



New Rochelle High School

Reopening Plan

2020 - 2021



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Section 1: Re-Opening

In developing the New Rochelle High School (NRHS) Reopening Plan, there were three guiding documents when making critical decisions in designing our opening plan. Please see links below

for the CDC guidelines, New York Department of Health and New State Education Department.

[The New York Department of Health](#)

[New York State Education Department](#)

[CDC Guidelines](#)

[City School District of New Rochelle Reopening Plan](#)

Supporting Documents:

[School ReOpening Decision Tree](#)

[School ReOpening Guidance BOCES Capital Region](#)

Social Distancing

The district administration has collaborated with an architect to identify maximum occupancy rates for students and staff while maintaining 6 feet spacing between desks. Furniture which is not essential to the current model of teaching and learning will be removed from classrooms when storage is available, to maximize instructional space and social distancing. Each building will have written protocols that communicate the social distancing requirements within the building and will have signage that informs directionality on staircases and in hallways, and signage to indicate 6 feet social distance. Movement within classrooms and throughout the building will be limited and students will be monitored in all common area locations to ensure that they are practicing social distancing and safety expectations. A distance of 12 feet in all directions will be maintained for activities requiring voice projection, such as singing, playing a wind instrument, or aerobic activity (ex: participation in physical education classes).

Building Leadership and custodial staff have walked the building and inspected each room.

The blueprint guidelines were reviewed by the Administration and custodial staff. Head custodial and his staff.

All building occupants will be required to maintain social distancing of at least 6' from one another. In those instances, where social distancing is not possible, face masks will be worn. Additionally, Personal Protective Equipment may also be necessary.

To accommodate social distancing, NRHS will take the following General actions:

- Some large common areas such as auditoriums and gymnasiums may be repurposed as instructional spaces to accommodate a larger number of students in the same class.
- Furnishings may be removed from rooms to maximize capacity.
- Outdoor spaces may be utilized as appropriate
- Isolation room will be designated in the school building for health screenings
- NRHS will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time unless all individuals in such space at the same

time are wearing acceptable face coverings or are members of the same household. However, even with the face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

Social Distancing Upon Entry

In terms of entrances, there will be signage that is being installed at NRHS:



Staff members are encouraged to complete the remote health screening questionnaire before reporting to school. NRHS Teachers enter through three entrances: Faculty (Room 203) Parking Lot Door, House IV, or Administrative Parking Lot. At each of these entrances, there

will be three Temperature Screening Machines stationed monitored by security monitors. Food Services employees arrive before 7:00 AM and enter through the Faculty Parking Lot which will be monitored by a security monitor. There will be a Nurse on call for all Faculty Arrival. The nurse will be available to make assessments on cases as needed. The School Nurse will determine if a staff member will not be allowed access to the school building and will follow-up with the employee and direct supervisor as per *health next steps*.

PENDING: Life Skills students will use the Specialized classrooms and the entire Library to ensure social distancing. Students will enter the Rotunda, where there will be a Temperature Screening Machine, monitored by Security monitor, Teacher, and Teacher-Aides. If a student does not pass screening criteria, they will be escorted to the isolation room which is adjacent to the Rotunda entrance. Students will be then assessed by the nurse, and if necessary, a parent will be contacted to pick up the student.

PPE and Face Coverings

Masks are stored in the first floor supply room. All employees, adult visitors, and students must wear face-masks whenever social distancing cannot be maintained. Face coverings are to be worn by all individuals at all times, coverings may be removed during meals, instruction and for short breaks, so long as appropriate social distancing is maintained. Face coverings should not be placed on children younger than 2 years old, any students where such covering would impair their physical or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut), and surgical masks that cover both the mouth and nose.

Students and parents/guardians should take responsibility for maintaining their face coverings. Face coverings should be cleaned or replaced after use and must not be shared. Schools will provide and maintain adequate supplies of masks for all staff, visitors, and students in need of replacement. Additionally, the school will provide proper PPE for those staff who require a higher degree of protection such as nurses who may be working with students or staff who are COVID-19 positive, special education staff who work with students with intense physical needs, and custodial staff responsible for waste removal. Examples of these PPE include N95 masks, eye protection or face shields, gloves, and disposable gowns. Faculty may use alternate PPE (ex: face coverings that are transparent around the mouth) for instruction or interventions that require the visualization of the movement of the lips and/or mouth (ex: speech therapy) or with certain students (ex: hearing impaired) who benefit from being able to see more of their mouth. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance. Schools will assist students who may have difficulty adapting to wearing a face covering and all students, faculty, staff, contractors, and vendors will be trained on how to adequately put on, take off, clean (as applicable), and discard PPE.

Safe Classroom Practices

At NRHS, there will be a minimal amount of teachers sharing classrooms. In those few cases, teachers will minimize the use of shared items in the classroom, including learning tools, pencils, and other items shared in a group setting. If any group activities are required to meet the learning needs of students, masks must be worn and social distancing must be practiced. This includes all classroom settings (special area, related services). Teachers will increase the use of digital instruction to limit the spread of germs in classroom areas, where possible. Over time, students will have personal devices for home and school use to prevent the sharing of electronic resources.

The school-building will take the following safety actions:

- Students will be placed at desks that are spaced to allow for 6' distancing and utilize empty desks, which will act as barriers.
- Students will not share supplies.
- Handwashing/hand sanitizing will be required at regular intervals.
- The use of shared equipment will be limited and when necessary, cleaned between each use.
- Disinfecting wipes specifically for keyboards and other technology will be provided in each classroom.
- Physical education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out. The Re-entry Guidelines for Health and Physical Education from NYS AHPERD will be reviewed and followed by the department.

