

Patchogue-Medford School District



Where Education is Met with Excellence!

Reopening Plan

July 2020

Patchogue-Medford Families,

It is my pleasure to provide you with a copy of the Reopening Plan for our school district. The document represents countless hours of work and the tireless efforts of more than one hundred stakeholders. The document is indicative of the commitment and dedication to the students, staff and parents of this great community!

We began our work by appointing a District Wide Committee with representation from our Central Office Administration, Unions and the President of our PTA Council. We then determined the critical Sub Committees that would be required to assist with our Plan. The District Wide Committee and Sub Committees met no less than twice per week respectively over the past six weeks to develop the Plan. The Sub Committee work was divided into the following critical assignments: Developing an Elementary Plan; Developing a Secondary Plan; Developing a Plan to Address Social and Emotional Supports and Special Education Needs; Developing a Plan to Address Operational Supports; Developing a Plan to Address Health Related Services; Developing a Plan to Address Athletics and Physical Education and Developing a Plan to Address Music, the Arts and Co-Curricular Activities. Each Sub Committee was charged with developing plans to provide the most suitable supports for a Hybrid model and a Fully Remote Model of delivering instructional services. It was always assumed that should circumstances change, we would return to full day in-school instruction.

After developing a structure for our work, our first step was to survey our parents to ensure that we captured their voice. The parents were surveyed on June 30, 2020 and their responses were used to frame our very important work. A copy of the parent survey responses is appended to this plan. And while we know that our Reopening Plan will affect all households differently, we have tried our very best to consider all parent concerns in our Reopening Plan development.

We used a number of modes of communication to share our Plan progress with the community. We conducted two Facebook Live meetings in addition to preparing a comprehensive Question and Answer document that was shared with our community via email, Social Media and on the District Website. We used the commentary that we received via Social Media, emails to my office and phone calls to my office to consider parent requests and to respond and resolve wherever possible, any issues that were raised. A copy of the Question and Answer document is also appended to this document. The [PowerPoint presentation](#) that was shared with the community during the second [Facebook Live session](#) can be found on our website under the [COVID-19 District Reopening tab](#).

The District Wide Committee also developed a comprehensive survey of the staff. After receiving much feedback from the staff members, the District developed a comprehensive Question and Answer document to respond to the staff. The survey results along with the comprehensive [Question and Answer](#) document are appended to this Plan.

In addition to all of the aforementioned work, I provided comprehensive updates to the Board of Education on a weekly basis to ensure that they remained updated regularly on the progress of the District Wide and Sub Committees. This process afforded the Board of Education an opportunity to provide important feedback on a regular basis.

At the July 27th Business meeting of the Board of Education, the Board accepted my recommendation to approve the District's Reopening Plan. The Board's acceptance of the Plan represented a major accomplishment for the District and demonstrated the Board's confidence in the work of the District

Wide Committee and all of the Subcommittees. I'd like to personally thank the Board of Education for unanimously supporting our Plan. They allowed us to plan the work and work the plan and I appreciate their unwavering support for our tireless efforts during this season of most challenging times.

Moving forward a Plan of this magnitude requires the support of ALL stakeholders in order to be successful. We are eternally grateful to all community stakeholders and salute our parents who have provided overwhelming support during this difficult time. We pledge to continue to do our best work and to listen to the voices of our families as we press on. Families may not always agree with our ultimate decisions but we will most certainly do our very best to serve the community, the students and the staff on a daily basis. And as metrics change, we will continue to monitor our Plans to ensure that our students and staff are always served to the best of our ability.

We hope you find this document to be informative and comprehensive. We have accomplished amazing things between March and now because we remain united in our purpose. We will get through this together and will be stronger and more resilient when the dust settles.

Warm Regards,
Donna Jones, Ed.D.

DISTRICT WIDE REOPENING COMMITTEE

Dr. Donna Jones – Superintendent of Schools and Chairperson of District Wide Reopening Committee

Lori Cannetti - Assistant Superintendent for Curriculum & Instruction and Subcommittee Chair for Secondary Education

Dr. Joey Cohen - Assistant Superintendent for Human Resources and Subcommittee Chair for Elementary Education

Dr. Jessica Lukas - Assistant Superintendent for Special Education & Pupil Services and Subcommittee Chair for Special Education and Social and Emotional Supports

Frank Mazzie - School Business Administrator and Subcommittee Chair for Operations

Kelvin Ortiz - Director of Special Education and Subcommittee Chair for Nursing Supports

Ryan Cox - Director of Athletics/PE/Health and Subcommittee Chair for Athletics and Physical Education

Robert Epstein - Principal of Canaan Elementary School and Subcommittee Co-Chair for Music and the Arts

Nathan Brinkman - Director of Art, Music & Cultural Arts and Subcommittee Co-Chair for Music and the Arts

Erin Skahill – PMAA President and Principal of Eagle Elementary School

Kevin Toolan – PMCT President and Teacher

Christopher Angelora – PMCT Vice President and Teacher

Candida Bednarski – Nurses Unit President and Nurse

Michelle Jordan – CSEA Clerical Unit President and Principal Office Assistant

John DeSantis – CSEA Custodial Unit President and Maintenance Mechanic II

Lori Musumeci – CSEA Part-Time Unit Vice President and PTA Council President and Part Time Special Education Aide

Emily Moss – Director of School Age Child Care

Paul Noonan – Director of Plant and Facilities

Carol Sicignano – Transportation Supervisor

Daniel Erwin – Food Service Director

James Richroath – Administrator of Technology

REOPENING PLAN SUBCOMMITTEE MEMBERS

Dr. Joey Cohen – Elementary Sub-Committee Chairperson

Dalimar Rastello, Director of ENL, Bilingual & World Language

Lori Goldstein, CPSE Chairperson

Erin Skahill, Principal of Eagle Elementary School

Lori Musumeci, CSEA Part Time Unit Vice President and PTA Council President and Part Time Special Education Aide

Kathy Giovelli, Senior Office Assistant

Deborah Uhrig, Senior Office Assistant

Samson Ayala, Custodial Worker I

Alexandra Tuzza, Teacher

Sandra Kaiser, Teacher

Lori Stratton, Teacher

Gioia Scharf, Teacher

Maria Filosa, Teacher

Lori Cannetti – Secondary Sub-Committee Chairperson

Michelle Marone, Director of ENL, Bilingual & World Language

Cathy Carella Dean, Director of Secondary Humanities, ELA and SS

Dr. Joseph Paolicelli, Assistant Principal of PMHS

Dr. Christopher J. Kelly, Assistant Principal of Saxton Middle School

Kerrie McKenna, Senior Office Assistant

Kathleen Soricelli, Inclusion Teacher

Robert Klein, Chief Custodian

Elizabeth Marro, Inclusion Teacher

Catherine Davis, Physical Education Teacher

Laura Klein, Social Studies Teacher

Shawn Daugherty, Science Teacher

Dr. Jessica Lukas - Special Education

Miriam Walls, Director of Special Education

Dr. Kimberly Hochberg, Director of Special Education

Matthew Hanley, Principal of Barton Elementary School

Dr. Dennis Sullivan, Assistant Principal of PMHS

Peter Starken - Special Ed

Denise Guarino, Principal Office Assistant

Annette Geist, Senior Office Assistant

Debbie Ramos-Rudiger, Social Worker

Susanne McGovern, Speech Teacher

Patrick Legge, Teacher

Nancy Meyer, Special Education Teacher

Nancy Goldfader, Teacher - Guidance

Alicia Fuggetta, Social Worker

Lori Musumeci, CSEA Part Time Unit Vice President and PTA Council President and Part Time Special Education Aide

Carolyn Walsh, Psychologist

Frank Mazzie - Operational

Raymond Ruiz, Director of CTE, Business, Technology, Home & Careers

James Richroath, Administrator of Technology

Paul Noonan, Facilities Director

Carol Sicignano, School Transportation Supervisor

Daniel Erwin, School Lunch Manager

Doreen Lamm, Senior Accountant

Nicole Ciminiello, Assistant to the Deputy Superintendent/Copy Center/Purchasing Agent

Emily Moss, Child Care Director

Robert D. Burt, Custodial Supervisor

Paulette Burke, Transportation Technician

Allison Featherstone, Senior Office Assistant

Timothy Ritter, Technology Teacher

Dennis Logan, District Clerk

Ryan Cox - Athletics

Jessica Lukas, Assistant Superintendent for Special Education and Pupil Services

Garrett Comanzo, Assistant Principal at PMHS

Bryan Lake, Principal of Oregon Middle School

Kelvin Ortiz, Director of Central Registration

Dr. Anthony Donatelli, School Physician

Paul Noonan, Facilities Director

Carol Sicignano, School Transportation Supervisor

Nicole Ciminiello, Assistant to the Deputy Superintendent/Copy Center/Purchasing Agent

Mike Magistro, Head Athletic Trainer

Alaine Flynn, Nurse

Jeffrey Hansen, Physical Education Teacher

Gary Marangi, High School Dean and Varsity Football Head Coach

Carrie Gangl, Physical Education Teacher

Christopher Grieco, Physical Education Teacher

Thomas Anello, Teacher and Varsity Boys Soccer Assistant Coach

Leighann Gallagher, Physical Education Teacher

Frank Padolecchia, Physical Education Teacher

Emily Armstrong, Physical Education Teacher

Charlotte Logan, Office Assistant

Steve Cole, Physical Education Teacher

Robert Stevens, Physical Education Teacher

Rob Epstein/Nathan Brinkman - Music/Art Sub-Committee Co-Chairpersons

Rudy Johnson, Music Teacher
Brian Reich, Music Teacher
Amy Cunningham, Art Teacher
Deborah Uhrie, Senior Office Assistant
Stephanie Romano, Senior Office Assistant
Thomas Carroll, Music Teacher

Kelvin Ortiz – Nursing Sub-Committee Chairperson

Alaine Flynn, Nurse
Tara Baker, Part Time Special Education Aide
Janice Petrozzo, Nurse
Candida Bednarski, Nurse

DISTRICT LEVEL ADMINISTRATION

Donna Jones, Ed.D.	Central Administration
Lori Cannetti	Superintendent of Schools
Joey J. Cohen, Ed.D.	Assistant Superintendent for Instruction
Jessica Lukas, Ed.D.	Assistant Superintendent for Human Resources
	Assistant Superintendent for Special Education and Pupil Services
Frank Mazzie	School Business Administrator

BOARD OF EDUCATION

President	Kelli Anne Jennings
First Vice President	Teresa Balducci-Greenberg
Second Vice President	Marc A. Negrin
Trustees	Diana Andrade
	Thomas P. Donofrio
	Anthony C. O'Brien
	Bernadette M. Smith
District Clerk	Dennis M. Logan

Table of Contents

Introduction	1
Communication/Family and Community Engagement.....	2
Health and Safety.....	4
Facilities	19
Transportation	23
Social Emotional Well-Being	26
School Schedules.....	28
Attendance, Attendance Reporting and Chronic Absenteeism	34
Technology and Connectivity.....	35
Teaching and Learning	36
Career and Technical Education (CTE)	40
Athletics and Extracurricular Activities	41
Special Education	42
Bilingual Education and World Languages.....	43
Staffing	44
Key References.....	45
Appendix	47

Introduction

The Patchogue Medford School District recognizes the affect that the COVID-19 Pandemic has had on all stakeholders within the community. Students and their families as well as staff members have all been impacted differently and we are prepared to address the multitude of supports that will be necessary for the start of school in September. Our primary concern will be to assure that students and staff remain safe as we prepare for the Reopening of School. Developing Plans to protect our students and staff has required the input of many professionals and we are certain that the pages that follow will address the concerns of the parents and staff members.

As we prepare for the on-campus return, it is important to note that school will look much different than in previous years. The logistical changes that have been made are required to protect virus spread due to the COVID-19 Pandemic. To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that is intended to ensure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#). Additional changes may be made to this document as the metrics evolve locally and nationally.

It is important to note that our plan retains a strong focus on core academic instruction to enhance student performance and address learning loss during the time of school closure. An emphasis is also placed on the social-emotional well-being of the students as it is clear that they have been affected in many ways by the Pandemic.

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

- Barton Elementary School, Principal, Matthew Hanley, <http://pmschools.org/barton>
- Bay Elementary School, Principal, Rui Mendes, <http://pmschools.org/bay>
- Canaan Elementary School, Principal, Robert Epstein, <http://pmschools.org/canaan>
- Eagle Elementary School, Principal, Erin Skahill, <http://pmschools.org/eagle>
- Medford Elementary School, Principal, Sharon Deland, Ed.D., <http://pmschools.org/medford>
- River Elementary School, Principal, Tania Dalley, Ed.D., <http://pmschools.org/river>
- Tremont Elementary School, Principal, Emily Wernau, <http://pmschools.org/tremont>
- Oregon Middle School, Principal, Bryan Lake, <http://pmschools.org/oregon>
- Saxton Middle School, Principal, Manuel Sanzone, <http://pmschools.org/saxton>
- South Ocean Middle School, Principal, Timothy Piciullo, Ed.D., <http://pmschools.org/southocean>
- Patchogue-Medford High School, Principal, Randy Rusielewicz, <http://pmschools.org/highschool>

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and remote learning throughout the course of the school year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of local infection and the spread of the infection in surrounding communities throughout the state will determine how we facilitate student learning in the new school year.

