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I. A LETTER FROM HEAD OF SCHOOL & PRESIDENT OF THE BOARD OF TRUSTEES

September 25, 2020

Dear Trevor Community,

We all know that this is a unique school year. With the continuing challenge of the COVID-19 pandemic, schools across New York have been forced to make difficult choices—balancing the collective strong preference for in-person education with the need to provide, as much as possible, a safe environment in which to teach our children. We have appreciated the support and spirit that have characterized the Trevor community’s reaction to our working hard to keep our children safe in this ever-changing situation.

We write today with the happy news that on Thursday morning, September 24th, the COVID-19 Committee of the Board of Trustees met and decided that Trevor will begin our in-person program on Tuesday, October 13th.

We have made this decision supported by the following criteria: the rate of new infections is low; fewer than 1 percent of COVID-19 tests are positive; accurate and timely COVID-19 PCR testing has become more widely available than in previous months; and contact tracing has shown demonstrated improvement.

Trevor will employ the Reopening Plan that was submitted to the Department of Education and Department of Health in August, available on the school’s website. Under this plan, we will welcome back to West 88th Street all Lower Schoolers who plan to resume in-person education. Middle and Upper Schoolers on the East 95th Street campus will be on an A and B cycle: two weeks in-person, followed by two weeks’ remote learning at home. Of course, parents in all three divisions will have the option of continuing Trevor’s online program for their children, if they choose to do so. We are confident that this hybrid program is well conceived and gives us the best chance for continuation of instruction in the weeks and months ahead. The division heads will provide further details of enrollment in the in-person and online program in the coming days.

As you know, both the City and State Health departments have put forth strict regulations regarding school closings. Should there be an increase in positive COVID-19 tests to 3% or higher in New York City, we expect Mayor De Blasio will close all NYC schools. Indeed, as few as two unrelated cases of COVID-19 may shut a school for two weeks, depending upon the judgment of the Department of Health, with whom we are in regular communication.
Presently, we hope that the community incidence of COVID-19 will remain low, and that our students can safely participate in Trevor’s in-person program (for those families who wish it). However, we also need your help to keep our children, faculty, and staff as safe as possible. We all bear that responsibility, and ask that we all do our part.

To that end, we will begin the in-person program with the following requirements:

**Required COVID-19 PCR Tests of Students, Faculty, and Staff:**

COVID-19 PCR testing of all students enrolled in the in-person program—as well as all faculty and staff—results will be required prior to October 13th and the beginning of the in-person program. For the convenience of our community, Trevor has contracted with Quality Laboratories to offer COVID-19 PCR testing to all students and faculty on Tuesday, October 6th. Should you wish to have your children tested through the school’s program, you are asked to bring a copy of identification and your health insurance card. Test results will be available within 48 hours. This will allow us to screen for any asymptomatic (silent) carriers of the virus and to create a baseline to assess possible further transmission. Further details about the school-sponsored testing, as well as the scheduling method, will be sent next week. You may also decide to have your child tested through your primary care provider or other places available around New York. Please know that students will not be allowed to start an in-person program unless a negative COVID-19 PCR test is presented prior to October 13th. Rapid Antigen tests are not acceptable. Nor will faculty or staff be allowed to work in-person at Trevor without proof of a negative test. We ask that test results, including the name of the laboratory, type of test, and result be sent to the school nurse before your child will be allowed to begin the in-person program.

**The Magnus APP and Individual Daily Attestation:**

On a daily basis—no later than 7:30 am each morning for Lower and Middle School and 8:30 am for Upper School—parents are asked to fill out the Magnus App for their children and fully answer the questions asked. It is, we believe, a responsibility as a member of the Trevor community to take the daily health and risk assessment seriously and answer honestly. Your child’s mild sore throat could result in a serious or deadly infection in someone else. You should download and start using this app immediately, as evidence of having answered the Magnus questions is required for every child to attend school in-person at any time. Nurse Nancy and Nurse Debbie are forwarding information about the Magnus APP under separate cover.

**Masks, Social Distancing, Hand Washing:**

All students, faculty, and staff are required to wear approved facemasks, engage in social distancing, and wash their hands frequently with soap and water—or clean their hands with a 70%
alcohol rating hand sanitizer. These actions remain the best protection against the transmission of COVID-19. Practice social distancing, hand hygiene, and masking, and promote these habits in your children. We can minimize the risk of transmission inside school; we are depending on you to work to minimize the risk outside of school.

**Contact Tracing:**
On a daily basis (per NYS requirements), trained staff members will be responsible for contact tracing at school and reporting to the NYCDOH any incidents of COVID-19 reported in the Trevor community. And, of course, as outlined in our Reopening Plan, we will also be carefully monitoring the COVID-19 situation in NYC and following all local and state health department regulations.

**Quarantine Requirements:**
According to state regulations, if you have travelled internationally OR in a restricted state (see list here), your family MUST quarantine for 14 days in NYC, before your child can start the in-person school program. A negative test cannot shorten this quarantine; we will ask you to sign an attestation to this effect. (Note: This information has been updated since the issuance of this letter. See page 24 for current travel restrictions.)

**Influenza Vaccines:**
We are asking all students, faculty, and staff to get the influenza vaccine—and, further, recommend that the whole family do so.

While we are executing extensive safety plans and procedures at school (as outlined in our Reopening Plan), we cannot guarantee a COVID-19-free environment. You can opt for an entirely online curriculum and may want to consider it carefully if your child or anyone in your immediate family is at high risk for severe COVID-19. (See list of conditions here.) As long as our local COVID-19 rates are low and other schools are able to remain open, we will be happy to continue in-person instruction. We will be monitoring the situation constantly. Please note, however, that there may be times this year when students must stay home, or school must close, based on required protocols. We will strive to inform you of any changes to our plans as quickly as possible.

