



Jordan-Elbridge CSD

**Re-opening and Operating
During Covid-19
2020-2021 Plan**

Reopening Committee							
Member	Stakeholder Group						
Alison Connelly	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Brooke Bastian	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Brooke Ritter	<input type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Barb Bryant	<input type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input checked="" type="checkbox"/> Community member	
Carrie Gilfus	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input checked="" type="checkbox"/> Community member	
Christina Goetz	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Gail Craig	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Jen Mauro	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Ben Allio	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Laura Murphy	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Denise Tinkler	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Mary Maestri	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Karen Guerrette	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input checked="" type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Lisa Long	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input checked="" type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
William Childres	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input checked="" type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Bill Yard	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input checked="" type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Kathleen Horbal	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Lisa Fellows	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input checked="" type="checkbox"/> Community member	
Maureen Fox	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Mike Richer	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Sue Naples	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Ginger Smith	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
RJ Hartwell	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Colleen Frawley	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Janice Schue	<input type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
James Froio	<input type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Alexis Farnsworth	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Denis Burlingame	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Drew Deapo	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Gayle McCabe	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input checked="" type="checkbox"/> Community member	
Jaime Glantz	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Ryan Sparkes	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Tallon Larham	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Leo McCormick	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Jessica Strong	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Kit Arnold	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Megan Fedigan	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Dave Shafer	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input checked="" type="checkbox"/> Community member	
Ashley DeFelice	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Ben Alexander	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Dan Bondgren	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Theresa Bondgren	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Dave Sipley	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Windsor Price	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Zac Moser	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Karen Hourigan	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input checked="" type="checkbox"/> Community member	
Liz Woodford	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Emily Rumpf	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Emma Hood	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Trisha St. Germain	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Steve Miller	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Heidi Seibert	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Jamie Susino	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Jason Kufs	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Kalon Riehle	<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Dave Winfield	<input type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Terry Hatt	<input type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	
Chuck Wiggins	<input type="checkbox"/> Parent	<input type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> Administrator	<input type="checkbox"/> BOE member	<input type="checkbox"/> Community member	

Introduction

The district sought input and feedback from multiple stakeholders to inform the planning process. Engagement efforts included online surveys, virtual forums, and one-on-one conversations. The end result of this dialogue stream is the district's reopening plan. Please understand that this plan may be updated throughout the school year, as necessary, to respond to local circumstances.

And while the district has prioritized efforts to return all students to in person instruction, it is also prepared to execute distance learning for all in the case of a closure. Additionally, the district is ready to implement a hybrid model in which parents are afforded the opportunity to opt-in to remote learning. Parents interested in exercising this option should contact the principal of their child's school who will forward such requests to the superintendent for his approval.

The plan outlined below is for the reopening of schools in the Jordan-Elbridge Central School District for the 2020-21 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed at all four sites:

Prekindergarten-Grade 3	Elbridge Elementary	http://www.jecsd.org/elbridge
Grades 4-5 (JEDIS)		
Grades 6-8	Middle School	http://www.jecsd.org/middle
Grades 9-12	High School	http://www.jecsd.org/highschool

James Froio, superintendent, will serve as the district's COVID-19 Coordinator. Mr. Froio will work closely with local health departments and serve as the central contact for parents, staff, and other school community members. As the district's COVID-19 Coordinator, Mr. Froio will ensure that the district is in compliance and following the best practices per state and federal guidelines.

Part I: Reopening of School Facilities for In-person Instruction

Communication

As always, the district is committed to transparent communication, and as such, the in-person reopening plan will be prominently posted on the home page of the website.

The district will use existing internal and external communication channels to provide notification about school operations and schedules with as much advance notice as possible. These channels will include webpages, mailings, voice and text messaging through Remind and School Messenger, and Facebook postings.

Family and Community Engagement

The district will follow its existing engagement and communication protocols regarding the provision of special education services. In addition, the district will make every effort to ensure that communication to parents is in their preferred language.

The district will also make every effort to ensure that students and parents are informed about expectations related to public health policies and protocols. At the start of the year, students and staff will receive training on multiple health protocols including:

- Hand hygiene
- Proper use, removal and care of personal protective equipment (PPE)
- Social distancing
- Respiratory hygiene
- Identifying symptoms

Information from said trainings will be posted on the website for parents and the greater school community to access.

Healthy Hygiene Practices

The district's top priority is the health and safety of students and staff. To that end, the 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).

As part of ensuring the top priority, the district will emphasize healthy hygiene practices for students and staff. The district's messaging will include signage, reminding all persons to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain a social distance from others.
- Properly store and, when necessary, discard personal protective equipment (PPE).
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

The district will provide and maintain hand hygiene stations around its facilities, 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.

Note: Accommodations for students who cannot use hand sanitizer will be made.

Additionally, students and staff will be expected to carry out the following hygiene practices:

1. *Hand Hygiene*

- ✓ Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- ✓ Dry hands completely after washing.
- ✓ Use hand sanitizer when soap and water are not readily available.

2. *Respiratory Hygiene*

- ✓ Cover a cough or sneeze using a tissue. After a tissue is used, it should be thrown away immediately.
- ✓ If you don't have a tissue when sneezing or coughing, sneeze into your elbow.
- ✓ Wash your hands after sneezing or coughing.

Social Distancing

The district will deploy signage to address public health protections surrounding COVID-19. Social distancing markers inclusive of signs and tape will denote six feet spacing in all classroom spaces and hallways. Arrows will indicate a one-way flow of traffic.

Student seating will be arranged according to said markers and allow for all students to be facing in the same direction.

At the elementary and middle school levels, student groupings will be organized into static cohorts with a maximum class size of twelve. At the high school, class size will not exceed ten unless in a large group area, passing bells will be staggered, and movement will be minimized whenever possible.