Capacity

District administration, in collaboration with an architect, reviewed NRHS and determined the capacity for social distancing in the classroom. Each classroom space will be evaluated and necessary physical accommodations based on the number of students that will be assigned to any classroom or school space will also be evaluated.

Restart Operations

New Rochelle High School never closed completely, and facilities staff returned at full capacity on June 1st. All buildings have been checked and maintained and will be fully prepared for reopening in September.

Hygiene, Cleaning, and Disinfection

NRHS will be cleaned and disinfected before the opening of the school. Custodial staff are completing a typical summer deep clean, as well as cleaning and disinfecting due to COVID related concerns. Facilities will be ready to open in September.

The district currently has written protocols for the daily, weekly, and monthly cleaning of school facilities and those activities have been improved and completed more frequently concerning COVID. The District will conduct daily cleaning and disinfecting of all utilized spaces with an EPA List N approved product. High-frequency touchpoints will be addressed throughout the day. The District will be supplying alcohol and BZK based hand sanitizer.

HVAC systems are operational and are also being upgraded.

[PROTEXUS SCHOOLS VIDEO](#)



Disinfectants (All on the EPA List N)

Oxivir 1 RTU Spray - Daytime use

Oxivir Tb Wipes - Daytime use

Re-juv-nal - Evening use (Elementary's only)

Multi-Micro 200 - (Middle & High only)

PurTabs (video attached)

General Purpose Cleaners

Suprox - Day or night (Elementary's only)

Multi-Surface - (Middle & High only)

Antimicrobial Coating

BioProtect - <https://www.youtube.com/watch?v=8trBwcsF0-k>

<https://gvn.org/two-centers-of-excellence-of-the-global-virus-network-independently-verify-an-antimicrobial-technology-that-kills-sars-cov-2-on-surfaces-for-more-than-six-weeks/>

Window Cleaner

PURETi - <https://www.youtube.com/watch?v=rv2YtoIXSSE>

Floor Finish

Clarion 25 - <https://www.buckeyeinternational.com/clarion-25-microban>

Gym Finish (Davis only being demoed)

Arena 300 - <https://www.buckeyeinternational.com/arena-300-microban>

Items Implemented to Limit Cross-Contamination

CC17 Cleaning Carts - <https://www.hillyard.com/MediaCenter/Documents/Literature/LIT-CC17.pdf>

Cintas weekly laundering service of all microfiber cleaning cloths, mops, dusters

High MERV Filter Media

100 Series Filter Media - <https://www.sandersfilters.com/containment-filters>

Quantifying Tools Being Used

<https://www.hygienea.com/food-service-hygiene-monitoring-systems/ensuretouch-food-service.html>
<http://www.dylosproducts.com/>

The following healthy hygiene practices will be in place at NRHS:

- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all

school buildings.

- Signage will be installed inside the main entrances in accordance with CDC guidelines near hand sanitizer stations.
- Training will be provided in the proper use of Healthy Hygiene Practices through videos, written communication, signage, etc.
- Employees, students, and visitors will be required to perform hand hygiene as follows:
 - Arrival at the building
 - Departure from the building (visitors will be encouraged)
 - Before and after eating or handling food
 - Before and after administering medication
 - After using the toilet or helping a child use the bathroom
 - After encountering bodily fluid
 - After playing outdoors or in sand
 - After handling garbage
- Sharing of equipment will be limited
- Signage describing handwashing steps will be installed near sinks.

The school-building will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health (DOH) in addition to the following:

- Classroom and office spaces will be provided with appropriate cleaning /disinfection supplies for self-cleaning of shared and frequently touched surfaces.
- The custodial staff of each building will perform frequent cleaning of high touch surfaces throughout the school day, including:
 - door handles
 - rails
 - counters
 - tabletops
 - bathroom fixtures
 - trash cans
 - phones
- Daily cleaning log checklists will be completed for each area of the building

Logs will contain the following at a minimum:

- *Date of cleaning*
- *Time of cleaning*
- *Scope of cleaning (checkboxes)*

Our head custodian will be responsible for maintaining all completed cleaning logs, making sure they are completed properly.

Staff will be required to use applicable personal protective equipment to perform cleaning and disinfecting.

COVID-19 Safety Coordinator and COVID-19 Resource Person

District COVID-19 Safety Coordinator

Ryan Reed, Assistant Superintendent for Human Resources, is designated as the District COVID-19 Safety Coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

District COVID-19 Resource Person

Brooke Balchan, Medical Director, is designated as the District COVID-19 Resource Person who will be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent communication and action related to DOH guidelines.

Teaching and Learning

Our goal is to provide high-quality instruction and learning experiences for all students, whether in person or virtually.

New York State Department of Education tasked each District to develop a comprehensive reopening plan that accounts for three models. The three learning models shown below are In-Person, Hybrid, and Remote Learning. Guiding resources along with New Roc & Rolling Plan Subcommittee recommendations, collaboration with local health officials, and stakeholder feedback all contributed to our planning for the three scenarios.

Models of Instruction

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

The 2020-2021 school year will encompass any of the following scenarios and models of instruction:

IN-PERSON (Scenario 1)	All students physically return to school in September following health and safety guidelines. This determination is made due to successful virus containment and minimal or low levels of COVID-19 transmission.
DISTANCE LEARNING (Scenario 2)	Students are not physically present and learn through synchronous and asynchronous learning experiences using a remote platform. This determination is made due to high levels of virus spread and widespread transmission of COVID-19.
HYBRID (Scenario 3)	Students engage in a combination of in-person and remote learning. This determination is made due to moderate virus spread and higher levels of COVID-19 transmission.

Distance Learning

Education that takes place entirely online with the use of technology. The District is moving toward a one-to-one Chromebook program according to a roll-out plan for virtual learning. Virtual learning occurs outside the school environment.

