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## **Section 1: Re-Opening**

### **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. Webster School will have written protocols, provided by the CSD of New Rochelle, that communicates the social distancing requirements within the building and signage that informs directionality on staircases and in hallways, 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).

At Webster, the staircase next to room 101 will have an upward direction. The staircase between 102 and 103 will have a downward direction. The staircase next to room 111 will have a downward direction. The staircase next to room 113 will have an upward direction. These staircases will be utilized as such, except in the event of a fire drill, at which time all staircases will be used in the downward direction, or in the directions required in order to safely evacuate the school building. The 12:1:1 special education classroom currently in room 116 will be relocated to the library to allow for social distancing.

Art classes will take place in room 213. The art room will be sanitized after each class. Physical Education classes will be outside when weather permits and in the gym during inclement weather. The gym floor will be marked for social distancing, at twelve foot intervals. Auditorium seats will be marked to indicate 12 foot social distancing requirements. AIS and ENL services will take place inside individual classrooms. Current round tables in the cafeteria will be removed and replaced with tables to allow for six foot social distancing. The cafeteria tables will be sanitized by lunch monitors after use by each group. The large computer will be used as a Learning Hub.

Principal Melissa A. Passarelli and Director of Facilities Carl Thurnau reviewed and assessed each classroom's furniture needs on Tuesday, August 25, 2020. Furniture will be moved by Webster's custodial staff, in accordance with the directions set forth by the principal and director of facilities.

### **PPE and Face Coverings**

There will be written protocols, provided by the CSD of New Rochelle, requiring all employees, adult visitors, and students to wear a cloth face covering or a surgical mask. 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. Cloth 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 will be provided with replacements. All faculty and staff members will have a supply of masks, in order to be able to supply those needed with face coverings. Additionally, the school will provide proper PPE for those staff who require a higher degree of protection such as nurses, special education staff who work with students with intense physical needs, and custodial staff responsible for waste removal. Examples of PPE may 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 facilities department will maintain an inventory of masks to maintain an adequate supply for students and staff on an as needed basis. In the event stockpiles are running low, additional masks will be ordered. At Webster School, masks will be distributed to teachers and staff on the first and third Monday of each month. If school is closed on that day, masks will be distributed on the next school day. Teachers and staff will sign a document, confirming receipt of masks. If teachers or staff members need additional masks between distribution dates, teachers and staff will call Webster's security desk. The security aide will contact the custodian, who will promptly bring the teacher or staff member the needed masks. If the custodian is not available, the security aide will contact the main office staff, who will deliver masks, as requested.

Signs will be posted on all entry doors at Webster School, at each security desk and in the main office, stating that masks are required to be worn when entering the building. Signs to be used are those that will be provided by the CSD of New Rochelle. Extra masks will be available at building entrances, health offices, main office, security desk and classrooms, to be given upon request of students, staff, visitors and staff. Every Webster student and staff member will receive a mask, compliments of Webster's PTA. These cloth masks will be in students' supply bags, that will be distributed within the first week of school, to parents, based on a distribution schedule.

Anyone unable to wear a mask, must opt out formally, by providing medical documentation. In addition, parents or Guardians of students unable to wear a mask must contact Webster School's school nurse. Staff unable to wear a mask must contact CSDNR Medical Director's office and the office of Human Resources.

## **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.

At Webster, each student will have his/her own supplies, applicable to the grade levels and class. Chromebooks will be assigned to each student, and students will only use their own devices. There will be 4 bins in each classroom labeled as follows: Monday, Tuesday, Thursday and Friday. On a weekly basis, each teacher will mark his/her bins with the starting date and the return to circulation date. Students will return classroom library books to the appropriate bin. Books will be in isolation for 96 hours, before returned to circulation or given to another student.

## **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.

Webster School assigned all students to either group A or group B for a Hybrid Model of Instruction. The students assigned to A group will attend school on Mondays and Tuesdays. The students assigned to B group will attend school on Thursdays and Fridays. On A/B days, approximately half of the student body will be present. This alternative schedule will allow for socially distanced in-person instruction, while the remaining students learn from home. Each school custodian will remove/replace furniture in order to create classroom environments that comply with social distancing requirements.