PPE and Face Coverings

Families will be asked to provide their child with an acceptable face covering and the district will have a supply of face masks on hand to distribute as needed. Students will be asked to wear their face covering prior to boarding the bus, while on the bus, while disembarking from the bus, when entering and exiting the building, when in common areas, and whenever they are within six feet of any adult or other student. Students do not need to wear face coverings during instruction as long as they are appropriately socially distanced.

For those students who are medically unable to wear face coverings, the district will provide face shields with the expectation that such PPE will be worn in lieu of a health care provider's written prohibition.

The district will provide all staff with N-95 respirators, gloves, paper gowns, face shields, and goggles as requested.

Staff members may elect to wear their respirator or another acceptable face covering. The district defines an acceptable face covering as a cloth or surgical mask that covers both the mouth and nose. All staff members will be asked to wear their acceptable face covering when entering the building, exiting the building, in a common area, on school grounds and whenever they are within six feet of a student, other employee, or parent visitor.

Teachers do not need to wear face coverings when delivering instruction as long as they are appropriately socially distanced.

For staff who are medically unable to wear face coverings, the district will provide face shields with the expectation that such PPE will be worn in lieu of a health care provider's written prohibition.

Restart Operations

In order to prevent the spread of COVID-19, the district's operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces on a regular basis. In executing projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Specifically, 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. Additionally, upon reopening, the district will maintain ventilation as designed and water systems will be flushed in buildings that have been unoccupied.

Cleaning and Disinfection

The district will ensure adherence to hygiene and cleaning and disinfecting requirements as advised by the CDC and DOH, including "Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19." Cleaning and disinfection logs will be maintained and be comprised of the date, time, and scope of cleaning and disinfection.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for restrooms and frequently touched surfaces. Cleaning and disinfection efforts will be rigorous and ongoing and will occur at least daily or more frequently as needed.

Transportation

The district will conduct transportation operations in compliance with state-issued public transit guidance and NYSED School Reopening guidelines.

Students will be asked to wear a mask prior to boarding, during the route, and while disembarking. Students will be directed to load from the rear to the front and disembark from the front to the rear so as to limit incidental contact.

The district will require all transportation staff members to wear their respirator or an appropriate face covering whenever on a bus or school grounds and whenever social distancing cannot be maintained.

The district will provide all transportation staff members with training specific to the use and care of PPE, cleaning and disinfection practices, and proper loading and unloading procedures specific to a COVID-19 environment. Drivers and/or monitors who must have direct physical contact with a child will wear gloves.

The transportation office will have additional PPE equipment available including masks and gloves as well as hand sanitizers for all employees. Buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the district. Drivers and monitors will not be allowed to carry personal bottles of hand sanitizer onto school buses.

The district will implement mandatory health screening for all transportation employees prior to the start of the work day and before drivers and monitors begin their pre-run preparations.

Bus routes will be designed to reflect the required reduction in capacity.

- 70 passenger buses will transport no more than 20 students and only children from the same household will be allowed to sit together. The seats in the first row will be left unoccupied to create a space barrier between the driver and his or her passengers; the seats in the last row will be left empty.
- 20 passenger buses will transport no more than 9 students. The front seat on the passenger side will be left unoccupied to create a space barrier between the driver and the students. All students will be required to sit next to the window so as to enhance social distancing.

Drivers will sanitize their buses between runs. Transportation staff members will clean and disinfect all buses at the end of the morning and afternoon runs.

Pupil transportation will be provided to nonpublic, parochial, private, and/or charter institutions. Pupil transportation will also be provided to students who have an individualized education plan (IEP) that specifies participation in a program that is outside of the district.

Arrival and dismissal will be staggered and multiple entrances and exits will be used so as to limit the overall size of student groups and any incidental contact.

Food Service

School meals will continue to be available to all students, including those attending school in-person and those learning remotely. For students who attend on site, meals will be provided while maintaining appropriate social distancing in cafeterias and/or alternate areas. Food will be pre-plated and sealed with an individual covering. The sharing of food and beverages will be prohibited. Cleaning/disinfection protocols will be followed between cohorts of students eating in common areas. For those students who choose remote learning, meals will be available for pick up at the high school.

In the event that the district has to enact distance learning for all, meals will be delivered to students via the morning bus runs.

Operational Activity

Shared spaces such as libraries, gymnasiums, auditoriums, and/or cafeterias may be repurposed according to social distancing guidelines in order to serve as additional classrooms.

All other communal areas including faculty rooms will be closed until social distancing guidelines and PPE requirements are no longer necessary. The playgrounds will be available for use on a staggered basis and only after cleaning and disinfecting protocols have occurred.

Field trips and assemblies with outside presenters will not occur until social distancing guidelines and PPE requirements are no longer necessary.

Visitors, volunteers, and activities involving other groups will be restricted until social distancing guidelines and PPE requirements are no longer necessary. Only parents and guardians, who are cleared to enter after going through the screening process, will be given access to the main office areas.

The district will only accept contactless, vendor deliveries left in a designated area on the loading dock.

The school facilities will not be opened for public use on evenings and weekends until social distancing guidelines and PPE requirements are no longer necessary.

The use of the elevators will be restricted and signs to that effect will be posted.

The sharing of personal items, books, electronic devices and equipment is prohibited. The district will provide adequate supplies to minimize the sharing of high-touch materials.

Students will be allowed to carry a backpack and asked to bring only their face covering, needed outerwear for the season, a lunch if not partaking in the school lunch, and a water bottle.

Any staff meeting that exceeds ten persons will occur remotely; meetings that occur on site will need to be held in a space that allows for social distancing and face coverings will need to be worn by all attendees but the speaker.

Fire Drills/Lockdown Drills

The district will conduct eight evacuation and four lockdown drills in each building as required by education law. The evacuation drills will be modified to accommodate social distancing guidelines by implementing a staggered schedule. The lockdown drills will be modified to occur in a classroom setting in which all parties will maintain social distancing and the teachers will discuss how to “shelter in place.” Teachers will also instruct students that in the event of an actual emergency, the most imminent concern would be to reach safety.