Synchronous Learning

Refers to virtual learning with teaching and learning occurring live, through a conference or virtual meeting platform. NRHS will engage in a total synchronous learning experience.

Asynchronous Learning

Refers to students accessing learning at different times, and work through it at their own pace. Homework will be the only form of asynchronous instruction.

Focus of Instruction

Teachers will design lessons that include synchronous, independent, and/or small group learning opportunities, and assessment. Lesson components may include a combination of live streaming, synchronous mini-lessons, viewing pre-recorded videos, videoconferencing, group discussions, discussions, online learning, independent and group activities, assessments, projects, etc.

Students in-person learning as well as students learning at-home will be following established school schedules.

In Virtual Learning, we will maintain the integrity of the established school schedules along with our curriculum maps to the greatest degree possible. Teachers will be expected to plan and deliver lessons with synchronous and independent/small group work components. Instruction would be standards-based and curriculum would be aligned to the New York Learning Standards. In addition, there would be regular substantial interaction between teachers and students. To the best of our ability, we will be maintaining the structure of school to provide a sense of normalcy to our students.

All instructional models will include the presentation of new material and content, the development and reinforcement of skills, and the use of formative and interim assessment to measure progress and address learning gaps aligned to the New York State Learning Standards. Data collection and analysis will continue to occur to ensure all students are demonstrating academic growth. District supported materials and curriculum will be followed and used with fidelity.

Equitable Access

NRHS will continue to provide numerous opportunities for students to participate in advanced or honors course work in all disciplines. For students to maximize their potential and meet their academic interests. Points of entry vary by subject.

Please see below for a brief synopsis of our offerings:

- In Math, Science, Art, and World Language, students have the opportunity for acceleration in middle school which enables them to enroll in advanced/honors courses in 9th grade. In those disciplines, students have the opportunity in each successive grade level to access honors or AP classes. For example, students may enroll during the Summer in higher-level math courses which enables them to take the next level course in the fall.
- In English and Social Studies, there are opportunities for students to take Honors and Advanced courses beginning in grade 10. Some courses such as AP World History or AP English Literature may require an exam, portfolio, and teacher recommendation. Others such as AP Human Geography or AP Macroeconomics are self-selected.
- There are courses that students may self-select which do not require any prerequisite or exam for entry. There are dual enrollment courses in Accounting and Business Law through Mercy College or Westchester Community College. Also, we have SUPA programs (Syracuse University Project Advance) in Sociology, Calculus, and Forensics, these are dual enrollment and also self-selected. We have a 5 unit sequence in an Architectural Design which is in conjunction with Westchester Community College.
- Each Department provides support for all students in Honors/AP and Dual enrollment courses through one on one or group Extra Help Sessions, before or after school.
- Teachers are encouraged to take Professional Development opportunities provided by BOCES, College Board, and local universities. Teachers of the same courses work collaboratively to develop curriculum materials and stay abreast of advancements in their particular disciplines.
- Families are provided information on course offerings through one on one meetings with counselors and group information sessions where translation services are made available. Also, we facilitate a program called Parent Academy/ Academia de Padres which is held primarily in Spanish.

Distance Learning (often referred to as Remote Learning and Virtual Learning)

Education that takes place entirely online with the use of technology.

All students K-12 will have the option to have a dedicated Chromebook for virtual learning.

Distance Learning Schedule

Students will follow their normal schedules during distance learning.

7:22 - 8:10	AM Period
8:15 - 9:03	1
9:07 - 9:55	2
9:59 - 10:47	3
10:51 - 11:39	4
11:43 - 12:31	5
12:35 - 1:23	6
1:27 - 2:15	7
2:19 - 3:07	8

Pending: Phase-in/ Hybrid Schedule

This schedule shortens each period by 6 minutes to create office hours for teachers at the end of the school day. Office Hours will allow teachers to meet one on one with students, confer with groups, and provide extra help for students.

Bell Schedule

7:22 - 8:04	AM Period
8:15 - 8:57	1
9:01 - 9:43	2
9:47 - 10:29	3
10:33 - 11:15	4
11:19 - 12:01	5
12:05 - 12:47	6
12:51 - 1:33	7

1:37 - 2:19	8
2:23 - 3:07	Office Hours

Overview of the District Learning Re-Entry Plan

CSDNR's Distance Learning Re-entry Plan (DLRP) provides meaningful and regular interactions between teachers and students from Pre-K to Grade 12. This section supports families and students' understanding of important aspects of the DLRP—the technologies and expectations.

NRHS is committed to implementing units of study, content, and assessments that encompass the current curriculum; however, if circumstances require us to implement a DLRP this will require making smart, tactical adjustments to the curriculum to ensure that high standards and expectations for learning are not compromised.

NRHS believes DLRP is a robust and effective model of instruction and we are committed to delivering an experience that features both synchronous and asynchronous learning environments. Learning opportunities will depend on grade level, subject matter, lesson plan materials, and other factors.

If circumstances require the implementation of the DLRP, teachers will continue to guide, support, and challenge students to take on new responsibilities and to become excited about new learning. To ensure their success, they will also need to partner with parents and guardians for support in engaging students in experiences that stretch their understanding and expand their new learning.

To do this, the DLRP will provide parents and guardians with direction on how best to guide student learning with appropriate involvement. Families will have options and sources for flexibility that will give them choice and ownership as the DLRP experience develops.

Technology to Support Distance Learning

The list below provides a partial list of available technology and communication tools within DLRP. Google and Zoom will serve as the main platforms for remote video conferencing.

