Jericcho School District

School Re-opening Plan

July 2020
(Revised: August 17, 2020)
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The Jericho School District established a District Planning Team (DPT) consisting of administrators, including Henry Grishman, Superintendent of Schools and Denise Nash, Director of Public Relations representing the following areas:

- Athletics/Co-Curricular
- Transportation
- Food Services
- Facilities
- Curriculum & Instruction
  - Music/Art
  - Special Education
- Student Health & Safety
- Human Resources
- Technology

The DPT started meeting in May of 2020 and established sub-committees, which included parents, teachers, students, administrators, clerical, custodial, transportation, food service, and substitute teachers. The committees met and discussed all the issues pertaining to a reopening of schools. The options included here are an attempt to create scenarios, which address concerns of the committees and follow the state and federal guidelines.

These options include:

Plan 1: Schools closed – remote instruction
Plan 2: Schools open – hybrid AM/PM
Plan 3: Schools open – hybrid A/B days (2 alternatives)

The planning framework was built on the following objectives:

- Maintaining continuity of instruction
- Keeping students and staff safe and healthy
- Ensuring access and equity for all students
- Communicating with stakeholders, such as staff, families, bargaining units and partners

The District will implement the following CDC guidelines in every planning scenario:

- Safety actions
  - Promote healthy hygiene practices
  - Intensify cleaning, disinfection, and ventilation
  - Ensure physical distancing
  - Limit sharing
  - Train all staff, students, and parents on all modified operational procedures

- Health monitoring and screening
  - Check for signs and symptoms
- Plan for when a staff, child, or visitor becomes sick
- Maintain healthy operations to monitor risk-reduction strategies

The following is a brief description of each plan:

**Plan 1: Schools closed – remote instruction**
Schools remain closed. E-learning or distance learning opportunities will be provided for all students. The district will support the provision of student services such as school meal programs. Daycare may be provided to children of essential workers and who live in the local geographic area only. Only essential staff will report in-person to carry out functions that are deemed essential by the Superintendent.

Remote instruction strategies will be implemented in three scenarios: Schools Closed, A/B Plans, and in cases where parents keep students at home due to health and safety concerns related to Covid-19.

**Distance Learning**
While the preference certainly is in-person instruction for all students, the district recognizes that it is possible that we will need to mandate distance learning at some point in time during the next year, due to health and safety concerns. However, regardless of the mode of instruction, our district remains committed to provide effective instruction for all students.

With this in mind, the district has developed guidelines for remote instruction as follows in an effort to mirror, to the extent possible, the high-quality instruction that takes place every day for our students.

- All students will receive a Chromebook to utilize in school or for remote learning.
- All directions for instruction, assignments, projects and due dates will be posted on the Canvas Calendar, regardless of the platform being utilized for instruction. Ex. If Google Classroom is being utilized for a particular lesson, there will be a notation in the Canvas calendar with directions to the Classroom for the daily lesson.
- Attendance will be taken regularly.
- The schedule for remote instruction will be distributed at the time that remote sessions are instituted.
- Schedules have been delineated for elementary as well as secondary students as noted below. In the event that a school changes to distance learning, on the first day, there will be a Robocall to all parents and staff.

Distance learning should combine both synchronous and asynchronous instruction.
- Synchronous instruction, generally by means of videoconferencing, offers an opportunity for solitary students to maintain connectedness and a sense of belonging and for teachers to provide students with real time face-to-face feedback in the course of discussion and guided practice.
- Asynchronous instruction, consisting of instructional videos, readings, Hyperdocs, chat rooms and projects, is self-paced, offering students a greater degree of autonomy as they acquire new information and demonstrate their understanding while working through tasks that are more complex. In asynchronous instruction, teachers are better able to differentiate instruction and provide students with specific and detailed feedback on their work.
Plan 2: Schools open – AM/PM hybrid

The district will:

- Remain open with enhanced social distancing measures
- Reduce building density to allow for adequate social distancing
- Reduce class sizes
- Cancel most extracurricular activities (e.g., sports, assemblies, dances, etc.)
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials
- Isolate and disinfect impacted classrooms and spaces
- Limit in school gatherings and plan shifts for recess, cafeteria and hallway passing
- Assess group gatherings and events on an ongoing basis to consider if any events might put students, staff, or their families in close proximity to others and should be canceled. The district will consult with local health officials to help determine the best approach

In this model, all K-5 students will attend school every day. Students will be in a cohort model and there will be very limited student-to-student contact between cohorts. All specials will be taught in cohort classrooms and lunch will be delivered to classrooms. Class sizes will be reduced by approximately 15%.

All MS and HS students will attend school every day. The MS will attend for an AM schedule and the HS will attend a PM schedule. Each school will have access to the entire MS/HS facility to promote co-horting and adequate spacing for individual classes and grades. Approximately 50% of the rooms in the facility will be used in the plan. A nine period day with a compacted schedule would provide every student with their full range of courses. The density of the facility will be reduced by approximately 50%. Class sizes will be reduced and larger spaces will be utilized to allow for appropriate social distancing. Lunch will be provided in a grab & go format and larger spaces, both indoor and outside, will be provided to permit appropriate social distancing.

All students and staff will be required to wear masks and desk shields will be installed for every student.
Plan 3:  Schools open – A/B Schedule (Alternative 1)

The district will:

- Remain open with enhanced social distancing measures
- Reduce building density to allow for adequate social distancing
- Reduce class sizes
- Cancel most extracurricular activities (e.g., sports, assemblies, dances, etc.)
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials
- Isolate and disinfect impacted classrooms and spaces
- Limit in school gatherings and plan shifts for recess, cafeteria and hallway passing
- Assess group gatherings and events on an ongoing basis to consider if any events might put students, staff, or their families in close proximity to others and should be canceled. The district will consult with local health officials to help determine the best approach

In this model, K-12 students will attend school on an alternate day and/or week schedule. This will reduce building density and class size by approximately 50%. On the days that students do not attend school, remote learning activities will be planned. K-5 students will be in a cohort model and all special area teachers will deliver services in the cohort classroom. Lunch will be delivered to all classrooms and there will be limited contact for students outside their classroom cohort.

