

# TRINITY ELEMENTARY SCHOOL

## REOPENING PLAN

### 2020



## **Table of Contents**

<b>Introduction</b>	<b>5</b>
Distance Learning Plan Committee	5
<b>Section 1: Re-Opening</b>	<b>6</b>
<b>The health and safety of our students, our employees, and their families is our top priority. The District wants students and employees to feel comfortable and safe returning to school.</b>	<b>6</b>
<b>In developing the Trinity Elementary School 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.</b>	<b>6</b>
Social Distancing	6
Social Distancing Upon Entry	8
Social Distancing in Special Education	11
Social Distancing General Education Classes	11
PPE and Face Coverings	12
Safe Classroom Practices	14
Capacity	15
Restart Operations	15
Hygiene, Cleaning, and Disinfection	15
COVID-19 Safety Coordinator and COVID-19 Resource Person	20
District COVID-19 Safety Coordinator	20
District COVID-19 Resource Person	20
Teaching and Learning	20
STEAM (Modified Kaleidoscope)	21
Real-World Project Based Learning	21
Models of Instruction	21
Distance Learning	21
Hybrid Learning	22
Synchronous Learning	22
Asynchronous Learning	22
Focus of Instruction	22
Distance Learning (often referred to as Remote Learning and Virtual Learning)	24
Distance Learning Schedule	25
Overview of the District Learning Re-Entry Plan	26
Technology to Support Distance Learning	27
Students Unable to Attend Live Instruction	28
Special Education	28
Least Restrictive Environment	29

High Need Students	29
Multi Language Learners, Bilingual, and World Languages	29
Arenillas/STEAM	31
FLES	31
Special Accommodations for In-Person Instruction	31
Social/Emotional Well-Being	31
Community Mental Health Resources	32
Links to Resources	33
CSDNR Support Hotline	33
Social and Emotional Learning (SEL)	33
Considerations for Reopening Plans	34
Mental Health and Trauma-Responsive Practices	35
Social Emotional Learning (SEL) and Transformative	35
Planning and Capacity Building	35
Adult SEL & Well-Being	36
Student SEL and Well-Being	36
Technology and Connectivity	37
Grading	38
Assessment	38
Field Trips and Large Gatherings	39
Extracurriculars	39
Before and Aftercare	39
Arrival and Dismissal Procedures	39
Transportation	40
Boarding the Bus for Students who Ride Yellow Buses: Public and Private Schools	40
Home to School Routes for Yellow Buses: Public and Private Schools	40
Special Education Students who ride Yellow Buses: Public and Private Schools	41
Driver/Monitor for Yellow Buses: Public and Private Schools	41
Safety on the School Bus for Yellow Buses: Public and Private Schools	41
Food Services (Child Nutrition)	41
Food Prep and Distribution	42
Compliance with Child Nutrition Program	42
Menu and Meals	42
Stations and Common Areas	42
Hand Hygiene	42
Sanitization	42
Communication with Families	43
Attendance and Chronic Absenteeism	43
Attendance and Attendance Reporting	43

Chronic Absenteeism	44
School Calendar	44
School Safety Drills	46
Visitors	47
Facilities	53
Ventilation	54
APPR	54
Health and Safety	54
Vulnerable Populations	56
<b>Section 2: Monitoring</b>	<b>56</b>
Screening	56
Testing Protocols/Testing Responsibilities/Contact Tracing	57
Early Warning Signs	58
<b>Section 3: Containment</b>	<b>58</b>
School Health Offices	58
Isolation Room	58
Hygiene, Cleaning, and Disinfection	59
Contact Tracing	60
Communication	60
<b>Section 4: Closure</b>	<b>60</b>
Closure Triggers	60
Communication	60

# Introduction

## Guiding Principles

Trinity Elementary School is committed to a safe reopening of schools for all our students, faculty, and staff. Over the past three months, the Trinity Elementary Distance Learning Committee has worked to develop reopening plans that are consistent with all health and safety guidelines from the NYS Department of Health, the NYS Education Department, the Centers for Disease Control and Prevention, and Westchester County.

The work of the Distance Learning Plan Committee, while following applicable guidelines, has been driven by these guiding principles:

- School must be a safe and healthy learning environment.
- Preventative measures must be applied across all levels of the school system to limit exposure to COVID-19 and to prevent illness in our school population.
- Instructional programs must be developmentally-appropriate, consistent, structured, and follow a regular schedule including synchronous and asynchronous instruction.
- Social-emotional support must be in place for students, faculty, and staff.
- Communication must be timely, clear, and consistent.
- Procedures and processes must be flexible and allow for a seamless transition should the pandemic metrics shift.

## Distance Learning Plan Committee

In April of 2020, the Distance Learning Plan (DLP) Committee was formed to begin planning for the reopening of schools. Focused on the following areas: Academics, Operational, and Social Emotional, and Culture & Well-Being, each group began a deliberate planning process.

Trinity Distance Learning Plan Committee			
Culture & Well-Being	Social & Emotional	Academics	Operations
Johanna Vasquez	Bridget Merturi	AnneLenore Zalenski	Michael Hilderbrand
Adrienne Quinn	Meera Rajani	Donna DiRusso	Tom MicTigue
Maritza Arenillas	Denise Larkin	Moises Freja	Juan Pena
Steve Mauro	Griselda Pena	Ivette Herrera	Jose Rosa
Lucy Giordano	Denise Caridad	Pia Persampieri	

	Nelsie Febles	Crista Trotto	
	Melissa Kelly	Miram Valle	
	Jennifer Betz	Maria Torres	
		Jennifer Betz	

## Section 1: Re-Opening

The health and safety of our students, our employees, and their families is our top priority. The District wants students and employees to feel comfortable and safe returning to school.

In developing the Trinity Elementary School 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:**

[Distance Learning Planning Committee Recommendations](#)

[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, in order 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 Administration and custodial staff. Head custodial and his staff.