Extra-curricular Programs/Interscholastic Athletics

The district will not sponsor or host any in-person, extra-curricular programs until social distancing guidelines and PPE requirements are no longer necessary.

Per the NYDOH Guidance, interscholastic sports are not permitted at the time of publication of this plan.

Before and Aftercare

The district's before and aftercare programs are run by Healthy Kids, an organization bound by state regulations to follow the CDC guidelines specific to daycare centers.

Vulnerable Populations

The district will make provision for students and staff who are in the vulnerable populations in accordance with the accommodations detailed, in writing, by their health care provider.

Mental Health, Behavioral, and Emotional Support Services and Programs

The district recognizes that the social and emotional well-being of students and staff during these challenging times is critically important.

The district will call upon the counselors to help the staff recognize and identify students in need. The school counselors will follow-up with students and families and make outside referrals as appropriate. Additionally, the multi-tier system of supports (MTSS) teams will convene and provide interventions as practical.

The district will continue to support student wellness activities, including SOAR (a positive behavior intervention support system program) and the Positivity Project.

The district will utilize the resources of the Employees Assistance Program (EAP) to provide the staff with information specific to developing coping and resiliency skills.

In-person Instructional Program

Upon reopening, the number of students in each classroom, excluding larger areas, will be reduced to adhere to CDC guidance regarding proper social distancing. Additionally, and to the degree possible, the movement of students will be minimized.

At the start of the new school year, teachers will be asked to spend time building relationships, creating culture, and teaching social distancing etiquette. All instruction will continue to be aligned to the NYS Learning Standards. Teachers will be expected to assess student understanding of pre-requisite skills as part of developing lessons. Grading practices will be standards-based and feedback will be about degree of mastery. (*See the appendix for building specific schedules.*)

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

Special Education

The district will provide students with the special education services as prescribed on their IEPs and in compliance with social distancing and PPE requirements. Progress notes will be maintained by all providers and parents will receive narrative reports on a regular basis. The committees on special education and the committees on preschool education will collaborate with providers to ensure a common understanding of services, plans for monitoring and communicating student progress, and commitment to sharing resources. Additionally, these committees will oversee student access to needed accommodations, modifications, supplementary aides and services, and technology.

English Language Learner Instruction

The district will complete identification of students eligible to receive ELL services within 30 school days of the start of the school year for students who:

- Enrolled during the Covid-19 closures in 2019-2020
- Enroll during the summer of 2020
- Enroll during the first 20 days of the 2020-2021 school year

After this flexibility period, the district will resume identification of ELLs within the required ten school days of initial enrollment. The district will provide the required units of study to all ELLs based on their most recently measured English language proficiency level.

Teacher and Principal Evaluation System

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

Part II: Monitoring of Health Conditions

Screening

The district will implement mandatory health screening for all students and staff on a daily basis.

The district will intermittently ask families to prescreen their child by:

- Taking his or her temperature
- Posing the following questions:
 - Do you feel feverish or have the chills?
 - Do you have shortness of breath or difficulty breathing?
 - Do you feel nauseous? Have you vomited?
 - Do you have a headache? Have you had the headache for a long time?
 - Do you feel extremely tired?
 - Have you lost the ability to taste or smell?
 - Do you have a sore throat?
 - Do you have congestion or a runny nose?

A child's positive response to one or more of these screening questions and/or a temperature of 100.0°F or greater is cause for him or her not to attend school and for the parent to monitor their child's symptoms and/or seek the counsel of a health care provider.

Parents will share the results of their pre-screening measures by completing a google form and responses will be monitored by the main office secretaries in order to ensure that students who were not pre-assessed at home are in fact screened at school.

Prior to boarding the bus each day, students will maintain social distancing, and wait for their temperature to be taken. Should a student present with a temperature of 100.0°F or greater, he or she will not be allowed to board the bus and will be asked to return home with his or her parent; at that time, the parent will be instructed to contact their child's health care provider to seek assessment and testing.

In the event that a student tests positive for a temperature of 100.0°F or greater and his or her parent is not present at the bus stop, said student will be transported to the isolation zone at his or her school to await pick-up to return home.

Students and their parents who self-transport, will be asked to remain in their car, maintain social distancing and wait for a temperature check, the results of which will determine entry or a return home. Should a child be symptomatic, the staff will provide the parent with information about the need to contact their health care provider for assessment and testing.

In order for a symptomatic student to return to school, his or her parent must provide the building administrator and nurse with documentation from a health care provider indicating an examination, a negative COVID-19 test result, and symptom resolution. In order for a student who tested positive COVID-19 to return to school, his or her parent must provide the building administrator and nurse with a release from isolation indicating symptom resolution.

Each work day, staff will be asked to respond to an electronic questionnaire no later than ninety minutes before the start of their workday. This questionnaire will be comprised of questions about:

- A. COVID-19 symptoms in the past 14 days
- B. A positive diagnostic COVID-19 test in the past 14 days
- C. Close contact with a confirmed or suspected COVID-19 case in the past 14 days

Staff who respond affirmatively to one or more of the questions will be prohibited from reporting to work, required to notify the substitute service, and be instructed to contact their health care provider for assessment and testing.

Staff who respond in the negative to the questions will be expected to report to work. The main office secretaries will be charged with reviewing the incoming reports of screening by staff and attesting to a 100% return.

Prior to entering the building, staff will maintain social distancing, and wait for their temperature to be taken. Should a staff member present with a temperature of 100.0°F or greater, he or she will be denied entry and instructed to go home and contact their health care provider for assessment and testing.

In order for a symptomatic staff member to return to work, he or she must provide his or her supervisor with documentation from a health care provider indicating an examination, a negative COVID-19 test result, and symptom resolution. In order for a staff member who was positive for COVID-19 to return to work, he or she must provide his or her supervisor a release from isolation indicating symptom resolution.