In the MS/HS, students would follow their regular schedule while classroom cohorts and building density will be reduced. Most rooms in the facility will be occupied.

Lunch will be grab & go and there would be limited large spaces available for students have their lunch.

All staff and students will be required to wear masks and desk guards will be provided for all students.
Plan 3: Schools open – A/B Schedule (Alternative 2)

The district will:

- Remain open with enhanced social distancing measures
- Reduce building density to allow for adequate social distancing
- Reduce class sizes
- Cancel most extracurricular activities (e.g., sports, assemblies, dances, etc.)
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials
- Isolate and disinfect impacted classrooms and spaces
- Limit in school gatherings and plan shifts for recess, cafeteria and hallway passing
- Assess group gatherings and events on an ongoing basis to consider if any events might put students, staff, or their families in close proximity to others and should be canceled. The district will consult with local health officials to help determine the best approach

In this model, all K-5 students will attend school every day. Students will be in a cohort model and there will be very limited student-to-student contact between cohorts. All specials will be taught in cohort classrooms and lunch will be delivered to classrooms. Class sizes in K-5 will be reduced by approximately 22%. Class size in the MS/HS will be reduced by approximately 50%.

In the MS/HS, students would follow their regular schedule while classroom cohorts and building density will be reduced. Most rooms in the facility will be occupied.

All students and staff will be required to wear masks and desk guards will be provided for every student.

At its August 12, 2020 meeting, the Jericho Board of Education recommended Plan 3: Schools open – A/B Schedule (Alternative 2) – Please refer to page 22 for further details.
The following are procedures and recommendations suggested by the sub-committees and supported by the CDC guidelines. They will be implemented in all scenarios that have students attend school for in person/live instruction. They include the following areas:

1. Communication
2. School Closure
3. Health, Hygiene
4. Signage
5. Transportation
6. Arrival & Dismissal
7. Visitor Management
8. Food services
9. Classrooms
10. Teaching and Learning
11. In-person Instruction
12. Social and Emotional Well-Being
13. AIS
14. Special Education
15. Hallways, lavatories
16. Building cleaning
17. Office Space
18. Building Systems
20. Technology
21. Athletics, clubs, activities
22. Group meetings – large group instruction

1. Communication/Family and Community Engagement

To help inform our reopening plan, the district has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

The district remains committed to communicating all elements of reopening to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.jerichoschools.org, and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage. The procedure will be to present all options to all district stakeholders and post the plans on each building’s website and/or the district website. Once feedback is analyzed, the district will decide on the actual reopening plan. Options 1-4 will form the basis of the actual plan; however, the district will also consider adjustments to these options.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication channels as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations,
requirements and options related to school operations throughout the pandemic. All communication and signage will be in multiple languages.

The district is committed to establishing and maintaining regular channels of communication, has reviewed, and determined which methods have proven to be the most effective in communications with our school community. The district will rely on email, blast email, district website and robocalls to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. The information that we will share will be based on state guidance.

In support of remote learning, the district will make computer devices available to students and teachers who need them. The district will provide students and their families with multiple ways to contact schools and teachers during remote learning.

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.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their children.

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.

The district is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover:

- Hand hygiene
- Proper face covering procedures (how to wear and remove)
- Social distancing
- Respiratory hygiene
- Identifying symptoms

2. **School Closures**

The district is preparing 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 may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The district will consult the Department of Health when making such decisions.
School building administrators will communicate with each other regularly and, if needed, will consider closing school if absentee rates affect the ability of the school to operate safely.

In the event a person becomes ill with Covid-19 like symptoms while at school, the following procedure will be followed:

- Staff will be provided with training on how to identify signs of illness in students and staff and the procedure to send symptomatic persons to the school nurse or other designated personnel in each building.
- The person will be moved to a predetermined isolation room or area to separate anyone who exhibits Covid-19 like symptoms.
- Transportation arrangements will be made to transport the sick person home or to a healthcare facility.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection.
- When possible, custodial staff will wait 24 hours (or as long as possible) before cleaning and disinfecting the area.
- Persons who had close contact with a person diagnosed with Covid-19 will be advised to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, they will be instructed to follow appropriate CDC guidance for home isolation.
- Sick staff members and children will be advised not to return until they have met Department of Health criteria, which include documentation from a health care provider following evaluation, negative Covid-19 diagnostic test result, symptoms resolution and/or release from isolation.
- The District will consult with the local health department when making decisions on school closures.

In the event that the school is notified that an employee or student has been exposed to Covid-19 and are quarantined or if a family member has been diagnosed with or presumed to have Covid-19 and/or is being isolated, the following procedure will be followed:

- Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 will be instructed to self-quarantine at home for 14 days
- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will be questioned, and if they exhibit symptoms, they will also be excluded from school. If they do not exhibit symptoms, they may still be excluded from school and asked to self-quarantine.
- The custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.
The following procedure will be followed for allowing persons to return to school following illness or diagnosis of a confirmed case of COVID-19 or following quarantine.

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC and their return is coordinated with the local health department. Their guidelines are:

1. **Untested**: Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:
   a. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
   b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
   c. At least ten (10) calendar days have passed since your symptoms first appeared.

2. **Tested**: Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
   a. They no longer have a fever (without the use of medicine that reduces fevers); and
   b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
   c. They have received two negative tests in a row, at least 24 hours apart.

3. **Tested with no symptoms**: Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten (10) calendar days without symptoms and have been released by a healthcare provider.