1. Zoom - Video Conferencing
2. Google Classroom - LMS
3. Nearpod - Lesson delivery system with vetted content
4. IXL - Math skills and practice
5. Kami - Virtual Whiteboard

6. Screencastify - Screen recording application
7. Naviance - College and Career Readiness
8. Edgenuity - Credit Recovery
9. Newsela - Leveled Current Events Articles and Reading Assessments
10. Discovery Ed - Video content / Educational Resources
11. BrainPop - Animated Content
12. DnA - Assessment Creation
13. STAR - Assessment / Planner Grade 9
14. Rosetta Stone - Language Acquisition
15. Castle Learning

Students Unable to Attend Live Instruction

If we run a hybrid model and a cohort of students are unable to physically attend live instruction, they will participate in additional distance learning opportunities.

Special Education

NRHS will comply with all pertinent Special Education regulations.

Detailed regulatory requirements can be found at [Special Education Re-Opening Plan 2020-21](#)

The goal of the special education reopening plan is to ensure that students with disabilities have equitable and continuous access to the learning community throughout the COVID-19 pandemic. As reopening occurs, the special education plan will guide efforts to ensure that students with disabilities continue to receive access to a deliberately designed, rigorous, and enriching curriculum that challenges them and meets their individual needs, regardless of whether the instruction is delivered virtually, in person, or through a hybrid model.

Least Restrictive Environment

Students with disabilities will continue to have access to opportunities for instruction alongside students without disabilities to the greatest extent possible consistent with their IEPs. Students who are placed in integrated programming will participate in the integrated setting. The CSE process will be employed to determine adjustments to the least restrictive environment where necessary and appropriate to ensure equity in access for individual students.

High Need Students

Consistent with the State Department of Education recommendations, the district will prioritize high need students for the delivery of in-person services. The prioritization will closely align to the continuum of services with priority afforded to students placed within the most restrictive settings within the district programs. The district will use best efforts to ensure that during the implementation of district-wide hybrid models, the most high-need students within the district are prioritized to receive in-person instruction consistent with the frequency outlined on their

IEP. At NRHS, there are 5 Special classes slated to be part of Phase I reentry (1 is 8:1:2 and 4 are 12:1:2).

Multi-Language Learners, Bilingual, and World Languages

The District ensures families are provided with interpretation and translation services in their native language. For lower incidence languages, the District will contract with a translation service company.

The following NYSED parent communication and documents will be posted on the District's website in the various languages provided by the Office of Bilingual Education and World

Languages:

- English Language Learners (ELL)/MLL Identification and Placement Process
- Parent's Bill of Rights
- Parent Guide to the New York State Identification Test for English Language Learners
- Home Language Questionnaire
- Parent Orientation Video
- Road to College for ELLs/MLLs

Screening of new entrants will occur within 30 days as outlined by SED guidelines. The Home Language Questionnaire will be provided to parents/guardians in digital form to complete and submit electronically. Qualified teams of English as a New Language (ENL) and Bilingual teams will be available to determine if a language other than English is spoken at home. Designated teams will conduct the identification and placement of ELLs/MLLs within the time prescribed by the OBEWL. Parents will be consulted throughout the identification and placement process in the preferred language of communication. An individual interview with students (and possibly, their parents/guardians where helpful) is then to be conducted remotely, in English and the student's home language, by qualified personnel from the school/district. The interview will include a review of the student's abilities or work samples including:

- Reading and writing in English
- Reading and writing in the student's home language (Grades 1-5)
- Mathematics (Grades 9-12)

The sample items will be collected during the interview and can include writing samples or exercises completed at the time of the interview (parents/guardians can submit the work samples through email, through pictures of the students' work, and/or by using Google Classroom or Seesaw).

The District will maintain all documents, including the Home Language Questionnaire (HLQ), the individual interview, information collected that may assist in identifying Students with Interrupted/Inconsistent Formal Education (SIFE), and any other records generated as part of the remote identification process.

Once CSDNR re-opens, we will re-conduct the ELL Identification process in person, including a full parent orientation as mandated by Part 154. This partial process will inform the CSDNR who is required to be screened with the NYSITELL once we reopen.

Parents/guardians of incoming ELLs/MLLs will have access to the NYSED video “Parent Orientation Video: ELL Programs in New York State” through the CSDNR’s website. English Language Learners/MLLs services will be provided in both in-person and hybrid models to comply with the Units of Study prescribed by NYSED’s Part 154 regulations. All ELLs /MLLs will be provided the required instructional Unit of Study in their ENL or Bilingual program. ENL and Bilingual teachers will provide appropriate language and content support and ENL instruction to all students with potential language acquisition needs, even if they have not yet been formally identified as ELLs.

CSDNR will provide targeted and scaffolded instruction and any additional ELL services such as ENL instruction and Bilingual Education to students, including students with disabilities who enter with an Individual Education Program (IEP), for whom completion of the ELL identification process has been delayed due to school closure.

Social/Emotional Well-Being

The District will provide social and emotional support for both staff and students. We recognize that the pandemic has caused a tremendous amount of stress, trauma, and grief which has impacted the CSDNR community. Therefore, we will implement programs and provide services that will directly support our students, staff, and families. Through a trauma-informed lens and a Multitiered System of Support framework, student services include but are not limited to, the implementation of a Social-Emotional Learning (SEL) curriculum, a comprehensive guidance program, counseling supports, community and classroom restorative circles, tele-counseling and support groups, and widely available family resources.

- Tier 1: The delivery of evidence-based SEL curriculum application in all classrooms on a regular schedule. All students will be assessed for emotional health at regular intervals during the year through well-being screening tools and check-ins. All students will participate in a range of activities aligned with the Comprehensive PK-12 School Guidance Plan. Teachers and school counselors will frequently monitor the academic and

behavioral functioning of every student. Students will participate in mental and physical well-being workshops, as well as Community Circles. These services will be delivered whether in a full school, hybrid, or virtual model of school re-entry.

