Grounds Staff	Maintenance of grounds, transporting goods, snowplowing	As needed	Cleared by Deputy Supt.
Network and Systems Technician	IT Technician	Maintenance of network, equipment, devices & staff support. Distribution of devices.	As needed	Cleared by Deputy Supt.
Sr. Office App. Specialist	High School Main Office	Access to records and files. Assist as needed.	As needed	Cleared by Deputy Supt.

Additionally, various contracted support services (instructional and non-instructional) departments within the District. Only when their work cannot be performed remotely, their services may be utilized with clearance from the Deputy Superintendent.

### **XIII. PROTOCOLS ALLOWING NON-ESSENTIAL EMPLOYEES TO TELECOMMUTE**

#### **Ensure Digital Equity for Employees**

- **Mobile Device Assessments:**
  - Survey staff to determine who will need devices at home to maintain operational functions as well as instructional services
- **Internet Access Assessments:**
  - Survey staff to determine the availability of viable existing at-home Internet service
  - Conduct a cost analysis of Internet access needs

- **Providing Mobile Devices and Internet Access:**
  - To the extent practicable, develop procurement processes for ordering, configuring, and distributing, if and when available, appropriate mobile devices to those determined to be in need.
  - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need.
  - WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.
- **Technology & Connectivity for Students - Mandatory Requirements:**
  - To the extent possible, determine the level of access to devices and high-speed broadband for all students and teachers to have in their places of residence;
  - To the extent practicable, address the needs for devices and internet access for students and teachers who currently do not have sufficient access
  - Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
- **Mobile Devices Delivery:**

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

  - Communication (e-mail, phone, online conferencing, social media)
  - Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
  - Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
  - Learning materials and content (digital content, online learning activities)
  - Additional Technology Devices Assessments:
    - Identify students' technology needs to include adaptive technologies
    - Use the Asset Tracking Management System procedures to check out all mobile devices
    - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
  - Providing Multiple Ways for Students to Learn
    - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

#### **XIV. STAGGERING WORK SHIFTS OF ESSENTIAL EMPLOYEES - REDUCING OVERCROWDING**

Depending on the exact nature of the communicable disease and its impact, the Port Jefferson UFSD is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.

- Limit or eliminate visitors to the building.

The School District will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

## **XV. PROTECTION (PREPAREDNESS)**

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Suffolk County Police Department, Port Jefferson Fire Department, Port Jefferson Constables, Port Jefferson Ambulance and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at District Office with the alternate at the O&M Building and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

<b>Jessica Schmettan</b>	<b>Superintendent</b>	<b>791-4220</b>
<b>Sean Leister</b>	<b>Deputy Superintendent</b>	<b>791-4230</b>
<b>Robert Neidig, Ed.D.</b>	<b>Assistant Superintendent</b>	<b>791-4290</b>
<b>Michael Caravello, Ed.D.</b>	<b>Director of Music &amp; Fine Arts</b>	<b>791-4450</b>

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. *We are also recommending that all District-wide School Safety Team members, administrators, principals, nurses and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://www.coursera.org/learn/covid-19-contact-tracing>.*

- The School District has designated Adam Sherrard as the Communicable Disease 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 coordinator shall be the main contact upon the identification of positive Communicable Disease cases and are responsible for subsequent communication. The coordinator shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the Communicable Disease public health emergency and plans implemented by the school. He may be reached at (631)791-4440.
- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting, reverse 911 systems, and the public media. Sharleen Quartararo has been designated the School District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Available systems are:
  - Telephone
  - School Messenger
  - E-mail
  - Texts
  - Our communication systems will be tested annually.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period.
- Some of the alternate learning strategies implemented are as follows:
  - o Hard copy, self-directed lessons
  - o Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
  - o On-line instruction; on-line resources; on-line textbooks
  - o Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in the development of these strategies. We will test these methods annually.

- Distribution of student books and materials.
  - o Scheduled pick-up of students' classroom books and necessary devices will be provided at the start of school closure.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - o Overall Operations – we have defined the following decision-making authority for the district **Superintendent, Deputy Superintendent, Assistant Superintendent and Director of Music & Fine Arts**. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.
  - o The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas. Superintendent, Deputy Superintendent, Treasurer, Executive Director for Human Resources, Senior Account Clerk (Payroll) and Account Clerk Typist (Accounts Payable).
  - o We have also established the ability to maintain these essential functions from a back-up location as follows: **The Operation and Maintenance Building has a back-up generator and will be utilized as the back-up site . Back-up site function will be tested annually.**
  - o Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool grounds staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms.

## **XVI. 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 as follows:

- Licensed healthcare professionals are treating students or staff members
- Assessing persons suspected of having a communicable disease
- 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. 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.