4. **Testing sites for Covid-19**:

   Northwell Health-GoHealth Urgent Care (Plainview Shopping Centre)
   Address: 377 S Oyster Bay Rd, Plainview, NY 11803
   Phone: (516) 537-9061
   No Appointment Required

   ProHEALTH Urgent Care of Jericho (Jericho Commons)
   Address: 555 N Broadway, Jericho, NY 11753
   Phone: (516) 597-5070
   Appointments: solvhealth.com
   Appointments Required

   CityMD Syosset Urgent Care - Long Island
   Address: 358 Jericho Turnpike, Syosset, NY 11791
   Phone: (516) 677-9200
   No Appointment Required

Students may also return if the student’s health care provider approves them to do so in writing.
3. **Health & Hygiene**

- Staff will be directed to stay home if they are sick and parents will be encouraged to keep sick children at home.
- All employees, parents, service providers and contractors will be required to complete a mandatory health screening agreement. Parents and/or guardians will certify that they will self-monitor their children and report if they show any Covid-19 symptoms or if they have had close contact with anyone with a confirmed or suspected Covid-19 case. All employees will be requested to complete mandatory health screening each school day. The district will use automated software to manage these screenings.
- Several members of the district’s nursing staff have been trained in the Coursera class, “Covid-19 Contact Tracing” given by Johns Hopkins University.
- Service providers, contractors, vendors and all other visitors will fill out a mandatory health screening and have a temperature check before they enter a school. Visitors to schools will be required to complete a mandatory health screening before they enter a school.
- Attendance of employees and students will be monitored daily. (AESOP and PowerSchool programs are in place)
- The school nurse will evaluate employees and students, who show symptoms of Covid-19 while in school. If the nurse determines that the employee or student has symptoms of Covid-19, the employee or student will be isolated until they can be transported home.
- If an employee or a student has a confirmed case of Covid-19, the district will report the case to the County Health Department and the district will follow all the protocols established by the County Health Department.
- The procedures for returning to school after a confirmed case of Covid-19 will follow the protocols established by the County Health Department.
- If the district has a confirmed case of Covid-19, contact tracing will be conducted according to the guidelines established by the County Health Department.
- General hygiene procedures: hand washing and sanitizing stations will be reviewed with each employee, parent and student.
- All employees, students, service providers, contractors and visitors will be required to wear masks in school.
- All employees and students shall practice social distancing.
- The district will identify persons at risk and inform individuals of appropriate procedures to provide reasonable accommodations in schools.

The following healthy hygiene practices will be in place at all district buildings:

- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Signage will be installed near hand sanitizer stations indicating, “Visibly soiled hands should be washed with soap and water” as hand sanitizer is not effective on visibly soiled hands.
- Employees, students, and visitors will be required to perform hand hygiene as follows:
  - Arrival at the building
  - Departure from the building (visitors will be encouraged)
  - Before and after eating or handling food
  - Before and after administering medication
  - After using the toilet or helping a child use the bathroom
  - After coming in contact with bodily fluid
  - After playing outdoors or in sand
  - After handling garbage
• Posters describing handwashing steps will be installed near sinks
• Additional receptacles will be placed around the facility for the disposal of soiled items including PPE

The following procedures regarding face coverings will be in place at all district buildings:

• Face coverings must be worn at all times.
• Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.
• Cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.
• The district will obtain and maintain adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
• Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
• Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health will not be subject to the required use of a face covering.
• Each school in the district will instruct staff to provide mask breaks as needed.
• The district will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will be extended to contractors and vendors, if the district will be supplying the contractors and vendors with PPE.

4. **Signage**

The district will install signage at multiple locations around each school building to:

• Instruct building occupants on the proper way to wash hands
• How to use an acceptable face covering when unable to maintain social distancing
• How to put on, take off and properly wear, discard and store PPE
• How to engage in good daily hygiene measure
• To stay home if they feel sick.
• How to report symptoms of exposure to COVID-19

The district will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:

• Proper use of personal protective equipment (PPE)
• Acceptable face coverings and requirements related to their wear
• Hand washing
• Adherence to social distancing instructions
• Symptoms/prevention/reporting of COVID-19
In addition to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and DOH guidance regarding the use of PPE through additional means.

The district is committed to creating a learning environment that protects student and staff health, safety and privacy. Our district will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health & Safety section and School Closure section of our reopening plan.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state’s contact tracing protocols as implemented by the local health department.

5. **Transportation**

- All bus occupants will be required to wear masks
- Parents will be encouraged to place masks on elementary students before the students board the bus
- Students will be required to wash their hands before they board the bus
- Signage about Covid-19 prevention will be displayed on every bus.
- Every bus will have PPE supplies available
- Drivers will sanitize touch points after each bus trip
- HVAC filters on buses will be replaced frequently
- When possible, bus windows will be kept open
- Buses will be loaded back to front
- Specific procedures for special needs students on buses will be developed
- Buses will be sanitized before they are parked for the night
- Drivers will maintain a passenger log for each run
- School buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses
- Siblings may sit together to increase capacity on the bus
- Field trips and other extracurricular activities requiring bus use will be suspended
- Drivers will be required to complete a checklist after each cleaning, which should be forwarded to the district’s Director of Transportation
- Drivers will maintain a passenger log for each run to assist will contact tracing when needed
- Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing
- The district will communicate with parents and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.

6. **Arrival & Dismissal**

When possible,
- Stagger times for student arrivals and dismissals
- Use multiple entrances and exits for student arrivals and dismissals
- Identify specific locations for parents to drop off and pick up students.
7. **Visitor Management**

A modified visitor management process will be utilized at all school buildings as follows:

- Only essential visitors, including parents, will be permitted into the school buildings
- Essential visits consist of:
  - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via Google Meet or Zoom including parent/teacher conferences, which should be limited to virtual meetings
  - Picking up of sick persons
  - Other visits deemed essential by the school administration
- Visitors will be asked to pre-register their visit by calling the school for an appointment
- Advise the visitor they will be required to wear a face mask prior to being permitted entry into the building as well as hand cleaning steps
- Greeters will contact visitors prior to their scheduled appointment
- All persons entering the building will be required to wear face masks prior to being permitted entry into the building.
- Visitors will be required to clean their hands with sanitizer prior to the check-in process
- “Stand Here” signage and floor markers will be installed to designate places where visitors should wait to be checked in
- Note: plexiglass barriers are not permissible as they violate fire code
- Visitors will be required to answer mandatory screening questions and have a temperature check, and access declined when indicated
- Visitors will display their license to school personnel who will verify the name with the appointment log and ask the visitor to affix the disposable visitor badge to their outermost garment
  - Badges will be printed prior to the visitors’ arrival
  - Lanyards will not be used
  - Stickers should be discarded by visitor upon exiting
- Only disposable sticker badges, no sharing of lanyards
- Visitors will be required to clean their hands with hand sanitizer upon completion of the check in process
- Contractors shall be required to wear PPE when moving through the building and where 6’ distancing is not possible
- Drop off procedures will be modified as follows:
  - Most drop-offs will be prohibited unless prior approval is obtained from building administrator
  - Drop off bins will be eliminated
  - Medication drop-offs should be coordinated with the school health office
  - Forgotten lunch drop-offs will be prohibited with the exception of students who may have a food allergy and cannot safely be provided a school lunch
  - A designated drop off area will be established for all deliveries (e.g., FedEx, UPS) to prevent delivery persons from entering the building