Dr. Donna Jones, Superintendent of Schools, will serve as the district's COVID-19 Coordinator. She will be the central contact for families, staff and other school community stakeholders and will ensure that the district remains in compliance with state and federal guidelines. As stated earlier, this document will be fluid and may change as necessary based on updated guidance from the State, Center for Disease Control and the New York State Education Department. We strongly believe that the services described throughout this plan are in the best interest of our students, families, staff, and community.

Guiding Principles

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access some form of on campus education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules (hybrid, in-person, or remote) to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with all community stakeholders;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students

Communication/Family and Community Engagement

To help inform our reopening plan, the Patchogue-Medford School District has sought feedback and input from numerous stakeholders, including administrators, faculty, staff, students, parents/guardians, local health department officials and health care providers, and union leadership. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.pmschools.org, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of the 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 modes – including our website: www.pmschools.org, social media (Twitter, Facebook, etc.) Automated phone calls, email messages, newsletters, 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.

Patchogue-Medford School District Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when physical distance cannot be maintained;
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of;
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings; and
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

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

- District website
- Call list/ROBO Call
- Email /text blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Group Forums (Zoom, Facebook Live, WebEx, Microsoft Teams, Schoology, etc.)

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Ongoing communication will be provided on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick.

- Constant reminders for staff to stay home if they feel sick.
- Implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Health and Safety

The health and safety of our students, our staff and their families are our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools and before and after care programs for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at djones@pmschools.org or 631-687-6380.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, refer to the *Communication/Family and Community Engagement* section of our reopening plan.

To ensure employees and students comply with communication requirements, Patchogue-Medford School District will:

- Revise the district Code of Conduct to include language for student compliance regarding COVID-19 safety protocols.
- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets

- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.

If a worker or staff member tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Facility Entry

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone allowed entry to the Patchogue-Medford School District facilities will practice social distancing expectations as follows:

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point of entry and single point of egress will be identified to minimize cross traffic.
- Multiple building entry points will be utilized for the arrival and departure of students and staff members.
- All entry to the buildings by visitors or guests will occur through the main entrance to a check-in point at the greeter station.
- Specific protocols for facility entry to the buildings will be established for US Mail, couriers/messengers, large item/multiple package deliveries (i.e., food deliveries), vendors, and outside contractors.
- A face covering must be worn by all individuals, students, staff, and visitors that are authorized entry to the Patchogue-Medford School District property, travelling throughout the buildings, and wherever social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava, or bandana, and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, however face coverings will also be provided by Patchogue-Medford School District where necessary.

Daily Health Screening

- Prior to entering all Patchogue-Medford School District locations, all employees, visitors, guests, contractors and vendors must complete a health screening questionnaire. This questionnaire is accessible through the Patchogue-Medford School District formsite at [Health Screening Questionnaire](#) or a QR code is posted at all main entrances that provides a direct link to the survey using an iPhone or android phone. All staff have been given clear direction on how to save the link to the

health questionnaire to their portable phones and desktops for easy access in both PDF and video format.

- Staff should complete this screening prior to arriving at work via the electronic submission form.
- For staff or visitors that do not have access to the health questionnaire electronically, the district will purchase iPads that will be available in each building vestibule for employees and visitors to complete prior to entry into the building.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Students and visitors will be screened for temperature at arrival.
- Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students will be screened at arrival for temperatures.
- Visitors must have their temperatures taken upon arrival.
- All staff must sign in and out of each building each time they enter and exit the building.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked-out locations on the floor, maintaining social distance until they can be signed in and screened.
- Corridors will be created (outside, but preferably covered) where individuals can enter the facility when in-person screening is utilized.
- Multiple lines and entrances will be coordinated, if needed to reduce crowding.
- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Only after all individuals have been accounted for, cleared through the health screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the health screening, specific procedures shall be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.

Social Distancing

- All individuals on Patchogue-Medford School District premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) feet of separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
- Ensure six (6) feet of distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.

- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, greeter areas).
- In-person gatherings will be limited as much as possible and we will use tele-or video conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene

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

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques will be prominently posted throughout all district buildings;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can aerolize germs);
 - Use of no-touch/foot pedal trash can where feasible;
 - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows:
 - Upon entering the building and classrooms;
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer.

Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective, it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted that the sanitizers are flammable and students must be monitored and supervised when using these products. In order to assure for the safe use of hand sanitizer: Using hand sanitizers should include:

- Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
- Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

The district will limit outside visitors or volunteers on school campuses, except for the safety and well-being of students. When necessary, parents/guardians will report to the Greeter station and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors

- All visitors must wear a proper face covering prior to entering any building. It must be worn at all times when travelling throughout the building and whenever six (6) foot social distance cannot be maintained.
- Upon arrival all visitors must fill out the health questionnaire which can be found by scanning the QR Code posted on the exterior door of the building's main entrance or by using the iPad located in each building's security vestibule. Prior to entry visitors must undergo a temperature screening and check in at Greeter's desk. The visitors must sign in with their identification through the visitor management system to obtain visitor badge. This will indicate that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtually whenever possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- The district visitor management system maintains daily records of visitors at each building.

Vendors

- All vendors requiring entry into the building should follow the established procedures for visitors outlined above.

Training

Patchogue-Medford School District will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

Patchogue-Medford School District will ensure all students are taught or trained on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date education and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Training for Screeners

Patchogue-Medford School District will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be trained screeners. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering. Face shields will also be available for all screeners who may choose to wear one in addition to the face covering. If social distancing or barrier/partition controls cannot be implemented during screening, PPE must be used when within six (6) feet of a student.

Training topics for all staff and substitutes

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use <https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.
 - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (may vary by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick

- <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
 - [https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening America Guidance.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
 - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
 - <https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures pdf icon](#) and describe how to [stop the spread pdf icon](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face cover image icon](#)).

When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
- Train all non-food service staff on any meal service-related activities they will be responsible for.
- https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities

General Office Area

- All employees are required to wear a face covering when 6 feet of physical distance cannot be maintained.
- In multiple occupant offices where 6 feet of physical distance cannot be maintained, additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation without hindrance to egress or airflow.
- When possible workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided.
- Face coverings should be worn in these multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Will reduce tasks requiring large amounts of people to be in one area.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.
- If in-person meetings are essential, consider limiting the size of the meetings in accordance with local, state, and federal guidelines.

Conference Rooms

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible.
- Social distancing among participants will be required, if six feet of distance cannot be maintained all participants must wear face coverings.
- Lingering and socializing before and after meetings should be discouraged

Break Rooms and Lunch Rooms

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside.
- Staggered break schedules may be utilized to assist with separation concerns.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.

- Staff are encouraged to wash their hands prior to and after the use communal touch surfaces.

Elevators

- Students and staff must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

Restrooms

- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry reminding students and staff of social distancing requirements.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indications on the floor/stairs.
- All individuals must also allow for adequate space between each other when traveling in the same direction.

Classrooms

- Occupancy in each classroom will be specific and determined based off of the overall square footage of the space.
- Each student, teacher and support staff will receive not less than 6 ft. of separation from others. If six feet cannot be maintained staff members will need to wear a proper face covering.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced in accordance with CDC and NYS guidance, to accommodate all safety parameters.
- Teachers and support staff will be required to wear a proper face covering. Students will be encouraged to wear a face covering. Students will be required to wear a face covering where six feet of distance cannot be maintained, unless noted by a medical circumstance.
- Every effort will be made to accommodate consistent student cohorts and limit student movement throughout the building.
- Restrict items in the classroom to that of obvious use.
 - Remove any unnecessary furniture.
 - Remove any soft surfaces that are difficult to disinfect such as:
 - Area Rugs
 - Soft fabric chairs

Nurse Stations

- All students and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses should be limited to situations of suspected COVID-19
 - Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
 - Create “sick” and “well” zones.
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
 - Nebulizer treatments should be conducted in a separate isolated space.
 - Physical separation will be achieved by utilizing:
 - Individual exam rooms
 - Polycarbonate barriers
 - Retractable dividing curtain walls.
- Isolation Room/s
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.
 - *Reference the Isolation Room/s section for additional information.*

Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.

Security Vestibule/Greeter areas

Security Stations/Greeter areas will remain at all entrances of each building.

- Where a multi- entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers will be installed to protect all individuals.
- Floor demarcations will be installed to indicate where visitors shall stand to maintain social distance.

Computer Labs

- The use of shared space and equipment use will be limited where feasible.
- Computers will be spaced to off to ensure social distancing is maintained.
- Tables of computers will be reconfigured so as to not face each other or a polycarbonate barrier will be installed to create a physical barrier.
- Cleaning and disinfection of computer labs and keyboard will be frequent
 - Keyboards should be cleaned before and after each use.

- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

Library Spaces

- Consider removing all soft covered surfaces that cannot be properly cleaned and disinfected.
 - Bean bag chairs
 - Upholstered couches or chairs
 - Area rugs
- Reconfigure space to ensure social distancing.
 - Tables will be limited to one individual at a time where applicable.
 - Polycarbonate barriers may be installed to create a physical barrier.
 - Desks should be arranged so as to not face each other.
 - Small reading nook use should be discontinued unless:
 - Limited to one person at a time
 - Cleaned and disinfected routinely
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing.

Engineering Controls

- Alcohol based hand sanitizer will be available in each entry, select common areas, and each classroom where handwashing sinks are not available.
- Bathrooms
 - Signage for social distancing requirements.
 - Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle.
- Vestibules/Greeter Areas
 - Polycarbonate barriers will be installed to provide protection for Patchogue-Medford School District staff and individuals presenting.
 - Barriers have been designed in accordance with New York State Fire Code.
- Water Fountains
 - As required by New York State Code a potable water supply will be provided per 150 occupants, but not less than one source per floor.
 - Where possible, in order to reduce cross contamination, the bubbler/drink spout will be removed or disabled.
 - Where possible, automatic/touchless bottle filling equipment will be installed in place of the drink spout.
 - These appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six (6) feet of separation between all individuals.

- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.

Ventilation

Patchogue-Medford School District will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Air handling systems have been inspected and will function with MERV 8 rated filters.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows.
 - Options for replacement and modification to existing systems will be explored.
 - If possible, engineers will design new systems capable of increased fresh air and filtration.
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum, if applicable.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

The Patchogue-Medford School District will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

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

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Buses, school vehicles
- Libraries

- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.
- Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

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

For more information about how cleaning and disinfection information will be communicated to students, families and staff members, visit the Communication section of our reopening plan.

Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and be appropriate for the surface.

Suspect or Confirmed COVID Cases

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient.
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care

provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:

- 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 COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Contact Tracing

The Suffolk County Department of Health Officials assume the task of contact tracing, once notified.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Patchogue-Medford School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Suffolk County Department of Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. If available, vacuums will be equipped with high-efficiency particulate air (HEPA) filter.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

The Patchogue-Medford School District has established protocols and procedures, in consultation with Suffolk County Department of Health, about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

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

The district will refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

The district will follow the guidance of the Suffolk County Department of Health for students and staff who were exposed to the COVID-19 and have not developed symptoms before returning on site. The discharge of an individual from quarantine and return to school will be conducted in coordination with the Suffolk Country Department of Health.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process in the Patchogue-Medford School District could include:

- The district will work with the Suffolk Country Department of Health to collaborate and coordinate with regarding school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the Suffolk County Department of Health.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Under the advisement of the Suffolk County Department of Health, communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard

- Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average.
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020.
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product), PPE and appropriate staff are not available.

Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The Patchogue-Medford School District plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

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

The following actions will be taken as needed:

- Work with engineers to establish sufficient fresh air exchange.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.
- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.

- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

Shelter-In-Place

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will include the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place.
- Use of face coverings throughout the event may be considered.
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Listen for updates and respond accordingly.

Hold-In-Place

Hold-In-Place protocols for the classroom will be the same as listed above for the Shelter-In-Place.

Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders.
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times.
- Plan to have extra face coverings on hand in the event that a person does not have one

- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable, and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

Lockout protocols will be the same, besides wearing a face covering wherever maintaining six (6) feet of space is not possible.

Lockdown

During a Lockdown, there will be a violation of the six (6) foot recommendation between people in order to be properly hidden and out of sight. In order to protect everyone's safety during a lockdown the protocols will be mostly the same process as they have been conducted in the past, with the following changes:

- Evaluate, in advance, if there is room to social distance without being in the line of sight.
- Face coverings should be worn during the event at all times.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.

Child Nutrition

All schools in the Patchogue-Medford School District will follow School Food Authorities (SFA) policies when communicating about school meal services, eligibility, options and changes in operations. Meals will be provided to students in accordance with state guidelines and any applicable Executive Orders as issued by the Governor. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

Patchogue-Medford School District has identified Daniel Erwin, Supervisor of Food Services, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our [website](#) and through email or regular mail as needed. Phone in and in-person support to complete the application is available through our Family Center by calling 631-687-6750.

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

For information about how meal information will be communicated, visit the [Communication/Family and Community Engagement](#) section of our reopening plan.

Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced. The students will be eating in their classrooms or outside, weather permitting.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Meals will be provided to students in accordance with Child Nutrition Services (CNS) guidelines. Breakfast and lunch will continue to be made available for our students. In the elementary schools, orders for breakfast and lunch will be taken by the student's teacher and served to them in the classroom. In the middle schools, students will be able to pick-up a "grab and go" style breakfast at one of the two food kiosks available before heading to their first class. The lunch orders will be taken in the same manner as at the elementary schools and served to them in the classroom. At the high school, breakfast will be available in a "grab and go" style from one of the three food kiosks available before heading to their first class. One kiosk will be located in the music corridor near the Main entrance, one in the auditorium/gym lobby near the north entrance, and the last one near the south entrance. Lunch will also be "grab and go" style with students on the third floor utilizing the food kiosks conveniently located on either end of the floor by the stairwells. Students on the first and second floors will be able to pick-up their lunch in one of the four cafeteria food courts that will be used to distribute these same meals. Once students have their meal they are to proceed to their next scheduled class.