Division heads will host town-hall-type meetings to answer any questions you may have about the program going forward. Please mark your calendars for the following dates:

- Lower School: Tuesday, October 6th, at 6:30 pm
- Middle School: Wednesday, October 7th, at 6:30 pm
- Upper School: Wednesday, October 7th, at 7:30 pm
We will continue to update you with the information you need and address any developments that may occur. We are also developing a list of Frequently Asked Questions that will be available in the next week.

We look forward to starting our in-person program at Trevor.

Yours,

Scott R. Reisinger
Head of School

Valerie Mnuchin
President, Board of Trustees

II. REOPENING PROCESS

1. Where, and to whom, does the School look to inform its reopening decisions?

The School has based its reopening plan on New York State Department of Health and New York City Department of Health mandates, recommendations, and phasing protocols—all of which help to determine occupancy guidelines, social distancing measures, and health requirements. CDC guidelines and other scientific data available worldwide also help to guide the plan.

The New York State Education Department, the New York State Board of Regents, and the New York City Department of Education all offer the School models from which to extract best practices for how to best reopen.

Furthermore, NYSAIS, the New York State Association of Independent Schools (a network of more than 170 schools who work together) and the Guild of Independent Schools of New York City are bodies who value cooperation, transparency, and information-sharing. Members of these organizations have all been assets to each other during this unprecedented time. And NYSAIS, in particular, has been an important source for professional development for the faculty and administration on topics of health & wellness, curriculum, technology, and overall planning for the fall and beyond.
The School has also reviewed other states’ guidelines for reopening schools including New Jersey, Connecticut, Massachusetts, and other states. And, in addition to reviewing best reopening practices for schools, the School has examined best practices throughout the world for reopening businesses and organizations.

2. Planning Committees

During the COVID-19 public health emergency, in addition to the ongoing work of the Board of Trustees and the Trevor Leadership Team (TLT), the School has created planning committees comprising administration, faculty, staff, and parents to collaboratively plan for a variety of scenarios that may unfold during the upcoming school year. These planning committees are:

- Calendar & Schedule
- Facilities
- Health & Wellness
- Curriculum & Distance Learning
- Technology Needs
- Board & Administration School Reopening Committee

III. REOPENING PLAN REQUIREMENTS

Like all other New York schools (public, private, secular and non-secular), we have posted our Reopening Plan on our website. The most up-to-date version can be found at http://www.trevor.org/fall-2020-reopening.

We have submitted reopening plans to the New York State Department of Health (DOH) as of July 30, 2020 and to the New York State Education Department (NYSED) as of August 4, 2020, as well as this revision for both agencies dated May 10, 2021.

The plan covers: (a) Reopening of school facilities for in-person instruction; (b) Monitoring of health conditions; (c) Containment of potential transmission of COVID-19; and (d) Closure of school facilities and in-person instruction, if necessitated by widespread virus transmission.

During the COVID-19 public health emergency, schools are accountable for staying current with any updates to local, state, and federal requirements related to Pre-K–Grade 12 education and activities and incorporating those changes into their operations. Schools should also remain flexible and plan contingencies, including a potential reclosing and the contingency of delivering all programming via distance learning.
Please note that this document revision was current as of November 20, 2020. As necessary, further changes to the plan will be updated for the community in subsequent versions of the plan (and renamed with the respective new publication date).

“Responsible Parties” are defined as being responsible for developing the plan, affirming to having read and adhering to DOH guidance, and meeting the standards set forth therein. The Head of School is the Responsible Party for Trevor Day School. The Head of School will delegate authority to Division Directors, the Director of Operations, and the School’s health professionals as needed.

IV. REOPENING OF SCHOOL FACILITIES FOR DISTANCE LEARNING AND PHASED IN-PERSON EXPERIENCES (BEGAN SEPTEMBER 9TH) AND IN-PERSON INSTRUCTION (BEGAN OCTOBER 13TH).

Trevor began the 2020–21 school year online only and continued on that basis through October 9, 2020. During this time, the School continued to employ the TREVORLINK Distance Learning Program.

Trevor Day School has a uniquely interconnected community. Such strong relationships and connections are an outstanding foundation for a Distance Learning Plan such as TREVORLINK. During the time that the School utilizes TREVORLINK, Trevor faculty partners with families at all grade levels to engage students in learning experiences that not only advance the Trevor curriculum, but that also stretch students’ capacities for inquiry and intellectual growth. Teachers continue to play their roles of guiding, supporting, and challenging students to synthesize knowledge toward long-term academic growth, as they embrace this approach to learning.

Academic teachers and specialists are working with students primarily using three platforms: the Trevor Portal, Zoom, and Google Suite. Teachers may also employ additional online tools appropriate to their content and subject ensuring that students are engaged in rich learning experiences. As new tools are introduced, teachers and tech support staff will work to ensure that parents and students are well supported. All academic teachers, specialists, administration, and support teams will continue to communicate with parents through email, the pushpage system, and the Trevor Portal.

The School also facilitated opportunities for students and teachers to meet in-person, September through mid-October, in the safest ways possible—allowing students to connect with their teachers, peers, and administrators, and slowly phase into an in-person environment.
The Reopening of Trevor Facilities on October 13th for In-Person Instruction Entailed a Differentiated Plan for Each Campus

On October 13th, Trevor’s Lower School welcomed back all students for in-person instruction with appropriate social distancing on a daily basis, and also continued to provide an online distance learning program for those families who have chosen to have their child/ren remain at home.

On October 13th, Trevor’s Middle and Upper School students recommenced in-person instruction with appropriate social distancing in an A/B schedule. Every two weeks, two groups of students will rotate between in-person and synchronous distance learning. This means that Middle and Upper School students will go to class in-person for two weeks and then attend the same classes virtually from home, via Zoom, for two weeks. Of course, students from the same family will be in the same A or B cycle.