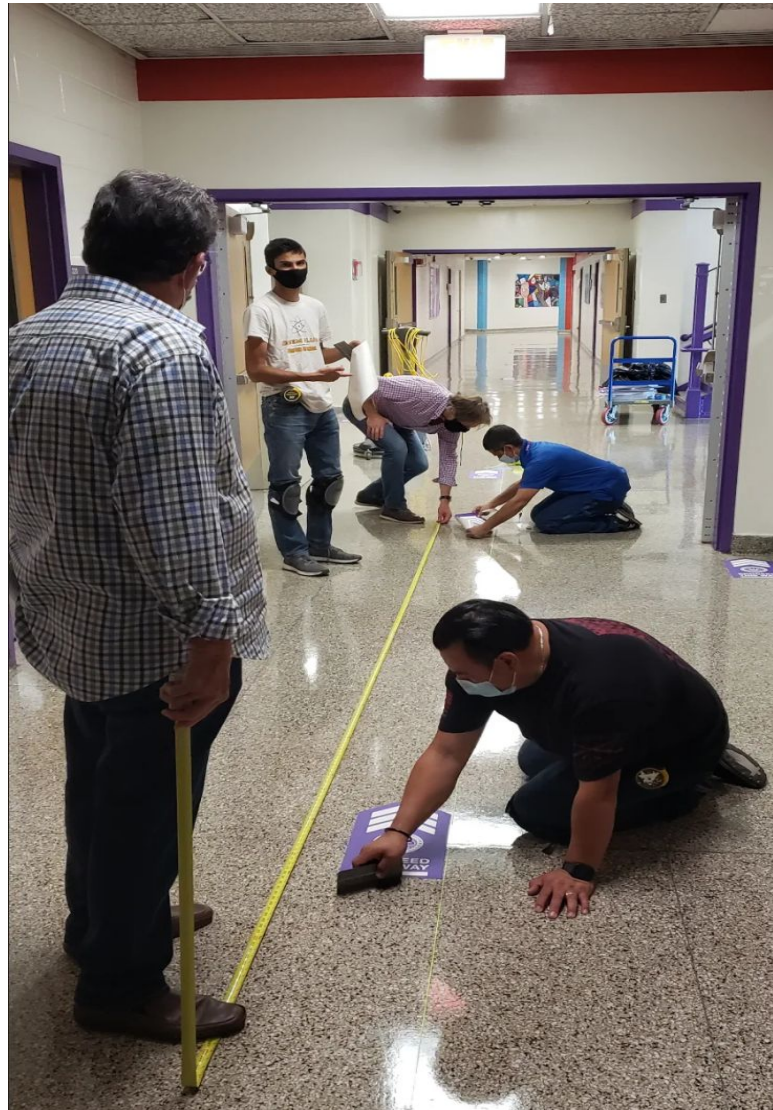
All building occupants will be required to maintain social distancing of at least 6' from one another. In those instances, where social distancing is not possible, face masks will be worn. Additionally, Personal Protective Equipment may also be necessary.

In order to accommodate social distancing, Trinity will take the following General actions:

- Promote the use of multiple entry and exit doors.
- Use visual aids, e.g., painter's tape, stickers, posters, cones, etc., to illustrate traffic flow and appropriate spacing to support social distancing.
- Use alternate spaces including, but not limited to, classrooms, auditoriums, outdoor spaces, and gymnasiums to help adhere to social distancing rules.
- Limit and stagger the use of outdoor playgrounds and equipment.
- Limit instructional space occupancy and require furniture placement to promote 6-foot spacing.
- Organize desks to face in the same direction to reduce transmission caused by virus-containing droplets.
- Limit the amount of shared supplies or clean items before each use.
- Discontinue the use of student lockers.
- Ensure that a distance of 12-feet in all directions is maintained when participating in activities requiring projecting the voice, playing a wind instrument, or aerobic activities.
- Cancel or limit large gatherings such as school assemblies, athletic events/practices, performances, and school-wide parent meetings. Trinity Elementary School will utilize technology to organize virtual meetings and events.
- Limit visitors and deliveries to the school building when occupied.
- Universal Signage will be placed strategically throughout the building in areas such as, but not limited to, entrances, cafeterias, common areas, and restrooms to promote proper practices.
- 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
- Trinity 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 Trinity.











Tablet Info for Trinity ES (Green TES)		
Floor Plan Device #	Device Description	Device Type/Model
1 - First Floor	TES01 - Main Entrance	Temp Tablet/60cm
2 - First Floor	TES02 - Receiving Entrance	Temp Tablet/110cm
3 - First Floor	TES03 - Door 9	Temp Tablet/110cm
4 - First Floor	TES04 - Door 14	Temp Tablet/60cm
5 - First Floor	TES05 - Door 20	Temp Tablet/60cm
6 - First Floor	TES06 - Door 23	Temp Tablet/60cm
7 - First Floor	TES07 - Door 24	Temp Tablet/110cm
8 - Ground	TES08 - Door 13	Temp Tablet/60cm

We used a school-building blueprint to begin social distance planning.

Our head custodian went to every room and added in sketches for imobile furniture or fixtures (heating units, shelving) that are not included in the original blueprint. Teaching zones were created to enquire proper social distancing during direct live instruction. In rooms where there is a Smartboard and teacher computer, those areas were incorporated into the teaching zone. Some factors that were considered in identifying the teacher zone was the location of the smartboard and computer. Every classroom that had a smartboard, the teacher zone was created around that space to maintain social distancing but to maximize opportunities for instruction and learning.

## Social Distancing in Special Education

Redesigned and emptied out 3 classes where we are expecting 12:1:1 students for live instruction. We moved furniture to set up for 6 feet distancing for teachers and students. Other unnecessary furniture was removed. We added additional desks to help other students stay support social distancing from other students, model a lesson to be physically close to the student while maintaining social distancing.

## Social Distancing General Education Classes

We kept the maximum capacity seating in all classrooms. Every classroom has 24 desks. I.e. every class has seating for the total number of students on the roster. The desks are paired up with one another to naturally support social distancing. One is desk A and one is Desk B. On A day, seating is reduced for only A day students. On B day, seating will be reduced for B day students. This allows for individual student curriculum to be kept in student specific

spaces.

Day A students keep materials in their A day desk.

Day B students keep material in their B day desk.



All surfaces are cleaned regularly using CDC guidelines. Students will be eating lunch in classrooms. Lunch will be brought to them by monitors. Students will have an opportunity to eat outdoors.

## PPE and Face Coverings

There will be written protocols requiring all employees, adult visitors, and students to wear a cloth face covering 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, 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 provide assistance to 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.

*The following procedures regarding face coverings will be in place at the building level:*

- Face coverings will be worn by all staff and students at all times, unless impossible due to a documented medical condition.
- Face masks will be required for students at arrival and dismissal, during hallway transitions and other building movements and on school buses.
- Supplies will be maintained in the event that staff or students forget their face coverings.
- Supplies, such as disinfectant wipes, hand-sanitizers, gowns will be stored in the lobby storage closet.
- 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.
- Face shields and gowns will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids.
- Mask breaks will be provided as needed.

According to The Department of Health, the Interim Guidance for August 26, 2020, states, "Face Coverings: Responsible Parties must maintain protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Specifically, appropriate PPE means, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. However, if face coverings are to be worn by all individuals at all times, Responsible Parties should allow students to remove their face covering during meals, instruction, and for short breaks so long as they maintain appropriate social distance. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. CDC requirement of providing PPE to all faculty and staff prior to returning to the



building on September 8th, 2020.”