Students with food allergies will receive necessary individualized accommodations as delineated on their Section 504 or Individualized Education Program (IEP) plan.

Bottles of hand sanitizer will be placed in each classroom wherever a sink is not available for hand washing with soap and water. Students must wash their hands or use hand sanitizer before and after eating. Hand washing signage will be posted in classrooms and throughout each school building. Additionally, students and staff will receive training on proper hand washing procedures.

Meals offsite/remote

Meals will be available for students on days that they are assigned to remote learning and not reporting to the building for in-person instruction. "Grab and go" prepared breakfast and lunch meals will be available for pick-up in the security vestibules of the main entrances at each of the buildings.

Transportation

Patchogue-Medford School District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

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

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

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

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

Cleaning and Disinfecting

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

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs.
- High Touch Surfaces
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area

- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Eating and drinking will be prohibited on the bus.
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses.
- All cleanings/inspections will be documented (via trackable log).

Bus Protocols for a Reported Case of Covid-19 on a School Bus

- Carol Sicignano, School Transportation Supervisor, will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus.

Students on Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
- Students must social distance (six (6) feet separation) on the bus.
- Students who do not have a mask can NOT be denied transportation.
- Students who do not have masks must be provided one by the district.
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Training (Office Personnel, Drivers, Mechanics, Aides)

- Mandated annual training
- Personal Protective Equipment (PPE)
- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
 - New cleaning Protocols (buses, transportation center)
 - Handwashing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

Transportation Communication

- Patchogue-Medford School District will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles.
- Patchogue-Medford School District will communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services.
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature.
- Survey parents regarding their planned utilization of district provided transportation.
- Remind students/parents/guardians that social distancing requirements extend to the bus stop.
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option).

Density Reduction, Social Distancing, Bus Capacity

We have considered CDC guidelines when possible in planning transportation routes

We have employed the following density reduction strategies:

- One seat one student per row, all students wearing masks.
 - This results in approximately 21 students on a 66-passenger bus.
- Allow siblings or those that live in the same household to sit together.
- Do not seat students directly behind the driver.
- Students shall wear face masks if they are physically able.

Routing

- The Patchogue-Medford School District had investigated multiple routing scenarios for administration to analyze different instructional scheduling options:
 - Split sessions
 - Alternating days
 - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning.
 - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility.
- Limit student movement between bus routes:
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements).
 - If possible, mirror AM and PM routes, so bus riders are the same group each day.

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order for arrival. First student on the bus sits in the back, when going to school.

- Dismissal times will be staggered to best suit building needs and to promote social distancing.
- Adjustments as necessary, will be made by each building:
 - For unloading and entry, and loading and departure.
 - Route timing which will be affected by delayed loading/unloading processes.
 - Arrival and departure activities shall be supervised to ensure social distancing.
- Will add or modify bus routes to reduce load levels on buses.

Transporting to BOCES

- Patchogue-Medford School District will be transporting to BOCES and will follow similar protocols as previously described.
- Patchogue-Medford School District will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation.

Social Emotional Well-Being

In planning for our re-entry in September, the District has formed Task force teams to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs that the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social and Emotional Learning Team was created consisting of certified teachers, certified school counselors, licensed mental health professionals, and school administrators. This task force team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon return for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social and emotional supports to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the

role of leaders in creating conditions for helping students to practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students. Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists and/or school social workers) will meet to create an asset map of already existing foundational assets within school districts and community-based organizations, and build upon them. In addition, it will be critical to determine students who might be at risk for needing mental health supports. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Supports will include creating a K-12 interdisciplinary Social Emotional Curriculum, embedding a social emotional period in K-5 in-person instruction, two district-wide social workers to provide mental health and short term counseling to students and families, and opportunities for secondary students to set goals, self-reflect and work with guidance counselors on student selected topics. Additionally, all Patchogue-Medford School District employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the Patchogue-Medford School District community through the district website found on our website under the [Social Emotional Resources link](#). We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Transitions are important every year, and they will be even more important this fall - returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. As part of our plan, we will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning:

Emotional reactions to coming out of quarantine may include:

- Mixed emotions, including relief after quarantine.
- Fear and worry about your own health and the health of your loved ones.
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19.
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious.

- Guilt about not being able to perform normal work or parenting duties during quarantine.
- Other emotional or mental health changes.

Addressing Social-Emotional Health

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families.
- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students).
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
 - The warning signs for quarantine related mental health needs.
 - Ways to access crisis support and other mental health services.

Mental Health School Supports

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance.
- Promote social emotional learning competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage good physical health
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports

School Schedules

At all levels, should a hybrid method of instruction need to be implemented, students will be assigned to a **Monday/Tuesday** or a **Thursday/Friday** schedule. This is true for all students with the exception of Special Education students that are New York State Alternately Assessed (NYSAA). See the [Special Education](#) section for specific information as it relates to NYSAA student's schedules.

In both an in-person and hybrid model, the students will have the following arrival and dismissal times.

- Elementary: Student Day: 8:55 a.m. - 3:25 p.m.
- Middle School: Student Day: 8:10 am - 2:47 p.m.
- High School: Student Day: 7:15a.m. - 2:15 p.m.

A sample elementary schedule is outlined below:

Cohort 1					Cohort 2				
Live	Live	Virtual	Virtual	Virtual	Virtual	Virtual	Virtual	Live	Live
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Social Emotional Learning	Social Emotional Learning	Remote Learning (60 Minutes of extra help & 90 minutes of synchronous, "live", whole class instruction with combined Cohort 1 & Cohort 2)	Virtual with reinforcement activities in the core academic subjects as well as some synchronous specials	Virtual with reinforcement activities in the core academic subjects as well as some synchronous specials	Virtual with reinforcement activities in the core academic subjects as well as some synchronous specials	Virtual with reinforcement activities in the core academic subjects as well as some synchronous specials	Remote Learning (60 Minutes of extra help & 90 minutes of synchronous, "live", whole class instruction with combined Cohort 1 & Cohort 2)	Social Emotional Learning	Social Emotional Learning
Library (Week 1)	English Language Arts							Library (Week 1)	English Language Arts
ELA (Week 2)								ELA (Week 2)	
English Language Arts								English Language Arts	
Art (Week 1)	Physical Education							Art (Week 1)	Physical Education
Music (Week 2)								Music (Week 2)	
Lunch	Lunch							Lunch	Lunch
English Language Arts	English Language Arts							English Language Arts	English Language Arts
Math	Math							Math	Math
Science / Social Studies	Science / Social Studies							Science / Social Studies	Science / Social Studies

Sample Secondary Hybrid Schedule Grades 6-12 listed below:

Monday	Tuesday	Wednesday	Thursday	Friday
In-person Cohort 1	In-person Cohort 1	Remote Learning Cohort 1 and 2	In-person Cohort 2	In-person Cohort 2
Remote Learning Cohort 2	Remote Learning Cohort 2		Remote Learning Cohort 1	Remote Learning Cohort 1

- Cohorts will receive instruction two (2)-days per week in-person.
- Cohorts will receive instruction three (3)-days per week remotely.

In-person instruction:

	Total Number of Periods	Duration of Periods	Instructional Day
High School	6	55 minutes	7:45 am – 2:10 pm
Middle School	6	60 minutes	8:32 am – 2:48 pm

**Additional instructional minutes will be delivered remotely through alternative instructional experiences to meet the mandated instructional minutes.*

Bell Schedule for in-person instruction:

	HIGH SCHOOL	MIDDLE SCHOOL
BUS ARRIVAL	7:15 AM	8:10 AM
PERIOD 1	7:45 AM – 8:40 AM	8:32 AM – 9:32 AM
PERIOD 2	8:45 AM – 9:40 AM	9:34 AM – 10:34 AM
PERIOD 3	10:00 AM – 10:55 AM	10:36 AM – 11:36 AM
PERIOD 4	11:15 AM – 12:10 PM	11:38 AM – 12:38 PM
PERIOD 5	12:15 PM – 1:10 PM	12:40 PM – 1:40 PM
PERIOD 6	1:15 PM – 2:10 PM	1:42 PM – 2:42 PM

BUS DISMISSAL	2:15	2:47 PM
---------------	------	---------

At the Middle School level, the **in-person** course work will include the following classes while on a hybrid schedule:

- Math, Science, Social Studies, English and World Languages
- Rotation of specials, library and SEL supports during Lunch and Learn (20-25-minute lunch in the classroom plus a 35-40 elective activity).
- Additional academic support services (reading, math, Resource Room and ENL).

While using the **hybrid model**, students will also participate in remote learning. Remote learning will include:

- Additional instructional experiences for courses listed above (this may include but not limited to completing online tasks, viewing instructional videos, responding to posts from his/her teacher, conducting research, engaging in online discussions with the classroom teacher or completion of projects).
- Elective courses include:

Grade 6

Home & Careers*
Physical Education*
Tech*
Art
Band
Orchestra
Chorus

Grade 7

Health*
Physical Education*
Business (Financial Literacy) *
Art
Band
Orchestra
Chorus

Grade 8

Technology*
Physical Education*
Computer Applications
Art
Band
Orchestra
Chorus

***indicates all students will be required to take**

*If a course does not have a * notated next to it, it will only be taken if student has selected the course for an additional elective.*

Elective course will run 2-days per week except for physical education which will be scheduled 3-days. While using a hybrid model, the schedule below will be utilized for remote learning at the middle school level. Elective courses will be running during four different session times listed below. Based on a student's individual schedule he/she will have the ability to select the session time he/she prefers. A remote learning schedule will be provided by individual middle schools. These sessions will be "live" instruction with a teacher.

Session1	Session 2	Session 3	Session 4
8:30 am – 9:15 am	9:30 am – 10:15 am	1:00 pm – 1:45 pm	1:55 pm – 2:40 pm

Example:

Below is a sample schedule for a grade 7 student in Cohort 1. The student would be required to take Health, PE, Financial Literacy on remote learning days (for Cohort 1 this will be

Wednesday, Thursday and Friday). Based on the remote learning sessions listed above, this student selected to take the courses during the following session time:

SAMPLE Middle School Student Schedule Cohort 1 (individual student schedules will vary)

eSchool Schedule		Hybrid Schedule-Cohort 1					
			Monday In-person	Tuesday In-person	Wednesday Remote	Thursday Remote	Friday Remote
1	Math	1	Math	Math		8:30-9:15 Health	8:30-9:15 Health
2	Science	2	Science	Science	PE	9:30-10:15 PE	8:55-9:40 PE
3A	PE	3	Social Studies	Social Studies		9:30-10:15 Financial Literacy	9:30-10:15 Financial Literacy
3B	Health	4	Lunch/*Learn *push-in library	Lunch/*Learn *push-in SEL	Wednesday will offer Live extra- help sessions with teachers. Small group or individual.		
4	Lunch	5	English	English		1:00-1:45 Art	1:0-1:45 Art
5	Spanish	6	Spanish	Spanish			
6	Social Studies	<p>Additional assignments for courses that were scheduled in-person on Monday and Tuesday will be given on Wednesday. Full year courses will be the equivalent of 60 minutes of substantial equivalent instructional experiences. This may include but is not limited to live instruction, completing online work/tasks assigned by the teachers, viewing instructional videos, communicating with teacher, conducting research, completing projects or meeting with a teacher face to face. Time frame for completion of assignments will be determined by individual teachers</p>					
7	English	*Push-in session will rotate each day.					
8A	Art						
8B	Financial Literacy						

Wednesday Extra-Help Sessions Middle School

Time	Subject Area
9:30 – 10:30	Health and Physical Education
10:00 – 11:00	Business, Technology and Home & Careers
10:30 – 11:30	Art and Music
11:00 – 12:00	World Languages and/or Reading Supports

11:30 – 12:30	Science
12:30 – 1:30	English
1:30 – 2:30	Math
2:10- 3:10	Social Studies
	Students who require counseling supports or need to meet with his/her guidance counselor or school social worker should email and make an appointment any time between 9:30 am – 3:00 pm

At the High School level, the **in-person** course work will include the following classes while on a hybrid schedule:

- All course work that is scheduled during periods 1-6 on a student’s schedule
- Concentration of course work during periods 1-6 will be in:
 - Social Studies
 - English
 - World Languages
 - Math
 - Science
 - Electives based on individual schedules

While using the **hybrid model**, students at the high school level will also participate in remote learning. Remote learning will include:

- Additional instructional experiences for courses that took place in-person during periods 1-6 (this may include but not limited to completing online tasks, viewing instructional videos, responding to posts from his/her teacher, conducting research, engaging in online discussions with the classroom teacher or completion of projects).
- All course work for periods 7-9. This will vary by individual student schedules.
 - Half year courses scheduled during periods 7-9 will have instructional experiences that will be equivalent to 90 minutes of instruction per week. Instructional experiences may include but not limited to completing live instruction with the classroom teacher, online tasks, viewing instructional videos, responding to posts from his/her teacher, conducting research, engaging in online discussions with the classroom teacher or completion of projects.
 - Full year courses scheduled during periods 7-9 will have instructional experiences that will be equivalent to 180 minutes of instruction per week. Instructional experiences may include but not limited to completing live instruction with the classroom teacher, online tasks, viewing instructional videos, responding to posts from his/her teacher, conducting research, engaging in online discussions with the classroom teacher or completion of projects.