The School had previously announced to which cohort children are assigned. The School also continued to provide the option for a full-time distance learning program for those families who have chosen to have their child/ren remain home.

Schedule
The school had previously asked all families to prepare Middle and Upper School students to attend classes—online only—on Thursday, September 3rd, and Friday, September 4th. Lower School teachers held opening family conferences on these two days—in Central Park for those who preferred to meet in person, and through Zoom for those who preferred to meet remotely.

This schedule began two days earlier than the 2020–2021 academic calendar originally indicated. The School believes the two extra days provided time to troubleshoot technical issues before academic instruction began in earnest.

Online classes began, as scheduled, on Wednesday, September 9th.

1. Capacity:

The School is situated on two campuses. The Lower School (Nursery–Grade 5), at 1 West 88th Street, has 64,000 square feet of space. The Middle and Upper School (Grades 6–12), at 312 East 95th Street, has 103,000 square feet of space. The School’s projected enrollment for the 2020–2021 academic year is 715 students, Nursery through Grade 12.

The School has already secured all required personal protective equipment (PPE), including face masks for all students, faculty, and staff and all additional necessary equipment to safeguard healthcare, facilities, housekeeping, and food-service professionals.
The School employs two full-time nurses. In addition, two full-time school psychologists serve the needs of all Nursery through Grade 12 students.

2. Social distancing:

Revision 5/10/21
As of April 9, 2021, New York State Department of Health updated its guidance concerning social distancing. As a result, Trevor monitored the CDC’s calculations of several metrics in New York County (Manhattan). As COVID-19 transmission rates decreased to the point that Manhattan had a “substantial” level of transmission (rather than a “high” level of transmission), the school proposed the implementation of reduced social distancing (three feet) in the academic classes of the Middle School (Grades 6–8) to allow all students in Cohorts A and B to attend classes in person every day. This proposal was approved and implemented, starting on Monday, May 10th.

The guidelines and data that we used to make this change included:

Monitoring COVID-19 Data
The updated guidance from the New York State Department of Health states that: In counties with substantial risk of transmission, elementary, middle, and high schools can maintain physical distancing of at least three feet between students in classrooms; cohorting is recommended when possible.

To qualify as a county with a substantial level of transmission (as opposed to a high level), Trevor needed to meet the following criteria: fewer than 100 total new cases per 100,000 persons in the past seven days.

The full set of indicators can be found here.

The data for New York County (Manhattan) can be found here.

If the percent positivity stayed low (1.85% as of April 29th), and the total new cases per 100,000 people fell below 100 (98 as of April 29th), we could reduce social distancing to three feet in classrooms. This plan was implemented starting on Monday, May 10th.

With the exception of the Middle School, the plan in response to all previous DOH guidance will stay in place for the remainder of the 2020–21 school year. DOH Guidelines mandate that social distancing (of at least 6 feet or a physical barrier) is maintained between individuals while in school facilities and on school grounds, including in the cafeteria, unless safety or the core activity requires a shorter distance or individuals are of the same household. In accordance, social distancing is maintained in the School’s classrooms with a six-foot distancing requirement. All elevators are restricted to adults and students whose physical conditions require their use; the limit will be four people per elevator, properly socially distanced. On each campus, stairways are
designated as ascending only and descending only. Faculty and staff work with students to assure they are following proper traffic patterns.

DOH Guidelines mandate social distancing while eating in the school cafeteria or serving meals in alternate areas or via staggered meal periods, and prohibits sharing of food and beverages (e.g., buffet style meals, snacks), unless individuals are members of the same household. In accordance, in grades N–5, lunches will be eaten in the homerooms with appropriate social distancing. For grades 6–12, all lunches will be eaten in classrooms or in other designated spaces with appropriate social distancing.

**Revision 5/10/21**

*Despite a reduction to three feet of social distancing in academic classes, Middle School students need to continue to be six feet apart during lunch. Trevor will use a combination of classrooms, the gym, and the Common Room to accommodate six feet of distance at lunch.*

The School will continue to provide the choices students and faculty need, given dietary restrictions and health accommodations. Food and beverages will not be served buffet or family style; nor will they be shared among and between students. This mandate will be communicated in the divisional handbooks and reiterated in schoolwide communications to parents, students, faculty, and staff.

DOH Guidelines recommend staggered arrival and pick-up times and assigning lockers by cohort or eliminating their use; modifying spaces and/or restricting the use of classrooms and other places where students, faculty, and staff congregate, so that individuals are at least 6 feet apart in all directions or separated by physical barriers, and are not sharing workstations without cleaning and disinfection between use; ensuring a distance of 12 feet between individuals while participating in activities that require projecting the voice (i.e., singing), playing a wind instrument, or participating in aerobic activity (e.g., gym classes); maintaining social distancing on school buses, unless members of the same household.

In accordance, the School’s arrival and dismissal times have been staggered for all grade levels. Classrooms and other available spaces have been reconfigured to allow for 6 feet between each person. Lockers in the Lower School have been assigned in cohorts. Due to the constraints of 12-feet social distancing requirements, choral and band programs that involve singing or playing instruments will not take place in-person, but instead will be held via distance learning. The in-person music curriculum has been supplemented in 2020–2021 to include music theory and appreciation.
Physical education is being offered both in-person and virtually, following all required 12-foot social distancing guidelines for these activities. The Lower School is utilizing Central Park as frequently as possible for its physical education program.

There is no School-specific policy regarding bussing in the Lower School, as bussing is run by the DOE. The School expects the DOE to maintain standards for social distancing.