## **Safe Classroom Practices**

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 in order 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. Partnering with our multiple stakeholders, in order to provide students with supplies for virtual learning, as well as to minimize the sharing of individual learning materials. We worked in collaboration with the Trinity Parent Teacher Association. Teachers provided a list of virtual learning supplies. The PTA facilitated a safe opportunity for families to purchase and receive an at-home delivery of virtual and in-school supplies.



- Handwashing / hand sanitizing will be required at regular intervals.
- 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.
- Specialist teachers will rotate through individual classrooms using a modified schedule and with any curriculum adjustments needed to limit shared resources (e.g., sporting equipment, art supplies, etc.).

- 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 building plans and determined 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

Trinity Elementary 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

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 in relation to 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.

All school facilities will be cleaned and disinfected prior to the opening of schools. 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.

HVAC systems are operational and are also being improved. Improved filtering capacity is being installed.

Hand and respiratory hygiene are the two most important preventative measures individuals can take to support the effort of maintaining a healthy environment.

- Training will be provided to students and employees with regard to the proper hand washing practices and how to correctly use alcohol-based hand sanitizer.
- Frequent opportunities will be provided for individuals to take hand washing breaks.
- Hand hygiene should include frequent handwashing with soap, running water, lathering for a minimum of 20 seconds, and using disposable paper towels.
- In the absence of hand washing, individuals are encouraged to utilize hand sanitizing as an alternative measure for hand hygiene. Hand sanitizing should include: an alcohol-based hand

sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical. Hand sanitizer will be available throughout common areas in the building.

- Students or employees that may not be able to use alcohol-based hand sanitizer for health reasons or if they have visibly dirty hands must be permitted to wash their hands with soap and water.
- A supply of tissues will be available throughout the building to assist in promoting appropriate respiratory hygiene for individual use when coughing and sneezing. If no tissue is available, using the inside of the elbow to cover the mouth or nose is preferable to using the hands when coughing or sneezing.
- Healthy hygiene practices will be taught and retaught in school to both students and employees.
  - Direct education opportunities will be provided to all students and employees through the use of multimedia applications to promote proper practices.
  - [Fight Germs. Wash Your Hands!](#)
  - [Happy Handwashing!](#)
- In an effort to maintain healthy hygiene practices, the use of water drinking fountains will not be permitted, water filling stations will remain operational, and students and employees will be encouraged to bring in their own reusable bottle. In the event students and employees do not come prepared with a one-time use water bottle, bottles will be made available.
- Universal signage will be placed strategically throughout the District in areas such as, but not limited to, entrances, cafeterias, common areas, and restrooms to promote proper practices.

[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 Trinity:

- 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 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.

Students will be eating lunch in the classroom. Upon completion of eating their lunch, students will line up near the door. The lunch monitor will spray Antimicrobial coating and escort the students out of the classroom for outdoor recess. Custodians will wipe down the surface, following the 60 second required time of contact.

## COVID-19 Safety Coordinator and COVID-19 Resource Person

### District COVID-19 Safety Coordinator

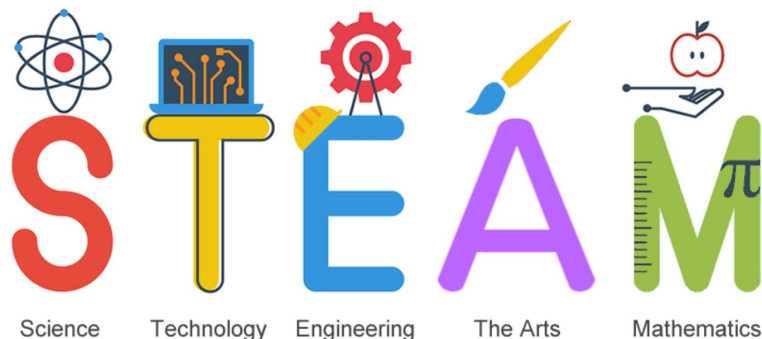
Ryan Reed, Assistant Superintendent for Human Resources, is designated as the District COVID-19 Safety Coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues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

### District COVID-19 Resource Person

Brook Belchan, 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.



## STEAM (Modified Kaleidoscope)

Students will be researching and working for the CDC (Center for Disease Control) to investigate, experiment, record data, reflect and experiment again! They will be using real blueprints for classrooms at Trinity, along with the CDC guideline to design compliant recommendations to classroom teachers for social distancing to create a safe learning environment.

## [Real-World Project Based Learning](#)

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:

<b>IN PERSON</b> (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.
<b>DISTANCE LEARNING</b> (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.
<b>HYBRID</b> (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.

## Hybrid Learning

Refers to the place learning happens; CSDNR will offer opportunities that combine both in-person (in-school) and online (virtual) learning.

## Synchronous Learning

Refers to virtual learning with teaching and learning occurring live, through a conference or virtual meeting platform. CSDNR will increase the amount of synchronous learning in either distance or hybrid learning models.

## Asynchronous Learning

Refers to students accessing learning at different times, and work through it at their own pace. Asynchronous learning can also occur alongside synchronous learning and guided by the classroom teacher.

## Focus of Instruction

Grade levels will be divided into two groups (Group A and Group B). The plan is to divide students alphabetically by last name so that students from the same household will attend school on the same days of the week to the greatest degree possible. When possible (and in keeping with social distancing guidelines), students with different last names from the same household will be scheduled in the same group.

Please note: This model may prove to be challenging due to the impact that any one split will have on the number of students in various classes and the ability to still maintain the requirements of social distancing.

Group A will attend on Mondays and Tuesdays and Group B will attend on Thursdays and Fridays. Both Group A and Group B would be participating in “at home” remote learning on Wednesdays.

**Teaching and Learning**

- Wednesday, September 9, 2020 - Elementary Half Day (8:25 AM – 11:40 AM)
- Thursday, September 10 & Friday September 11, 2020 – Full Day (8:25 AM – 3:15 PM)
- Monday, September 14, 2020 – Full Day – Synchronous/Asynchronous Instruction (8:25 AM – 3:15 PM)

**Class Assignments:**

In anticipation of a phase-in, hybrid model of learning, each student was placed in a class and a cohort (A/B).

- Cohort A – Last Names “A – Li” = Monday & Tuesday “In School Learning”
- Cohort B – Last Names “Lo - Z” = Thursday & Friday “In School Learning”
- Some adjustments have been made to the cohorts to ensure excellence in education and to meet CDC, DOH, NYSED guidelines and requirements
- Cohort assignments will be mailed in the coming weeks
- “In School Learning” Start Date to be determined

The District Plan created the framework for our school-wide plan of splitting our classes to create a 50% capacity model in each classroom.

The following factors are being considered as we finalize the students that will be attending A Group In-person instruction and B Group In-person instruction:

- Individual class roster
- Special Education
- English As A New Language
- Title I Reading AIS
- Individual Specific Family and Student Needs
- Teacher Assessment

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.

