

Section 1: Re-Opening

Social Distancing

Columbus new homeroom classes have been divided in half following district policies and plans. As such, no more than 11 students (at present) will be in one classroom setting at a time. To reduce the chance of potential exposure further, movement in hallways will be limited significantly. Central to this objective, students will remain in their primary homeroom classes throughout the entire day, with exception of lunch and/or recess and, of course, students will need to briefly enter the hallways to go to the bathrooms (except in most kindergarten and all first grade classrooms where bathrooms are connected to classrooms already). To make this possible, all support teachers and all specials teachers (Computers, Art, Music, Physical Education, and Library teachers) will go to individual classrooms for the length of our Hybrid model of schooling. Columbus monitors will supervise hallways, and pay attention to the four large bathrooms, limiting access to these bathrooms to no more than four students at a time. Inside, the middle sinks have been disabled to force proper distancing in the event that two students are washing their hands at the same time.

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).

PPE and Face Coverings

Arrival locations remain largely unchanged from past years. Students will arrive and enter the school building through five different locations that are positioned far apart. At each location, a Columbus staff member will be posted each morning to both monitor safe social distancing upon entry and provide students with masks if they need one for any reason. The school principal and Head Custodian will maintain the supply of all PPE and masks, and resupply the entrances and individual classroom teachers as needed. Classroom teachers will receive packs of masks for classrooms regularly and when needed. Further, after arrival, Columbus becomes a single-entry building. All visitors and staff entering through the main entrance will be required to wear a mask, and masks will be provided if necessary.

Anyone unable to wear a mask must opt out formally and provide the district Medical Director with medical documentation. Parents or Guardians of students unable to wear a mask should first contact the Columbus school nurse. Staff unable to wear a mask must contact Medical Director's office and the office of Human Resources.

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.

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.

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

Columbus 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

Building administrators and custodial supervisors will work collaboratively to both maintain routine -- and expanded -- cleaning practices and respond to daily concerns. Our instructional plans have been adjusted to limit any unnecessary sharing of materials and spaces. When needed, however, building custodial staff will disinfect tables (in the cafeteria for example) and materials that might be shared or shared again. Classroom materials will be fully disinfected every Wednesday and Friday afternoon-- our all distance learning day during Hybrid instruction -- before the next A/B group of students assumes their classrooms.

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.

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:

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

Distance Learning

Education that takes place entirely online with the use of technology. The District is moving toward a one-to-one Chromebook program according to a roll-out plan for virtual learning. Virtual learning occurs outside the school environment. All students K-12 will have the option to have a dedicated Chromebook for virtual learning.

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

Columbus administrators and teachers will oversee the implementation of the District Teaching and Learning Plan. In-person and at-home instruction will be coordinated and sequential. Our plans for -full Distance Learning and Hybrid teaching and learning are structured to connect effectively so as to be able to flexibly move between both models as needed. Teachers will be provided with ongoing professional development related to synchronous and asynchronous learning platforms. 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. Students are expected to join live, synchronous classroom meetings and instruction every morning (from 8:45 to 9:15) and again at the end of the instructional day (2:45 to 3:15 pm). In between, students will meet with all their instructional teachers – homeroom, special education, English as a New Language, and reading support – in live small group and whole class blocks of time. Further, when students are not meeting live/synchronously with their classroom or support teachers, they will be expected to complete posted/asynchronous work and activities that their teachers have prepared and often recorded in advance! Last, all students are expected to join live/synchronous CAMPEL classes once a day at regularly scheduled times. For example, all 3rd grade students/classes will log in to live Physical Education or Art classes at 2:15 every day. The schedule will change day to day and parallel in-class routines as well.

Distance Learning Schedule

The following schedule will guide at-home instruction and work for full Distance Learning and for Wednesdays within the Hybrid Model when all students are at home. 1st and 2nd grade class schedules will differ slightly from the plan below as their CAMPEL classes will take place in the morning. Small group work with teachers will then shift to the mid-morning and take place before lunch.

Model Instructional Day for full Distance Learning instruction and Wednesdays for Hybrid Instruction:

- ◆ **8:45 to 9:15 am** – Classroom Morning Meetings. Teachers will lead students in various review work and, importantly, deliver a sequential curriculum that focuses on Social and Emotional Learning and health (SEL). More than ever, we will steadfastly work to establish caring classroom communities and environments – even virtually! – to both set the foundations for teaching and learning all year, and address the unrest, disruption, fear, and trauma that children and families have faced since February. Teachers will also clearly direct students to the work of the day and various virtual classes they need to attend throughout the day.
- ◆ **9:15 to 10:15 am**– Small group instruction (Reading, Writing, Math, and Phonics).
- ◆ **10:15 to 11:15 am** – Asynchronous instruction and work. Students will complete activities and tasks teachers have prepared, recorded, and assigned
- ◆ **10:15 to 12:00 pm** – Students will engage in either: continued asynchronous work, small group instruction with special support teachers (ENL, SPED, Reading/AIS) and/or receive live/synchronous CAMPEL instruction on a rotating schedule.
- ◆ **12:00 to 1:00 pm** – LUNCH.
- ◆ **1:00 to 2:00 and 2:00 to 2:45 pm** – Students will receive additional small group instruction with either special support teachers or their homeroom teacher, continue asynchronous work, and/or live CAMPEL instruction
- ◆ **2:00 to 2:45 pm** – Afternoon Class Meetings. Teachers will meet with all students and review progress for the day. Teachers may continue SEL lessons, provide whole class instruction (such as a read aloud), share student work, and/or preview plans and schedules for the coming school day

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.