The district will maintain records of all its screenings to confirm that individuals underwent the process. As for the results, the records will only indicate cleared or not cleared. Also, as required, the district will notify the state and local health departments of any diagnostic positive test results for COVID-19.

Testing Responsibility

In the event that large-scale testing is needed to be conducted at the district, administration will work with the following providers:

Onondaga County

- Syracuse Community Health Center
- WellNow Urgent Care
- Quest Diagnostics

Cayuga County

- Auburn Community Hospital Laboratory
- WellNow Urgent Care
- Cayuga Center Convenient Medical Care

Early Warning Signs

Early warning signs are defined and monitored by the local health departments and, as merited, by regional and state health departments. The district and local health departments will communicate regularly so that appropriate decisions can be made should schools see an increase in said metrics.

Part III: Containment of Potential Transmission of COVID-19

School Health Offices and Isolation Zones

The district will designate the health offices as the areas to be used to treat injuries and provide medications and/or nursing treatments. The school nurses will wear their N-95 respirators and any other PPE equipment deemed necessary whenever providing a nebulizer or suctioning treatment to a student. Treatments such as these will be conducted in a room separate from others.

Parents will be asked to contact their child's school nurse to report symptoms and provide notification of exposures.

The district will designate a second set of areas to serve as the isolation zones. It is the isolation zones where students who develop COVID-19 symptoms during the school day will report. Once at the isolation zone, a student will be required to maintain social distancing and wear a face covering while waiting for the nurse. The nurse will assess all symptomatic students.

Any student who screens positive will be sent home. The school nurse will contact the parents of a symptomatic student and provide information about required follow-up. The parent will call the main office when they have arrived and the student will be visually supervised as he or she exits the building and meets his or her parent. Areas used by the symptomatic student will be closed until the appropriate cleaning and disinfection can occur.

Elbridge Elementary	Health Office (Treatment/Medication Area) Isolation Zone (Covid-19 Symptoms Isolation Area)	Room 132 Room 114
JEDIS	Health Office (Treatment/Medication Area) Isolation Zone (Covid-19 Symptoms Isolation Area)	Room 132 Room 208

MS	Health Office (Treatment/Medication Area) Isolation Zone (Covid-19 Symptoms Isolation Area)	Room 132 Room 141
HS	Health Office (Treatment/Medication Area) Isolation Zone (Covid-19 Symptoms Isolation Area)	Room 102 Room 107

Health office equipment will be cleaned following manufacturer's directions, and disposable items will be used as much as possible.

The school nurses will track the types of illnesses and symptoms experienced by students and staff. The school nurses will notify administration of all possible cases. Administration will make all relevant parties aware while maintaining confidentiality consistent with federal and state privacy laws.

Staff will be asked to contact their supervisor to self-report symptoms and provide notification of exposures.

Staff members who become symptomatic during the school day will notify the main office, arrange for supervision as needed and report to the isolation zone.

In order for a symptomatic student to return to school, his or her parents must provide the building administrator and nurse with documentation from a health care provider indicating:

1. An examination
2. A negative COVID-19 test result
3. Symptom resolution

Note: Staff are subject to the same documentation requirements listed above in order to return to work.

Infected Individuals

Any student or staff member who tests positive for COVID-19 must complete an isolation period and have recovered prior to returning. The district will coordinate the return of any infected individuals with the local health departments.

Exposed Individuals

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health departments. The district will not notify the wider community, unless specifically directed to do so by local health officials.

Any student or staff member exposed to the COVID-19 virus will be required to complete a period of quarantine during which he or she must remain symptom free in order to return. The district will coordinate the return of all exposed individuals with the local health departments.

Contact Tracing/Tracing Support

The district will notify the state and local health departments upon being informed of any positive COVID-19 diagnostic test result by any individual who was within the facilities or on school grounds.

To assist the local health departments with tracing the transmission of COVID-19, the district will:

- Keep accurate attendance records of students and staff members.
- Ensure student schedules are up to date.
- Keep a log of any parent visitors.
- Keep a log of substitutes.
- Assist the local health department in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program.

The district must maintain confidentiality as required by federal and state laws and regulations. District personnel will be prohibited from determining who is to be excluded from school, separate from seeking guidance and direction from the local health departments.

Notification

The administrator in charge will communicate all positive COVID-19 diagnostic test results to the superintendent, and the superintendent will notify the state and local health departments. All notifications will follow the confidentiality considerations consistent with federal and state privacy laws.

Anyone with questions or concerns about the district's health and safety protocols should contact the COVID-19 Safety Coordinator at jfroio@jecsd.org or (315)689-8500.

Part IV: Closure of School Facilities and In-person Instruction

Closure Triggers

The district is preparing for situations in which closure is necessary. Triggers, such as increased absenteeism and/or increased illness, will be monitored by the local health departments. The district and local health departments will communicate regularly about regional COVID-19 trends and warning signs.

The district may choose to modify operations in one or more of the schools prior to executing a full closure to help mitigate a rise in cases. Such modification may include activating distance learning. The district will consult with the local health departments when making such decisions.

The superintendent will use School Messenger to communicate all actions related to closures and re-openings.

Part V: Remote/Hybrid Instruction

Distance Learning

Hybrid instruction will be limited to those students whose parents opt to have their child participate in remote learning. The hybrid instruction will be comprised of live and recorded lessons.

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, prompting short or long-term school closures, the district has developed a distance learning model complete with schedules.

During distance learning, instruction will continue to be aligned to the New York State Learning Standards and master schedules will prevent conflicts. (*See the appendix for a copy of the schedules.*)

To ensure high-quality, distance learning experiences, the district will use Google Classroom as the primary platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow.

Grading practices will be standards-based in order to provide direct feedback regarding mastery of content and skills.

Attendance will be entered into School Tool on a daily basis. Teachers will alert administration to any student who is in jeopardy of being considered chronically absent and the counselors will be dispatched to conduct home visits and provide supports as needed.

The district is aware of student and staff access to high-speed internet, as gleaned through responses to multiple surveys and personal contacts. The district will make needed accommodations accordingly.