As stated above, all rooms and offices were analyzed by Principal Melissa A. Passarelli and Director of Facilities Carl Thurnau on Tuesday, August 25, 2020. Facility and furniture needs were determined and recorded. Maximum capacities for each classroom and office space will be complied with based on architectural plans provided by the director of facilities. Furniture requests were made based on the analysis of each classroom and learning space.

## **Restart Operations**

Webster 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 2020.

## **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 2020.

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

In addition to daily cleaning protocols and procedures, Webster's bathrooms will be checked on an hourly basis by the cleaners assigned to the various bathrooms in the school building. Bathrooms will be cleaned according to guidelines set forth by the facilities department. Window fans will be installed in classroom windows to increase air circulation. All classroom teachers and staff members will be provided with cleaning wipes, as per those approved by the Facilities Department. Enhanced PPE will be provided, as required, to special education staff, custodial staff and nurses. Partitions will be installed in certain locations throughout the school building.

## **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**

Dr. Brooke 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.

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 (Scenario 1)</b>	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 (Scenario 2)</b>	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 (Scenario 3)</b>	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

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.

## Webster Distance Learning Sample Schedule for K-5

Subject to change, based on grade and individual student requirements.

Daily activities and lessons will be posted on the day the class meets by 8:30am. The VIRTUAL HOURS scheduled time is designated for individual or small group synchronous instruction					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Morning Check-in, Morning Meeting and/or SEL				
8:45-10:45	ELA and Mathematics				
10:45-12:45	Lunch/Recess, CORE, CAMPEL, AIS, ENL, Related Services, etc.				
12:45-2:45	CORE, CAMPEL, AIS, ENL, Related Services, etc.				
2:45-3:10	End of day check-in to check-in, review work				

## Guidelines for Supporting Elementary Instruction

The recommended number of minutes students should spend on a lesson				
Grade	K-1	2	3-4	5
Time that should be dedicated daily to each content area.	15 minutes per lesson  Not to exceed 60 min daily	20 minutes per lesson  Not to exceed 80 min daily	25 minutes per lesson  Not to exceed 100 min daily	25 minutes per lesson  Not to exceed 150 min daily

## **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 there is a hybrid model and a cohort of students are unable to physically attend live instruction, they will participate in additional distance learning opportunities, as determined by their grade level and homeroom class. Students will also engage in asynchronous learning activities, based on daily assignments.

### **School Schedules**

During a Hybrid Model, students at Webster will be engaged in asynchronous instruction for core subjects (ELA and Math) when learning at home (2 days a week, either Monday and Tuesday or Thursday and Friday). On Wednesdays, students K-5 will meet with teachers at a scheduled time between 8:30 am and 10:00, utilizing an online platform with the whole class. The goal of this time is for the teacher to bring the entire class together for a morning meeting and for an instructional period. For the remainder of the day, students will engage in asynchronous instruction and/or meet with special area service providers. Webster School and its teachers will provide a schedule specific to student's needs.

## **Special Education**

Webster School will comply with all pertinent Special Education regulations. Webster School currently has one 12:1:1 self contained class, an ICT class at each grade level (K-5) and related services. Detailed regulatory requirements can be found at: Special Education Re-Opening Plan 2020-21

## **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.

The 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.

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

### **Social/Emotional Well-Being**

Webster School’s goal is to provide a safe, nurturing, and supportive environment for all students, families, and staff. A multi-tiered approach will be utilized.

Webster School’s PBIS committee will meet throughout the year to support SEL initiatives that support the MTSS. The Rethink Social Emotional Learning Curriculum will be utilized by classroom teachers and by PPS and/or clinical staff members, on an ongoing basis according to a weekly social and emotional learning skill focus. Lessons will be selected for grade levels based on school goals. Additional lessons will be selected and utilized based on individual teacher’s observations of students’ needs.

Webster School will utilize the school’s Problem Solving Team/clinical staff to address Tier 2 and Tier 3 needs that emerge with students, families, and staff. Resources for families will be posted on Webster’s website by clinical staff members.

Clinical Staff at Webster are as follows:

**School Psychologist:** Rebecca McNaughton

**Social Worker:** Rachel Long

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 mental health practitioners 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 the school based mental health 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.

### **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

### **Technology and Connectivity**

The District has 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. The district is reviewing options including Wi-Fi devices, outdoor access points and support through local internet service providers. At Webster, parents will be surveyed to determine the need for internet access.