Instructional coach specialists will work with teachers to ensure an appropriate consistency with the posting of instructional materials and resources to support the design and implementation of effective hybrid lessons plans, provide meaningful feedback to students, monitor and assess student learning, and develop consistent practices in regard to standards-based assessment.

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.

**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

Daily Schedule for Grade K					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:35	Morning Announcements (Synchronous) Mr. Hilderbrand/Mrs. Merturi/Synchronous/Link in Google Classroom or Email. Parents will receive Email. Students will have access by way of Google Classroom.				
8:35-8:45	Classroom Morning Meeting for Social & Emotional Learning (Synchronous, Whole Class)				
8:45-9:45	ELA (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice				
9:45-10:45	Math (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice				
11:00-12:00	Lunch/Recess (Technology-Free)				
12:00-12:30	Related Services: Physical Therapy, Occupational Therapy, Speech, Counseling One-on-One Assessment & Feedback Independent Practice				
12:30-1:00	Intervention & Enrichment Comprised of the following components: Small Group Reading Intervention Small Group English As A New Language Instruction Small Group Enrichment				
1:00-1:30	CAMPEL (Synchronous) Computers Art Music Physical Education (2X's) Library				
1:30-2:00	Science/Social Studies (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice *Science and Social Studies will be integrated throughout the ELA curriculum.				
2:00-2:30	Science/Social Studies (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice *Science and Social Studies will be integrated throughout the ELA curriculum.				
2:45-3:10	End of day check-in, review/reinforce learning (Synchronous, Whole Class)				

#### Factors to consider for Kindergarten Virtual Learning:

- Establishing relationships and building a sense of community in a virtual learning environment is critical for our youngest learners.
- Our PBIS framework (Ready, Responsible, and Respectful) are in place to support our youngest learners in establishing routines and understanding clear expectations.
- Please anticipate an average of 15 minutes of direct "Live" Instruction in each content area per day. The total of the "Live" core subjects should not exceed 60 minutes.
- This is a tentative grade-level schedule, which is subject to change by individual classroom teachers in order to meet individual and whole-class needs.

#### Key Terms:

- **Synchronous Learning: (Direct Instruction)** Refers to virtual learning with teaching and learning occurring live, through a conference or virtual meeting platform.
- **Asynchronous Learning:** Refers to students accessing learning at different times, and work through it at their own pace. Asynchronous learning can also occur alongside synchronous learning and guided by the classroom teacher.
- **Whole-Class Instruction:** Examples include a mini-lesson, shared-reading, word-work, phonics instruction, close reading, read-aloud, discussion, etc. Lessons may provide instruction in a skill or concept that students will then relate to an assignment or independent practice that will follow.
- **Small group instruction:** gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned.
- **Independent Practice:** This part of a lesson ensures that students have a chance to reinforce skills and synthesize their newly acquired knowledge by completing a task or series of tasks on their own.
- **Intervention:** Refers to additional instruction and/or student support services that help students close achievement gaps. This can include enhanced classroom instruction, additional instruction, and/or the provision of student support services.  
(Reading Intervention, English As A New Language.)
- **Enrichment:** Learning opportunities that enhance the core curriculum. Enrichment opportunities are often interactive and project focused, and challenge students to use concepts in new ways, while bringing new concepts to light.
- **Related Services:** Term for those services a child needs in order to benefit from providing extra help and support in needed areas. Related services can include, but are not limited to, any of the following: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling.

## Overview of the District Learning Re-Entry Plan

CSDNR's Distance Learning Reentry 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.

CSDNR is committed to implementing units of study, content, and assessments that encompass its current PK-12 curriculum; however, if circumstances require us to implement a DLRP this will require making smart, tactical adjustments to curriculum in order to ensure that high standards and expectations for learning are not compromised.

CSDNR 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 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 chart 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.

TECHNOLOGY	AUDIENCE	PURPOSE
EMAIL	Students, faculty, staff, family members; grades 6-12	Email will be used for all major communications and announcements. Contact with teachers, advisors and administrators should be made through email.
GOOGLE CLASSROOM	Students, faculty, staff, family members	The primary purpose of Google Classroom is to streamline the process of instruction and sharing files between teachers and students. Students access through CSDNR login credentials.
GOOGLE G SUITE: DOCS, SLIDES, FORMS, SHEETS	Students, faculty, staff, family members; all grades	Google G Suite is the platform for learning documents, spreadsheets, and presentations.
ZOOM	Students, faculty, staff, family members; all grades	Video conferencing, online meeting, chat, and mobile collaboration platform. Families create free accounts to access
SEESAW	Students, faculty, staff, family members; Grades Pre-K-2	SeeSaw is a learning and communication platform that is compatible with Google G Suite.
NEARPOD	Students, faculty, staff, family members; all grades	Lesson delivery system for PreK-12 students that comes with vetted materials and integrates with google. Nearpod provides formative assessments to engage students for both live instruction and student paced.
NEWSELA	Students, faculty, staff, family members; all grades	Provides students in grades 3-12 with leveled articles and comprehension questions. Teachers can get data and provide feedback to students.
IXL Math	Students, faculty, staff, family members; all grades	Provides math skills practice, diagnostic assessments and analytics on student progress and growth.
SCREENCASTIFY	Students, faculty, staff, family members; all grades	Allows Pre-K-12 teachers to record their screen using voice overs.
KAMI	Students, faculty, staff, family members; all grades	Virtual Whiteboard for Pre-K-12
RAZKIDS	Students, faculty, staff, family members; all grades	Provides leveled texts for students and has comprehension practice

## 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.

In the event that a student is not attending Live instruction. The following process will be put in place to identify the barrier and provide support.

Our process was/is as follows:

1. Teacher outreach to family (email, phone calls, Google Meet, Zoom)
2. Clerical & TA outreach/ update contact information (email, phone calls)
3. PPS Outreach (email, phone calls, Google Meet, Zoom, Home Visits)

K- Psychologist (Venditto)

1st - Social Worker (Febles)

2nd - Social Worker/Psych (Febles/Venditto)

3rd - Psych (DeJesus)

4th - Psych (DeJesus)

5th - Counselor (Espinal)

2/3 Special Class - Psych (Venditto)

4/5 Special Class - Social Worker/Psych (Febles/DeJesus)

4. Admin Outreach (email, phone call, Google Meet, Zoom, Home visits, hard copy work packets provided)
5. Referral to Attendance Teacher
6. Referral to appropriate Outside Agency (CPS, etc)

Please note, all of our PPS/Clinical Staff are bilingual, Spanish Speaking along with TA's, Clerical and Administration.

Building-wide troubleshooting spreadsheets are an on-going progress monitoring tool to maintain an accurate record of student engagement in Live instruction.