Appendix: Schedules

EE: In-person and distance learning (closure)

4YP

Time	Classroom A	Classroom B
9:25	Arrival/Check-In/Morning Work	Arrival/Check-In/Morning Work
9:50	Morning Meeting/Calendar/Circle time	Morning Meeting/Calendar/Circle time
10:00	Brain and Body Break	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading	Centers
10:35	Small Learning Group Rotations	Unstructured Free Play
11:00	Heggerty Daily Lesson	Storytime
11:30	Lunch	Lunch
12:00	Brain and Body Break *Teacher Transition	Brain and Body Break *Teacher Transition
12:15	Centers	Interactive Read Aloud/Shared Reading
12:45	Gross Motor Play	Gross Motor Play
1:15	Nap	Nap
2:00	Unstructured Free Play	Heggerty Daily Lesson/Centers
2:30	Storytime	Small Learning Group Rotations
3:00	Second Step/SEL/Afternoon Circle	Second Step/SEL/Afternoon Circle
3:20	Dismissal Procedures	Dismissal Procedures
3:45	Dismissal	Dismissal

Kindergarten

Time	Classroom A	Classroom B
9:25	Arrival/Check-In/Morning Work	Arrival/Check-In/Morning Work
9:50	Morning Meeting	Morning Meeting
10:00	Brain and Body Break	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading	Independent Accountable Reading
10:35	Math	Fact Fluency
11:00	Lunch	Lunch
11:30	Reading Mini Lesson/Guided Reading	Computers
12:00	Phonemic Awareness	Work on Writing
12:30	Brain and Body Break *Teacher Transition	Brain and Body Break *Teacher Transition
12:45	Independent Accountable Reading	Interactive Read Aloud/Shared Reading
1:15	Fact Fluency	Reading Mini Lesson/Guided Reading
1:45	Computers	Math
2:15	Brain and Body Break	Brain and Body Break
2:45	Work on Writing	Phonemic Awareness
3:15	Afternoon Meeting SEL Focus/Storytime	Afternoon Meeting SEL Focus/Storytime
3:30	Dismissal Procedures	Dismissal Procedures
3:45	Dismissal	Dismissal

First Grade

Time	Classroom A	Classroom B
9:25	Arrival/Check-In/Morning Work	Arrival/Check-In/Morning Work
9:50	Morning Meeting	Morning Meeting
10:00	Interactive Read Aloud/Shared Reading	Independent Accountable Reading
10:30	Lunch	Lunch
11:00	Math	Fact Fluency
11:30	Brain and Body Break	Brain and Body Break
11:45	Reading Mini Lesson/Guided Reading	Computers
12:15	Word Work	Work on Writing/WAR
12:45	Brain and Body Break *Teacher Transition	Brain and Body Break *Teacher Transition
1:00	Independent Accountable Reading	Interactive Read Aloud Shared Reading
1:30	Computers	Math
2:00	Fact Fluency	Reading Mini Lesson/Guided Reading
2:30	Brain and Body Break	Brain and Body Break
2:45	Work on Writing/WAR	Word Work
3:15	Afternoon Meeting SEL Focus/Storytime	Afternoon Meeting SEL Focus/Storytime
3:30	Dismissal Procedures	Dismissal Procedures
3:45	Dismissal	Dismissal

Second Grade

Time	Classroom A	Classroom B
9:25	Arrival/Check-In/Morning Work	Arrival/Check-In/Morning Work
9:50	Morning Meeting	Morning Meeting
10:00	Brain and Body Break	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading	Independent Accountable Reading
10:35	Math	Fact Fluency
11:00	Reading Mini Lesson/Guided Reading	Computers
11:30	Word Work	Work on Writing/WARMath
12:00	Lunch	Lunch
12:30	Brain and Body Break *Teacher Transition	Brain and Body Break *Teacher Transition
12:45	Independent Accountable Reading	Interactive Read Aloud/Shared Reading
1:15	Computers	Math
1:45	Fact Fluency	Reading Mini Lesson/Guided Reading
2:15	Brain and Body Break	Brain and Body Break
2:45	Work on Writing/WAR	Word Work
3:15	Afternoon Meeting SEL Focus/Storytime	Afternoon Meeting SEL Focus/Storytime
3:30	Dismissal Procedures	Dismissal Procedures
3:45	Dismissal	Dismissal

Third Grade

Time	Classroom A	Classroom B
9:25	Arrival/Check-In/Morning Work	Arrival/Check-In/Morning Work
9:50	Morning Meeting	Morning Meeting
10:00	Brain and Body Break	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading	Independent Accountable Reading
10:35	Math	Fact Fluency
11:00	Reading Mini Lesson/Guided Reading	Computers
11:30	Word Work	Work on Writing/WAR
12:00	Brain and Body Break *Teacher Transition	Brain and Body Break *Teacher Transition
12:30	Independent Accountable Reading	Interactive Read Aloud/Shared Reading
1:00	Lunch	Lunch
1:15	Fact Fluency	Math
1:45	Computers	Reading Mini Lesson/Guided Reading
2:15	Brain and Body Break	Brain and Body Break
2:45	Work on Writing/WAR	Word Work
3:15	Afternoon Meeting SEL Focus/Storytime	Afternoon Meeting SEL Focus/Storytime
3:30	Dismissal Procedures	Dismissal Procedures
3:45	Dismissal	Dismissal

EE: Remote
4YP

Time	
9:25	Arrival/Check-In/Morning Work
9:50	Morning Meeting/Calendar/Circle time
10:00	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading
10:35	Listening Centers Online and follow up activities
11:00	Heggerty Daily Lesson
11:30	Lunch
12:00	Brain and Body Break *Teacher Transition
12:15	Small Learning Group Rotations
12:45	Gross Motor Play
1:15	Nap
2:00	Unstructured Free Play
2:30	Storytime
3:00	Second Step/SEL/Afternoon Circle