Special Education

The Columbus Elementary School will faithfully comply with all pertinent Special Education regulations.

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 Instruction

Social/Emotional Well-Being

As detailed already, Columbus teachers will implement detailed and thorough SEL curricula primarily during daily morning meetings (8:45 to 9:15 am). To support the important work teachers will lead with their

students, Columbus's PBIS, Equity, and Leadership Teams will meet throughout the year to support SEL initiatives grounded in the MTSS. Throughout the year, the Rethink Social Emotional Learning Curriculum will be utilized by classroom teachers and by PPS and/or clinical staff members. Whole class lessons will be selected based on class and school needs, and various classroom Circles will be utilized to create supportive and healing classroom communities. Clinical staff will continue to support students, families, and staff in small group sessions and/or individually to address Tier 2 and Tier 3 needs. The school website contains resources for families created by our clinical staff that provide further guidance and directs families to additional community resources. Our Columbus Clinical Team consists of the following talented staff members:

- ◆ Ms. Alycia DaLoia, Social Worker (adaloiamore@nredlearn.org)
- ◆ Ms. Diane Arevalo, Psychologist (darevalo@nredlearn.org)
- ◆ Ms. Geraldine Then, Social Worker (gthen@nredlearn.org)

The District will also 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, tele counseling, 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 plan.

Community Mental Health Resources:

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

Links to Resources:

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

CSDNR SUPPORT HOTLINE

Dr. Anthony Bongo

Email: abongo@nredlearn.org

Phone: 914-336-7800

Technology and Connectivity

On-going Learning and Support for Technology. Teaching and learning will place an emphasis on various technology supports/resources that will be used by students in the models of instruction described (e.g., Google Classroom, Gmail, Google Meet). Teachers and Instructional Technology Facilitators will embed lessons to ensure students are maximizing these resources 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. 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. We are reviewing options including Wi-Fi devices, outdoor access points and

support through local internet service providers.

Grading and Assessment

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. Teachers will conduct a variety of standards-based and formative assessments across units and marking periods, including, but not limited to: STAR reading and math, F&P reading assessments, and short math and science tasks. However, more than ever, the core intent of our teachers' assessment work with students will remain *formative*. Formative assessment is focused much less (if at all) on assigning a grade to an assignment or exam. Instead, formative assessments – listening and coding a student's oral reading, observing a child's spelling and writing, noticing patterns in a child's approach to multiplication – is intended to provide teachers with critical and actionable research/information so that they can both provide students with feedback and plan for instruction in the near future. Often, formative assessment and feedback happens concurrently – teachers join small groups of students or confer individually with a child, observe, research, and make a choice about what feedback to provide and what instruction to provide *right then, in the moment!*

The district assessment calendar will be created. 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 (F&P) 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

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

Columbus Elementary School is deeply grateful for our ongoing, mutually-supportive collaborations with the New Rochelle Boys and Girls Clubs and the Mascaro Clubhouse in particular. While school-based after school Academies and Clubs normally offered all 2nd to 5th grade students **will not be held**, we will continue our work sharing space with the after-school programs of Mascaro Clubhouse. Please communicate directly with the Mascaro Clubhouse for details about membership and registration for after school clubs this fall.

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

Specific and enhanced arrival and dismissal procedures will support social distancing requirements and ensure safe and orderly processes. Temperature kiosks (tablets that quickly read a person's temperature from 3-5 feet away) have been installed at ALL entrances.

The following exits/entrances will be utilized at Columbus, and will be staffed by a school employees:

- ◆ Washington Avenue main doors
- ◆ Washington Avenue lower entrance
- ◆ Library entrance on 7th Street
- ◆ Soccer Field gate/entrance on 7th Street (students who enter the field will further separate and distance either on the field or behind the 2nd grade classrooms/courtyard)

Students arriving to school after 8:35 will enter through the main doors on Washington Avenue and be signed in by a designated staff member. This will be a touchless process for students.