Schedule for Remote Learning

Cohort 1

Monday	Tuesday	Wednesday	Thursday	Friday
		REMOTE	REMOTE	REMOTE

Cohort 2

Monday	Tuesday	Wednesday	Thursday	Friday
REMOTE	REMOTE	REMOTE		

Example:

Below is a sample schedule for a High School student in Cohort 1. In-person instruction will be Monday and Tuesday. Remote Learning will be Wednesday, Thursday and Friday.

eSchool Schedule		Hybrid Schedule-Cohort 1					
Period		Period	Monday In-person	Tuesday In-person	Wednesday Remote (live instruction)	Thursday Remote (on-line instructional experiences)	Friday Remote (on-line instructional experiences)
1	Math	1	Math	Math	Period 7 9:35 – 10:35	Period 7 Period 8 Period 9 *instructional material will be posted by classroom teacher. Times for small group instruction will be posted	Period 7 Period 8 Period 9 *instructional material will be posted by classroom teacher. Times for small group instruction will be posted
2	Social Studies	2	Social Studies	Social Studies	Period 8 10:40- 11:40		
3	Science	3	Science	Science	Period 9 12:20 – 1:20		
4A	Lab	4	Lab	PE	Wednesday will also offer Live extra-help sessions with teachers. Small group or		

					individual sessions.		
4B	PE	5	Spanish 3	Spanish 3			
5	Spanish 3	6	English	English			
6	English	<p>Additional assignments for courses that were scheduled in-person on Monday and Tuesday will be given on Wednesday. Full year courses will be the equivalent of 70 minutes of substantial equivalent instructional experiences. Half-year courses will be the equivalent of 35 minutes of substantial equivalent instruction. Substantial equivalent instruction may include but is not limited to live instruction, completing online work/tasks assigned by the teachers, viewing instructional videos, communicating with teacher, conducting research, completing projects or meeting with a teacher face to face.</p>					
7	Study Hall						
8	Studio Art						
9 Semester 1/2	Personal Law						
9 Semester 3/4	Creative Writing						

Wednesday Extra-Help Sessions High School

Time	Subject Area
1:20 – 2:20	English /Social Studies
1:50 – 2:50	Math/Science
2:10 – 3:10	All other subjects
	Students who require counseling supports or need to meet with his/her guidance counselor or school social worker should email and make an appointment any time between 9:30 am – 3:00 pm

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the Patchogue-Medford School District will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures are communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in eSchool, our student management system based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made

daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, Patchogue-Medford School District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. Patchogue-Medford School District will adhere to the Comprehensive Attendance Policy as identified in [Board of Education Policy 5110](#). We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The Patchogue-Medford School District addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction.
- Explain the importance of attendance to the entire school community.
- Track daily attendance, tardiness, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning.
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Patchogue-Medford School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. The Patchogue-Medford School District recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that the majority of households that have responded to our surveys indicated that they have sufficient internet access. The District does provide hotspots for households in need within the District. Households within the District need devices. Most households have siblings share devices. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the district will take the necessary steps to meet their needs where plausible.
2. Conduct and/or maintain an inventory of equipment and other assets.
 - a. Identify which students, families, and staff have district assets in their possession.
3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
4. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
5. We have arranged a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during remote learning. Students who are experiencing technology issues should contact: studenttechhelp@pmschools.org Additionally, video tutorials both English and Spanish can be found on our website for [Microsoft Teams](#) and [Schoolology](#).

Patchogue-Medford School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Microsoft Team, Schoolology and other web conferencing tool such as Zoom) and asynchronous technologies. In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with a device and high-speed hotspot. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning, a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and accounts for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to

a local or state school closure, or in order to comply with social distance protocols, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. 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, cultural competency, technology integration and training in COVID-19 cautionary and preventative measures (i.e., handwashing, proper hygiene, social distancing, respiratory symptoms, etc.)

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 and English language learners.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

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.

The district will utilize Scope and New Interdisciplinary School for Universal Pre-K. These programs take place within the confines of the school district buildings. The district will ensure that both providing agencies follow the health and safety procedures established by the district as outlined above. Both agencies will submit their continuity of learning plans for in-person, remote and hybrid models to the district, prior to the start of the instructional year.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the [ESBOCES website](#).

Students who have medical conditions may be entitled to home instruction. Students who provide medical documentation may be entitled to home instruction in accordance with Board of Education Policy 6173. Home instruction typically does not begin until 10 absences have been recorded, but there may be extenuating circumstances waiving that timeframe for documented reasons.

In-person/Hybrid Instruction

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into classrooms. Current staffing levels may be insufficient to accommodate the expanded number of classrooms needed to ensure social distancing, therefore the district will need to operate on a hybrid method.

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. We will adhere to 12 feet between students when engaging in physical activity.

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.

For information on school schedules, visit the School Schedules section of our reopening plan.

The elementary schedule is designed to maximize core instructional time when students are onsite noted in the schedule below. The content blocks may be split to incorporate brain breaks, projects, games and other activities to allow for movement and support student engagement.

- 120 minutes of English Language Arts
- 90 minutes of Math
- 30 minutes Social/Emotional Learning (SEL)
- 40 minutes Science or Social Studies

In a blended model encompassing both onsite and remote learning, teachers need additional time to plan for delivery of instruction in both formats. Teachers will use this day for planning and corresponding with parents and students. Teachers will be providing sixty (60) minutes of “live” virtual extra help and ninety (90) minutes of “live” virtual check-in with both Cohort 1 and Cohort 2 for instruction at the teacher’s discretion. Wednesday is a remote learning day for students, and all students will be home on Wednesdays. Remote learning will include a combination of posted (reinforcement assignments) and “live” virtual instruction. Students who do not have access to devices at a specific time to participate in live virtual lessons, will have the option to watch a recording at a later time.

At the secondary level, students will be split into two cohorts. Cohort 1 will attend school on Monday and Tuesday and Cohort 2 will attend school on Thursday and Friday. On the days that students are not in school, they will receive daily substantial interactions with teachers (remote learning).

For information on school schedules, visit the **School Schedules section** of our reopening plan.

On days when students are not scheduled to be on-site, they will receive daily substantial interactions with teachers. This school year, teachers will infuse some live virtual lessons for the courses they are not scheduled for when on-site. Students who do not have access to devices at a specific time to participate in live virtual lessons, will have the option to watch a recording at a later time.

With a hybrid/in-person plan, parents may not opt their child into only remote learning. The district plan includes a blended model of instruction with both onsite and remote learning in accordance with the Centers for Disease Control (CDC) guidelines. This will be the only model offered unless otherwise directed by an Executive Order, however the district is still exploring options that may be considered based on individual circumstances. In accordance with BOE Policy 5120 parents have the option to apply for homeschooling through the Office of Instructional Services.

For information about how in-person instruction information will be communicated to students and families, visit the [Communication/Family and Community Engagement](#) section of our reopening plan.

Remote Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a remote learning model and schedule that can continue as is in a fully remote environment.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students

are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. Students will receive remote learning five days weekly.

At the elementary level, students will have a combination of synchronous learning and asynchronous learning. The distance learning instruction will involve a combination of video teaching/video conferencing. The students will receive instruction live from their classroom teacher and at least one related service teacher daily. Instruction will be provided in both whole and small group.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students. Elementary students will utilize Microsoft Teams and Secondary Students will utilize Schoology. Additionally, teachers may use video-conferencing software (Zoom) for synchronous instruction.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

For information on school schedules, visit the School Schedules section of our reopening plan.

For information about how remote instruction information will be communicated to students and families, visit the [Communication/Family and Community Engagement](#) section of our reopening plan.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Patchogue-Medford School District has collaborated with Eastern Suffolk BOCES to ensure high school instructional plans are aligned. ESBOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

The in-district CTE program will be provided in all formats (live-person, hybrid, or remote). The CTE will follow the schedule developed for the high school.

Athletics and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. For more information, see the [district-wide athletics subcommittee report](#). With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events.
- Waive seven-day practice rule to enable greater opportunities for local Participation.
- Maintain current practice requirements.
- Encourage geographic scheduling for games & contests.
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by the COVID-19 crisis (i.e. state official guidance, school closings, cancellation of high-risk sports, etc.) then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I (Winter Sports)**
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
 - *Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II (Fall Sports)**
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - *Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.
- **Season III (Spring Sports)**
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
 - *Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Extracurricular Activities

According to the New York State Education Department (NYSED) Reopening Guidelines, “Extracurricular activities are an important aspect of student life and the school community. Attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols.” The district is exploring opportunities for a combination of in-person, as well as virtual extracurricular activities. Procedures for cleaning and disinfection of club sites will follow those previously outlined above.

Special Education

Patchogue-Medford School District’s Reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the Patchogue-Medford School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The Patchogue-Medford School District will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (e.g. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The Patchogue-Medford School District is committed to providing meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children’s education during the reopening process

The Patchogue-Medford School District will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student

progress, and commitment to sharing resources. As per the recent guidance from the Department of Health, school districts should consider limiting the number of visitors permitted on school grounds and in school facilities. Additionally, many of our conference rooms do not allow for acceptable social distancing. As per New York State Guidance CSEs are not required to meet face-to-face and are authorized to meet using phones or online means, with the permission of the family. At this time, we will begin the 2020-2021 school year conducting CSE/CPSE and 504 meetings on a virtual platform such as Zoom. We will continue to evaluate this as the school year continues.

The Patchogue-Medford School District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records. For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the [Communication/Family and Community Engagement section](#) of our reopening plan.

For Elementary and Middle School students in the special class programs 6:1:3, 8:1:2, 10:1:2 and 12:1:2 the students will begin September with a blended or hybrid model of instruction where students will attend onsite for two (2) days a week and be on remote learning for three (3) days. Students will be selected to attend on either a Monday/Tuesday schedule or Thursday/Friday schedule. Elementary and Middle School aged students in the above noted special classes will phase into four days of instruction as appropriate. At the High School level, our NYSAA students will attend four full days of school beginning on September 8th, with the students participating remotely on Wednesdays.

The amount and frequency of related services and Resource Room program on a student's Individualized Education Program (IEP) will determine how often in-person services can occur. Therefore, some students may have both in-person and remote related services and Resource Room. For example, if a student receives speech three times weekly, two sessions may be in person and one session may be remote. In-person services and Resource Room will occur in both individual and small group (no more than five students) settings. For in-person related services and Resource Room, each service provider or teacher will have a polycarbonate barrier for small group instruction. Each area will be cleaned between group sessions.

Bilingual Education and World Languages

Patchogue-Medford School District provides world language instruction in Spanish, Italian and French 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs K-12. This assistance will be provided in all formats (live-person, hybrid, or remote).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person, hybrid or remote instruction we will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Patchogue-Medford School District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, we will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. We will utilize Language Lines translation service to assist with translation services. This service can translate live conversations. Additionally, we have in district personnel that will translate documents.

Patchogue-Medford School District will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The district also has access to the ESBOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

In order to assure that students, have opportunities to study world languages we are prepared to teach Spanish, Italian and French in the live in-person, hybrid, or remote format upon reopening. With the support of ESBOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, SWDs, and general education students who are studying world languages such as Spanish, Italian or French to help address learning gaps caused by the COVID-19 school closures.

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

Staffing

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. Patchogue-Medford School District will consider whether their currently approved

APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. School administrators will continue to attend annually required Lead Evaluator training.

Certification, Incidental Teaching and Substitute Teaching

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

Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Patchogue-Medford School District. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full-time certified teachers only. At no time will a student teacher be used as a teacher of record.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)
- Additional References
- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)
- Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

- A link to the public website where each school plan has been publicly posted A set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance
- NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.
- Also by July 31, 2020, districts must complete a short companion [Department of Health survey that includes a link to the publicly posted plan on the district/school website.](#)

Appendix

Question and Answer Documents

ELEMENTARY QUESTIONS AND ANSWERS

What time will school begin?

All elementary teachers and students will have the same arrival and dismissal times, and the times are noted below. Buses will be staggered by a few minutes to allow for less congestion in the hallways. There will only be half the number of students on a given day due to the Monday/Thursday and Tuesday/Friday cohorts.

- Teacher Day: 8:40 a.m. – 3:52 p.m.
- Student Day: 8:55 a.m. – 3:25 p.m. (same as last year)

What days will students be expected to attend onsite?

At the elementary level students will be assigned to a Monday/Tuesday or a Thursday/Friday schedule. The Transportation Department is working with building principals to create an equal balance for both the Monday/Thursday and Tuesday/Friday cohorts. We will make every effort to accommodate siblings on the same days, but are unable to guarantee that will occur based on special programs or other logistical concerns.

How will the district determine which students will attend school on Monday/Tuesday or Thursday/Friday?

Students will be selected to attend on Monday/Tuesday or Thursday/Friday based on their household, which will allow for most elementary students in the household to have the same schedule. There may be exceptions for special programs such as special education and bilingual education. However, adjustments may need to be implemented to balance the number of students in classrooms and grade levels. Our Transportation Department will develop those schedules to ensure an optimal balance of students for the Monday/Tuesday and Thursday/Friday cohorts.

Is phasing in grade levels a possibility?

At this time, all students in grades K-5 will begin on September 9, 2020 for a blended model of instruction including both onsite and remote learning in accordance with the Monday/Thursday and Tuesday/Friday schedules. We will provide further information with regard to Pre-K, but it is anticipated that Pre-K will be phased in at a later date. The schedule allows for proper social distancing in accordance with the Centers for Disease Control (CDC) recommendations.