- Tier 2: Group counseling and explicit instruction around areas of concern as identified by school counselors and the school-based clinical team using data points such as acting out behaviors, academic performance, attendance, engagement, and emotional deregulation. Data points will vary based on the developmental level of the student. Group counseling options will include morning, after school, lunch sessions, pull-out, and in cases of emergency, immediate intervention. When necessary, telecounseling, Google classroom, and other modalities will be used as vehicles to deliver counseling and provide explicit instruction in SEL.

- Tier 3: Targeted clinical intervention and support for the most at-risk and vulnerable students as identified by demonstrated behaviors, self-reporting, and assessment tools. Counseling will be provided for students encountering mental, emotional, social, behavioral, or familial barriers to school functioning. At times, community counseling may be necessary. Outside referrals for support will be readily available for families online, through email notification, mail notification, and parent information centers strategically placed within the school. Resources will also be made available at local community centers and when possible, houses of worship.

Supports for staff include but are not limited to an Employee Assistance Program, clearer staff communication, and professional development. Professional development will focus on how teaching staff talks with and support students during and after the ongoing COVID-19 public health emergency and developing coping and resilience skills for students, faculty, and staff. To mitigate the impact of implicit bias that serves as a barrier to achieving equity in education, professional development will also include developing the SEL competencies of staff in Culturally Responsive Education.

The district maintains an active database of students, staff, and families impacted by COVID-related loss and or trauma. The district will continue to update and monitor the database to ensure the delivery of services and supports to those in need.

We have established an Advisory Council for the SEL component in this plan. This will include: shared decision-making, a school climate team, and a collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.

Community Mental Health Resources

Alssaro Counseling Services

Family Services of Westchester
Four Winds Hospital
Guidance Center of Westchester
Westchester County Office of Special Services
Westchester Jewish Community Services
Student Assistant Program
NEW RO CONNECTS-Multi-Agency Team in CSDNR

Links to Resources

- Building Trauma-Sensitive Schools:
<https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>
- Strategies for Equitable Family Engagement:
<https://selcenter.wested.org/resource/strategies-for-trauma-informeddistance-learning/>
- Educator Resilience and Trauma-Informed Self-Care:
<https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>
- Self-Care Strategies for Educators During the Coronavirus:
<https://selcenter.wested.org/resource/self-care-strategies-foreducators-during-the-coronavirus-crisis/>
- Strategies for Trauma:
<https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/>

CSDNR Support Hotline

Dr. Anthony Bongo
Email: abongo@nredlearn.org
Phone: 914-336-7800

Technology and Connectivity

On-going Learning and Support for Technology. Teaching and learning will place an emphasis on various technology supports/resources that will be used by students in the models of instruction described (e.g., Google Classroom, Gmail, Google Meet). Teachers and Instructional Technology Facilitators will embed lessons to ensure students are maximizing these resources to fully engage in virtual and hybrid learning.

Teachers will use a variety of interactive tools to engage students in the learning process during virtual and hybrid sessions. Instructional Technology Facilitators will provide

embedded support, coaching, and professional learning for teachers. They will also, provide support for students and parents to facilitate ease of use of technology applications to ensure engagement in learning.

NRHS has committed to a 1 to 1 Chromebook program for students. Internet access will be provided via MyFi Access Points to students and teachers who currently do not have sufficient access. Chromebook distribution will occur during the Pre-Orientation days, September 8th-11th, 2020. Ms. Notaro will maintain the Chromebook and MyFi Distribution Database.

Labs

Per the Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1,200 minutes of laboratory experiences. The 1,200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year.

Grading

NRHS teachers will maintain their grading books during the Virtual model. NRHS will continue to provide numeric grades for every marking period.

Assessment

[The District Assessment Calendar](#) includes the testing periods for all of our state and local assessments. Formative assessments and/or end of unit tests will be used to inform instruction. Testing accommodations will be implemented as required by federal and state regulation for students who have 504 Accommodation Plans or Individualized Education Plans.

In-Person Field Trips and Large Gatherings

To stay committed to the health and safety of our students and staff, field trips and large group gatherings such as concerts and assemblies will not be permitted until further notice. Virtual Field Trips will be encouraged.

Extracurriculars

Extracurricular activities will be limited and all health and safety protocols that are in place during the school day will be maintained during after school activities. Clubs and other extracurricular activities that function virtually will be considered.

Athletics

On Monday, August 24, Governor Cuomo announced that some lower risk school sports may begin on September 21.

Upon hearing that announcement, NYSPHSAA and sectional executive directors across the state have been working to provide more clarity on this decision. Return to play considerations will be discussed at the county, section, and state levels over the next few days.

At all levels, the goal is to provide our student-athletes an opportunity to play in a safe environment.

We hope to have more information soon. Thank you for your patience.

As a result of the COVID19 pandemic, districts have delayed the Fall Sports start date until Monday, September 21.

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, cancelation of high-risk sports, etc.) then a condensed season 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 on 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-June 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.

Before and Aftercare

The District will not offer childcare but recommends the following resource:

- The Childcare Council of Westchester: <https://www.childcarewestchester.org/>

Community partnerships that provide before and aftercare in school district buildings must comply with the guidelines of our district plan, including but not limited to social distancing guidelines, PPE, and capacity guidelines. The maximum number of students in any given program will be determined by the school facilities' site/location. In addition to the required building permit application, community partners will complete and submit their operational plan that will be consistent with state and school district COVID-19 related safety guidelines and protocols. Plans must be submitted to the facilities department and copies will be provided to the

Assistant Superintendent of Business, Director of Facilities, and school building principals. The Director of Facilities will review and approve each application in consultation with each school building principal.