Kindergarten

Time	Classroom A
9:25	Arrival/Check-In/Morning Work
9:50	Morning Meeting
10:00	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading
10:35	Independent Accountable Reading
11:00	Lunch
11:30	Reading Mini Lesson/Guided Reading
12:00	Work on Writing
12:30	Brain and Body Break *Teacher Transition
12:45	Math
1:15	Fact Fluency
1:45	Phonemic Awareness
2:15	Brain and Body Break
2:45	Online Games
3:15	Afternoon Meeting SEL Focus/Storytime

First Grade

Time	Classroom A
9:25	Arrival/Check-In/Morning Work
9:50	Morning Meeting
10:00	Interactive Read Aloud/Shared Reading
10:30	Lunch
11:00	Independent Accountable Reading
11:30	Brain and Body Break
11:45	Reading Mini Lesson/Guided Reading
12:15	Fact Fluency
12:45	Brain and Body Break *Teacher Transition
1:00	Math
1:30	Computers
2:00	Word Work
2:30	Brain and Body Break
2:45	Work on Writing/WAR
3:15	Afternoon Meeting SEL Focus/Storytime

Second Grade

Time	Classroom A
9:25	Arrival/Check-In/Morning Work
9:50	Morning Meeting
10:00	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading
10:35	Independent Accountable Reading
11:00	Reading Mini Lesson/Guided Reading
11:30	Fact Fluency
12:00	Lunch
12:30	Brain and Body Break *Teacher Transition
12:45	Math
1:15	Computers
1:45	Word Work
2:15	Brain and Body Break
2:45	Work on Writing/WAR
3:15	Afternoon Meeting SEL Focus/Storytime

Third Grade

Time	Classroom A
9:25	Arrival/Check-In/Morning Work
9:50	Morning Meeting
10:00	Brain and Body Break
10:10	Interactive Read Aloud/Shared Reading
10:35	Math
11:00	Reading Mini Lesson/Guided Reading
11:30	Word Work
12:00	Brain and Body Break *Teacher Transition
12:30	Independent Accountable Reading
1:00	Lunch
1:15	Fact Fluency
1:45	Computers Online Games
2:15	Brain and Body Break
2:45	Work on Writing/WAR
3:15	Afternoon Meeting SEL Focus/Storytime

JEDIS: In-person

In-person-Grade 4 Schedule A-4 Cohorts	In-person-Grade 4 Schedule B-4 Cohorts
Homeroom	Homeroom
2 Core Area Classes	2 Special Area Classes
AM Break	AM Break
2 Core Area Classes	2 Special Area Classes
Lunch	Lunch
2 Special Area Classes	2 Core Area Classes
PM Break	PM Break
2 Special Area Classes	2 Core Area Classes
Homeroom	Homeroom

In-person-Grade 5 Schedule A-4 Cohorts	In-person-Grade 5 Schedule B-4 Cohorts
Homeroom	Homeroom
2 Core Area Classes	2 Special Area Classes
AM Break	AM Break
2 Core Area Classes	2 Special Area Classes
1 Special Area Class	1 Core Area Class
Lunch	Lunch
2 Special Area Classes	2 Core Area Classes
PM Break	PM Break
1 Special Area Class	1 Core Area Class
Homeroom	Homeroom

JEDIS: Remote (Hybrid)

Remote Students-Grade 4	
TIME	CLASS
8:20-8:40am	Homeroom (SEL)
8:45-9:15am	ELA-Brooke Ritter to livestream and record lesson
9:20-9:50am	Math-Denise Tinkler to livestream and record lesson
9:55-10:05am	AM Break
10:05-10:35am	Science-Molly Byrne to livestream and record lesson
10:40-11:10am	Social Studies-Kevin Bolster to livestream and record lesson
11:15-11:45am	Lunch Small Cafeteria
11:50-12:20pm	Library-Tallon Larham to livestream and record lesson
12:25-12:55pm	PE-Mark Fietta to livestream and record lesson
1:00-1:10pm	PM Break
1:10-1:40pm	Computer-Chris Sinclair to live stream and record lesson
1:45-2:10pm	Music-Kristen Kasky to live stream and record lesson
2:20-2:40pm	Homeroom (SEL)

Remote Students-Grade 5	
TIME	CLASS
8:20-8:40am	Homeroom (SEL)
8:45-9:15am	Social Studies-Brian Herne to livestream and record lesson
9:20-9:50am	Science-Ben Allio to livestream and record lesson
9:55-10:25am	ELA-Laura Murphy to livestream and record lesson
10:30-10:40am	AM Break
10:40-11:10am	Math-Cindy Smith to livestream and record lesson
11:15-11:45am	Art-MacKenzie Ostrander to live stream and record lesson
11:50-12:20pm	Lunch Gym
12:25-12:55pm	Music-Ryan Sparkes to livestream and record lesson
1:00-1:30pm	Lit Circles-Renee Armpriester to live stream and record lesson
1:35-1:45pm	PM Break
1:45-2:15pm	PE-Jim Sherman to livestream and record lesson
2:20-2:40pm	Homeroom (SEL)

JEDIS: Distance Learning (Closure)

Grades 4 and 5					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Homeroom (SEL)	Homeroom (SEL)	Homeroom (SEL)	Homeroom (SEL)	Homeroom (SEL)
2	Core Area 1	Core Area 1	Core Area 1	Core Area 1	Core Area 1
3	Core Area 2	Core Area 2	Core Area 2	Core Area 2	Core Area 2
4	Core Area 3	Core Area 3	Core Area 3	Core Area 3	Core Area 3
5	Core Area 4	Core Area 4	Core Area 4	Core Area 4	Core Area 4
6/7	GOOGLE MEET: SOCIALIZATION BREAK OUT SESSIONS				
8	Lunch	Lunch	Lunch	Lunch	Lunch
9-12	Core Area Class Break Out Sessions				
10	Special Area Class(es)				
11					
12					