Staggered and Separated Dismissal and Dismissal Locations (Hybrid learning days)

- ◆ Kindergarten students will dismiss at 3:15 from classroom doors and the library doors at 3:00pm
- ◆ 1st Grade students will dismiss from classroom doors in the small parking lot on Washington Avenue at 3:15pm
- ◆ 2nd Grade students will dismiss at 3:15pm from two exits leading to the soccer field and the playground courtyard in the back of the school
- ◆ 3rd Grade students will dismiss at 3:15pm from the Library doors and spread out into the adjacent playground to ensure social distancing
- ◆ 4th Grade students will dismiss at 3:00pm from two exits leading to the soccer field and the playground courtyard in the back of the school
- ◆ 5th Grade students will dismiss at 3:00pm from the (NEW) Washington Avenue stairs and ramp

SRP staff and hourly staff will socially distance, when utilizing the Timepiece. AESOP will be used as the system for identifying pedagogical staff members who are in the building each day.

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

1. Parents/Guardians will send an email to the child's teacher and call the Columbus's office staff with early pick-up request information (date/time).
2. Upon arriving at Columbus, parents/guardians/caregivers will sign out a student at the security desk. In coordination with Main Office staff and/or Nursing staff, the Security Officer will release the student in the front lobby.

Transportation

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

Public Buses: Liberty

Information will be added by Mr. Kern

Food Services (Child Nutrition)

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 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. At Columbus, students/families that arrive to pick up prepared lunch or breakfast will be served from the side door leading into the cafeteria near the main entrance. Food services staff will be stationed at the doorway to supervise a touchless process and students/families arriving for food will not enter the cafeteria but remain outside the door to the cafeteria.

Stations and Common Areas

Students must stand 6 feet apart online, and wear masks. Stations for food distribution will be 6 feet apart. Seating in the Columbus cafeteria has been limited and rearranged. Upper grades students (on Hybrid days) will be scheduled to eat in the cafeteria and in half of the adjacent gym. Tables have been spread across both areas, and separated to ensure six feet of distance (all directions) when students sit and eat. Signs and floor markings have been posted throughout the kitchen service area 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. Columbus staff 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

All common areas, surfaces, and tables will be disinfected prior to being reused. Facilities staff will assist and supervise 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

Read this section carefully for building level responsibilities. How will you operationalize attendance taking and reporting? How will you communicate with families? Use discretion when determining the information. Some of the answers should be included in this document while other answers are simply for operational purposes.

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 not engaged in virtual instruction. Contact with families that need support will be made daily to determine reasons for absence and to identify any needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

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

CSDNR addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

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

2. Early Identification and Intervention

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

3. Create a more positive school culture and a focus on engaging students and families in the process

School Calendar

The Columbus School calendar and district calendar can both be accessed and downloaded on the school website – <https://columbus.nred.org>

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/>

School Safety Drills

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

During school fire drills, students must leave the building and once outside must maintain social distance. Teachers, staff and security must enforce this. Schools are required to conduct 8 drills (4 fire and 4 lockdown) by January 1st, 2021, and 4 more after January 1st. With a hybrid schedule, each cohort (A or B) will be required to complete the requirement. Lockdown drill - Since we cannot do a lockdown drill effectively because of social 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 ENTRANCE** 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, pass the temperature kiosk, and will have restricted access to the school building
- ◆ With limited exceptions, students will be dismissed at the front entrance to approved adults/caregivers. Students will be escorted as needed to the front entrance and the dismissal will be supervised by Columbus Security personnel.
- ◆ Schools will hold all parent-teacher conferences and other meetings via phone or as virtual conferences

Communications

Throughout September, building administrators and clinicians will hold online virtual meetings and discussions with families. Parent-teacher conferences, orientations, and “back to school” nights will take place as planned, albeit online/virtually on Zoom.

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 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.

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, email and other methods.

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

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. Rooms that require enhanced ventilation will be fitted with two (2) window fans. One fan (intake) will pull outside fresh air into these classrooms continually; the second (outtake) fan will remove air from classrooms at the same time. All classrooms in Kindergarten, 1st, 3rd, and 5th grade hallways will be fitted with these (two) fans to enhance air flow and ventilation.

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)
- Safely 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 submit.

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.

Testing Protocols/Testing Responsibilities/Contact Tracing

If a student, employee, or visitor test 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

This section will be updated as new guidance is received from NYSED or DOH. Do not delete any language but do add building level specific information.

All school nurses work under the direction of and in consultation with the district Medical Director. District/school plans will designate two rooms or areas in each school for school health service personnel. At Columbus, the Nurse's Office will continue to be used for healthy students to obtain medications and nursing treatments. In addition, the Conference Room, adjacent to the Nurse's office, 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. If needed, a second isolation room will be used to maintain social separation. This location will be Teachers' Lounge, which is accessible from the large parking lot. Students who present with illness or symptoms of COVID-19 will be **escorted** from classrooms to the area just outside the Nurse's Office and Conference/Isolation Room. This area will be separated from the hallway with six-foot dividers to both ensure safety and students' privacy.

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

Building administrators will maintain comprehensive attendance and in-school schedule records so that, when needed, detailed information can be provided to the District Medical Director and Assistant Superintendent’s for contact tracing purposes. School administrators, clinicians, and health staff will assist as needed in communicating with individual families and staff as needed. 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.

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.