## Special Education

Trinity Elementary School 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 need, regardless of whether 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 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 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.

Trinity Elementary School currently supports three self-contained special education classes. These classes consist of a 12:1:1 model. We are planning on welcoming the students in our 12:1:1 classes back into school on September 14, 2020. Building administration has been working tirelessly and in full collaboration with Dara Joseph, Director of Special and Alternative Education and Michele Fret, Assistant Director of Special and Alternative Education to ensure that staffing and programming is in place prior to our students arrival.

### 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 in 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.

## Arenillas/STEAM

### FLES

- We have a full time FLES Spanish Teacher, Julissa Martinez. We need to be creative on how we schedule to align with A/B, Reading and ENL. FLES will focus on 4th and 5th grade.
- Based on current CDC guidelines, ENL teachers will be providing specialized targeted instruction utilizing a push-in model. To allow for Specialists to push in, classes are homogeneous based on Reading and ENL.
- All "Recent Arrivals" will go through our "Intake Process" following CDC guidelines

## **Special Accommodations for In-Person Instruction**

*Please see Trinity Needs Assessment.*

## 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, telecounseling and support groups, and widely available family resources.

- Tier 1: The delivery of an 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 to 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 reentry.
- 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 de-regulation. Data points will vary based on the developmental level of the student. Group counseling options will include morning, afterschool, 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 talk 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](mailto:abongo@nredlearn.org)  
Phone: 914-336-7800

## Social and Emotional Learning (SEL)

[SEL Planning Template](#)

[SEL Subcommittee Planning Calendar](#)

[Staff Culture](#)

[SEL Parent Resource Guide](#)

[SEL Parent Letter](#)

[PPS Newsletter](#)

*In the ReThink folder you will find the following:*

- *Grade specific folders with grade specific lessons based on SEL topics on ReThink ( a little over 450 lessons, grades K-5).*
- *"Resource list doc" for each grade and a "master list" for grades K-5 **WITH** grade specific*

*Second Step Lessons under Rethink list*

- *Folders only have PDF files for lesson plans and any print outs used for each lesson (which I know isn't ideal for now but when we get back to being able to share materials, supplies, etc. I can be helpful for teachers).*
- *Trauma folder with K-5 generalized lessons*

*ReThink has categorized SEL into the following topics:*

- *Self-awareness: Emotions, Growth Mindset, Learning Skills, Self-Knowledge, Values, Wants + Needs*
- *Self-care: Mindfulness, Optimism, Self-Advocacy, Self-Compassion, Self-Efficacy*
- *Self-management: Focus, Goal Setting, Problem Solving, Resilience, Self-Control, Stress Management*
- *Social Awareness: Actions + Consequences, Cultural Competence, Empathy, Safe + Ethical Behavior, Social Contributions, Support System*
- *Social Skills: Conflict Resolution, Cooperation, Fairness, Friendship, Relationships, Respect*

[https://drive.google.com/drive/folders/1p-lhHKzQsD5vTEA1sy47yaeRzk33Yg\\_v](https://drive.google.com/drive/folders/1p-lhHKzQsD5vTEA1sy47yaeRzk33Yg_v)

*The return to school will bring unprecedented challenges regarding the emotional wellness of students and staff. It is critical that our school community continues to focus on strengthening our emotional competencies to support equitable learning environments where all students and staff can heal and thrive. To accomplish this, the SEL work will align with the Five Core Competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision making, social awareness and relationship skills. Research has shown these competencies to be critical to the development of emotionally healthy and competent adults.*

### *Professional Development and Building Capacity*

*School-building professional development programs will build the capacity of the faculty and staff to support students throughout and beyond the COVID-19 public health emergency. Additionally, schools will identify targeted training opportunities that support the development of coping and resilience skills for students, faculty, and staff. The dSEL committee will support schools in the identification and provision of professional development. All training will target the development of the CASEL Five Core Competencies, with the goal to increase capacity to embed SEL throughout the school day for both students and adults.*

### **Considerations for Reopening Plans**

*As an integral part of the reopening plans, the school SEL team will consider and address the following:*

- *The deepening of staff understanding of SEL, mental health, and trauma responsive practices through professional learning.*
- *Communication that stresses the importance of SEL as a priority and engages members of the school community in implementing embedded SEL into instructional practices*

- *How to partner with community agencies to enhance partnerships that will strengthen district initiatives.*
- *How to provide safe spaces for staff to process, connect and heal*
- *Adoption of a screening tool to assist PPS staff in identifying students in need of supports*
- *Articulation of a multi-tiered system of social and emotional supports (MTSS) that reflects a school-wide implementation of effective, evidence-based practices and strategies that all students can access.*
- *Identifying the necessary data to determine the effectiveness of the multi- tiered system of supports.*

## **Mental Health and Trauma-Responsive Practices**

*Staff will be provided professional development that will help them identify trauma and provide in classroom supports for students. The focus of adult student interaction will be thoughtful responses that consider the root causes of the student's behavior and determine the individual student needs to address the root causes. This approach shifts the response from a negative to a positive reaction to student behavior.*

## **Social Emotional Learning (SEL) and Transformative**

*SEL The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” The work of the SEL committee will be to create a common understanding of the breadth of the SEL competencies and support an integrated approach to the development of the competencies in both staff and students. Working as a team, buildings will support teachers in embedding the competencies into daily instruction and creating spaces for adults to strengthen their own competencies. SEL competencies must be culturally and linguistically responsive.*

## **Planning and Capacity Building**

*The prioritization of student and staff mental health and wellbeing is central to the reopening plan. The plan contemplates the needs of staff, family, students and community members as informed by the results of the SEL surveys. The survey data revealed the following areas of need: • Social Emotional Learning Competencies • Building Trauma informed schools • Stress reduction and self-care.*

*All resources and professional development will be aligned to relevant district data and the CASEL Roadmap for Reopening Schools.*

## Adult SEL & Well-Being

*During the COVID 19 school closure, adults in our school community have experienced stress, anxiety, grief and trauma. In the survey administered to staff, employees indicated that they would require ongoing support to manage and process their experiences during the COVID 19 school closure, along with strategies to manage resultant anxiety and stress.*

*The SEL team, will explore and plan for the following considerations:*

- Ongoing support groups for staff led by either district PPS staff or an outside mental health professional*
- Community building time to create a safe space for staff to come together and heal, professional learning and planning opportunities*
- Access to information regarding the Employee Assistance Program (EAP)*
- Professional development in the areas of psychological mental health and coping strategies*
- Professional development in trauma informed care and mindfulness*
- Ongoing equity work*
- Robust SEL resource list*

## Student SEL and Well-Being

*Priorities upon reopening will be to target school climate, transition back to school, respond to trauma, re-engage students both academically and socially, and identify students who will require a higher level of support.*

*Social emotional learning will be embedded into the curriculum to support the development of the CASEL 5 Core Competencies in the following ways:*

- Professional development for staff on the foundations of SEL and embedding SEL into instruction*
- Professional development for staff on embedding trauma informed practices into classrooms*
- A planned transition back to school including visual supports for students on what to expect*
- Synchronous daily meetings to build community*
- Behavioral norming for both in person and remote instruction*
- Professional development for PPS staff on building resiliency and coping skills in students*
- Increased community partnerships to support SEL- community partners*

- *Identification and administration of a SEL screener to identify students who may require Tier 2 or Tier 3 supports*
- *Universally available group counseling*
- *Leveraging building level SEL teams to create additional experiences for adult/student and student/student connections*

## 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 in order 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 in order to facilitate ease of use of technology applications to ensure engagement in learning.