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.

## **XVII. COMMUNICABLE DISEASE TESTING & CONTACT TRACING**

In the event that large-scale testing is required at the school, Port Jefferson UFSD 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 with the Suffolk County Health Departments to trace all persons who had contact with a confirmed case of Communicable Disease. PJUFSD will immediately notify the state and local health departments upon being informed of a positive Communicable Disease 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.

### **CDC and NYSDOH Recommendations:**

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



- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have a Communicable Disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have a Communicable Disease can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH guidance for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have a Communicable Disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

### **Return to School After Illness:**

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of a Communicable Disease. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with a Communicable Disease they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with a Communicable Disease by a healthcare provider based on a test or their symptoms or does not get a Communicable Disease 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); and
- It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end.

### **Discontinuation of Isolation for Persons with a Communicable Disease Not in Healthcare Settings.**

CDC recommendations for discontinuing isolation in persons known to be infected with a Communicable Disease could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to a Communicable Disease. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

### **Staff Absenteeism**

- Instructional staff will call into the Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

### **Employee Assistance Program (EAP)**

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

### **Medical Accommodations**

- The Human Resources Department will continue to handle medical accommodations. Requests for accommodations should be sent to: [imorgens@portjeffschools.org](mailto:imorgens@portjeffschools.org)

### **Documenting Precise Hours/Work Locations of Essential Workers**

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

### **New York State Contact Tracing Program**

If a student or staff member tests positive for a Communicable Disease, the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for a Communicable Disease to identify people they have had contact with and let them know they may have been exposed to the disease.

**If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone.** Answering the phone will keep your loved ones and community safe.

#### **A contact tracer will:**

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a Communicable Disease Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready

to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say **“NYS Contact Tracing” (518-387-9993)**.

Please answer the phone so we can keep NY moving forward and stop the spread of Communicable Diseases

#### **XVIII. FACILITIES: CLEANING & SANITIZING**

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

##### **Routine cleaning of school settings includes:**

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and door knobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

##### **Classroom/Therapy Rooms:**

Port Jefferson UFSD will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

##### **Common Areas:**

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

##### **Disinfecting:**

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have a Communicable Disease, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

#### **Hand Sanitizing:**

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by the Central Administration.
- Port Jefferson UFSD ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

#### **Trash removal:**

- Trash will be removed daily.
- Garbage cans or the process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

### **XIX. RECOVERY**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.

- The District-Wide School Safety Team and Building-Level Emergency Response Planning Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

# Addendum

## **XX. EMERGENCY REMOTE INSTRUCTION PLAN**

### **Introduction**

The Port Jefferson UFSD developed an Emergency Remote Instruction Plan to communicate the method in which instruction will be implemented when circumstances impede students and staff from physically attending school. This Emergency Remote Instruction Plan is included as part of the District-Wide School Safety Plan, will be reviewed annually by district and building level administrators and the district safety committee, adopted annually by the Port Jefferson Board of Education and submitted to the New York State Education Department for approval.

### **Background Information**

The New York State Education Department previously authorized a “snow day pilot” program during the 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which it would otherwise have closed due to an emergency. To give districts greater predictability, the Board of Regents approved an amendment to §175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes.

Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must amend their district-wide school safety plans to include plans for remote instruction. The plans must include the methods by which public schools, BOCES and county vocational education and extension boards will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities.

The Board of Regents adopted additions to §100.1 of Commissioner’s regulations to define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified (or, for charter schools, qualified) teacher.

### EMERGENCY REMOTE INSTRUCTION PLAN

<b>District Policies Impacting Remote Instruction</b>	<p>Board Policy 4528 - Acceptable Use – Remote Learning Board Policy 4765 - Online, Distance, And Remote Learning</p> <p>Board Policy 0115 - Student Harassment and Bullying Prevention and Intervention</p> <p>Board Policy 4200 - District Curriculum</p> <p>Board Policy 5100 - Attendance Monitoring/Comprehensive Attendance</p> <p>Board Policy 5300.05 - Code of Conduct - Introduction</p>
<b>Digital Device, Internet and Platform Access</b>	<p>In order to support our students’ instructional program, every student in Pre-K to grade 12 along with our teachers and paraprofessionals will be provided with a ChromeBook. Teachers will utilize the Google Suite platform in order to provide a consistent approach to learning across all grade levels.</p> <p>The school district participates fully in the NYSED Digital Equity Survey to assess how many students have internet access at home. Families without the ability to obtain consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote learning, will be provided with a WiFi hotspot to facilitate access to learning at home.</p> <p>Google Suite will be utilized by all teachers as their primary instructional platform. In addition, there is a collection of instructional software platforms that will be utilized by teachers depending on their content area, grade level and teaching style. These programs will be utilized to differentiate instruction with the goal of meeting each student’s individual learning needs.</p>