Middle School: In-person and Distance Learning (Closure)

1	Teacher		1	2	3	4	Five/6	Six/7	8/Nine	10	11
2	Marinelli 607	Team Plan	Sci 6-1	Sci 6-2	Sci 6-3	Lunch	Plan	Sci 6-4	Sci 6-5	Sci 6-6	Sci 6-7
3	Klamm 605		ELA 6-2	Plan	ELA 6-4	Lunch	ELA 6-3	ELA 6-5	ELA 6-6	ELA 6-7	ELA 6-1
4	Lauricella 603		Math 6-3	Math 6-5	Plan	Lunch	Math 6-4	Math 6-6	Math 6-7	Math 6-1	Math 6-2
5	Deapo 602		SS 6-4	SS 6-6	SS 6-5	Lunch	SS 6-7	Plan	SS 6-1	SS 6-2	SS 6-3
6	Killian 601		Plan	Span 6-7	Span 6-1	Lunch	Span 6-6	Span 6-2	Span 6-3	Span 6-4	Span 6-5
7	Sipley		Des 7-6 (442)	Des 7-4	Plan	Des 7-2 (442)	Lunch	Des 6-1 (608)	Des 6-2 (608)	Des 6-5 (608)	Des 6-4 (608)
8	Sipley		Des 7-7 (442)	Plan	Des 7-1 (442)	Des 7-3 (442)	Lunch	Des 6-7 (608)	Des 7-5 (608)	Des 6-3 (608)	Des 6-6 (608)
9	Dungey LGI		SH 5,6,7	SH 1,3,4	SH 2,6,7	Lunch	SH 1,2,5	SH 6-3,7	SH 6-4	SH 6-3	SH 6-6
10	Dungey LGI		SH 5,6,7	SH 1,3,4	SH 2,6,7	Lunch	SH 1,2,5	SH 6-1,3	SH 6-2,4	SH 6-5	SH 6-4
11			One	Two	Three	Four/5	Six	Seven/8	Nine	Ten	Eleven
12	McCormick 517	Team Plan	Sci 7-1	Sci 7-2	Sci 7-3	Sci 7-6	Lunch	Sci 7-5	Sci 7-7	Plan	Sci 7-4
13	Glantz 529		ELA 7-2	ELA 7-7	ELA 7-4	ELA 7-5	Lunch	Plan	ELA 7-6	ELA 7-3	ELA 7-1
14	Stanton 531		Math 7-3	Math 7-6	Math 7-5	Plan	Lunch	Math 7-4	Math 7-1	Math 7-7	Math 7-2
15	Giannettino 530		SS 7-4	Plan	SS 7-6	SS 7-7	Lunch	SS 7-1	SS 7-3	SS 7-2	SS 7-5
16	DiBerardino 528		Plan	Span 7-5	Span 7-2	Span 7-1	Lunch	Span 7-3	Span 7-4	Span 7-6	Span 7-7
17	Canino 625 A		Tech 7-5	Tech 7-1	Tech 7-7	Tech 7-6	lunch	Tech 7-2	Plan	Tech 7-4	Tech 7-3
18	Sipley A		Des 7-6 (442)	Des 7-4	Plan	Des 7-2 (442)	Lunch	Des 6-1 (608)	Des 6-2 (608)	Des 6-5 (608)	Des 6-4 (608)
19	Sipley B		Des 7-7 (442)	Plan	Des 7-1 (442)	Des 7-3 (442)	Lunch	Des 6-7 (608)	Des 7-5 (442)	Des 6-3 (608)	Des 6-6 (608)
20	Sauro TA A		SH 7-7 (525)	SH 7-3 (525)	SH 7-1 (525)	SH 7-3 (525)		SH 7,6, (525)	SH 7-3 (525)	SH 7-5,1 442	SH 7-6,3 (525)
21	Sauro TA B		SH 7-6 (525)	SH 7-3,4		SH 7-2 (525)		SH 7,6,2(442)	SH 7-3 (525)	SH 7-1,4,5 SC	SH 7-6,3 (525)
22			One	Two	Three	Four/5	Six/7	Eight	Nine	Ten	Eleven
23	Aronson 521	Team Plan	LE 8-1	LE 8-2							

Middle School: Remote Schedule

JEMS 2020-21 Hybrid-Remote Schedule									
Teacher	8:30-9:0	9:10-9:4	9:50-10:2	10:30-11:	11:02-11:4	11:42-12:	12:24-1:0	1:04-1:44	1:46-2:30
Grade 6									
Marinelli 607	Sci 6-1								
Klamm 605									ELA 6-1
Lauricella 603								Math 6-1	
Deapo 602						SS 6-1			
Killian 601			Span 6-1						
Grade 7	8:30-9:0	9:10-9:4	9:50-10:2	10:30-11:	11:10-11:4	11:42-12:	12:24-1:0	1:04-1:44	1:46-2:30
McCormick 517	Sci 7-1								
Glantz 529									ELA 7-1
Stanton 531							Math 7-1		
Gianettino 530						SS 7-1			
DiBerardino 528			Span 7-1						
Living Environment									
Only 8th Grade									
	8:30-9:0	9:10-9:4	9:50-10:2	10:30-11:	11:10-11:5	11:52-12:	12:24-1:0	1:04-1:44	1:46-2:30
Aronson 521	LE 8-1								
Bevilaqua 521									
Farnsworth 505							ELA 8-7		
Wisniewski 509				Math 8-3					
Hickman 507					SS 8-6				
Stone 503								Sp 8-3	
Arnold 511									
IA Only 8th Grade									
	8:30-9:0	9:10-9:4	9:50-10:2	10:30-11:	11:10-11:5	11:52-12:	12:24-1:0	1:04-1:44	1:46-2:30
Bevilaqua 521			Sci 8-3						
Farnsworth 505							ELA 8-7		
Wisniewski 509									
Hickman 507					SS 8-6				
Stone 503								Sp 8-3	
Arnold 511				IA 8-1					
LE and IA 8th Grade									
	8:30-9:0	9:10-9:4	9:50-10:2	10:30-11:	11:10-11:5	11:52-12:	12:24-1:0	1:04-1:44	1:46-2:30
Aronson 521		LE 8-1							
Bevilaqua 521									
Farnsworth 505							ELA 8-7		
Wisniewski 509									
Hickman 507					SS 8-6				
Stone 503								Sp 8-3	
Arnold 511				IA 8-1					
No LE or IA Grade 8									
	8:30-9:0	9:10-9:4	9:50-10:2	10:30-11:	11:10-11:5	11:52-12:	12:24-1:0	1:04-1:44	1:46-2:30
Bevilaqua 521				Sci 8-3					
Farnsworth 505								ELA 8-7	
Wisniewski 509					Math 8-3				
Hickman 507						SS 8-6			
Stone 503								Sp 8-3	