Arrival and Dismissal Procedures

Students will enter the Rotunda, where there will be a Temperature Scanning Machine, monitored by Security monitor, Teacher, and Teacher-Aides. If a student is not cleared to proceed, they will be escorted to the Isolation Room which is adjacent to the Rotunda entrance. The student will be then assessed by the nurse, and a parent will be contacted to pick up the student. The student will remain in the Isolation

Building-Level Arrival and Dismissal Procedures:

- Students will be admitted into buildings as continuously as buses arrive
- Schools will assign multiple student entry points

- Revise arrival/departure schedules for students who walk or are dropped off at school
- Establish and communicate procedures for caregiver/parent pick-up
- Explain to parents/guardians that drop-offs should be as brief as possible
- Ask parents/guardians to wash their own hands and assist in washing the hands of their children before drop off, before pick up and when they get home
- Eliminate pen and paper sign-in/sign-out sheets. When necessary, have hand sanitizer available if signing children in or out on an electronic device
- A specific staff member will be responsible for signing students in and out (e.g., school monitor, secretary)

Transportation

Special Education Students who ride Yellow Buses: Public and Private Schools

- Using large buses with limited capacity for students who may not be able to maintain social distancing and the use of face masks due to Co-2 concerns/breathing issues/behavioral issues
- A monitor will assist in social distancing guidelines when possible
- Wheelchairs will be placed 6 feet apart to ensure social distancing
- Monitors who have direct physical contact with students must wear gloves and necessary PPE

Driver/Monitor for Yellow Buses: Public and Private Schools

- Have the same driver/monitor/same bus to minimize mixing when possible
- Drivers conduct pre and post inspections to clean high use areas of the bus
- A monitor will enforce the guidelines of social distancing on the bus to the students when possible
- Driver/Monitor will open windows/top hatch weather permitting to assist in bus ventilation with outdoor air while maintaining
- health and safety protocols
- Drivers/Monitors/attendants cannot carry personal bottles of hand sanitizer when on school buses

Safety on the School Bus for Yellow Buses: Public and Private Schools

- Masks are to be worn for the duration of the trip
- Parents should ensure student(s) are well according to school entry guidelines before boarding the bus
- Parents should begin to teach students about the importance of social distancing and proper hygiene (washing of hands)

- School buses will not be equipped with hand sanitizer due to its combustible composition

Food Services (Child Nutrition)

Food Prep

All food preparation will be done at New Rochelle High School in the central kitchen.

Compliance with Child Nutrition Program

All food prepared will be compliant with all Health Hunger-Free Kids Act (HHFKA), USDA & state regulations.

Menu and Meals

There will be a limited menu for breakfast and lunch.

Breakfast will consist of 2 cold options. Lunch will consist of 1 hot option and 2 cold options.

Meals will be pre-wrapped and all items individually wrapped.

Meals will be offered in strategic locations for those students participating in virtual learning.

Stations and Common Areas

Students must stand 6 feet apart online, and wear masks. Stations for food distribution will be 6 feet apart. Cafeterias will be used when students can be socially distanced otherwise students will eat in classrooms. Tables that do not allow proper social distancing will be removed from cafeterias and classrooms. Signs and floor markings will be posted throughout the servery and cafeteria.

Hand Hygiene

- Hand-sanitizer stations will be located throughout the cafeteria or provided to classrooms for use during the lunch period.
- Students in elementary classrooms with working sinks should wash hands with soap and water rather than using hand sanitizers before and after eating
- Schools will train students on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene
- Students will be frequently reminded of the practice for proper hand hygiene
- Prepackaged meals will have labels affixed to them promoting hand hygiene and discouraging the sharing of food and beverages
- Classroom and cafeteria staff will remind students before and after lunch period to follow safety guidelines including proper hand hygiene

Sanitization

- If students eat in common areas, tables will be disinfected before being reused.
- Facilities staff will assist with the disinfection
- All food prep and kitchen areas have been treated with an FDA approved food grade safe antimicrobial coating

Communication with Families

The district will use the following communication methods to ensure families are informed about changes to the foodservice program and other relevant information: Web site, announcements, emails, and robocalls.

The district will ensure communications are translated into the languages spoken by families in the district. The Food Service office staff will serve as the primary contact for families seeking additional assistance with applications or questions about benefits.

Contact information is available on the District's website and will be included in all written materials provided by Food Services.

Attendance and Chronic Absenteeism

Attendance and Attendance Reporting

All schools will take daily attendance whether school opens in September in-person, hybrid, or remotely. Attendance policies and procedures will be communicated with families and students before the start of the school year or if the instructional model changes during the year. Communication will take the form of building-level parent letters/newsletters, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in eSchools, 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 to identify any 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, we are committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance and that attendance may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

CSDNR 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, tardies, and student engagement in one central, secure location with a tool that helps you 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 students and families in the process

School Calendar

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

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

Assessing student learning gaps or areas of need will 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, the content will be prioritized to ensure that students receive instruction for

prioritized learning standards, key understandings, and skills necessary for students' success in a future study.

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

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES web site:

<https://specialservices.swboces.org/>

School Safety Drills

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. School leaders will need to plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

During school fire drills, students must leave the building and once outside must maintain social distance. Teachers, staff and security must enforce this. Schools are required to conduct 8 drills (4 fire and 4 lockdown) by January 1st, 2021, and 4 more after January 1st. With a hybrid schedule, each cohort (A or B) will be required to complete the requirement.

Lockdown drill - Since we cannot do a lockdown drill effectively because of social distancing, all lockdown drills will be a teachable moment where the students will stay in their locked class and their teacher will orally advise them what is expected from the students, if it was an actual lockdown drill.

Visitors

No outside visitors/volunteers will be allowed on school grounds, except if related to the safety and well-being of students.