How much core instruction will my child receive when they are onsite?

The elementary schedule is designed to maximize core instructional time when students are onsite noted in the schedule below. The content blocks may be split to incorporate brain breaks, projects, games and other activities to allow for movement and support student engagement.

- 120 minutes of English Language Arts
- 90 minutes of Math
- 30 minutes Social/Emotional Learning (SEL)
- 40 minutes Science or Social Studies

How will elementary students attend specials?

Students will have in-school specials (physical education, music, art, library) on the days they are scheduled to attend onsite. These will be forty (40) minute periods on each day students attend onsite. Since students will only be attending two days a week, priority will be given to physical education on one of the days, which is mandated by New York State. Music, art and library will be rotated in on the other onsite day weekly. In addition, students will have specials during remote learning days. Those specials will be a combination of live virtual classes and recorded activities. If students are unable to attend live virtual specials due to not having a device at the scheduled time, recorded lessons or posted lessons will be available.

Will the students remain in the classroom for lunch?

Students will have a combined forty-minute lunch/recess period on the days they are scheduled onsite. Lunch and recess will either be in the classroom or outside weather permitting. The student lunch/recess period will be supervised by a part time staff member designated by the school principal.

What does Wednesday look like for students/teachers?

In a blended model encompassing both onsite and remote learning, teachers need additional time to plan for delivery of instruction in both formats. Teachers will use this day for planning and corresponding with parents and students. Teachers will be providing sixty (60) minutes of “live” virtual extra help and ninety (90) minute “live” virtual check-in with both Cohort 1 and Cohort 2 for instruction at the teacher’s discretion. Wednesday is a remote learning day for students, and all students will be home on Wednesdays. Remote learning will include a combination of posted (reinforcement assignments) and “live” virtual instruction.

How will live instruction infuse with remote learning?

On days when students are not onsite, they will be on remote learning similar to the way they were the last few months of school. However, this school year, teachers will infuse some live virtual lessons for specials and science or social studies. Students who do not have access to devices at a specific time to participate in live virtual lessons, will have the option to watch a recording at a later time.

How will the dual language classes work on split schedule at the elementary level?

Students enrolled in dual language will be in school on two consecutive days. During in-person instruction students will receive a 1-hour block of literacy in English and a 1-hour block of literacy in Spanish (HLA). Math instruction will be delivered in English with Spanish supports for English

Language Learners. Social Studies and Science will be delivered in both languages. However, students will receive social studies instruction for a two week block and then switch to science. This model will assist students in only having one additional bilingual class at a given time. When students are on remote learning, they will be supplied material in both English and Spanish for science and/or social lessons. During remote learning, HLA will be in Spanish with directions in English. Additionally, supports will be provided via websites, links, and additional teacher supports.

How will my child receive related services and remedial services?

Related services such as speech, resource room, occupational therapy as well as remedial reading Math AIS, etc., will be provided in small group via both a push-in and pull-out model based on scheduling. Instruction will be a combination of in-person instruction when students are onsite and virtual on remote learning days. Partitions will be available for small group instruction to ensure student and staff safety.

Will there be an opportunity for remote learning for students who have medical conditions?

Students who provide medical documentation may be entitled for home instruction in accordance with Board of Education Policy 6173. Home instruction typically does not begin until 10 absences have been recorded, but there may be extenuating circumstances waiving that timeframe for documented reasons.

May I opt my child into only remote learning?

The district plan includes a blended model of instruction with both onsite and remote learning in accordance with the Centers for Disease Control (CDC) guidelines. This will be the only model offered unless otherwise directed by an Executive Order, however the district is still exploring options that may be considered based on individual circumstances.

What happens if I decide not to send my child for onsite instruction?

The district is exploring options based on individual circumstances, however we cannot commit to this option due to staffing implications. However, in accordance with BOE Policy 5120 parents have the option to apply for homeschooling through the Office of Instructional Services.

If school should resume full time, will my child have the same teacher.

The district will make every effort to keep students placed with the same teachers, but some shifts may be required based on staffing changes that were needed due to the blended model.

What happens if there is a school holiday on my child's onsite day of instruction?

Changing the Monday/Tuesday and Thursday/Friday rotation due to a school holiday would cause too much confusion, so students will follow their regular Monday/Tuesday or Thursday/Friday schedule regardless of holidays.

How many students will be in each classroom?

At the elementary level, class sizes are anticipated to be between 8-15 students. We are not able to give exact numbers until the transportation runs are solidified. We will do our best to create an equal balance on Monday/Tuesday and Thursday/Friday, but it may not be an even split. We will also do our best to create the transportation runs by household, but there may need to be adjustments based on programmatic need (i.e., special education and bilingual education) and to balance the number of students in classrooms and grade levels.

Will there be clubs or other extracurricular activities?

Yes. According to the New York State Education Department (NYSED) Reopening Guidelines, “Extra-curricular activities are an important aspect of student life and the school community. Attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols.” The district is exploring opportunities for a combination of in-person, as well as virtual extracurricular activities.

What school supplies will my child need?

In accordance with Centers for Disease Control (CDC) guidelines, there will be no sharing of student supplies. Building principals will be posting supply lists to their building websites. Students should have both in-school and at-home supplies for use on remote learning days. Select instructional materials will need to travel back and forth with the students in the event we need to make an immediate decision to close schools due to the pandemic. This will ensure all students have the requisite materials when needed at home.

Will the district offer childcare?

Before and after care will be offered in each elementary building for students on the respective days they are scheduled for onsite instruction. To be eligible parents will need to register for both days of the week to keep the numbers consistent and avoid mixed groupings in accordance with the Department of Health (DOH) and Centers for Disease Control (CDC) recommendations. We are exploring options for childcare during the remote learning days but capacity will be limited to approximately 25-30 students due to physical distancing guidelines in accordance with the Centers for Disease Control (CDC) and New York State Department of Health (NYSDOH) recommendations, so parents should plan for other childcare arrangements when students are not scheduled for onsite instruction.

What can students expect at the bus stop, walking in the hallways?

The Elementary Committee has created videos to assist students in seeing what the school days will look like in different settings. These videos are posted under the Video Tutorials tab on the COVID-19 District Reopening website found here [COVID-19 Video Tutorials](#).

SECONDARY QUESTIONS AND ANSWERS

What will the schedule be for the students who attend BOCES programs and then transition back to the HS?

We have reached out to Eastern Suffolk BOCES regarding the status of CTE programs. Unfortunately, they do not have an official answer for us at this time as they are currently discussing and reviewing options. They will keep school districts updated when they finalize their reopening plans.

Will the students remain in the classroom for lunch and recess?

Yes. Students will not be eating lunch in the cafeteria. High school students will have a grab and go lunch. At the high school, we have scheduled two 20-minute grab and go time slots that will allow students to grab lunch and bring to their next scheduled class. Only two grades will be scheduled during each “grab and go” time slots to reduce the number of students. At the middle school level, students will have a 60- minute lunch period and will eat lunch in a classroom with their cohort. During this block of time, special area teachers will push-in for a block of time (35-40 minutes) to provide a mini-lesson.

How will the district determine which students will attend school on Monday/Tuesday or Thursday/Friday? Will siblings go on the same days?

At the secondary level, the master schedule and the courses students are enrolled in will determine who is assigned to attend school on Monday/Tuesday or Thursday/Friday. **We are unable to guarantee that siblings will attend on the same days as each child’s schedule is unique.**

Will there be an option for student to participate in only remote learning and not in-person for parents who are not comfortable sending their child(ren) to school?

The district plan includes a blended model of instruction with both onsite and remote learning in accordance with the Centers for Disease Control (CDC) guidelines. This will be the only model offered unless otherwise directed by an Executive Order, however the district is still exploring options that may be considered based on individual circumstances.

How many students will be in each classroom?

At the secondary level, class sizes are anticipated to be between 15-20 students but may run larger for selected courses. We will follow appropriate social distancing guidelines and will utilize alternate spaces within the building should a traditional classroom not be large enough to accommodate appropriate social distancing.

If students should attend school on a Monday, and school is closed for a holiday, will the in-person day be made up?

No. If child is scheduled to attend in-person instruction on Monday and Tuesday and school is closed for a holiday on either of these days, a student will not be assigned an alternate day for on-site instruction to make-up for school being closed for a holiday.

Is phasing in grade levels a possibility?

At this time, our reopening plan has all grade levels beginning school at the same time.

What does a split schedule look like for my child at the secondary level? What days will they attend school?

At the secondary level, students will be split into two cohorts. Cohort 1 will attend school on Monday and Tuesday and Cohort 2 will attend school on Thursday and Friday. On the days that students are not in school, they will receive daily substantial instruction with teachers during remote learning. Instructional experiences may include but not limited to completing live instruction with the classroom teacher, online tasks, viewing instructional videos, responding to posts from his/her teacher, conducting research, engaging in online discussions with the classroom teacher or completion of projects

At the high school, we are in the process of redesigning our master schedule. When students attend school for the split schedule, they will follow a 6-period schedule. Each period will be approximately 55 minutes. Our goal is to schedule students for English, Science, Social Studies and World Language and one additional elective and/or lab. Below is a sample of a student's schedule at the high school level who is assigned to Cohort 1 (Monday and Tuesday).

Bus Arrival	7:15 AM	
PERIOD 1	7:45 AM – 8:40 AM	Math
PERIOD 2	8:45 AM – 9:40 AM	Science
PERIOD 3	*10:00 AM – 10:55 AM	Lab(Monday) PE (Tuesday)
PERIOD 4	*11:15 AM – 12:10 PM	English
PERIOD 5	12:15 PM – 1:10 PM	Social Studies
PERIOD 6	1:15 PM- 2:10 PM	Spanish
BUS DISMISSAL	2:15 PM	
*Grab and Go Lunch		

Similar to the high school, middle school students will attend a 6-period day. Each period will be approximately 1-hour. Students in grades 6-8 will be assigned a cohort and will be attached to the same English, Science, SS and Math teachers. In addition, we will also offer a period for lunch and a period for World Language and/or academic supports. Students will receive a rotation of specials and/or supports during their lunch period that will offer a push-in for Home and Careers, Music, Art, Business, Social & Emotional supports, Library, Health and Technology. Below is a sample schedule for a middle school student,

Teacher Arrival	7:45 AM	
Bus Arrival	8:10 AM	
PERIOD 1	8:32 AM - 9:32 AM	Math
PERIOD 2	9:34 AM - 10:34 AM	Science
PERIOD 3	10:36 AM - 11:36 AM	Social Studies
PERIOD 4	11:38 AM - 12:38 PM	Spanish

PERIOD 5	12:40PM - 1:40 PM	Lunch (push-in special or support services)
PERIOD 6	1:42 PM - 2:42 PM	English
BUS DISMISSAL	2:47	

Will the children have live teaching when they are on remote learning?

On days when students are not scheduled to be on-site, they will receive daily substantial interactions with teachers. This school year, teachers will infuse some live virtual lessons for the courses they are not scheduled for when on-site. Students who do not have access to devices at a specific time to participate in live virtual lessons, will have the option to watch a recording at a later time.

Should school reopen full time at some later point in the school year, will my child(ren) have the same schedule and teachers?

There is a possibility that a teacher may change if we return back to school full time. In order to accommodate the development of hybrid/split schedules, reduce the amount of traveling teachers and to keep cohorts of students together, a child may have one teacher during the hybrid/split model and a different teacher when we return back to school full time. We will try to limit this to the best of our ability.

SPECIAL EDUCATION SUBCOMMITTEE QUESTIONS AND ANSWERS

How will my child receive their related service of speech, OT, PT, and/or counseling as well as Resource Room?

The amount and frequency of related services and Resource Room program on a student's Individualized Education Program (IEP) will determine how often in-person services can occur. Therefore, some students may have both in-person and remote related services and Resource Room. For example, if a student receives speech three times weekly, two sessions may be in person and one session may be remote. In-person services and Resource Room will occur in both individual and small group (no more than five students) settings. For in-person related services and Resource Room, each service provider or teacher will have a polycarbonate barrier for small group instruction. Each area will be cleaned between group sessions.

How will students' needs be met that have Individualized Education Programs?

The district must make every effort to provide special education and related services to students in accordance with the student's Individualized Education Program (IEP) or, for students entitled to free appropriate public education (FAPE) under Section 504, consistent with a plan developed to meet the requirements of Section 504. During Statewide School Closures due to Novel Coronavirus (COVID-19) Outbreak in New York State," dated March 27, 2020, the New York State Education Department (NYSED) stated, "NYSED will allow school districts as much flexibility as federal and state laws and regulations allow in determining how FAPE is to be provided during the Coronavirus outbreak." With that said, Patchogue-Medford Schools will provide special education and related services to the greatest extent possible through a combination of in-

person, and synchronous/asynchronous/web-based platform(s). Student progress will be monitored through data collection and reporting through of progress marks each trimester or quarter.

Will students that have 504s or IEPs still have their accommodations?

The school district must ensure that, to the greatest extent possible, each student with a disability is provided the accommodations and modifications identified in the student's IEP or 504. However, the guidance from NYSED has recognized that during the COVID-19 emergency, schools may not be able to provide all accommodations and modifications in the same manner they are typically provided.

How will the district meet the individual needs of alternatively assessed students or Academic and Career Explorers (ACES) students?