<p><b>Teaching and Learning</b></p>	<p>Remote instructional approaches may include the following:</p> <p>Synchronous Instruction - Using the video communication service Google Meet, teachers will deliver instruction in real time to their classes. Students will follow their traditional “Bell Schedules” for their buildings on days necessitating remote instruction. Teachers will take attendance and work to make connections with students during this live instruction in an effort to prioritize the Social, Emotional Learning needs of the children. Teachers will also deliver appropriate academic content in a manner that engages the students, allows for question and answer periods and provides opportunities for students to collaborate with their peers.</p> <p>Asynchronous Instruction - Utilizing district provided technology platforms such as Google Classroom and other digital resources, teachers will deliver recorded lessons or provide learning activities for students to engage in.</p> <p>The school day will consist of a blend of both synchronous learning (up to approximately 50% of the day) and asynchronous learning (up to approximately 50% of the day) that will engage the students and allow them to successfully accomplish the objectives for each lesson.</p> <p>Teachers will personalize instruction to meet the needs of all the learners in the classroom. To ensure that they possess the ability to appropriately differentiate instruction, consistent professional development will be provided to them on this topic.</p> <p>English Language Learners (ELLs) and Multilingual Learners (MLLs) will continue to receive an appropriate amount of support from both the classroom teacher and English as a New Language (ENL) Teacher to support their progress in the remote environment.</p>
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<p><b>Support Services</b></p>	<p>Support Services for students with disabilities and/or an Individualized Education Plan (IEP) will continue to be implemented in the event that a remote learning scenario is necessary. These support services and accommodations will be provided to students by the appropriate staff members (i.e teachers, paraprofessionals, related service providers) via the use of the video communication service Google Meet. Depending on the type of support being provided, students may receive instruction during large group settings in the remote learning environment, as well as, during breakout rooms for one-on-one or small group meetings if necessary.</p> <p>Special Education staff delivering services to students are expected to document all support provided to students during the implementation of remote learning. Specifically, the manner of instruction, duration of time, and follow-up efforts should be included in this documentation.</p>
<p><b>Funding Requirements</b></p>	<p>The estimated number of instructional hours the district would claim for state aid purposes for each day spent in remote instruction due to emergency conditions is as follows:</p> <p>The district estimates that:</p> <ul style="list-style-type: none"> <li>• Middle School and High School students will be provided with 6 hours of instructional time per day.</li> <li>• Elementary School students will be provided with 6 hours of instructional time per day.</li> </ul>

## **XXI. EXTREME HEAT CONDITION DAYS**

The Board of Education is committed to maintaining a safe and healthy environment for students, staff and other occupants of the School District's buildings and facilities during the school day. The Board of Education recognizes that during the school year, the temperature within the School District's occupied educational and support services spaces, excluding kitchen areas used in the preparation of food for consumption by students, within the School District's buildings and facilities may exceed 82 degrees (hereinafter "Extreme heat condition days")

On days when the outside temperature is expected to reach 82 degrees, the Superintendent of Schools or his/her designee, in consultation with the Director of Facilities, will develop a strategy for maintaining a temperature below 82 degrees within the School District's buildings and facilities during the school day including, but not limited to, the following:

1. Turning off the overhead lights where such action will not violate applicable building and fire codes
2. Pulling down shades or blinds where such action would not violate applicable building and fire codes
3. Turning on fans
4. Turning off unused electronics that produce heat
5. Minimizing the use of electronics that produce heat, and
6. Providing water breaks for students, staff and occupants of the School District's buildings.

Air conditioners, where available, may also be used to keep temperatures from reaching eighty two degrees, or to lower the temperature once it does. Room temperatures will be measured at a shaded location, three feet above the floor near the center of the room.

The Superintendent of Schools or his/her designee, when practicable, may remove students and staff from educational and support services spaces when the temperature in said space reaches 88 degrees Fahrenheit. In the event that a decision is made to remove students and staff on such days, the students may be moved to a cooler location within the building. If no space within the building can be located, the Superintendent of Schools may (a) close school early and send students and staff home according to the School District's early dismissal procedures or (b) move to remote instruction in accordance with the School District's emergency remote instructional plan.

In the event a Regents examination or other standardized test is being administered on a day when the decision to remove students and staff is made, the Superintendent of Schools or his / her designee will attempt to find an alternative location to administer the exam. If no alternate location is available, testing will resume according to the corresponding testing manual at a time and place when it is safe to do so.

Ref: Education Law SS409-n; 2801-a