- Parents/guardians will report to the front office and not venture in other areas of the building unless they are required to do so for the safety or well-being of their child
- Essential visitors will be required to wear face coverings, follow social distancing protocols, and will have restricted access to the school building
- Schools will hold all parent-teacher conferences and other meetings via phone or as virtual conferences

Communications

The District's Public Information Office communicates with parents, students and community members on several channels:

- District-wide emails
- Targeted emails
- Weekly e-newsletters
- District website
- Robocalls
- Facebook
- Twitter
- LinkedIn
- Backpack flyers

For emails, we use three platforms: Constant Contact, School Messenger and Google (nredlearn.org). These platforms make for a thorough and flexible communications system that reaches all stakeholders in the community – parents, students, teachers, administrators, staff and other community members.

Depending on the platform, messages can be sent to the entire District or targeted to specific groups – filtered by school and/or grade, targeted to District employees, or to community members.

We have set up a section on the District's website, www.nred.org for information relevant to our reopening plan to communicate important information regarding our protocols and state guidelines. The section will be expanded as more information becomes available and will serve as the main information hub.

We will use multiple platforms to broadcast important developments – email, website and social media. Robocalls are used more sparingly but are useful in ensuring that people receive crucial messages.

Facilities

The District will comply with the scheduled 2020 visual inspection

- The District will conduct the required lead testing this fall which must be conducted under “normal operating conditions” when students are in school
- All existing and new alcohol hand sanitizer stations will be in accordance with the Fire Code 2020 section 5705.5
- The district will ensure that the number of toilet facilities is in compliance with the minimum standards of the BCNYS. We will not be closing lavatory facilities

- All district facilities will provide at least one drinking fountain per 100 occupants
- The district will maintain all existing natural and mechanical ventilation
- All plastic separators used by the district will comply with BCNYS Section 2606

Ventilation

The buildings and grounds staff will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors, unless they pose a safety or health risk to students using the facility. Open windows to improve ventilation. Do not open windows if there is a health or safety risk (e.g., allergies, or potential fall hazard)

APPR

District administrators will: (1) review our current systems for developing and implementing student performance measures in light of our plans for teaching and learning under the reopening plan, (2) review the assessment(s) chosen as evidence of student growth in the district's approved APPR plan to ensure alignment with the instructional plans within the reopening plan, and (3) review the process for setting growth targets and measuring student growth to ensure alignment with instructional priorities.

If necessary, District administration will collaborate with Union Representatives with regard to the observation component of the APPR Plan.

Health and Safety

Using verbal, digital, and written communication, the District will encourage all students, employees, and visitors to adhere to CDC and DOH guidance regarding the use of PPE, social distancing and other necessary information relevant to the safe reopening of Schools.

The following signage will be posted in buildings in English and Spanish:

- Stay home if they feel sick: Do not enter if you are sick
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school. Cover your cough and sneezes (elementary)
- Properly store and, when necessary, discard PPE.
- How to properly wear a mask (cover mouth and nose)
- Adhere to social distancing instructions. Please wear a cloth face covering and socially distance yourself
- Follow hand hygiene, and cleaning and disinfection guidelines. Stop the spread of

germs

- Follow respiratory hygiene and cough etiquette. Appropriate for elementary school

The health office will provide each school with instructional material on hand hygiene and respiratory etiquette (i.e., videos and signage) to share on web sites, in classrooms, and with parents via school messenger before school starts. All staff will be required to view all the instructional material prior to September 8th, and the material will be reviewed in all classrooms with students in attendance at the beginning of the school year, and periodically thereafter.

All students and families will receive educational material on proper hand hygiene. Students, at a minimum, should perform hand hygiene with soap and water or alcohol based hand sanitizer according to the following: (1) entry into building, (2) entry into classroom, (3) before/after eating, (4) after using the restroom, (5) after coughing/sneezing/using a tissue, (6) before/after physical education, and (7) after touching shared objects and surfaces. Soap and water are preferred, especially when hands are visibly soiled. Signage related to hand hygiene will be posted throughout the school building, and hygiene stations will be placed throughout all school buildings.

Movement within classrooms and throughout buildings will be limited, and students will be monitored in all common areas to ensure that they are adhering to social distancing practices. Buildings will have signage that informs the directionality on staircases and in hallways, and signage to indicate 6 feet social distance. A distance of 12 feet in all directions will be maintained for activities requiring voice projection, such as singing, playing a wind instrument, or aerobic activity (ex: participation in physical education classes). Collaborative activities and shared resources will be limited. Where social distancing cannot be maintained, physical barriers may be installed.

The district has purchased an adequate supply of masks for students and staff for the 2020-2021 school year. The district has purchased N-95 masks, face shields, and gloves and will acquire gowns for the specific staff that require this specialized PPE: such as nurses, certain staff who work with some classified students, and facilities staff who handle waste removal.

- All students, staff and visitors are required to wear cloth face covering to school/work and during the entire school day (proper mask wearing to be reviewed). Mask breaks will be scheduled
- Cloth face covering has been added to the back to school list
- If a student is unable to wear a mask, he/she must remain 6 feet or more from other students, and the parent/guardian must inform the child's teacher and school nurse

- To encourage school attendance and equal access for all, the district will supply students with disposable masks if needed. Masks will be available on buses, in classrooms, at school entrances, and in nurses' offices
- Administration will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case a replacement is needed. Employees can wear their own face covering as long as it is acceptable, appropriate and effective
- Visitors who do not have their own personal mask, and that the district deems should be in the building, will be provided with a mask
- Cloth face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded
- Anyone unable to wear a mask, must opt out formally, with medical documentation. If alternate requirements for PPE is required, individuals must submit a request for review

Vulnerable Populations

The parent or guardian of a student that is believed to be at high risk for severe medical complications if they contract COVID-19, will inform the school administrator or nurse, via a district provided form, and provide appropriate medical documentation. The district will review each case individually to determine if accommodations are warranted and can be provided. Forms will be available for parents to complete and submit.