3. PPE and Face Coverings:

DOH Guidelines mandate if/when social distancing is not possible, individuals must wear acceptable face coverings—excluding students who are unable to medically tolerate a face covering. Furthermore, individuals must be prepared to don a face covering if another person unexpectedly cannot socially distance; for this reason, individuals must wear face coverings in common areas, such as entrances, exits, lobbies, and when traveling around the school. In accordance, the School has mandated that all adults—faculty, staff, parents—and all students who are medically able to tolerate a face covering will be required to wear them while arriving, leaving, and attending school. The School will incorporate mask breaks at various times during the day.

DOH Guidelines mandate that schools provide acceptable face coverings (including, but not limited to, cloth-based face coverings and surgical masks that cover both the mouth and nose) to faculty and staff who directly interact with students or members of the public while at work at no cost to faculty/staff; and schools provide face coverings to any student who does not have their own, at no cost to the student. In accordance, the School has purchased five cloth-based face coverings for each student and employee. The School has disposable face coverings on hand for anyone who has forgotten their face covering or needs to change their face covering during the day. Students and staff may also choose to wear their own appropriate face coverings.

The School has provided the following additional information regarding masks:

Face coverings should be three-ply, and, if possible, made of cotton with a high-thread count. While at school, all students, faculty, and staff must wear face coverings that securely cover their nose, mouth, and chin. The exceptions to this rule will be while eating or during specified mask breaks, at which time everyone must be socially distanced—and, for our youngest students, while napping.

Students must arrive at school wearing a face covering and also have a back-up face covering available to them every day. Students, faculty, and staff will receive a set of five cotton Trevor face coverings during the first week of school. Face coverings should be cleaned (reusable) or replaced (disposable) after use and may not be shared.
Gaiters, scarves, and bandanas do not provide adequate protection and are not permitted. Face coverings with an exhalation valve or vent are not permitted, as valves allow unfiltered exhaled air to escape to others. Face coverings that completely cover or hide an individual’s face—such as ski masks—are not permitted. Clear face shields may be worn if accompanied by a suitable face covering (as defined above).

DOH Guidelines mandate that schools train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE. Students must wear a face covering to ride the school bus and wear it while entering, exiting, and seated. In accordance, the School hosted meetings for all faculty and staff regarding health protocols. Nurses on each campus also provided PPE training for faculty and staff during the all-staff professional development meetings in August, before the beginning of in-person instruction. Furthermore, before school opened, the School Nurses provided students with mask-wearing instructions, as well as directions on removing PPE; handwashing; and other protocols. In all divisions, students have been taught health and social distancing protocols. These lessons have been reinforced by classroom teachers in the Lower School, and by deans, advisors, and teachers in the Middle and Upper Schools. The School has also posted public health protocols and instructions in the form of posters throughout each building, in which it is reiterated that students are also required to wear a face covering while entering, exiting, and seated on school buses.

DOH Guidelines recommend face covering at all times, except for meals and classroom instruction with social distancing (and even consider requiring face coverings during instruction, especially in areas with higher community infection rates); developing plans for face covering breaks for students only when they can socially distance; and providing assistance to students who may have difficulty in adapting to wearing a face covering. In accordance, the School has mandated that all adults—faculty, staff, parents—and all students who are medically able to tolerate a face covering will be required to wear them while arriving, leaving, and attending school. In addition to mask breaks during lunch, students will have other daily mask breaks during which they must remain 6 feet apart. Mask breaks will be scheduled outside whenever possible. There is a full-time school psychologist on each campus who works directly with students, faculty, and administrators, and who will be available to support any students who have difficulty adapting to wearing a face covering.

Furthermore, DOH Guidelines recommend the use of alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction that requires visualization of the movement of the lips or mouth (e.g., speech therapy). These coverings may also be used for certain students (e.g., hearing impaired) who benefit from seeing more of the face of faculty/staff. In accordance, the School is purchasing and testing transparent face coverings for teachers who instruct the youngest children and/or for instruction that requires visualization of the movement of the lips or
mouth. The option of alternate face coverings was communicated to faculty during the professional development week before the start of school, when the mandatory training also took place.

4. Operational Activity:

As recommended in DOH Guidelines, the School has taken measures to decrease density and congregation in school facilities and on school grounds, place students in self-contained cohorts with reasonable group sizes, and prohibit visitors and opportunities to congregate—all to limit potential exposure, whenever possible.

Lower School (Nursery–Grade 5)

From September 3rd through October 9th, all Lower School learning was conducted online, with periodic in-person visits of small groups in Central Park and in large community spaces in the building—including the library, gymnasium, and common room. Given the social and developmental needs of younger children, the School brought the entire Lower School back to campus for full days of in-person learning on October 13th. For those families who preferred to have their child/ren remain at home, they have the option at any time to opt into a full-time distance learning program. Lower School teachers will generally not synchronously teach in-person and online. Some teachers will be designated to teach the children in-person in their classrooms, and other teachers will be designated for distance learning instruction—teaching all children in a certain grade level via Zoom and a variety of online platforms. In order to avoid mixing cohorts, certain specials will be taught entirely via Zoom, whether the students are at home or in school.

Arrival and dismissal times are staggered, thereby relieving crowding and congestion. Schedules have been created in which students are kept together in small cohorts of 6–8, with a teacher present. Special subject teachers (i.e., Spanish, art, music) present their classes in the cohorts’ set homerooms. Lunches are eaten in the homerooms as well (and continue to offer the choices students and faculty need, given dietary restrictions and health accommodations)—thereby decreasing the amount of walking traffic. Central Park (less than a block away) is an even more frequent destination for recreation, physical activity, and study.