8. **Food Services**

In accordance with existing law and regulation as well as guidance we have received from the NYS Educational Department and the NYS Department of Health, Jericho Public Schools are committed to meeting our requirements to provide all enrolled students with access to school meals each
school day whether school is in-person or remote. Specifically, we will make every effort to meet and exceed all applicable health and safety guidelines with respect to the preparation and delivery of food. We continue to make sure that we comply with all Child Nutrition Program requirements including the quality and quantity of food we serve. We will make every effort to communicate with our families through multiple means, in the languages spoken by those families, including by phone, email, text messages and printed materials.

The district will:

- Provide bag lunches for students
- Establish pre-paid system for all purchases
- Limit the occupancy in the cafeterias
- Consider other areas where students can eat their lunch
- When possible, lunches can be delivered to classrooms
- Self-serve food items, self-serving station, communal spaces for dinnerware and drinkware and communal condiments will be eliminated.
- All kitchen areas will be cleaned and disinfected daily
- Coffee machines, handles, and faucets must be cleaned 3x/day
- All silverware and dinnerware should be cleaned in a dishwasher

9. Classrooms

The district will:

- Remove excess furniture, desks, computer stations, displays, etc. from individual classrooms to allow for appropriate distancing for students and teachers
- Provide sanitizing supplies in each classroom
- Post signage for handwashing, distancing recommendations, wearing of masks, and avoid sharing of supplies, toys, and/or manipulatives
- Space desks 6’ apart when feasible
- Use alternative spaces to accommodate larger instructional groups (music)
- Specialist teachers deliver instruction in classrooms – limit cohort movement
- Physical Education – encourage activities that allow for social distancing and limit use of locker rooms
- Use outdoor spaces for instruction
- Avoid large group assemblies, guest speakers and class trips
- Classrooms will be cleaned and disinfected each night
- Consider assigned seating
- Develop a storage plan to store and clean children’s belongings
- If lockers are used, limit student access
- Develop a checklist to clean and sanitize toys and manipulatives.
- Discourage the sharing of supplies
- Require handwashing at regular intervals
- Install a desk shield for every student

Classrooms – Grade K-6 Students

- Classes will remain in their assigned rooms for the majority of the school day
- Class groups will not be allowed to mix with other class groups
• Toys will not be shared between groups of children unless they have been washed and disinfected
• Toys or instruments that can be put in the mouth should be cleaned and disinfected frequently and before being shared with another child. Set aside toys that need to be disinfected; washing with soapy water is the ideal method of cleaning. Toys that cannot be cleaned or disinfected should not be used. Rotate toys/games throughout the day for disinfecting.
• Children will be restricted from bringing toys from home
• Children’s books and other paper-based materials are not considered high risk for transmission and do not need additional cleaning or disinfection
• Class sizes will be reduced

Classrooms – Grade 7-12 Students

• Larger spaces will be utilized to enhance social distancing. Classes may be grouped to certain sections of the building (in the am/pm plan) to encourage distancing in hallways.
• Class sizes will be reduced

10. Teaching and Learning

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

These days will also be utilized for student orientation. This time will allow small groups of students to meet with their new teachers and begin to establish the relationship necessary for a successful school year.

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

When a remote or hybrid-learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will also be of critical importance. We will be using assessments at the beginning of the year to determine the needs students have. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will also be common practice.

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

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students’ mastery of course content.
Every teacher will have a valid NYS teaching certification appropriate for his or her teaching assignment.

Every aspect of the district’s APPR plan will be followed.

11. **In-person Instruction**

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

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g. art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction.

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

12. **Social Emotional Well-Being**

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. The district has made available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instructions.

In addition, the district has:
- Established child-study teams in each building to identify and monitor students who may be at risk.
- Created protocols for all PPS staff for communication with students and parents
- Provide staff development for staff members in order to provide support to students, parents, faculty and staff

13. **Academic Intervention Services (AIS)**

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner’s Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, the district will use a district-developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. The district will consider students’ scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:

- Developmental reading assessment
- Benchmark and lesson embedded assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117
14. **Special Education**

The district’s reopening plan will ensure that:

- There will be meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision for services to his/her child to meet the requirements of the IDEA.
- There will be access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
- There will be documentation of all the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.
- To the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP.
- Teachers and service providers must continue to collect data, whether in-person or remotely, and use these data to monitor each student’s progress toward the annual goals and to evaluate the effectiveness of the student’s special education services.
- Determining student progress is necessary for understanding the student’s present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student’s learning.
- Reports of progress to parents may be made via telephone or other electronic means if progress-reporting procedures specified in the student’s IEP cannot be met with reasonable efforts.
- Formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/CSE and parents, in their preferred language or mode of communication.

**Considerations for Reopening Plans**

- The school reopening plan encourages CPSEs/CSEs to prepare contingency plans to address students’ remote learning needs in the event of potential future intermittent or extended school closures.
- The school reopening plan considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible.

**IEP Implementation**

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).
Best Practice for Contingency Plans

In March 2020, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, CPSE/CSE will prepare for all contingencies and consider plans to address students’ remote learning needs in the event of potential future intermittent or extended school closures.