Any employee who is at high risk for severe medical complications if they contract COVID-19 is advised to submit appropriate medical documentation to the office of Human Resources. Each case will be reviewed individually to determine if any accommodations are warranted and can be provided, or if the employee is eligible for a leave of absence. Forms will be available for staff to complete..

Section 2: Monitoring

Screening

Parents and guardians will be instructed to screen their children every day for signs of COVID-19 illness, prior to sending them to school. Instruction will be provided through a variety of communication methods to include information posted on the website, emails, questionnaire, video links, and paper communication in their native language. Parents and guardians are required to make daily temperature checks and complete a weekly symptom checklist for each child. Any student who has COVID-19 related symptoms or a temperature >100.0F will be required to remain at home.

Staff will be required to complete a health questionnaire and take their own temperature on a daily basis before reporting to work. The health questionnaire responses will be reviewed by appointed staff each day, and the review will be documented. The staff member will immediately inform their supervisor of any positive responses on the health questionnaire. The supervisor will inform the school nurse who will assess the employee.

Any employee who is experiencing any COVID-19 related symptoms including fever (>100.0F) is required to stay at home and is advised to seek immediate medical attention.

All school or district visitors, vendors, guests and contractors will be required to complete a district provided health screening questionnaire and to take their temperature. In addition, they will be acclimated to all COVID-19 related safety practices such as social distancing, alertness to signage, PPE, and hand washing protocols. All school or district visitors, vendors, guests and contractors will be required to show identification and provide contact information that can be used, if needed, for future COVID-19 related communication and contact tracing. A log of all visitors, vendors, guests, and contractors will be maintained and will include information regarding the specific areas they visited within the school district/buildings.

The District will provide on-site kiosks that will enable students, staff, visitors, vendors, guests and contractors to take their temperatures and complete symptom checklists.

Testing Protocols/Testing Responsibilities/Contact Tracing

If a student, employee, or visitor tests positive for COVID-19, the individual must immediately notify the building principal, supervisor or nurse, who in turn, will contact the Medical Director and the Assistant Superintendent for Human Resources. They will work together to notify the Westchester County Department of Health and cooperate with contact tracing efforts, including notification of potential contacts, such as students, staff and workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations. The return to work or school will be determined based on local, state, and federal health regulations. Students will be cleared by their school nurse in consultation with the Medical Director. Staff will be cleared through the nurse assigned to the Staff Tracking Team, in consultation with the District Medical Director and the Human Resources Office.

Building leaders will maintain accurate attendance records of students and staff members, ensure student schedules are up to date, keep a log of any visitors which includes the dates, time and locations in the school they visited. District leaders will assist local health departments in tracing all people who had contact with the individual on school grounds in accordance with the protocol, training, and tools provided through the New York State Contact

Tracing Program.

Early Warning Signs

The Medical Director and the Assistant Superintendent for Human Resources will collaborate with the county Department of Health to monitor the degree of COVID-19 spread in the region and local community. They will maintain records of COVID-19 positive cases within the district and in each school to inform of COVID-19 spikes. They will participate in ongoing county and regional webinars and training opportunities to remain fully informed and updated on regulations and guidelines relevant to the identification, monitoring and containment of COVID-19.

The Medical Director and the Assistant Superintendent will provide regular updates to the Superintendent and Cabinet, who in turn, will inform building level leaders, staff, and the community.

Section 3: Containment

All school nurses work under the direction of and in consultation with the district Medical Director. District/school plan will designate two rooms or areas in each school for school health service personnel. One room/area will be for healthy students to obtain medications and nursing treatments. The second room will be for isolating persons who are experiencing COVID-19 symptoms. Nursing staff will have N-95 masks, gloves, face shields and gowns available for use when working with students or staff who exhibit COVID-19 symptoms. Students in the isolated area will be supervised by an adult who utilizes appropriate PPE prior to being picked up or otherwise sent home. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

Parents or guardians will be immediately notified if their child is experiencing any COVID-19 symptoms and will be required to pick up their child and advised to seek medical attention. Staff exhibiting symptoms will be immediately released from work and advised to seek medical attention.

The Medical Director and the Assistant Superintendent for Human Resources will collaborate to review the case of each student or staff who are excluded from school or work based on COVID-19 symptoms or exposure to determine when they may return to work or school. This determination will be based on the most current NYS DOH guidance.

Hygiene, Cleaning, and Disinfection

The district will follow CDC guidelines on “Cleaning and Disinfecting Your Facility,” if someone is suspected or confirmed to have COVID-19:

- Close off areas used by the person who is suspected or confirmed to have COVID-19
- Responsible Parties do not necessarily need to close operations, if they can close off

the affected areas (e.g., classroom, restroom, hallway), but they should consult with local health departments in development of their protocols

- Open outside doors and windows to increase air circulation in the area
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, 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 Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection
- Refer to DOH's Interim Guidance for Public and Private Employees Returning to Work Following COVID 19 Infection or Exposure for information on "close and proximate" contacts
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Contact Tracing

In addition to the contact tracing protocols listed above, the district will support the local DOH in contact tracing efforts by using the protocols, training, and tools provided through the New York State Contact Tracing Program.

Communication

The Public Information Office will post information about safety measures and protocols on the District website and will include information about them in emails, and in e-newsletters. Individual schools will communicate protocols and safety measures to their students, teachers, parents/guardians, etc. using School Messenger, [nredlearn.org](https://www.nredlearn.org), email and other methods

Section 4: Closure

Closure Triggers

The District will collaborate with state and local health departments to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

District administration will consider closing schools if absentee rates impact the ability of the

school to operate safely or if the community experiences significant spikes in COVID-19 positive cases.

Communication

School closures will be communicated through a districtwide email correspondence, robocalls, and will be posted on the district web site.