### **Chromebook Distribution**

The process for distributing chromebooks to students will be as follows:

1. Chromebooks will be assigned to each Webster student and placed in a bag with the student's name and homeroom class.
2. Parents will be asked to pick-up Chromebooks from Webster School on specific days.
3. Upon arrival, parents will complete the necessary information on the Chromebook loan form for the Chromebook pre-assigned to their child. Parents will sign the pre-printed form with information Complete the Chromebook request form.

### **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, ZOOM, 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. As stated above, 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.

### **Grading**

Webster teachers will maintain their grading books during the Virtual model. Webster teachers will continue to provide a standards-based framework and continue to provide direct feedback regarding students' mastery of course content. In addition, Webster looks forward to collaborating with central administrators on best practices for grading students during Distance Learning.

### **Assessment**

**The District Assessment Calendar** includes the testing periods for state and local assessments. At Webster School, benchmark and summative assessments will be administered according to the CSD of New Rochell's Assessment Calendar for the 2020-2021 school year. Formative assessments will be utilized to inform instruction. STAR, IXL Diagnostics, and Fountas and Pinnell Individual Reading Inventory 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 that mandate such accommodations.

### **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 programs will be limited and all health and safety protocols that are in place during the school day will be maintained during after school activities. At Webster, enrichment programs that support the school's mission We Educate the Whole Child through the Arts and Humanities will take place in a virtual environment and/or during hybrid instruction. Enrichment programs include but are

not limited to: It Starts with Hello, STEAMposium, Fit Fair, Autism Awareness program.

### **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:

- The students will be admitted into Webster School continuously, as the buses arrive.
- Webster will have multiple student entry points, as indicated below.
- At Webster, pens will be available at the security desk for when parents sign their children out of school early. Pens will only be used once, and then remain in a separate container for 96 hours, before being used again.

If during arrival a student is identified with COVID-19 symptoms, the student will be escorted to the isolation room, which will be located in Webster’s Little Library.

### **Webster School’s Arrival and Dismissal Procedures are outlined below.**

All students arriving and departing on buses will enter and exit through the school’s main entrance, which is on Glenmore Drive. Arrival and Dismissal times are staggered to allow for social distancing.

<b><u>Supervisors</u></b>	<b><u>Arrival</u></b>	<b><u>Dismissal</u></b>
<b>Kindergarten</b>	<b>Report to the Auditorium beginning at 8:00 am</b> <ul style="list-style-type: none"><li>• Enter through the main entrance on Glenmore Drive.</li></ul>	<b>Exit through the auditorium door that opens onto Glenmore Drive, at 3:00.</b>
<b>First Grade</b>	<b>Report to the Auditorium beginning at 8:00 am</b> <ul style="list-style-type: none"><li>• Enter through the main</li></ul>	<b>Exit through the auditorium door that opens onto Glenmore Drive, at 3:15.</b>

	entrance on Glenmore Drive.	
<b>Second Grade</b>	<p><b>Report to the Auditorium beginning at 8:10 am.</b></p> <ul style="list-style-type: none"> <li>Enter through the main entrance on Glenmore Drive.</li> </ul>	<p><b>Exit according to the following locations, beginning at 3:00</b></p> <p><b>Mrs. Brenna’s Class</b> Door that leads onto the Calhoun Playground at the driveway at the far end of the school building.</p> <p><b>Mr. Bergamini’s Class</b> First door on Calhoun Avenue, just before the first crosswalk.</p> <p><b>Mr. Minei’s Class</b> Second door on Calhoun Avenue, just past the first crosswalk.</p>
<b>Third Grade</b>	<p><b>Grade 3 Students</b> Enter through the Calhoun Avenue door at the top of the driveway, beginning at 8:15 am.</p> <p><b>Mr. King’s Class</b> Report to the library, and sit in seats indicated by social distancing markers.</p> <p><b>Mrs. DeRenzis’ Class</b> Sit outside Room 202, six feet apart, as indicated by social distancing floor markers.</p> <p><b>Mrs. Eisenberg’s Class</b> Sit outside Room 105, six feet apart, as indicated by social distancing floor markers.</p> <p><b>Mrs. Price’s Class</b> Sit outside Rooms 101 and 103, six feet apart, as indicated by social distancing floor markers.</p>	<p><b>Mrs. Price’s Class - 3:15</b> Door that leads onto the Calhoun Playground at the driveway at the far end of the school building.</p> <p><b>Mrs. DeRenzis’ Class - 3:05</b> First door on Calhoun Avenue, just before the crosswalk.</p> <p><b>Mrs. Eisenberg’s Class - 3:15</b> First door on Calhoun Avenue, just before the crosswalk.</p> <p><b>Mr. King’s Class - 3:15</b> Second door on Calhoun Avenue, just past the crosswalk.</p>
<b>Fourth Grade</b>	<p><b>Grade 4 Students</b></p> <ul style="list-style-type: none"> <li>Enter through the door on Glenmore Drive between the old wing and the new wing.</li> <li>Students will report to the</li> </ul>	<p><b>All Grade 4 Students - Beginning at 3:00</b> Glenmore Drive door between the old wing and the new wing. This door is set back. Teachers will coordinate, bringing ONE class down at a time. Students and adults are</p>