IEP Implementation Documentation

- The district will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction.
- The district will determine how documentation will be maintained on the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.
- The district will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- The district will document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

15. Hallways & Lavatories

- Traffic patterns will be reviewed to promote distancing in hallways
- Staggered times for class changes will be considered
- The number of people in restrooms will be restricted
- Signage about washing hands will be posted in restrooms
- No touch trash cans will be placed by restroom doors
- Face masks must be worn by everyone who is in the hallways
- Frequent cleaning of bathrooms will be done throughout the day

16. Building Cleaning

- Buildings will be cleaned and disinfected each evening and in the am/pm model, the MS/HS will be cleaned midday as well.
- High touch areas of the buildings will be cleaned and disinfected frequently each day. These areas include: door handles, rails, counters, tabletops, bathroom fixtures, trash cans, water fountains, cash register
- Cleaning logs will be kept to record date of cleaning, time of cleaning and scope of cleaning
- Staff will be required to use applicable PPE to perform cleaning and disinfecting
- Cleaning and disinfecting training will be provided to all custodial employees
- Cleaning chemicals used in the workplace will follow all OSHA standards
17. **Office Spaces**

The district will take the following safety actions to conform with the above CDC guideline:

- Workers will be discouraged from using other workers’ phones, desks, offices, or other work tools and equipment, when possible.
- Hand sanitizer dispensers and disinfecting wipes will be available near shared equipment
- No-touch trash cans will be utilized
- Move parent-teacher conferences, 504, and individualized education program (IEP) meetings to phone conferences or a virtual format.
- Videocoeferencing or teleconferencing will be planned for work-related meetings and gatherings.
- Large work-related meetings or gatherings can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconfeferencing is not possible, meetings will be held in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.
- Conference rooms that are used will be disinfected on a daily basis at a minimum.
  - Disinfectant wipes or spray should be left in each conference room, and employees should be encouraged to wipe down all surfaces and equipment (e.g., mouse, keyboard, phone) touched during conference room meetings.

18. **Building Systems**

The district will take a series of steps to ensure the operations of mechanical systems, water systems, elevators, and HVAC systems. The objective is to test and ensure systems are safe that may have been used infrequently during the prolonged closure.

**Heating and Cooling**

- The percentage of outdoor air will be increased where possible
- Total airflow supply to occupied spaces will be increased, where possible.
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow
- Building ventilation systems will be run during unoccupied times to maximize dilution ventilation.

**Fire Protection Systems**

- The fire protection system will be tested to ensure all devices are working.
- Fire inspection records will be verified they are up to date

**Plumbing**

The district will follow steps recommended in the CDC’s “Guidance for Building Water Systems” including:

- Inspect flushing of hot water at plumbing fixtures.
• Raise hot water temperature to at least 120 degrees if possible.
• Flush hot water at all sinks (run for 5-15 minutes)
• Check water for pH and disinfectant levels.

19. **Building Safety Drills**

NYSED Safety Drill Requirements

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

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.

Modifications to evacuation drill protocols may include, but are not limited to:

• Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
• All schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.
• All schools will conduct the state mandated fire drills

20. **Technology**

• Professional development training will be provided for all staff in the use of Technology for school in a virtual environment
• Building level communication with parents using email, video and live webinars in multiple languages will be enhanced
• Chromebooks will be distributed to all students before the start of the year and provide training for students and parents and provide schedules to parents and students for remote learning

21. **Athletics, Clubs, Activities**

• The status of athletics for the 20-21 school year will be defined by the local and NYS guidelines.
• Issues which will be considered include transportation of teams, use of locker rooms, the use of masks, the use and care of equipment and the planning for large events with multiple schools.
• Meeting size for clubs and activities will be limited
• There will be no large groups or multi-school events.
• The district will limit all field trips for clubs and activities
• The district will monitor clubs and activities which interact with outside agencies and or facilities

22. Group Meetings, Large Group Instruction

• Plan virtual meetings for all parent groups and organizations
• All district meetings should be virtual
• Large group instruction classes moved to outdoor spaces or to large indoor spaces to allow for appropriate social distancing

**SUMMARY**

In summary, the district has proposed a plan for:

1. Schools Closed – remote instruction
2. Schools Open – hybrid – AM/PM
3. Schools Open – A/B Day, Week
   A. Alternative 1
   B. Alternative 2

In addition, this plan includes detailed procedures for every aspect of a school reopening plan using the input from district committees, CDC guidelines, and guidelines from the NYS Governor’s Office and guidelines from the NYS Department of Education.

The plan will be posted on the websites of each school and on the district’s website.

The district will analyze survey data from parents and staff, information from meetings with parents and staff, email communication from parents and staff and formal and informal feedback in any form from parents and staff.

It is understood that parents may opt out of all plans and keep students at home. In these cases, parents must write to the principal of their children’s school(s) and indicate their intention. Once this notification is received, a remote instructional plan will be developed for each student.

Once all of the data is reviewed, and the district receives further guidance from the Governor’s Office, a district plan for reopening will be formulated and shared with all district stakeholders.
At its meeting on August 12, 2020, the Jericho Board of Education recommended Plan 3: Schools Open – A/B Schedule (Alternative 2.)

The following are details of this plan and a plan for remote instruction:

**Elementary In-School and Secondary A/B plan**

The Jericho School District consistently endeavors to provide an outstanding education that challenges students’ abilities, supports their interests and fosters their talents. However, at this time, health and safety concerns require that the excellent education afforded students should be in a different format. At the elementary level, the district has significantly reduced class size. As a result, all elementary students will be able to attend school in person. At the same time, the district has planned an A/B schedule for secondary students in which they will be assigned a cohort labelled A or B. On alternate days, secondary students will attend school in person, while the opposite group remains at home engaged in streamed classroom instruction. This will reduce density in the middle and high school by approximately 50%, creating a safer environment for both students and staff while providing regular, interpersonal connections as well as live learning interactions for students on a consistent basis.

With this in mind, the district has developed general guidelines for this plan in an effort to continue delivering the high-quality instruction that takes place every day for our students.