The district will gather knowledge of the level of access to devices and high-speed internet by conducting surveys, delivered electronically and through mailings, to students and teachers.

Trinity is committed to a 1 to 1 Chromebook program for students. Internet access will be provided to students and teachers who currently do not have sufficient access. We are reviewing options including Wi-Fi devices, outdoor access points and support through local internet service providers.

Chromebooks will be available for pick up at Trinity School on Monday, August 31 through Friday, September 4<sup>th</sup> from 8:30am-12:30pm.

To reserve a chromebook please respond to this email ([metorres@nredlearn.org](mailto:metorres@nredlearn.org)) with the following information:

Student's Name:

Students Grade:

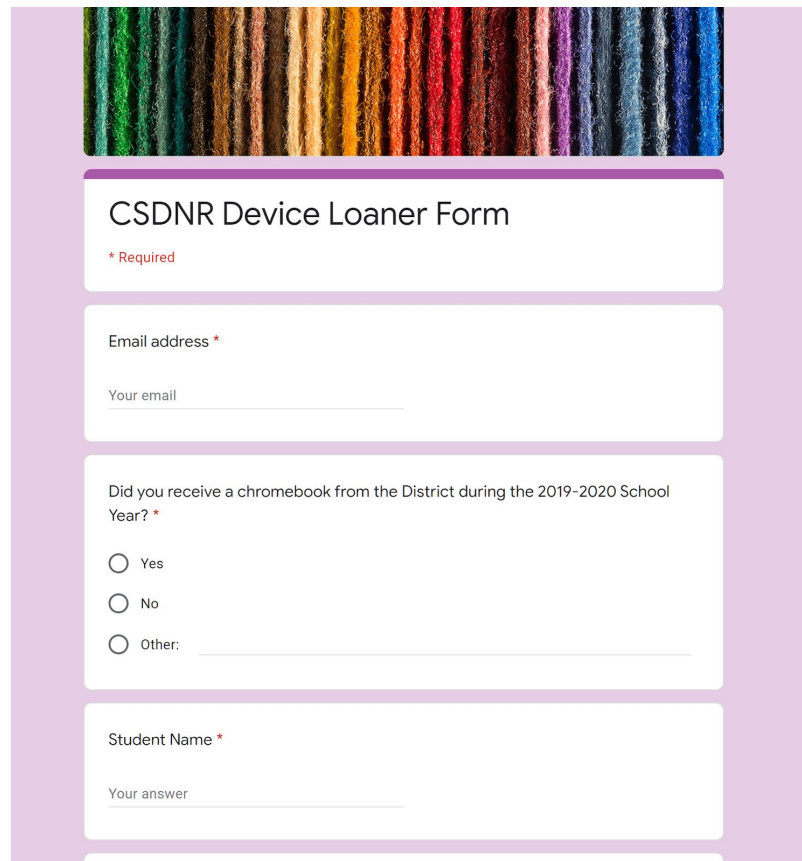
Parent Name:

Parent Phone:

Parent Email:

Date picking up device:

The attached form will need to be filled out when receiving your chromebook. If you are unable to print the form we will have them available upon your arrival.



The image shows a digital form titled "CSDNR Device Loaner Form" set against a light purple background. At the top of the form is a decorative header with a row of colorful, textured vertical bars in shades of green, yellow, orange, red, and blue. Below the header, the form is divided into several sections. The first section contains the title "CSDNR Device Loaner Form" and a red asterisk followed by the word "Required". The second section is labeled "Email address \*" and features a text input field with the placeholder text "Your email". The third section is labeled "Did you receive a chromebook from the District during the 2019-2020 School Year? \*" and contains three radio button options: "Yes", "No", and "Other:". The "Other:" option is followed by a text input field. The fourth section is labeled "Student Name \*" and features a text input field with the placeholder text "Your answer".

CSDNR Device Loaner Form

\* Required

Email address \*

Your email

Did you receive a chromebook from the District during the 2019-2020 School Year? \*

☐ Yes

☐ No

☐ Other:

Student Name \*

Your answer

## Grading

Trinity teachers will maintain their grading books during the Virtual Model. Trinity teachers will continue to provide feedback using a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

## 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. Interim assessments through such tools as STAR, IXL Diagnostics, and Fountas and Pinnell will be used to measure growth and to adjust learning targets for students. Testing

accommodations will be implemented as required by federal and state regulation for students who have 504 Accommodation Plans or Individualized Education Plans.

## Field Trips and Large Gatherings

In order 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.

## **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.

## 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. Maximum number of students in any given program will be determined by 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

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 clearly 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, prior to pickup 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

- When possible have a single individual responsible for signing students in and out (e.g., school monitor, secretary)

## **Transportation**

Trinity Elementary School will provide the transportation department with the list of students assigned to Group A and Group B so that routes can be created.

School Leaders at Trinity Elementary School will ensure:

- A and B lists will be created and distributed to the department of transportation
- Scheduling of mandated bus drills and that all students participate in the required number of drills.
- Bus drivers and monitors are aware of the school specific arrival and dismissal procedures specific to disembarking.
- Adults are assigned to arrival and dismissal to support social distancing requirements.

First Student provides transportation services for some of our students.