	<p>gymnasium.</p> <ul style="list-style-type: none"> <li>Students who are sent to the gymnasium will sit six feet apart, as indicated by social distancing floor markers.</li> </ul>	<p>expected to adhere to social distancing and clear the front of the building, promptly.</p>
<b>Fifth Grade</b>	<p><b>Grade 5 Students beginning at 8:15 am.</b></p> <ul style="list-style-type: none"> <li>Enter through the door on Glenmore Drive at the far end of the school building, next to the cafeteria</li> <li>Students will report to the cafeteria.</li> <li>Students will sit in designated areas, six feet apart.</li> </ul>	<p><b>All Grade 5 Students - Beginning at 3:00</b>  Teachers will coordinate, bringing ONE class down at a time. Students and adults are expected to adhere to social distancing and clear the front of the building, promptly.</p>

Students arriving to school after the scheduled start time will be signed-in by a designated staff member in the main lobby of Webster School. At Webster, this will be a touchless process for students. SRP staff and hourly staff will socially distance, when using the Timepiece system in Webster’s Copy Center or school basement. AESOP will be used as the system for identifying pedagogical staff members who are in the building each day. Any individual staff member leaving the building prior to the end of the school day, will report this information to the principal and assistant principal through email.

Procedures for picking children up prior to the end of the school day will be communicated to parents and guardians.

1. Parents/Guardians will only be able to pick up their child prior to the end of the school day before 2:45 for the PM dismissal.
2. Parents/Guardians will send an email to the child’s teacher and to both main office clerical staff members ([jfennell@nredlearn.org](mailto:jfennell@nredlearn.org) and [esausto@nredlearn.org](mailto:esausto@nredlearn.org)). The email will include the child’s first and last name and homeroom teacher.
3. Upon arriving at Webster School, parents/guardians/caregivers will sign students out at the security desk, using their own pen, or a pen designated by the security aide.

**Transportation**

Webster School provided the CSD of New Rochelle transportation department with the list of students assigned to Group A and Group B, for the creation of bus routes.

- A and B lists were created and given to the transportation department.
- Mandated bus drills will be scheduled in accordance with the NYS Education Department. All students will participate in the required number of drills.
- Bus drivers and monitors are aware of the school specific arrival and dismissal procedures specific to disembarking.

- Staff members have been assigned to arrival and dismissal to support social distancing requirements.

### **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.
- The rear of the bus will be filled first, upon loading. Unloading will take place, front seats first.
- Students in the same household will sit together.
- One student per seat, unless they are siblings.
- Buses with 65 student capacity will be filled with approximately 25 students.
- Bus runs will be checked daily (contact tracing) and annotate students who have not ridden the bus 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, due to scheduled bus runs.
- The transportation department will schedule pick-up stops furthest away from school first and closest to school last, whenever possible.
- 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.
- Monitors 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)**

Webster School will follow a specific lunch schedule with no more than 48 students assigned to eat in the cafeteria at one time. Students will sit six feet apart, to comply with social distancing requirements. Current cafeteria tables will be replaced with six foot tables. Two students will be permitted to sit at each six foot table.

Lunch orders will be submitted ahead of the lunch period to prepare food in advance. Food will be delivered to students' assigned seats in the cafeteria by lunch monitors. Lunch monitors will supervise students in the cafeteria, ensuring social distancing. Lunch monitors will remove food waste from tables and then sanitize tables for the next group of students.