The students in the ACES program have individual and unique needs that must be considered when returning to school. The students that attend the Elementary and Middle School ACES programs will begin with an alternate day schedule and will phase into four days of instruction as appropriate. At the HS level, the ACES students will attend four full days of school beginning on September 8th, with the students participating remotely on Wednesdays.

How will the district conduct CSE/CPSE and 504 meetings for the 2020-2021 school year?

As per the recent guidance from the Department of Health, school districts should consider limiting the number of visitors permitted on school grounds and in school facilities. Additionally, many of our conference rooms do not allow for acceptable social distancing. As per New York State Guidance CSEs are not required to meet face-to-face and are authorized to meet using phones or online means, with the permission of the family. At this time, we will begin the 2020-2021 school year conducting CSE/CPSE and 504 meetings on a virtual platform such as Zoom. We will continue to evaluate this as the school year continues.

My child was scheduled for an evaluation. Can this now be conducted?

As per the recent Executive Order 202.37, the NYS Education Department has interpreted the Executive Order to authorize in-person preschool and school-age initial evaluations and reevaluations for all children. The district will complete outstanding evaluations and initial evaluations in the order the consent was received.

How will the district meet the students' social/emotional needs when school reopens?

As part of our reopening plan, the district is outlining procedures to address the mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction. Additionally, the district is organizing a team to develop a districtwide social-emotional curriculum to be in place prior to September. The goal of the team will be to create a

K-12 social-emotional curriculum to be taught in a connected, consistent, interdisciplinary manner.

NURSING QUESTIONS AND ANSWERS

Will temperature be taken upon arrival for students and staff?

In accordance with the Centers for Disease Control (CDC) recommendations, students will have daily temperature screenings upon arrival to school. Students who present with a temperature of 100.0°F or higher will be immediately isolated and sent home. **Parents should not send their child to school if they have a fever or on medication used to reduce a fever.** Staff members will submit to a daily health screening required prior to admittance to the buildings.

Will students need a health survey to complete each day in addition to the staff?

Staff members will need to complete a health questionnaire daily before they enter the school building and periodically use of a questionnaire for students, particularly younger students who may need assistance from their parents/guardians to answer.

Will students and staff be required to wear masks?

Students and staff must wear a cloth face covering whenever social distancing cannot be maintained. Face coverings will be required to protect against the spread of COVID-19 and must be worn when entering or exiting the building, travelling through the hallways, riding on buses, while in the restrooms, while riding in elevators, or any areas/situations where social distancing is not possible. The district will have an adequate supply of face coverings on hand if any student needs a replacement.

Exceptions include:

- Those who are medically unable to tolerate a face covering.
- During meals, instruction, and short breaks just as long as they maintain appropriate social distance.

What happens if a staff member is exhibiting symptoms of COVID-19 during the school day?

Any staff member with an oral temperature of 100.0°F degrees or above; or is exhibiting signs and symptoms of COVID-19 is to be sent home or to an emergency health care facility immediately. They will be instructed to contact their health care provider for assessment and testing. Administration or designee will notify local health officials of any confirmed cases of COVID-19 by calling 311. We will follow the directives of the Department of Health on how to proceed.

What happens if a student is exhibiting symptoms of COVID-19 during the school day?

Any student with an oral temperature of 100.0°F degrees or above; or is exhibiting signs and symptoms of COVID-19 is to be sent home. The student is to be isolated in an isolation room

which has been set aside in each building. A staff member wearing appropriate PPE is to remain with student during that time. Parent is to be contacted to pick up their child immediately and will be instructed to contact his/her physician. Parent will be asked to report any COVID-19 diagnosis to the Health Office as soon as possible. A record is to be kept of any staff or students that the ill child has encountered, in the event that there is a positive COVID-19 diagnosis and notification of those exposed needs to take place. A doctor's note must be provided clearing the student to return to school. The isolation room is to be closed for as long as possible (24 hours), and then thoroughly cleaned and disinfected. Any area used by the sick student must be closed off until proper disinfection and cleaning has occurred. Administration will be notified of any student diagnosed with the COVID-19 virus. Administration or designee will notify local health officials of any confirmed cases of COVID-19 by calling 311. They will follow the directives of the Department of Health on how to proceed with notifications of staff and families. Confidentiality will always be maintained while sharing any information as per the American Disabilities Act.

How will you address proper hygiene to students and staff?

There will be training given to all students, faculty, and staff on proper hand and respiratory hygiene. We will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing - soap, running warm water, and disposable paper towels.
- For hand sanitizing - an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.

OPERATIONAL QUESTIONS AND ANSWERS

What measures is the district taking to promote social distancing?

We have been taking a number of steps to promote social distancing such as spacing the classroom desks six feet apart, marking the outdoor pavement near building entry points, and installing polycarbonate barriers in spaces where social distancing is not possible.

All desks (including teachers) will face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets. Coat hooks and cubbies in the classrooms will not be used, nor will hallway, gym, or instrument lockers. In addition, the use of restrooms will be staggered and every other stall/urinal will be unavailable for use as an additional measure to ensure social distancing.

Will students and staff be required to wear masks?

Students must wear a cloth face covering whenever social distancing cannot be maintained. Face coverings will be required to protect against the spread of COVID-19 and must be worn when entering or exiting the building, travelling through the hallways, riding on buses, while in the restrooms, while riding in elevators, or any areas/situations where social distancing is not possible. The district will have an adequate supply of face coverings on hand if any student needs a replacement.

Exceptions include:

- Those who are medically unable to tolerate a face covering.
- During meals, instruction, and short breaks just as long as they maintain appropriate social distance.

How will students safely be transported to school on the buses?

Students riding the bus, along with the driver, will be required to wear masks and social distance measures will be put in place by limiting one child per seat. Students that are of the same household are permitted to be seated together. Buses will be disinfected after each route has been completed and the next group of students picked up. The district is currently investigating cleaning products that are designed to be effective for several weeks. Disinfectant wipes will also be used to clean the handrails or other high contact areas.

Upon arrival at school will all students use the same building entrance?

As an additional social distancing safety measure, we have identified several entry points to allow students entry to our buildings. Where possible, we have designated specific entrances for students riding on the large buses, those riding on the mini buses, those walking or being driven to school, and one for those students in our child care program.

Will the district offer breakfast and lunch during the school day for my child?

Yes, both breakfast and lunch will continue to be made available for our students. In the elementary schools, orders for breakfast and lunch will be taken by your child's teacher and served to them in the classroom.

In the middle schools, students will be able to pick-up a "grab and go" style breakfast at one of the two food kiosks available before heading to their first class. The lunch orders will be taken in the same manner as at the elementary schools and served to them in the classroom.

At the high school, breakfast will be available in a "grab and go" style from one of the three food kiosks available before heading to their first class. One kiosk will be located in the music corridor near the Main entrance, one in the auditorium/gym lobby near the north entrance, and the last one near the south entrance. Lunch will also be "grab and go" style with students on the third floor utilizing the food kiosks conveniently located on either end of the floor by the stairwells. Students on the first and second floors will be able to pick-up their lunch in one of the four cafeteria food courts that will be used to distribute these same meals. Once students have their meal they are to proceed to their next scheduled class.

What measures is the district taking to protect students with food allergies?

Students with food allergies will receive necessary individualized accommodations as delineated on their Section 504 or Individualized Education Program (IEP) plan.

How will students perform proper hand hygiene before and after eating?

Bottles of hand sanitizer will be placed in each classroom wherever a sink is not available for hand washing with soap and water.

Will meals be available for my child on days that they are assigned to remote learning and not reporting to the building for live instruction?

Yes, “grab and go” prepared breakfast and lunch meals will be available for pick-up in the security vestibules of the main entrances at each of the buildings.

What cleaning and disinfection procedures will be put in place in the schools?

Cleaning and disinfection procedures for the school have been developed in accordance with Center for Disease Control and Department of Health guidance. Most surfaces and objects will just need normal routine cleaning. Frequently touched surfaces and objects like light switches and doorknobs will need to be cleaned and then disinfected to further reduce the risk of germs. The custodial staff will be cleaning the buildings throughout the day as needed in addition to the collection of classroom garbage due to meals being eaten in these spaces, periodic checks and cleaning of the bathrooms, and the wiping down of the water fountains/bottle filling stations.

Disinfecting the areas will take place daily after the students, staff, and faculty have left the premises. The custodians will disinfect the highly touched areas with EPA registered antimicrobial products for use against the Novel Coronavirus SAR-Co V-2 (the cause of COVID-19). Deep cleaning throughout the entire buildings will be conducted on Wednesdays evening.

Cleaning logs will be maintained that include the date, time, and scope of cleaning and disinfection for each facility and area type.

What other measures is the district taking to assist my child while moving about the building?

Signage will be posted on the walls and use of directional floor markings will be put in place to assist students with proper hallway travel, any doorways designated for entry or exit only, and any corridors or stairwells designated for one-way traffic.

Will fire drills and lock down drills still be conducted?

Yes, schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. These drills will be conducted in a manner that maintains social distancing at gathering points outside the building,

ATHLETICS AND PHYSICAL EDUCATION QUESTIONS AND ANSWERS

Will the students participate in extra-curricular activities such as clubs and athletics?

As per the *Guidance for In- Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency* document from the Department of Health, ‘Policies regarding extracurricular programs and which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household....interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

- The subcommittee for Arts, Music and Extracurricular Activities is working on guidelines and plans regarding extracurricular activities.
 - In keeping with the DOH/State guidance provided, The Arts and Music subcommittee has been exploring methods of offering extra-curricular activities both virtually and in-person. We will better be able to offer concrete suggestions regarding in-person activities once building schedules have been finalized and space availability is determined. It is suggested that virtual extra-curricular activities are offered to students throughout the school year.
- The subcommittee for Athletics is working on plans outlining a return to athletics and awaiting further guidance from Governor Cuomo's office, NYSED, NYSPHSAA, Section XI, DOH and CDC regarding the 2020-2021 Athletic Seasons.

What is the NYSPHSAA?

The New York State Public High School Athletic Association Inc. (NYSPHSAA) is a non-profit, voluntary, educational service organization composed of public, parochial, and private schools dedicated to providing equitable and safe competition for the students of its member schools. Membership is open to secondary schools providing interschool athletic activities for boys and girls in grades 7-12.

What is the NYSPHSAA Task Force?

The NYSPHSAA has convened a COVID-19 Task Force to examine potential impacts of the COVID-19 crisis on the Fall 2020 season and the 2020-2021 school year. The Task Force has come up with several 'potential scenarios' regarding the 2020-2021 seasons. For more information, please visit: www.nysphsaa.org

When are the start dates for Fall 2020 athletics?

*****New Start Date for HS Athletics: Monday, September 21, 2020**

The Officers of the New York State Public High School Athletic Association (NYSPHSAA), voted to delay the official start date of the Fall 2020 sports season, cancel the Fall 2020 Regional and State Championships and prepare to implement a condensed season schedule in January 2021 if high school sports remain prohibited throughout 2020 due to COVID-19. This decision comes at the recommendation of the NYSPHSAA COVID-19 Task Force.

As per guidance on July 16, 2020, the NYSPHSAA Task Force decided that start dates for the Fall 2020 athletic season be pushed to Monday, September 21, 2020.

The NYSPHSAA Officers' decision includes:

- Delay Fall sports start date until **Monday, September 21st (NYSPHSAA PAUSE)**
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule • Maintain current practice requirements
- Encourage geographic scheduling for games & contests

- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

***FamilyID Online Registration will now open on Saturday, August 22, 2020.

Will students receive Physical Education instruction?

Yes. Physical education is a mandated subject area and required for graduation. The district is exploring options for in-person and remote learning models for physical education instruction at the elementary and secondary levels. Students will participate in a variety of activities that require limited (which can be easily disinfected) or no equipment and follow the guidelines for social distancing, while following the NYS Standards and aligning with SHAPE America standards.

MUSIC AND ART QUESTIONS AND ANSWERS

Will students receive in-person General Music instruction at the elementary schools?

Yes. In addition to virtual general music instruction that will be provided during remote learning days, the general music teacher will push into classes to provide in-person music instruction. In-person general music instruction will be provided on a rotating basis with art and library.

Will students share instruments/music, etc. during in-person general music?

No. If lessons are designed to include the playing of instruments (i.e. tambourines, rhythm sticks, wood blocks, etc.) each child will be provided with an instrument for their sole use. Similarly, music/lyrics will be projected on the smart board or each child will receive his/her own copy for their sole use.

Will in-person instrumental and vocal music (band, chorus, orchestra) be offered?

For grades 4-12, in addition to the virtual component of these programs, we are currently exploring options to provide in-person rehearsals of ensembles that adhere to the New York State Department of Health and New York State Education Department health and safety guidance.

Will vocal/instrumental lessons take place throughout the day?

In addition to the virtual component of these programs, we are currently exploring options to provide rotating pull-out lesson schedules in order to provide in-person lesson groups that adhere to the New York State Department of Health and New York State Education Department health and safety guidance.

Will virtual music instruction be provided?

Yes. A combination of live virtual classes and recorded activities/tutorials will be provided for students to access remotely.

Will performances such as winter/spring concerts take place?

The District is currently exploring options to provide students opportunities to perform. These performances would be pre-recorded and presented virtually.

Will students receive in-person art instruction at the elementary schools?

Yes. In addition to virtual art instruction that will be provided during remote learning days, the art teacher will push into classes to provide in-person visual art instruction. In-person art instruction will be provided on a rotating basis with music and library.

Will students receive in-person art instruction at the secondary schools?