First Student COVID-19 related safety protocols can be found at: [Cleaning & Disinfecting](#)

## **Boarding the Bus for Students who Ride Yellow Buses: Public and Private Schools**

- Students will be required to wear masks before boarding unless they are medically unable to do so
- Students will have assigned seating to prevent boarding issues and assist in contact tracing
- Fill rear seats first upon loading, unloading front seats first
- Minimize mixing of students from different households at bus stops to adhere to proper distancing while boarding when possible, this will increase the time to load the bus
- One student per seat, unless they are siblings, left-right positions (50% capacity)
- Buses with 65 capacity should be able to fit approx. 25 students
- Bus runs will be checked daily (contact tracing) and annotate students that have not ridden for at least 2-3 days

## **Home to School Routes for Yellow Buses: Public and Private Schools**

- Double or triple trips may be an option in the morning and afternoon if staff is available at the schools
- Students may be picked up and dropped off approx. 1 hour earlier or later than usual
- Pick up stops furthest away from school first and closest last
- Stops may be condensed or there may be hub stops to shorten the route when



possible

### 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
- 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

### 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
- 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)

Trinity Elementary School will create a plan based on grade level, schedule, and social distancing requirements to utilize the classrooms for lunch. Lunch orders will be submitted ahead of the lunch period to prepare food in advance. Food will be picked up and delivered to the classroom by Lunch Monitors. Lunch Monitors will then stay in the classrooms to supervise the children during the lunch period and then will bring them outside (weather permitting) for recess to their dedicated location.

## Food Prep and Distribution

All food preparation will be done at New Rochelle High School in the central kitchen. Food will be sent to all of the other schools.

## 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 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 prior to 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 food service 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**

Teachers will utilize the eSchools Student Management system to mark students present (P) or absent (A) during both in school and virtual learning. The window for marking student P or A during asynchronous learning will be open for seven days. If a child is not going to attend school during his/her scheduled day, the parent/guardian should call Trinity Elementary School office and/or email the Trinity Elementary School.

Trinity Elementary School will continue to utilize the attendance team, following the MTSS to communicate the importance of attendance, support families, and establish individual intervention plans.

The default code for A is now NENG (Not Engaged in Distance Learning)

The default code for T is now TDL (Tardy for Distance Learning)

The default code for P is now ENG (Engaged in Distance Learning)

## **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 prior to 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/newsletter, 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.
- Create a more positive school culture and a focus on engaging students and families in the process

### 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.

## School Calendar

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

Additionally, Thursday, September 10, 2020 and Friday, September 11, 2020 will be utilized for student orientation. This time will allow small groups of students to meet with their new

teacher and begin to establish the relationship necessary for a successful school year. This will allow our Hybrid model to launch on Monday, September 14, 2020.

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 the 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/>

## TRINITY ELEMENTARY SCHOOL

### SEPTEMBER 2020

#### CALENDAR DATES

Monday, August 31 - Friday, September 4	Trinity Chromebook Distribution	8:30am-12:30pm
Wednesday, September 2	Virtual Kindergarten Parent Orientation with Principal	English: 5:30pm Spanish: 7:30pm
Thursday, September 3	Virtual New Parent Orientation with Principal Grades 1-5	English: 5:30pm Spanish: 7:30pm
Wednesday, September 9	Virtual First Day of School - Half Day	8:25am - 11:40am
Wednesday, September 9	Virtual Parent Welcome with Principal Grades 1-2	English: 5:30pm Spanish: 7:30pm
Thursday, September 10	Virtual Parent Welcome with Principal Grades 3-5	English: 5:30pm Spanish: 7:30pm
Wednesday, September 16	Virtual Meet the Teacher Night Grades K-2	6:30pm
Thursday, September 17	Virtual Meet the Teacher Night Grades 3-5	6:30pm
Monday, September 28	Yom Kippur	School Closed
Tuesday, September 29	Virtual PTA Meeting	7:00pm

**Remote Learning: 8:25am**

**Morning Announcements: 8:25am-8:35am**

**Dismissal: 3:15pm**

## School Safety Drills

Trinity Elementary School will conduct mandatory fire and lockdown drills according to the existing statutory schedule. School leaders will 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 will leave the building and once outside maintain social distance. Teachers, staff and security will observe for compliance.

According to NYS Education Law, schools are required to conduct 8 drills (4 fire and 4 lockdown) by January 1st 2021, and 4 more fire drills after January 1st. All required drills will be conducted for both Groups A and B.



Lockdown Drills cannot be done while maintaining social distancing requirements. During lockdown drills, students and staff will stay in their locked classes and teachers will orally advise them what would be expected from the students, if we were not required to socially distance.

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 distance, 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 web site
- 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](http://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.

Partnering in collaboration with our PTA, we have communicated with our families using a variety of wide range of communication methods, such as robocall, School Messenger, Robocall, Robo Email, Text messaging, School web-site, Hard copy via United States Postal, PTA Remind App, PTA Facebook Page.



Trinity Elementary School PTA

12 hrs • ⚙️

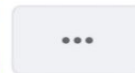
Trinity Elementary- 5th Grade Distance Learning Schedule

Daily Schedule for Grade 5					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:35	Morning Announcements (Synchronous) Mr. Miller/Mrs. Martin/Synchronous/Link in Google Classroom or Email. Parents will receive Email. Students will have access by way of Google Classroom.				
8:35-8:45	Classroom Morning Meeting for Social & Emotional Learning (Synchronous, Whole Class)				
8:45-9:45	ELA (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice				
9:45-10:45	Math (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice				
11:00-11:30	Science/Social Studies (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice *Science and Social Studies will be integrated throughout the ELA curriculum.				
11:30-12:00	Science/Social Studies (Synchronous) Comprised of the following component(s): Whole-Class Instruction (Synchronous) Small Group Instruction /One-on-One Assessments/Feedback (Synchronous) Independent Practice *Science and Social Studies will be integrated throughout the ELA curriculum.				
12:00-1:00	Related Services: Physical Therapy, Occupational Therapy, Speech, Counseling One-on-One Assessment & Feedback Independent Practice				
1:00-2:00	Lunch/Recess (Technology-Free)				
2:00-2:30	CAMPSEL (Synchronous) Computer Art Music Physical Education (PE) Library				
2:30-3:00	Intervention & Enrichment Comprised of the following components: Small Group Reading Intervention Small Group English As A New Language Instruction Small Group Enrichment				
3:00-3:10	End of day check-in, review/reinforce learning (Synchronous, Whole Class)				

Factors to consider for Kindergarten Virtual Learning:

- Establishing relationships and building a sense of community in a virtual learning environment is critical for our learners.
- Our PBIS framework (Ready, Responsible, and Respectful) are in place to support our learners in establishing routines and understanding clear expectations.
- Please anticipate an average of 25 minutes of direct "Live" Instruction in each content area per day. The total of the "Live" core subjects should not exceed 150 minutes.
- This is a tentative grade-level schedule, which is subject to change by individual classroom teachers in order

Message





Trinity Elementary School PTA



Home

Posts

Reviews

Videos

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About



Trinity Elementary School PTA



7 hrs · ⚙️

Attention Trinity families, for your convenience, you can now order and have delivered, the complete "teacher approved" school supply list.