### **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**

At Webster, lunch tables will be sanitized after each group by lunch monitors and cleaning staff assigned to the cafeteria. All food prep and kitchen areas will be 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**

#### **Attendance and Attendance Reporting**

Teachers will utilize the eSchools Student Management system to mark students present (P) or absent (A), during both in school and asynchronous 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 email the registrar at [jfennell@nredlearn.org](mailto:jfennell@nredlearn.org). If a parent does not have internet access, the parent can call 576-4461 to report their child's absence.

Webster School will continue to utilize the school's Problem Solving Team and the protocols established to reduce chronic absenteeism and improve overall student attendance.

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/newsletters, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in eSchools, our student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to

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

### **Chronic Absenteeism**

While there is no one-size-fits-all approach to addressing chronic absenteeism, we are committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and that attendance may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

CSDNR addresses chronic absenteeism as follows.

#### **1. Nurture a culture of attendance**

Webster communicates clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction. This was included in the summer mailing. We explained the importance of attendance to the entire school community. Webster tracks daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you quickly see how these data points impact student behavior.

#### **2. Early Identification and Intervention**

Webster regularly monitors attendance data and communicates with parents about issues as they arise. We use data to identify which students are at risk, so we can intervene before isolated absences become chronic absenteeism. We have established intervention plans, which include parent phone calls, home visits, counseling, instructional modifications, and we engage community partners. Webster creates a positive school culture and a focus on engaging students and families in the process.

### **School Calendar**

#### [Link to District Calendar](#)

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels. When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

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

Acknowledging that the typical content in a given grade level or course may need to be adjusted, the content will be prioritized to ensure that students receive instruction for 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/>

### **School Safety Drills**

Webster School will conduct mandatory fire and lockdown drills according to the existing statutory schedule, for both A and B Groups during Hybrid Instruction. 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 must maintain social distance. Teachers, staff and security must enforce this. Webster will 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 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. Parent-teacher conferences and other meetings via phone or as virtual conferences.

### **Communications**

Webster School communications with families through weekly updates, using the School Messenger Platform.

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

- District-wide emails
- Targeted emails
- Weekly e-newsletters
- District website

- Robocalls
- Facebook
- Twitter
- LinkedIn
- Backpack flyers

For emails, the district uses 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.

The district has 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.

## **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. Windows will not be opened if there is a health or safety risk (e.g., allergies, or potential fall hazard).

At Webster School, fans will be installed in classroom windows and in all other learning spaces to increase the flow of air in and out of classrooms, thus allowing for fresh air flow into classrooms.

## **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, by the facilities department. Stay home if you feel sick: Do not enter if you are sick. Cover your 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. Properly store and, when necessary, discard PPE. Wear PPE properly (mask/cover mouth and nose). Adhere to social distancing instructions. Wear a cloth or surgical face covering and socially distance. Follow hand hygiene, and cleaning and disinfection guidelines. Stop the spread of germs. Follow respiratory hygiene and cough etiquette.

Webster School's students and staff will utilize the instructional material on hand hygiene and respiratory etiquette. All staff will be required to view all the instructional materials on September 8th, and the material will be reviewed by students through the Modules, on September 9, 10 and 11.

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.

## **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 and submit.

## **Section 2: Monitoring**

**Section 2: Monitoring will be updated as new guidance is received from NYSED or DOH.**

### **Screening**

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

Staff will be required to complete a health questionnaire and take their own temperature on a daily basis before reporting to work. The health questionnaire responses will be reviewed by appointed staff each day, and the review will be documented. The staff member will immediately inform their supervisor of any positive responses on the health questionnaire. The supervisor will inform the school nurse who will assess the employee. Any employee who is experiencing any COVID-19 related symptoms including fever (>100.0F) is required to stay at home and is advised to seek immediate medical attention.

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

The District will provide on-site kiosks that will enable students, staff, visitors, vendors, guests and contractors to take their temperatures and complete symptom checklists. At Webster, Kiosks will be placed in the main lobby, at the door between room 101 and 102, at the door between the old wing and new wing, and in the foyer next to the cafeteria.

## **Testing Protocols/Testing Responsibilities/Contact Tracing**

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

Webster School 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**

**This section will be updated as new guidance is received from NYSED or DOH.**

Webster School's 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. Webster School will communicate protocols and safety measures to their students, teachers and parents/guardians using School Messenger.

## **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.