Yes. In addition to virtual art instruction that will be provided during remote learning days, the district is exploring opportunities for students to meet with their teachers in order to get the necessary feedback required for working with a discipline that is hands-on.

Will Students be sharing art supplies?

No. The district is currently looking into ways to organize and distribute art supplies so that every student has their own set.

Will music and art instruction address Social and Emotional learning?

Yes. By incorporating the District's Social Emotional curriculum that is currently being developed, music and art teachers will design lessons that ensure intentional and meaningful inclusion of social emotional learning. Additionally, opportunities for music and art instructors to collaborate with teachers of other subject areas, as well as support staff and mental health providers, will exist for the purpose of creating interdisciplinary lessons/units designed to reinforce the social and emotional curriculum.

Will extra-curricular activities be offered?

Yes. According to New York State's Reopening Guidelines, "Extra-curricular activities are an important aspect of student life and the school community. Attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols." The district is exploring opportunities for a combination of in-person, as well as virtual extra-curricular activities.

Will masks be worn during in-person music and art instruction?

Yes. In the music classroom, students will be strongly encouraged to wear masks whenever singing and whenever they are not actively playing an instrument requiring the use of their mouth.

Will social distancing and safety guidelines be adhered to during art, general music, and instrumental/vocal ensemble rehearsals and lesson groups?

Yes. In addition to guidelines provided by the Centers of Disease Control, New York State Department of Health and New York State Education Department, guidelines contained in several studies including, but not limited to those provided by The National Association for Music Education, The National Federation of State High School Associations, The New York State School

Music Association, American Bandmasters Association, etc. will be considered in order to ensure that a safe environment is consistently maintained for students and staff.

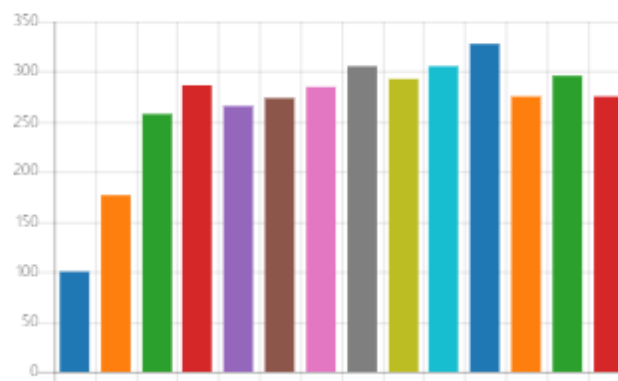
Reopening Community Questionnaire

In an effort to capture concerns and voices of the community a survey was sent to our families. The purpose of the survey is to understand the community's thoughts in the event we are unable or not permitted to open schools at full capacity. It is very important to the Patchogue-Medford School District that the voice of the community was included as we prepared for multiple contingencies in preparation for September. Below are the results.

1. What grades are represented in your household for the 2020-2021 school year? ¿Qué grados están representados en su hogar para el año escolar 2020-2021?

[More Details](#)

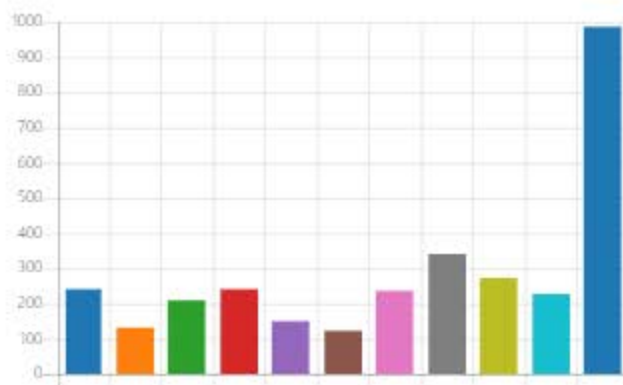
Pre-K/ Pre kinder	101
Kindergarten/ Kinder	176
First Grade/ Primer grado	258
Second Grade/ Segundo grado	287
Third Grade/ Tercer grado	265
Fourth Grade/ Cuarto grado	274
Fifth Grade/ Quinto grado	284
Sixth Grade/ Sexto grado	305
Seventh Grade/ Séptimo grado	292
Eighth Grade/ Octavo grado	305
Ninth Grade/ Noveno grado	327
Tenth Grade/ Décimo grado	275
Eleventh Grade/ Onceavo grado	296
Twelfth Grade/ Duodécimo gr...	276



2. Please indicate what school(s) your child(ren) attend. Por favor indique a qué escuela (s) asisten sus hijos.

[More Details](#)

Barton	242
Bay	131
Canaan	208
Eagle	240
Medford	149
River	121
Tremont	236
Oregon	342
Saxton	273
South Ocean	226
Patchogue-Medford High Sch...	986



3. On a scale of 1-5, how would you rate your child(ren's) educational experience with distance learning? En una escala de 1-5, ¿cómo calificaría la experiencia educativa de su (s) hijo (s) con el aprendizaje a distancia?

[More Details](#)

1-Extremely Unsatisfied/ Sumamente Insatisfecho 2-Unsatisfied/ Insatisfecho 3-Neutral/ Neutral
4-Satisfied/ Satisfecho 5-Extremely Satisfied/ Sumamente Satisfecho

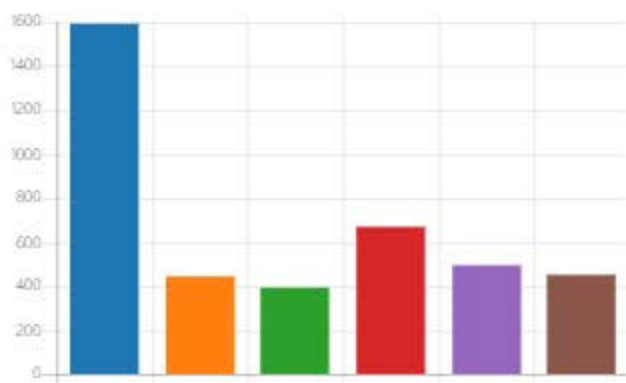
On a scale of 1-5, how would you rate your child(ren's) educational experience with distance learning?/ En...



4. What successes or benefits do you or your children have, if any, for distance learning? ¿Qué éxitos o beneficios tiene usted o sus hijos, si los hay, para el aprendizaje a distancia?

[More Details](#)

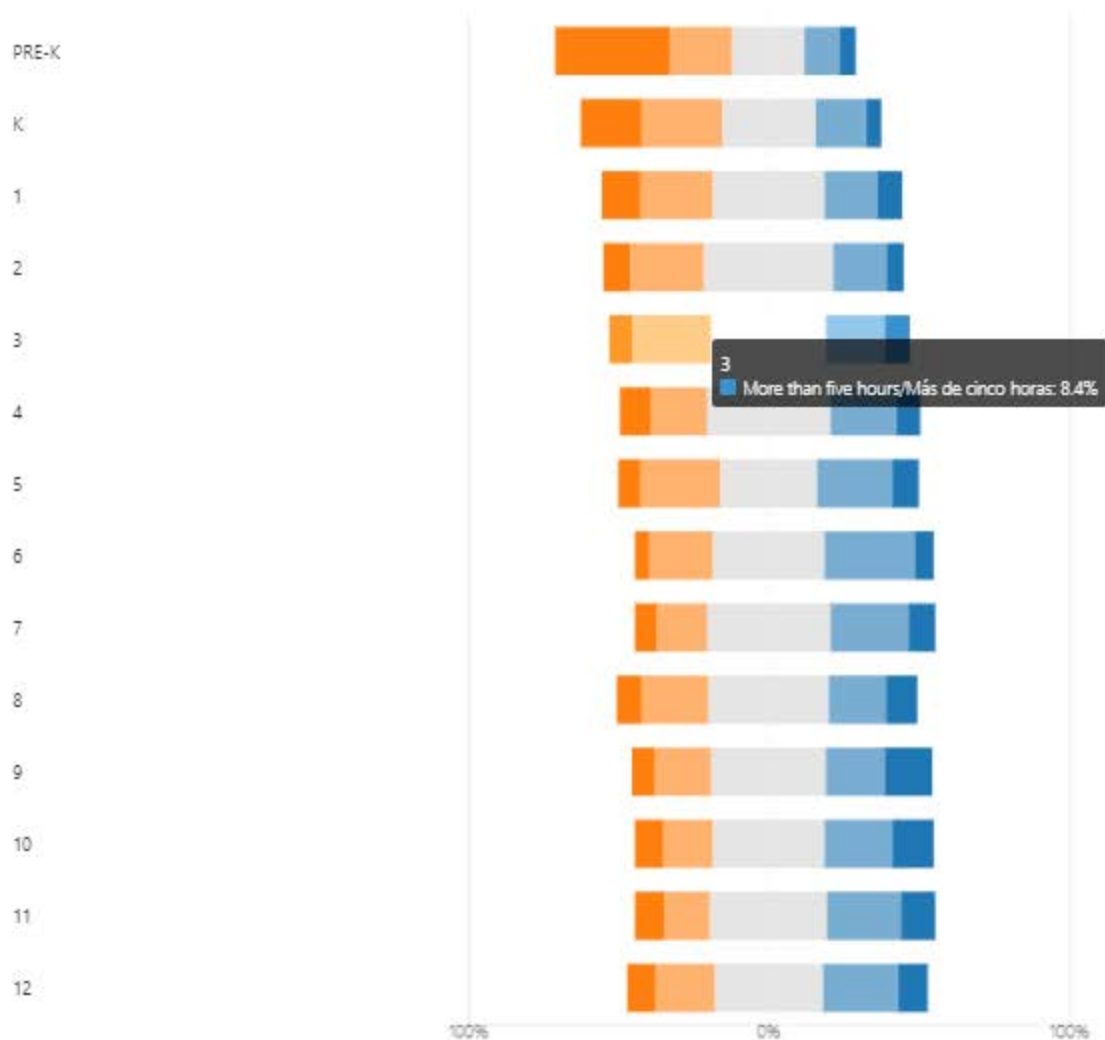
Flexibility with times/Flexibilid...	1595
Pacing of curriculum/Ritmo de...	441
Supplemental resources to su...	396
Flexibility of location/Flexibilid...	670
Teacher created videos/Videos...	497
Other/Otro	451



5. For the 19-20 school year, please indicate the total number of hours child(ren) spent on distance learning each day last year. Para el año escolar 19-20, indique el número total de hora que los niños dedicaron al aprendizaje a distancia cada día el año pasado.

[More Details](#)

■ Less than one hour/Menos de una hora
 ■ 1-2 hours/horas
 ■ 2-3 hours/horas
 ■ 4-5 hours/horas
■ More than five hours/Más de cinco horas



6. What challenges do you or your child(ren) have if any with distance learning? ¿Qué desafíos tiene usted o su (s) hijo (s) con el aprendizaje a distancia?

[More Details](#)

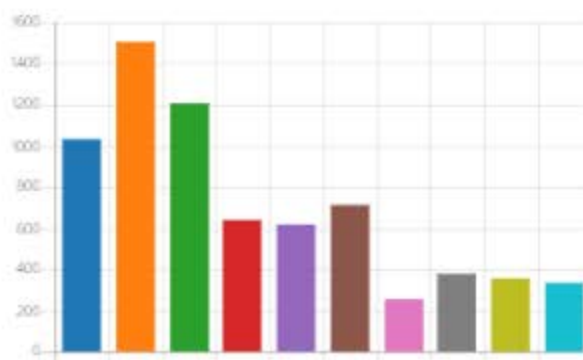
Difficult to keep my child on a...	1089
No "live" instruction/No hay in...	1568
Encountered technology issue...	799
Lack of engagement/Falta de i...	1401
Other/Otro	564



7. What could the school district do to better support your family if Distance Learning were to continue next school year? ¿Qué podría hacer el distrito escolar para apoyar mejor a su familia si la educación a distancia continuara el próximo año escolar?