High School: In-person; remote; closure

A	B	C	D	E	F
MATH					
	Hood 218	McCandless 215	Miller 214	Riehle 115	Voit
1	Consumer Math- Lib	118	PLAN	ALG II	ALG 1
2	GEO	GEO	ALG II	ALG II	ALG 1
3	GEO	GEO	ALG II	Topics In Geo caf	ALG 1
4	GEO	PLAN	Calculus	ALG II	PLAN
5	PLAN	GEO	DUTY	ALG II	ALG 1
6	GEO	Pre-Calc	ALG II	ALG II	ALG 1
7	GEO	GEO	ALG II	PLAN	DUTY
8	GEO	Consumer Math	Accounting	ALG II	ALG 1

A	B	C	D	E
ENGLISH				
	Alexander 225	Eldridge 114	Hourigan 116	Falk 112
1	English 10	English 9	English 11	Eng 12 Media
2	English 10-LGI	English 9 -Dance	English 11	Eng 9-11
3	PLAN	English 9	English 11	PLAN
4	English 10	English 9 LIB	PLAN	Eng 12 Media
5	English 10 -LIB	PLAN	OCC Eng 103/104 LGI	RR
6	English 10	English 9	English 11	RR
7	UNION	English 9	OCC Eng 103/104	Eng 12 -Caf
8	English 10	English 9	English 11	Eng 12 Media

H	I	J	K	L
SCIENCE				
Aronson 204	Bondgren, D. 105	Cardinale 200	Knowlton 208	Schemerhorn 212
Middle School	BIO	EARTH	CHEM	IPS-LGI
Middle School	AP LAB A/AP BIO LAB B	LABS	LABS	EARTH
Travel	AP BIO	EARTH	CHEM	LAB A /LAB B
PLAN	BIO	PLAN	PLAN	EARTH
BIO	Lab A/PLAN B	Earth LAB A/AIS B	INTRO TO CHEM	PLAN
LABS	BIO	EARTH	CHEM	PHYSICS
BIO	LABS	LABS for mod 8	LABS	PHY LAB A/ EARTH B
Environmental	BIO-Caf	EARTH-LGI	CHEM	EARTH-LIB
	PLAN			

M	N	O	P	Q	R	S
	ART		MUSIC		TECHNOLOGY	
	Bondgren, T 201	Delorenzo 211	Cerro-Deapo 127	Moser 128	Bruneau 118	Woodford 119
1	AP 2D	AP 2D Art	CHORUS A/DUTY B	DUTY A/ BAND B	DDP	MAT/RES
2	STUDIO	STUDIO	Lessons	Lessons	EDD	POE
3	STUDIO ART	STUDIO ART			DUTY	DDP
4	DUTY	PHOTO/ADV PHOTO	Performing Arts	MUSIC IN LIVES	CIM	PLAN
5	ADV STUDIO	PLAN	DUTY	PLAN	COMP SCI	RES/MAT
6	STUDIO	STUDIO	CHORUS A/DUTY B	DUTY A/BAND B	PLAN	POE
7	PLAN	GRAPHIC DESIGN/ADV PHOTO	MUSIC THEORY 1	OCC MUSIC THEORY 1	EDD	MAT/RES
8	ADV STUDIO	PHOTO	PLAN	DUTY	DDP	RES/MAT

	LOTE		PE	PE	
	Gilbert 97	St. Germain 125	GYM	A'Hearn GYM	Seibert
1	SPA 1	SPANISH 202	MIDDLE SCHOOL	PE MF A PE MF B	Middle School
2	SPA 3	DUTY		PE MF A PE MF B	
3	SPA 3	SPA IV		PE MF A PE MF B	
4	SPA 3-Lib	PLAN	TRAVEL	PE MF A PE MF B	
5	SPA 2-DANCE	SPA 3	PE MF A PE MF B	PLAN	HEALTH A HEALTH B
6	SPA 3	SPA IV-LGI	PE M A PE M B	PE MF A PE MF B	HEALTH A HEALTH B
7	SPA 3	SPA IV	PE MF A PE MF B	PE MF A PE MF B	HEALTH A HEALTH B
8	PLAN	SPA 3	PE MF A PE MF B	PE MF A PE MF B	HEALTH A PLAN B

	SOCIAL STUDIES				
	Avery 98	Kufs 217	Price 106	Rumpf 216	Schlegel 213
1	CIV/ECO	AP	SS9	AP I	SS 10
2	CIV/ECO	PSY/LAW	SS9	SS 11	SS 10-Café
3	ECO/CIV	AP	PLAN	SS 11	AP II-LGI
4	PLAN	LAW/PSY	SS9	AP I-LGI	OCC HIST 103/104-CAF
5	AP US GOVT-CAF	PLAN	SS9	PLAN	SS 10
6	CIV/ECO	LAW/PSY	SS9	SOC/SOC	PLAN
7	ECO/CIV- LGI	PSY/LAW	CINEMA/CINEMA	SS 11	SS 10
8	CIV/ECO	AP	SS9	SS10	SS 10