Middle and Upper School (Grades 6–12)

From September 3rd through October 9th, all Middle and Upper School learning was conducted online, with periodic in-person visits of small advisory groups on terraces and the rooftop garden, and in large community spaces in the building—including the multipurpose space, gymnasium, and common rooms. Beginning October 13th, Middle and Upper School students began to operate on a two-week rotation—employing an A/B schedule in which approximately half of the student body is in school for a period of two weeks, while the other half works at home via
distance learning. Accordingly, all classes involve hybrid, synchronous in-person and online instruction. The School believes that this arrangement will allow students an equity of experience—whether they participate in a hybrid model or a full-time distance learning model. The School also believes that this schedule allows for optimal sanitation opportunities to mitigate the risk of infection. The School has taken into account the need for students from the same family to be in the same A or B cycle. Beyond the A/B cohorts, the School will apply a small cohort model to Middle School students—meaning the same group of 6–8 students will stay together for their core academic courses: English, mathematics, and science.

Middle School and Upper School academic hours have been adjusted to staggered schedules to reduce congregation upon arrival, dismissal, and during the course of the day. Additionally, to further reduce arrival congestion, all students in grades 9–12 are not required to arrive until their first class of the day, even if it is after the first period.

All lunches will be served in classrooms, and offer the choices students and faculty need, given dietary restrictions and health accommodations. For those families who prefer to have their child/ren remain at home, they also have the option at any time to opt into a full-time distance learning program.

Throughout the course of an in-person learning day, the School will provide as many opportunities as possible for students to go outside, either on the fourth- or fifth-floor terraces, or on the rooftop garden.

**Policies Regarding Visitors and Events**
Throughout the duration of the COVID-19 public health emergency, the School will restrict entry of all visitors—including parents/legal guardians and caretakers—into the building. Drop off and pick up of children will take place outside of each building. The School has established a designated area for all pickups and deliveries from vendors. Exceptions to the visitor policy will be made for agencies entrusted with the regulation of health and safety, such as the Department of Health, FDNY, and NYPD. All field trips and events involving in-person congregation (i.e., assemblies) are prohibited.

**Teaching & Learning Via a Hybrid Model**
The School is providing the support and structure necessary to help teachers grow and adapt in order to best meet the needs of our students during the COVID-19 public health emergency. The faculty has prepared for in-person instruction, distance learning, and a hybrid model of instruction that combines both in-person and online teaching.
From March through June 2020, the School enacted its distance learning program—TREVORLINK—and developed divisional best practices for that period of time. Based on these experiences and further evaluation, the technology committee set out to standardize the School's approach to distance learning while still leaving room for teachers to experiment and innovate. Its other charge was to develop an innovative solution for the challenge of the 2020-21 academic year: hybrid, synchronous teaching and learning in the Middle and Upper Schools.

The School’s technology committee evaluated a wide variety of video-conferencing platforms in an effort to identify technologies that can adequately support a hybrid learning environment wherein teachers are tasked with simultaneously teaching in-person and online. The committee began with the assumption that the School will continue to use Zoom as its video-conferencing software, because it was so successful during distance learning in spring 2020. The committee then tested cameras, microphones, speakers, and integrated devices in classrooms, to determine what worked best with multiple participants in the classroom and others joining from home via Zoom. The committee judged the performance of devices against the following criteria:

1. All participants must be able to see, hear, and understand the teacher.
2. The teacher must be able to identify and understand what each student says.
3. During class discussions, all students must be able to identify and understand what each speaker is saying.
4. It must be possible for small groups of students to work together without interfering with other groups, and the teacher must be able to monitor and participate in the work of these groups individually.
5. When the teacher uses a classroom resource, such as a whiteboard, it must be clearly visible and legible to all students.

The committee identified three audio solutions that provided sufficient intelligibility for remote students to understand what is said in the classroom and to feel included in classroom conversations.

1. Conference speakerphones
2. Noise-cancelling headsets
3. Custom-designed high-end audio solution

The committee found that conference speakerphones provided strong audio intelligibility—wherein remote participants were able to understand everything that was said in the classroom—and determined to provide them for all classrooms for use as appropriate.

The committee also tested a variety of headsets against its criteria and found several models that performed well at reasonable prices. In this scenario, the teacher and each student in the classroom is running Zoom individually and wearing a headset with a noise-canceling boom.
microphone. Remote participants can hear each classroom participant well and Zoom is able to highlight the student who is speaking. Moreover, breakout rooms are completely supported. The committee recommended providing noise-cancelling headsets to all in-person Middle and Upper School students.

The primary video source for the hybrid classroom will be the camera on the teacher’s laptop. In some cases, the teacher might conduct a discussion on Zoom with all members of the class, both those in class and those at home. Teachers may also share documents through Google Drive, may share their screens through Zoom, and may share the virtual whiteboard. Any resources shared can be projected simultaneously on the Epson Brightlink for in-classroom participants and on Zoom for distance learning participants. In other cases, a teacher might use their laptop primarily to stream home to students an explanation or demonstration that students in the classroom see and hear in person. Additional external cameras will be necessary in order to show physical resources in the classrooms, such as writing on the whiteboards, science lab work, artwork, and movement. The committee’s recommendation is to provide a number of cameras of differing types for use, wherever necessary, for these kinds of activities. Recognizing that needs will vary dramatically from class to class, the committee has recommended a slow and flexible approach. The year started with enough cameras for all interested teachers to experiment.

In addition to the Zoom platform enhanced with additional audio and video support, the School continues to fully utilize the Trevor Portal and Google Classrooms, which are accessible to all members of the school community, as gateways to our digital environment. The Portal and Google Classrooms include class pages, assignments, schedules, calendars, and announcements.

In addition to the Portal and Zoom, the School maintains a “toolbox” for faculty that includes other essential digital resources that we have identified: Seesaw, Loom, Pear Deck, Kahoot, Quizizz, BrainPOP, FlipGrid, and EdPuzzle. The School is pursuing partnerships and acquiring licenses for tools as needed. Department chairs also maintain lists of subject-specific resources.

The School is providing ongoing professional development to train faculty in the use of these tools and to continue sharing best practices for our hybrid program. Sessions were held throughout the summer; they continued during the opening week for teachers before school started for students, and will continue, as needed, throughout the school year. A bank of instructional videos and relevant articles for teachers is maintained on the Portal and the School’s technology team is available for ongoing support to teachers.