<https://www.schooltoolbox.com/school-supplies/>

order online **today!**

**Dear Parents,**

We are happy to announce that we have chosen to sell prepackaged school supplies for the next school year through School Tool Box. School supplies delivered directly to your home address – **it doesn't get any easier!**

- Easy Online Ordering
- Customize Your Order
- Avoid Back-to-School Crowds
- Trusted Brand Name Supplies
- Teacher Approved List
- Backpacks and Lunch Boxes

**schooltoolbox.com**  
**800-952-1119**

Your order supports   
**One Box, One Meal, Two Kids**

**School Name:**

Trinity Elementary  
New Rochelle, NY

**Ordering Available:**

Beginning August 28th

**Allow 10 days for processing.**

Kindergarten - \$33.48  
1st & 2nd Grade - \$27.08  
3rd - 5th Grade - \$14.72

Visit [schooltoolbox.com](https://www.schooltoolbox.com) to place your order today!



Message



LAURA P. FELIÓO, ED. D.  
SUPERINTENDENT OF SCHOOLS

ALEX MARRERO, ED. D.  
ASSISTANT SUPERINTENDENT  
OF CURRICULUM & INSTRUCTION

OF COMMUNICATION ARTS & TECHNOLOGY

180 PELHAM ROAD  
NEW ROCHELLE, NEW YORK 10805-3197  
TEL: (914) 576-4440  
FAX: (914) 576-4266

MICHAEL G. HILDERBRAND  
PRINCIPAL

BRIDGET MERTU  
ASSISTANT PRINCIPAL

August 2020

Dear Kindergarten Parents/Guardians:

Your child has reached an important milestone. The City School District of New Rochelle will begin the 2020-2021 Academic year virtually. On **Wednesday, September 9, 2020** your child will become a "Trinity Scholar!" The first few days will be full of an exciting for all! Please review the following details:

**Teaching and Learning**

- Wednesday, September 9, 2020 - Elementary Half Day (8:25 AM – 11:40 AM)
- Thursday, September 10 & Friday September 11, 2020 – Full Day (8:25 AM – 3:15 PM)
- Monday, September 14, 2020 – Full Day – Synchronous/Asynchronous Instruction (8:25 AM – 3:15 PM)

**Class Assignments:**

In anticipation of a phase-in, hybrid model of learning, each student was placed in a class and a cohort (A/B).

- Cohort A – Last Names "A – L" = Monday & Tuesday "In School Learning"
- Cohort B – Last Names "L – Z" = Thursday & Friday "In School Learning"
- Some adjustments have been made to the cohorts to ensure excellence in education and to meet CDC, DOH, NYSED guidelines and requirements
- Cohort assignments will be mailed in the coming weeks
- "In School Learning" Start Date to be determined

**Trinity Chromebook Distribution**

- When: Monday, August 31 – Friday, September 4
- Where: Trinity Elementary School
- Time: 8:30 AM – 12:30 PM
- Reservation: email [metorres@nredlearn.org](mailto:metorres@nredlearn.org) or call (914) 576-4441

**Emergency Cards**

- Please fill out the enclosed "Emergency Contact Card" for your child
- Completed Cards can be placed in our "Drop Box" outside the Main Entrance
- Completed Cards can be mailed to Trinity Elementary School

**Kindergarten Parent Orientation with the Principal:**

- When: Wednesday, September 2
- Where: "Zoom Link" will be emailed and posted on <https://trinity.nred.org/>
- Time: 5:30 PM – English  
7:30 PM - Spanish

We believe that your child's Kindergarten experience will be an enjoyable one. We intend to do everything in our power to make sure that it is. Our Kindergarten teachers are looking forward with great enthusiasm to **September 9<sup>th</sup>**. It is a day we are sure you will look back on with fond memories.

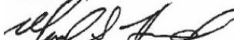
I hope the remainder of your summer goes well, and we eagerly are looking forward to seeing you and your child in September.

Your homeroom will be room #

Teacher \_\_\_\_\_

Teacher email \_\_\_\_\_

Sincerely,



Michael G. Hilderbrand  
Principal

SUPERINTENDENT OF SCHOOLS  
ALEX MARRERO, ED. D.  
ASSISTANT SUPERINTENDENT  
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TEL: (914) 576-4440  
FAX: (914) 576-4266

PRINCIPAL  
BRIDGET MERTURI  
ASSISTANT PRINCIPAL

August 2020

Dear Trinity Families,

I hope you are enjoying a restful end of summer. School is only a few weeks away and we are excited to return to learning! **School begins virtually on Wednesday, September 9<sup>th</sup>** with a variety of orientation activities and learning opportunities. **Full, synchronous instruction will begin on Monday, September 14<sup>th</sup>, 2020.**

I am looking forward to a wonderful 2020-2021 school year complete with flexible thinking and a heightened focus on health and safety.

Trinity Elementary School can be proud of our continued academic achievements, despite significant challenges. As a school, we need to continue to encourage academic and character excellence throughout the upcoming school year. We will continue to improve because of the dedicated faculty, staff, and parent community all of whom have a common goal in preparing our students to be college and career ready.

**Teaching and Learning**

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- 

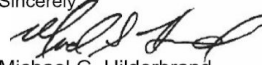
**Emergency Cards**

- Please fill out the enclosed "Emergency Contact Card" for your child
- Completed Cards can be placed in our "Drop Box" outside the Main Entrance
- Completed Cards can be mailed to Trinity Elementary School

I look forward to seeing everyone soon! Enjoy the remainder of your summer!

Your homeroom will be room \_\_\_\_\_ Teacher: \_\_\_\_\_

Sincerely



Michael G. Hilderbrand  
Principal



## TRINITY ELEMENTARY SCHOOL

### SEPTEMBER 2020

#### CALENDAR DATES

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Monday, September 28	Yom Kippur	School Closed
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**Remote Learning: 8:25am**

**Morning Announcements: 8:25am-8:35am**

**Dismissal: 3:15pm**

## 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 and will provide a written plan on maintenance of those systems

- 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.

Each building will have written protocols regarding social distancing requirements within the building. 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

At Trinity Elementary School, a kiosk will be available for use for students and staff who are unable to complete the symptom checklist at home. School Leaders will work with district administration to identify an appropriate location for each kiosk. Employees shall notify the Principal, Assistant Principal, and school nurse immediately of any affirmative answers.

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

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 date, time and where in the school they visit.

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

### School Health Offices

Any student or staff member who has any COVID-19 symptoms or who provided a positive response to the health questionnaire will be referred to the school nurse and may be sent home if appropriate. The school nurse will inform the principal and assistant principal of student and staff members who are sent home for covid related symptoms. The nurses office will be used for students to obtain medications and nursing treatments. Trinity Elementary School will designate an isolation room or space for ill students and will designate a faculty or staff member that will supervise the isolation room.

### Isolation Room

Where applicable, separate, independent rooms with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of



COVID-19. Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation. The School Instrumental room is identified as the isolation room at Trinity Elementary School.

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.