[More Details](#)

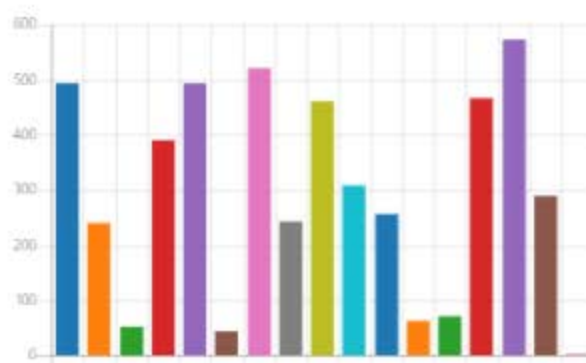
Remote "live" instruction (who...	1034
Remote "live" instruction (sma...	1504
Teacher created videos/Videos...	1207
Devices for each of my childre...	640
Increased telephone support f...	615
Increased social emotional su...	711
More independent work/Más ...	253
Less independent work/Meno...	379
More project based work/Más...	356
Other/Otro	332



8. Across the country, many families have experienced hardships. In order for us to provide supports to you and your family, please indicate what hardships have you or your family endured during this time.(Check all that apply) En todo el país, muchas familias han experimentado dificultades. Para que podamos brindarle apoyo a usted y su familia, indique qué dificultades han sufrido usted o su familia durante este tiempo (marque todas las que correspondan)

[More Details](#)

Loss of job/Pérdida de trabajo	495
Loss of a loved one/Pérdida d...	240
Lack of food for three meals p...	52
Health concerns or sickness fo...	390
Depression or mental health s...	495
Housing, temporarily changed...	45
Lack of child care support whil...	520
Lack of internet or lack of relia...	242
Not enough computers or ele...	460
Lack of computer knowledge/...	309
Lack of support for a student ...	257
Lack of support in a different L...	62
Inability to pay cell phone or t...	70
Unable to support child(ren) ...	466
No Hardship/Sin dificultades	573
Other/Otro	290
Other	3



9. If you indicated a hardship and would like us to contact you to offer support, please provide your contact information below: Si indicó dificultades y desea que nos comuniquemos con usted para ofrecerle asistencia, proporcione su información de contacto a continuación:

[More Details](#)

288

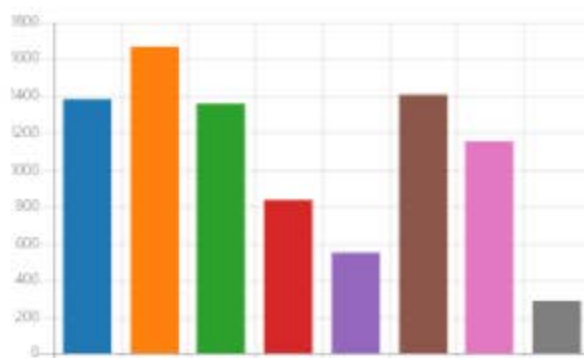
Responses

Latest Responses

10. What are some concerns that you have about your child(ren) returning to school? (Check all that apply): ¿Cuáles son algunas de las inquietudes que tiene sobre el regreso de sus hijos a la escuela? (Marque todo lo que corresponda):

[More Details](#)

Ability to stay 6 feet away from...	1379
Ability to wear protective gear...	1671
Catching COVID-19 from othe...	1358
My child's social-emotional w...	832
Transportation concerns/Preo...	551
Cleanliness/Sanitation practic...	1404
Access to soap or sanitizer thr...	1153
Other/Otro	286



11. If the district is unable to open the schools to full capacity and is required to utilize a flexible schedule, which of the options would you prefer? In all selections below, Friday would remain a remote learning day. Please check your preference below. Si el distrito no puede abrir las escuelas a plena capacidad y se le exige que utilice un horario flexible, ¿cuál de las opciones preferiría? En todas las selecciones a continuación, el viernes seguiría siendo un día de aprendizaje remoto. Por favor, marque su preferencia a continuación.

[More Details](#)

Morning/Afternoon (Students ...	545
A Day/B Day (Ex. Full day learn...	1353
Every other week (Full week in...	395



12. If the district uses a flexible schedule which of the following most accurately reflects your situation with your child. Si el distrito usa un horario flexible, ¿cuál de los siguientes refleja con mayor precisión su situación con su hijo?

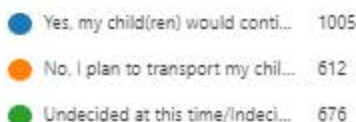
[More Details](#)

We would not need childcare ...	1516
We would require childcare/R...	399
A flexible schedule would mak...	378



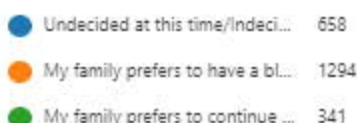
13. If you are eligible for transportation would you use the service? Si es elegible para el transporte, ¿usaría el servicio?

[More Details](#)



14. What are your thoughts on reopening schools in September? ¿Qué piensa sobre la reapertura de las escuelas en septiembre?

[More Details](#)



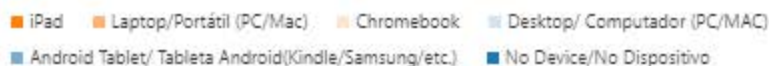
15. If school resumes in-person in September, will you feel comfortable with your child(ren) returning to school? Si la escuela se reanuda en persona en septiembre, ¿se sentirá cómodo con el regreso de sus hijos a la escuela?

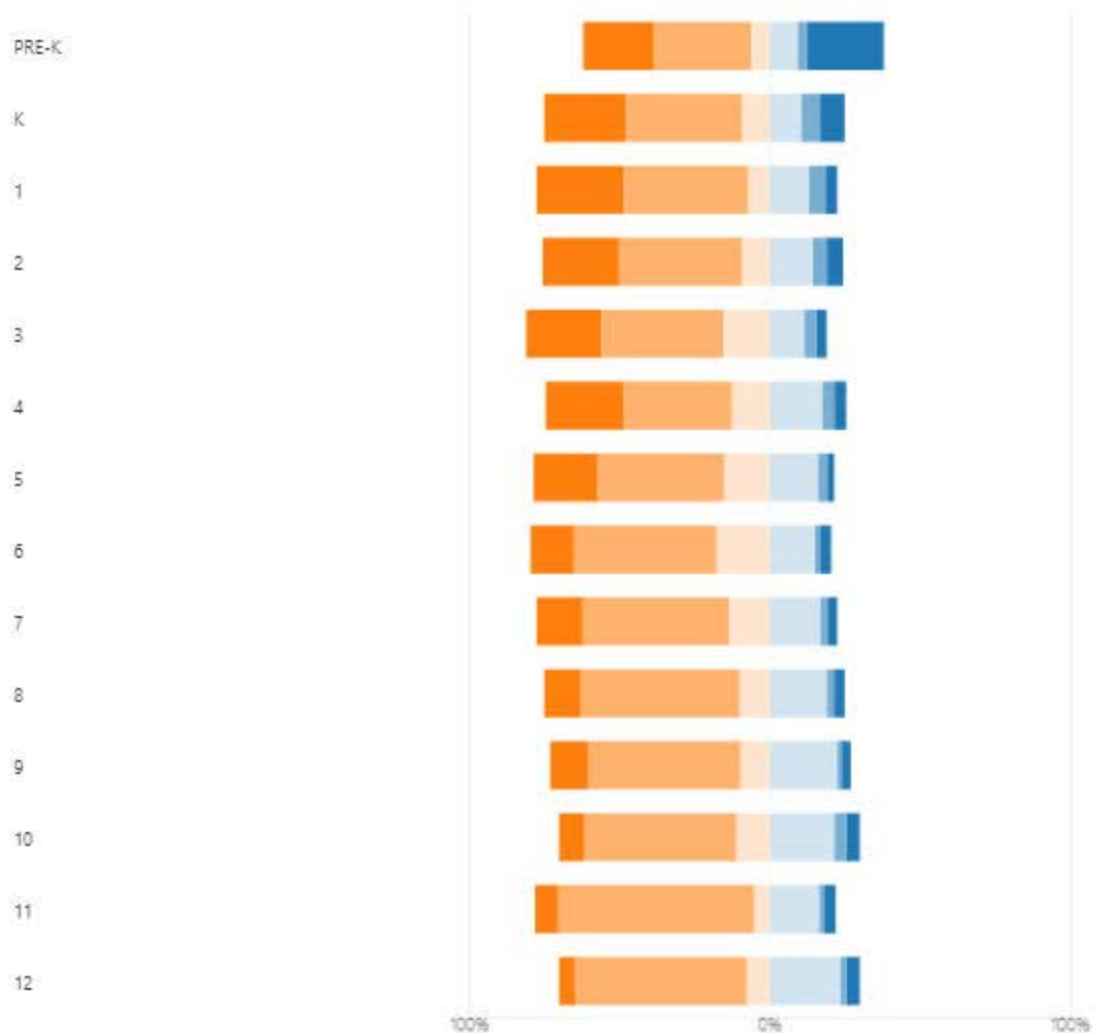
[More Details](#)



16. For the 19-20 school year, please indicate your child's grade and the type of device your child utilized for distance learning: Para el año escolar 19-20, indique el grado de su hijo y el tipo de dispositivo que su hijo utilizó para el aprendizaje a distancia:

[More Details](#)





17. Our priority during the COVID-19 Closure distance learning has been to maintain the school to family connection. On a scale of 1-5, to what extent do you agree that this was achieved?
 Nuestra prioridad durante el aprendizaje a distancia de cierre de COVID-19 ha sido mantener la conexión entre la escuela y la familia. En una escala de 1-5, ¿en qué medida está de acuerdo en que esto se logró?

[More Details](#)

1-Extremely Unsatisfied/ Sumamente Insatisfecho 2-Unsatisfied/ Insatisfecho 3-Neutral/ Neutral
 4-Satisfied/ Satisfecho 5-Extremely Satisfied/ Sumamente Satisfecho



18. How often do you want to receive updated information from the district? ¿Con qué frecuencia desea recibir información actualizada del distrito?

[More Details](#)

Weekly/Semanal	2050
Monthly/Mensual	182
Quarterly/Trimestral	16
Other/Otro	45



19. How often do you want to receive updated information from your child's school building? ¿Con qué frecuencia desea recibir información actualizada del edificio escolar de su hijo?

[More Details](#)

Daily/A diario	629
Weekly/Semanal	1511
Monthly/Mensual	116
Other/Otro	37



20. What is the best mode of communication to receive district information? ¿Cuál es el mejor modo de comunicación para recibir información del distrito?

[More Details](#)

ConnectEd messages/Mensaje...	345
Email/Correo Electrónico	1782
Facebook Live/Facebook en Vi...	28
Raider Connection/Conexión ...	12
District website/Sitio web del ...	126



21. For the 19-20 school year, please indicate whether your child(ren) shared a device or had their own exclusive device. Para el año escolar 19-20, indique si su (s) hijo (s) compartieron un dispositivo o tuvieron su propio dispositivo exclusivo.

[More Details](#)

Shared a district owned devic...	173
Exclusive use of a district own...	147
Shared a personal device/Co...	825
Exclusive use of a personal de...	1148



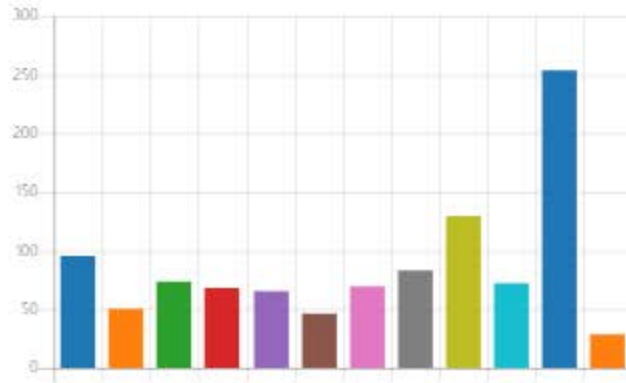
Staff Survey

In order to adequately prepare for all staff to return, a survey and memo were sent to staff. Please see the results off the survey below.

1. Please indicate the primary building in which you will be working for the 2020-2021 school year

[More Details](#)

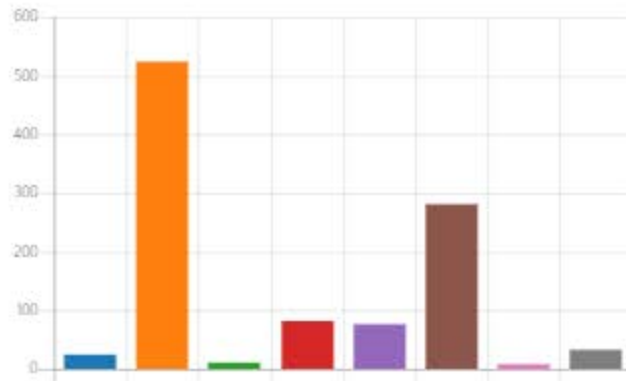
Barton	96
Bay	50
Canaan	74
Eagle	68
Medford	66
River	47
Tremont	69
Oregon	83
Saxton	130
South Ocean	72
Patchogue-Medford High Sch...	254
District Office	29



2. Please indicate the group that best represents your affiliation

[More Details](#)

PMAA	24
PMCT	523
Nurses	11
CSEA Full Time Clerical	83
CSEA Full Time Operational	76
CSEA Part Time Unit	280
Security	7
Unaffiliated	34



3. How comfortable do you feel returning to work in the district?

[More Details](#)

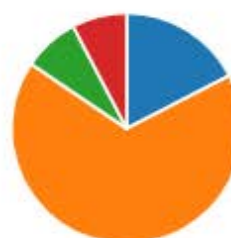
Very comfortable	187
Somewhat comfortable	322
Neither comfortable nor unco...	139
Somewhat uncomfortable	276
Very uncomfortable	112



4. Which of the following are concerns you have about returning to work in the district? (Select all that apply)

[More Details](#)

Arranging childcare	229
Contracting Coronavirus	881
Not being able to return due t...	103
Leaving family members hom...	101



5. In order to plan for the reopening of school, the district needs to know if you are planning to take a leave for child care no later than August 10, 2020. Please note your response below.

[More Details](#)

Yes, I am planning to take a ch...	23
No, I am not planning to take ...	1013



6. If you indicated that you are planning to take a leave for child care, please provide your name below so we can contact you regarding available options.

[More Details](#)

39

Responses

Latest Responses

7. If you are planning to take a leave of absence due to health reasons for yourself or a member of your household, and you have or can obtain medical documentation, please indicate your response below.

[More Details](#)

- Yes, I am planning to take a le... 11
- No, I am not planning to take ... 1025



8. If you indicated that you are planning to take a leave of absence for health reasons for yourself or a member of your household, please provide your name below so we can contact you regarding available options.

[More Details](#)

25

Responses

Latest Responses

9. How can the district meet your social/emotional (SEL) needs?

[More Details](#)

- Opportunity to collaborate wit... 410
- SEL online professional develo... 166
- If possible, in-person SEL prof... 94
- Meeting with administration 108
- Frequent updates/information... 852



10. Please provide any additional information you would like to share below.

[More Details](#)

274

Responses

Latest Responses