This year, the School’s existing professional development initiatives (Professional Learning Communities, the Peer Observation Program, and Goal Setting) are refocusing on our hybrid program. One Professional Learning Community, for instance, will be dedicated to the challenge of giving students assessments remotely. This group of teachers will explore options for traditional
assessment as well as opportunities to move toward more authentic assessments. Implications for grading and academic reports will be considered, and recommendations will be made to administrators.

To best facilitate communication between teachers/advisors, students, and parents, the School will continue to incorporate G Suite across all divisions and set clear expectations for use (Gmail, Google Calendar, Google Drive, Docs, Slides, Sheets, and other apps). Google Drive will enable teachers and students to have organized and coordinated digital filing systems. As needed, teachers and advisors continue to work with students to provide guidance in this area.

The School community is learning from this challenge and becoming a stronger institution as a result. Teachers are embracing diverse technology and finding new ways to foster collaboration and interdisciplinary and cross-divisional initiatives. The School's commitment to inquiry-based and project-based learning remains steadfast, and the faculty is encouraged to keep lessons varied and exciting through virtual field trips and guest speakers, group work in breakout rooms, interactive digital tools, and independent projects. Furthermore, the School is maintaining its focus on the social-emotional health of students, despite the many obstacles in establishing relationships and connections at this time. Faculty and administrators endeavor to create dynamic virtual community experiences such as student clubs, grade-level lunches, and divisional assemblies.

5. Restart Operations:

Last summer, the School was deep-cleaned and disinfected to mitigate the threat of the COVID-19 virus. The HVAC systems in both buildings have been cleaned and disinfected, and the School has installed higher efficiency air filters in both buildings, based on the manufacturer’s recommendations. Additionally, the School has purchased and installed new air purifiers for each classroom.

All drinking fountains have been turned off. The bottle refilling stations will continue to operate, and all individuals will be encouraged to bring their own water bottles or use disposable cups.

Trevor has no plans to make physical changes to existing spaces and therefore will continue to comply with the 2020 New York State Uniform Fire Prevention and Building Code.

As required, automatic hold-open functions in stair and corridor doors will not be altered in any way.
As required by Education Law and regulation and the Fire Code, Fire (evacuation) Drills and Lockdown Drills will be conducted, without exceptions.

6. **Hygiene, Cleaning, and Disinfection:**

The School will follow all CDC and DOH requirements regarding hygiene, cleaning, and disinfection, including maintaining logs that include the date, time, and scope of cleaning and disinfection.

The School’s staff will maintain hourly cleaning and disinfecting of restrooms and high-touch areas, such as doorknobs and stairwell bannisters, using Environmental Protection Agency (EPA)-approved disinfectants. Faculty will disinfect desks and chairs after each class.

As recommended by the DOH, the School is limiting the sharing of objects as well as the touching of shared surfaces, such as conference tables. Students sit at individual desks instead of shared tables. Classrooms for grades 1–12 are set up with individual desks, socially distanced, all facing in one direction, with 6–8 students per classroom, depending on the size of classroom. Classrooms for students in Nursery through Kindergarten have different requirements as per childcare regulations, with no more than 15 students per classroom.

All devices (iPads, Chromebooks, and Laptops) are one-to-one per student; they are not shared. Lower School children have been given their own individual supplies for the year. In the Middle and Upper School, art supplies were organized into packets for individual students to eliminate sharing. Where individual packets are not feasible, equipment is sanitized between uses.

The School has installed portable hand-washing sinks. There is also a hand sanitizer in every classroom, office, and common area. Disposable paper towels are available. All students and staff members must use hand sanitizer prior to entering the building.

Toilet covers have been added to all toilets to reduce the possibility of water spray during flushing. Additionally, all hand dryers in restrooms will be disconnected. Disposable paper towels are available.

7. **Extracurriculars:**

All field trips and events involving in-person congregation (e.g., assemblies) are prohibited. All faculty meetings, assemblies, and other activities involving congregations larger than cohorts are held online. All interscholastic contests have been cancelled through January 3, 2021. More information will be communicated as it becomes available.
8. **Before and Aftercare:**

All students attending the School’s aftercare program (AfterSchool) are in cohorts to the greatest extent possible, including members from the same household. The School will continue to maintain social distancing policies and require adults and children to wear face masks during the AfterSchool program. The School also offers an online program for interested families.

When opening supervised, designated spaces to Middle and Upper School students before and after school, the School continues to maintain social distancing policies and requires that children and adults wear face masks. Furthermore, students are not allowed to leave the building and then return for aftercare.

9. **Vulnerable Populations:**

Dedicated distance learning classes are available to Lower School students; all Middle and Upper School classes are taught via a hybrid model (in-person and simultaneously online) for all students enrolled in each class. The School believes that this arrangement allows all students an equity of experience, and also affords families who may not be immediately sending a child to an in-person educational environment the option to engage in dynamic and concurrent distance learning.

By law, faculty, and staff with underlying medical conditions and at high risk of COVID-19 will be accommodated. This accommodation requires a doctor’s note.

Provisions for providing additional PPE to individuals with underlying health conditions will be made available to any family or employee. Further, the School has purchased and tested transparent face coverings for teachers who instruct the youngest children, for children with hearing impairment or requiring language services, and/or for all other instruction that requires visualization of the movement of the lips or mouth.