- Class size at the elementary level will be reduced to enable social distancing in the classrooms. No class will have more than 20 students.
- Secondary students will be divided into groups by last name so that families can be kept together in A and B cohorts. Information about cohorts will be received with student schedules.
- All students in grades 1-12 will receive a Chromebook to utilize in school or at home. Kindergarten students will be assigned an iPad for classroom use. Students and teachers without internet service can contact their building principal to borrow a T-Mobile wireless hotspot provided by the district for the duration of the distance learning period.
- All directions for instruction, assignments, projects and due dates will be posted on the Canvas Calendar, regardless of the platform being utilized for instruction. Ex. If Google Classroom is being utilized for a particular lesson, there will be a notation in the Canvas Calendar with directions to the Classroom for the daily lesson.
- At the secondary level, classroom lessons will be introduced via live-stream to students who are at home according to an A/B calendar which will be published on the district website. Samples are included in Tables 1 and 2.
- Students will follow the schedule of their regular classroom day, regardless of location.
- Attendance for students who are at home will be taken according to the Guidelines for Conduct during Streamed Lessons listed herein.
- Videos will be available for all parents and teachers with all information that is necessary for streaming, including Canvas and Google. A list of these videos will be published on the district web site.
At the elementary levels, class size will be reduced, enabling the students to experience in-person instruction and be socially distanced. Students will remain in their classrooms with their teachers for instruction; special area teachers will provide instruction in student’s home classrooms, except for physical education; and students will eat in the classroom as necessary. Opportunities for students to eat in the cafeteria or outdoors will be provided whenever possible; and frequent breaks will be scheduled throughout the school day.

In the secondary A/B scenario, approximately half of the students will be present with the teacher in school. The other half of students will be at home. Classroom lessons will be introduced via live-stream to students who are at home. Students will be able to view the teacher as well as any resources being utilized as part of the lesson on the Smart Board or text. At some point during the lesson, the teacher will check in with students who are at home to respond to questions; explain an assignment; set up groups; or ask students to discuss a question. At the end of the period, the students who are at home will be responsible for the same work that students who are in person have completed.

Students whose families choose to keep their students at home will have lessons introduced via live streaming on a daily basis. At some point during the lesson, the teacher will check in with students who are at home to respond to questions; explain an assignment; set up groups or ask students to discuss a question.

Schedules
The elementary schools will follow a regular schedule. Teachers will forward information about class schedules to parents during the first week of school.

The following schedule will be utilized at the middle and high school. Building administrators and teachers will include a note regarding the day of instruction in the morning announcements, and a notification will be on line at the beginning of each instructional day.

**Sample A/B Monthly In-School Schedule for Secondary Students**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A-1 Day</td>
<td>2 B-1 Day</td>
<td>3 A-2 Day</td>
<td>4 B-2 Day</td>
<td></td>
</tr>
<tr>
<td>7 A-1 Day</td>
<td>8 B-1 Day</td>
<td>9 A-2 Day</td>
<td>10 B-2 Day</td>
<td>11 A-1 Day</td>
</tr>
<tr>
<td>14 B-1 Day</td>
<td>15 A-2 Day</td>
<td>16 B-2 Day</td>
<td>17 A-1 Day</td>
<td>18 Wellness Day</td>
</tr>
<tr>
<td>21 B-1 Day</td>
<td>22 A-2 Day</td>
<td>23 B-2 Day</td>
<td>24 A-1 Day</td>
<td>25 B-1 Day</td>
</tr>
<tr>
<td>28 A-2 Day</td>
<td>29 B-2 Day</td>
<td>30 A-1 Day</td>
<td>1 B-1 Day</td>
<td>2 A-2 Day</td>
</tr>
</tbody>
</table>
Please note:
- The sample schedule for secondary students notes the students who will be in school on the designated days. The opposite cohort will be at home receiving streamed instruction on those days.
- In the sample month for secondary students the 1 and 2 refers to the Day 1 and Day 2 notations on students’ schedules. Alternating day classes will be scheduled in this configuration. Ex. If a student has PE on the Day 1 in the schedule received from Guidance, and the student is in Cohort A, that student will have PE live on an A-1 day and remotely on a B-1 day.
- Teachers will interact with the students who are at home during the lesson period. This interaction will take various forms, including answering questions, providing assignments and/or setting up groups for interactions among the students who are at home.
- Teachers will review these schedules with students during the first week of school and answer any questions that students may have.
- Wellness Days will be added as necessary.
- Social-emotional learning opportunities will be included in the students’ regular school day as noted by the individual buildings.

Extra Help
Teachers will offer extra help weekly for all secondary classes. Extra help should include:
- Students who have been invited to extra help by their teacher because their work or responses indicate a need for extra support, re-teaching, etc.
- Students who choose to attend because they have questions or need additional guidance regarding concepts taught in class or assignments.

Grading
Students’ grades will reflect the degree to which they have demonstrated the understandings stated in the learning standards for each course. Students in elementary and secondary grades will receive the regular school report card throughout the school year. Consistent with past practices, elementary school students will receive numbered grades and secondary students will receive letter grades.

Assignments
Assignments that would provide evidence of student understanding could include performance tasks, essays, Hyperdocs, test/quizzes, responses to online videos or articles, inquiry-based lab designs, reflections or research projects.

Assignments that are part of the regular class period will be due as noted by the teacher whether a student is in school or at home. Homework assignments will be posted on Canvas.

Guidelines for Conduct during Streamed Lessons
During streamed lessons, students will be able to view the same lesson as students who are in school. It is important for students who are at home to follow certain rules and guidelines.
- Only teachers can initiate video streaming of lessons and record them. Video recordings may be archived only by the teachers.
- Log on to the streamed lesson promptly at the beginning of each period and follow the teacher’s instructions for that lesson.
• Attend classes with **microphone muted and video on**, unless told to do otherwise by the teacher. Remain online for the duration of the class. **Teachers will be taking attendance for each class based upon this guideline.**
• Remember that students are on camera and can be live. To the extent possible, students should find a quiet place to work; sit in front of the Chromebook or personal device; and dress appropriately for class. Be aware of your background.
• Follow the same classroom rules as if in school.
• Students are not anonymous during streamed instruction. Be mindful of speaking tones and what is said during the lesson.
• If a teacher enables the chat feature, think before typing and use language that is appropriate in the classroom.
• Class chats should only be used for class-related purposes.
• Aim to maintain trust with teachers and fellow students. Do not share videos, documents, chats, etc.
• Stay in frequent contact with your teachers. Students should email teachers if there is a problem or if they need help.
• Students at home should keep distractions to a minimum. Avoid using phones or having tabs open that do not apply to the class or classwork.