10. **Transportation:**

For those students who use DOE bussing, the DOE will be required to maintain standards for social distancing. In addition, the School provides a shuttle bus that transports students in the mornings and afternoons between its two campuses. A detailed timetable has been issued. Shuttle busses follow all social distancing requirements; students, faculty, and drivers are required to wear face masks at all times. The shuttle bus is cleaned and disinfected once a day. High contact spots are also wiped down between the morning and afternoon run. Given its combustible composition, the shuttle does not carry hand sanitizer—but the use of hand sanitizer will be enforced both before entering and after exiting the shuttle.
As a number of the School’s students, faculty, and staff rely upon public transportation, we are asking all students, parents, faculty, and staff to follow state-issued public transit guidance, including wearing face masks during their trips to and from school. On a daily basis, before engaging in the commute to school, the School requires all parents to conduct health screenings and report through the Magnus Health App.

11. **Food Services:**

In grades N–5, lunches are eaten in the homerooms with appropriate social distancing. Similarly, in grades 6–12, all lunches are eaten in classrooms or in designated spaces with appropriate social distancing. The School continues to provide the choices students and faculty need, given dietary restrictions and health accommodations. Food and beverages are not served buffet or family style; nor are they shared among and between students. This mandate has been communicated in the divisional handbooks and reiterated in schoolwide communications to parents, students, faculty, and staff.

To make sure there is no cross contamination, individual lunches for students and employees with food allergies are prepared before the rest of the student lunches. Hand washing or hand sanitizing are required before and after all meals.

12. **Mental Health, Behavioral, and Emotional Support Services and Programs:**

The School’s two full-time school psychologists have taken the lead in working on mental health, behavioral, and emotional needs of students, faculty, and staff. Their responsibilities include monitoring student mental health, communicating with division heads and the Head of School, and providing guidance to the professional staff in working to address all mental health and wellness concerns. The two school psychologists are continuing their focus from last year—working to communicate with parents about available resources and hosting parent meetings with outside experts dealing with the stresses of the COVID-19 public health emergency. They will also host parent gatherings to meet the challenge of raising emotionally healthy children during this unique time.

13. **Communication:**

The School recognizes the crucial importance of clear and timely communication between administrators, faculty, students, and families. We strive to create a culture of transparency, feedback, and continuous improvement.
Over the course of each school day, families may continue to follow a typical protocol of reaching out to homeroom teachers or advisors via email with questions about curriculum and/or instruction. Families may also communicate with a Division Director via email or phone. Families may direct all questions related to technology to techsupport@trevor.org. A tech support specialist will reply and troubleshoot in a timely fashion.

With regard to the COVID-19 public health emergency, Trevor has sent scores of school-wide communications to the community (parents, students, faculty, and staff) since February 26th and has hosted multiple virtual parent meetings per division, as well as one school-wide town hall community meeting in June.

Trevor surveyed parents, students, and faculty twice during the spring to gauge satisfaction with the distance learning program and to gather feedback for improvement and data on families’ additional needs. The School has also surveyed all Trevor families on their concerns, needs, and preferences regarding the reopening of school for the 2020–2021 academic year.

The School hosts two internal web pages for the community—one offers resources regarding the COVID-19 public emergency; the other offers resources and information regarding distance learning. Furthermore, the School has posted its Reopening Plan on its public website. The most up-to-date version of the School’s Reopening Plan can always be found at: http://www.trevor.org/fall-2020-reopening.

All new protocols and safety measures, as well as the signs and symptoms of illness have been documented in a new COVID-19 section of divisional and employee handbooks and shared via the Pushpage (email) system. This documentation is also available on the COVID-19 Community Resource page on the School’s Portal. The School has posted public health protocols and instructions in the form of posters throughout each building.

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The updated New York State Department of Health guidance requires that prior to making any change to reduce physical distancing to less than six feet between students during academic instruction, decisions must be made with community input. To that end, Trevor developed the proposal in consultation with its school nurses and Trevor’s COVID Committee (including an epidemiologist and a pediatrician). Trevor solicited faculty and staff feedback through Zoom meetings and a Google form, and hosted a Zoom meeting for Middle School parents on Monday, May 3rd, as well as facilitated a short survey, to gather feedback and answer questions about these plans. There was universal support for the plan to reduce physical distancing to less than six feet between Middle School students during academic instruction, and the plan went into effect on May 10, 2021.
V. MONITORING OF HEALTH CONDITIONS

1. Screening:

DOH guidelines mandate health screenings—including temperature checks—of students, faculty, staff, and, where applicable, contractors, vendors, and visitors. In accordance, all parents and employees will be required to complete a mandatory daily health screening on the Magnus Health App.

Daily temperature checks must be conducted at home for each individual, and reported to the School through the Magnus Health App. All Trevor parents (for students) and employees are required to complete a mandatory daily health screening on the Magnus Mobile v2 App every school day before they enter a school building. The app can be downloaded in the App Store or in the Google Play Store. If parents do not complete the screening, students will need to be screened upon arrival at school.

The health screening questions are as follows:

(1) Have you knowingly been in close or proximate contact in the past 14 with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had any symptoms of COVID-19?

(2) Have you tested positive through a diagnostic test for COVID-19 in the last 14 days?

(3) Have you experienced any symptoms of COVID-19, including a temperature of of 100.0°F in the past 14 days?

(4) Have you traveled internationally or from a state with widespread transmission, as per New York State’s travel advisory, in the last 14 days?

When the daily screening is complete, parents should take a screenshot of the confirmation page:
Print or email a copy of the confirmation screenshot for your child to show upon entry to the building. If parents are dropping off, they may also show the confirmation screenshot at drop off.

School Nurses performing any in-person screening activities will be appropriately protected from exposure with PPE—including gloves, N95 masks, surgical masks, isolation gowns, and face shields or other eye protection. Furthermore, Nurses will change into appropriate, clean PPE and scrubs upon arrival at the School medical office. Disposable PPE is available for approved visitors, if needed.

All visits, including those of parents, will be strictly restricted for the foreseeable future. For any exception to that rule—for example, a contractor, vendor, or other visitor (primarily deliveries), there will be an app to pre-screen, separate from the Magnus Health App for students and staff. School personnel can also perform an in-person screening before a visitor is allowed to enter the building.