**Remote Instruction - Distance Learning**

While the preference certainly is in-person instruction for all students, the district recognizes that it is possible that we will need to mandate distance learning at some point in time during the next year, due to health and safety concerns. However, regardless of the mode of instruction, our district remains committed to provide effective instruction for all students.

With this in mind, the district has developed guidelines for remote instruction as follows in an effort to mirror, to the extent possible, the high-quality instruction that takes place every day for our students.

• All students in grades 1-12 will receive a Chromebook to utilize in school or for remote learning. Kindergarten students will be assigned an iPad for classroom use. Devices will be taken home in the event of a shift to remote learning. Students and teachers without Internet service can contact their building principal to borrow a T-Mobile wireless hotspot provided by the district for the duration of the distance learning period.
• All directions for instruction, assignments, projects and due dates will be posted on the Canvas Calendar, regardless of the platform being utilized for instruction. Ex. If Google Classroom is being utilized for a particular lesson, there will be a notation in the Canvas calendar with directions to the Classroom for the daily lesson.
• Attendance will be taken according to the Guidelines for Online Conduct, listed at the end of this document.
• Schedules have been delineated for elementary as well as secondary students as noted below. In the event that a school changes to distance learning, parents and staff will be notified by Robocall, email and on the district web site.
• Videos will be available for all parents and teachers with all information that is necessary for distance learning, including Canvas and Google.

Distance learning should combine both synchronous and asynchronous instruction.
• Synchronous instruction, generally by means of videoconferencing, offers an opportunity for solitary students to maintain connectedness and a sense of belonging
and for teachers to provide students with real time face-to-face feedback in the course of discussion and guided practice.

- Asynchronous instruction, consisting of instructional videos, readings, Hyperdocs, chat rooms and projects, is self-paced, offering students a greater degree of autonomy as they acquire new information and demonstrate their understanding while working through more complex tasks. In asynchronous instruction teachers are better able to differentiate instruction and provide students with specific and detailed feedback on their work.

Schedules
The following schedules will be utilized at each level. Building administrators and teachers will include a note regarding the day of instruction in the morning announcements, and a notification will be on line at the beginning of each instructional day.

Elementary:
The K-5 Distancing Learning Schedule provides for synchronous and asynchronous instruction daily from 9:00am-2:00pm. Built into this schedule is a one hour lunch break so children have the opportunity to eat and move around. Table 1 provides a sample schedule for elementary distance learning.

Table 1: Sample Elementary Distance Learning Student Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in</td>
<td>Check-in</td>
<td>Check-in</td>
<td>Check-in</td>
<td>Check-in</td>
</tr>
<tr>
<td>(Morning Meeting)</td>
<td>(Morning Meeting)</td>
<td>(Morning Meeting)</td>
<td>(Morning Meeting)</td>
<td>(Morning Meeting)</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>ELA Small Group Meetings</td>
<td>Physical Education</td>
<td>ELA Small Group Meetings</td>
<td>Foreign Language</td>
<td>ELA Small Group Meetings</td>
</tr>
<tr>
<td>Art</td>
<td>Science</td>
<td>Social Studies</td>
<td>Physical Education</td>
<td>Music</td>
</tr>
<tr>
<td>Science</td>
<td>Math</td>
<td>Physical Education</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>Math</td>
<td>Math Small Group Meetings</td>
<td>Math</td>
<td>Math Small Group Meetings</td>
<td>Science</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Social Studies</td>
<td>Math Small Group Meetings</td>
<td>Social Studies</td>
<td>Independent Practice</td>
</tr>
<tr>
<td>Check-out</td>
<td>Check-out</td>
<td>Check-out</td>
<td>Check-out</td>
<td>Check-out</td>
</tr>
<tr>
<td>(Closing Circle)</td>
<td>(Closing Circle)</td>
<td>(Closing Circle)</td>
<td>(Closing Circle)</td>
<td>(Closing Circle)</td>
</tr>
</tbody>
</table>
*Note: Breaks will be built in daily throughout the schedule

Instruction will include a combination of synchronous and asynchronous learning that includes:

- Whole class and small group content-area instruction
- Social-emotional learning
- Special area classes (art, music, physical education, FLES (grades 1-5), science lab, media/research)
- Wellness Days will be added as necessary.

Please note the following:

- This schedule depicted in Table 1 is only applicable in a Distance Learning environment.
- Classroom teacher schedules will vary based on the special area schedules.
- Students who receive special education and/or reading and math services will receive them synchronously.

Secondary:

Distance Learning is most effective when a structured balance of synchronous and asynchronous learning experiences is strategically designed. Tables 2 and 3 outline a daily rotation of synchronous lessons by subject for to the High School and Middle School. It allows for:

- Consistent interpersonal connections as well as live learning interactions among students and the teacher(s) for each class on an alternating daily basis.
- Consistent amount of student daily computer face time (approximately half of each student’s courses on each given day).
- Consistent feedback to students, as well as both remote and in-person opportunities for students to ask questions, gain clarification and support their learning.
- During the days that subjects are scheduled in a Distance Learning environment [Tables 2 and 3], the teacher will have live contact with every student in the class. During these sessions, effective live instruction can take a number of different forms as illustrated in Table 5.

Table 2: Jericho High School Distance Learning Synchronous Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Math</td>
<td>Social Studies</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>English</td>
<td>Science</td>
<td>English</td>
</tr>
<tr>
<td>Day 1</td>
<td>Day 2</td>
<td>Day 3</td>
<td>Day 4</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Math</td>
<td>Social Studies</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>English</td>
<td>Science</td>
<td>English</td>
</tr>
</tbody>
</table>

*Guided Study, AIS and Support Services are ALWAYS ASYNCHRONOUS as per student schedule.*

**Table 3: Jericho Middle School Distance Learning Synchronous Schedule**

**Please note:**
- This schedule is only applicable in a Distance Learning environment.
- Subjects not listed for synchronous instruction will engage in asynchronous learning on the given day.
- This schedule follows a four day cycle.
- The scheduled “day” will be clearly communicated to students, parents and faculty each morning and posted via Canvas.
- The rotation of Day 1-4 in this Distance Learning model does not align with the Day 1 and 2 rotation in the In-Person model. A monthly schedule will be provided in advance to students, parents and faculty clearly identifying the rotation for each model. (A sample monthly schedule is provided in Table 4.)
- Periodic Wellness Days may be included in the schedule.
### Table 4: Sample Month for MS/HS

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Remote Day 1</strong></td>
<td><strong>Remote Day 2</strong></td>
<td><strong>Remote Day 3</strong></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>Schools Closed</strong></td>
<td><strong>Remote Day 4</strong></td>
<td><strong>Remote Day 1</strong></td>
<td><strong>Remote Day 2</strong></td>
<td><strong>Remote Day 3</strong></td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td><strong>Remote Day 4</strong></td>
<td><strong>Remote Day 1</strong></td>
<td><strong>Remote Day 2</strong></td>
<td><strong>Remote Day 3</strong></td>
<td><strong>Remote Wellness Day</strong></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td><strong>Remote Day 4</strong></td>
<td><strong>Remote Day 1</strong></td>
<td><strong>Remote Day 2</strong></td>
<td><strong>Remote Day 3</strong></td>
<td><strong>Remote Day 4</strong></td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td><strong>Schools Closed</strong></td>
<td><strong>Remote Day 1</strong></td>
<td><strong>Remote Day 2</strong></td>
<td><strong>Remote Day 3</strong></td>
<td><strong>Remote Day 4</strong></td>
</tr>
</tbody>
</table>

### Table 5: Synchronous

<table>
<thead>
<tr>
<th>Type</th>
<th>Intent</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class Instruction:</td>
<td>The teacher meets live with the whole class. The digital classroom is similar to an in-person class. While whole class discussion should be incorporated, flexible groups are established for digital breakout sessions.</td>
<td>Meet Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conferenceing Zoom</td>
</tr>
<tr>
<td>Small Group Instruction</td>
<td>The teacher meets live with small groups of students who have been invited for the purpose of remediation, enrichment, or for work on a project.</td>
<td>Meet Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conferenceing Zoom</td>
</tr>
<tr>
<td>One-on-one</td>
<td>Individual conferences with students or parents as needed.</td>
<td>Meet Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conferenceing Zoom</td>
</tr>
</tbody>
</table>
On asynchronous instruction days, students could be taking part in any number of activities and/or grouping configurations as shown in Table 6.

**Table 6: Asynchronous**

<table>
<thead>
<tr>
<th>Type</th>
<th>Intent</th>
<th>Examples of Technology</th>
</tr>
</thead>
</table>
| **Instructional videos** | Teacher records a video for students in which new content is introduced. In a typical “flipped classroom,” this would consist of introducing enough information and modeling for students to be successful in practicing before application and transfer. Either screencasts or videos explaining the following:  
  - Aims for the unit or aims for the week.  
  - Learning Objectives including content and practice  
  - Performance Task Assignments for peer writing and editing assignments  
  - Video recordings of lectures by experts  
  - Assignments for student research  
  - Discussion Boards  
  - Assignments for student-created videos | Nearpod  
EdPuzzle  
Flipgrid  
Screencastify  
Jamboard  
Kami  
Padlet |
| **Slide Shows**   | Teacher posts a slideshow for students to view. They answer questions or contribute feedback. | Google Slides  
PowerPoint,  
Nearpod  
EdPuzzle  
Screencastify |
| **Readings**      | Students respond to a reading assignment (essays, poems, short stories, literature, etc.)     | Canvas                          |
| **Discussion Boards / Chat Rooms** | Students contribute to class discussions/ readings/ performance tasks in order to make meaning of content. | Canvass  
Google Suite  
FlipGrid  
Hyperdocs |
| **Group Projects** | Students contribute to class discussions/ readings/ performance tasks in order to make meaning of content. | Google Docs  
Dropbox |

**Extra Help**

Live Extra Help should be offered weekly and should include:
- Students who have been identified and invited to the extra help session because their work or responses indicate a need for extra support, re-teaching, etc.
- Students who opt to attend because they may have questions or need additional guidance regarding concepts taught during the week.
Assignments
Due dates and times for all submissions will be assigned by the teacher according to the complexity of the assignment. Students who have an issue with submitting an assignment need to inform the teacher by the due date/time.

Grading
As when in school, students' grades will reflect the degree to which they have demonstrated the understandings stated in the learning standards for each course. Students in the elementary grades will receive number grades for each trimester, and students in MS and HS will receive letter grades for each quarter that they are enrolled. Some examples of assignments that would generate grades could include performance tasks, essays, Hyperdocs, online tests/ quizzes, responses to online videos or articles, inquiry-based lab designs, reflections, research projects, etc. Assignments that will be graded will be noted in Canvas.

Guidelines for Online Conduct
While schools are closed your teachers/educators may provide the opportunity for virtual meetings via Google Hangouts, Google Meet, Zoom, or other video conferencing tools. Participating in video conferences is a great way to stay connected with your teachers and classmates, but it is important for you to follow these rules and guidelines. NOTE: only teachers can initiate virtual meetings and only teachers can video meetings. Video recordings may be archived only by the teacher.

• Log on before the start of class, so you join the class on time, following teacher instructions.
• Attend online classes with video on and microphones muted. Teachers will be taking attendance for each class period based upon these guidelines.
• Remember that you are on camera and live. To the extent possible, find a quiet place to work. Sit in front of your Chromebook or personal device and dress appropriately for class. Be mindful of your background.
• Follow the same classroom rules that you would follow in school.
• You are not anonymous. Be mindful of your speaking tones and what you say.
• If your teacher enables the Chat feature, think before you type and use language that is appropriate in a classroom.
• Class chats should only be used for class-related purposes.
• Maintain trust with your teacher and other students. Do not share videos, documents, chats, etc.
• Stay in frequent communication with your teachers. Email your teachers if you are unable to complete an assignment or to ask for help.
• Keep distractions to a minimum. Avoid using your phone or having tabs open that do not apply to classwork.