Any individual who screens positive for COVID-19 exposure or symptoms, or who presents with a temperature higher than 100.0°F, will not be allowed to enter the school if screened outside, or must be sent home with instructions to contact their health care provider for assessment and testing.

As mandated by New York City’s Department of Health guidelines, we have developed protocols for safely caring for a student, should they develop symptoms of COVID-19 during the school day.

These are the conditions under which students may be sent home.

Symptoms include:

- Cough
- Shortness of breath or any difficulty breathing
- New loss of taste or smell
- Fever (100.0°F or higher)
- Chills
- Body aches
- Headache
- Sore throat
- Nausea or vomiting
- Diarrhea
- Fatigue
- Congestion or runny nose

If a student appears to be symptomatic, their teacher will contact the school nurse, who will immediately come to the classroom to assist the student to an isolation room for further evaluation.
Each building has a dedicated isolation room and other rooms available to convert into an isolation room, if needed.

Families must have a parent or caretaker available to pick up their child within an hour, should a COVID-19 infection be suspected. In that case, the student will remain with a designated staff member in an isolation room, both of whom will wear appropriate PPE. The parent will be directed to have the student seen by an outside health professional. The student cannot return to school until cleared, in writing, by a physician.

The School will immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19 and reported to the School.

2. Travel Restrictions

For any traveler to New York State from out of state, exempting the contiguous states (CT, MA, NJ, and PA), the new guidelines for travelers to test-out of the mandatory 14-day quarantine are below:

For travelers who were in another state for more than 24 hours:
- Travelers must obtain a test within three days of departure from that state.
- The traveler must, upon arrival in New York, quarantine for three days.
- On day four of their quarantine, the traveler must obtain seek another COVID test. If both tests come back negative, the traveler may exit quarantine early upon receipt of the second negative diagnostic test.

For travelers who were in another state for less than 24 hours:
- The traveler does not need a test prior to their departure from the other state, and does not need to quarantine upon arrival in New York State.
- However, the traveler must fill out the traveler information form upon entry into New York State, and take a COVID diagnostic test 4 days after their arrival in New York.
- Local health departments will validate tests, if necessary, and if a test comes back positive, will issue isolation orders and initiate contact tracing. The local health department must make contact with the state the traveler came from, to ensure contact tracing proceeds there as well. All travelers must continue to fill out the traveler information form upon arrival into New York State to contribute to New York State’s robust contact tracing program.

Who needs to quarantine?
Anyone who has been in close contact with someone who has COVID-19. This includes people who previously had COVID-19 and people who have taken a serologic (antibody) test and have antibodies to the virus.

What counts as close contact?
- You were within 6 feet of someone who has COVID-19 for at least 15 minutes. Note that shorter, but repeated, contacts that add up to 15 minutes over a 24-hour period do count as close contact. Also:
- You provided care to someone sick with COVID-19.
• You had direct physical contact with the person (touched, hugged, or kissed them).
• You shared eating or drinking utensils.
• They sneezed, coughed, or somehow got respiratory droplets on you. In that case, stay home and monitor your health.
• Stay home for 14 days after your last contact with a person who has COVID-19.
• Watch for fever (100.0° F), cough, shortness of breath, or other symptoms.
• If possible, stay away others, especially people who are at higher risk for getting very sick from COVID-19.

For more information, visit the CDC website.

3. Testing Protocols and Responsibility:

Required COVID-19 Testing for Trevor’s In-Person Program
COVID-19 testing and proof of a negative test result is periodically required of all students, faculty, and staff before they can attend Trevor in person.

For the convenience of its community, Trevor contracted with Quality Laboratories to offer COVID-19 PCR testing to all students, faculty, and staff. Quality Laboratories performs the CDC 2019 Novel Coronavirus (2019-nCoV) Real-Time Reverse Transcriptase (RT)–PCR Diagnostic Panel, one of two laboratory tests developed by the CDC that identify SARS-CoV-2, the virus that causes COVID-19. Testing is performed by technicians from Quality Laboratories. The test is a nasopharyngeal mucosa swab. Test results are available within 48 hours; note that Quality Laboratories will contact you by telephone ONLY in the case of a positive result.

Students, faculty, and staff may instead be tested through their primary care provider or other available testing facilities. Either the CDC 2019 Novel Coronavirus (2019-nCoV) Real-Time Reverse Transcriptase (RT)–PCR Diagnostic Panel or the CDC Influenza SARS-CoV-2 (Flu SC2) Multiplex Assay are accepted. Rapid Antigen tests are not acceptable.

Following your test appointment, we depend on you and your families to follow best practices for social distancing and wearing face coverings, and to avoid all international travel and travel to restricted states.

Students will have an excused absence for any class they miss for COVID-19 testing.

Testing Questions: Please direct your questions to our school nurses:
Lower School Nurse: Nancy Florio at 212.426.3314 or nflorio@trevor.org
Middle and Upper School Nurse: Debbie McTague at 212.426.3394 or dmctague@trevor.org.

Revision 5/10/21
Due to the implementation of reduced social distancing (three feet) in the academic classes of the Middle School (Grades 6–8), increased COVID-19 testing (weekly testing for all students) began on Wednesday, May 5th.
4. Early Warning Signs:

The School will keep itself informed of the state’s levels of COVID-19 spread and will follow all state protocols. In addition, all confirmed cases of COVID-19 in students, employees, and parents will be reported to the Department of Health for consultation as to the next steps for the School.

VI. CONTAINMENT PROTOCOLS

1. School Health Offices:

As mandated by DOH Guidelines, the School has developed protocols for safely caring for a student, faculty, or staff member, should they develop symptoms of COVID-19 during the school day. If a student or employee has been identified as displaying symptoms of COVID-19, the observing faculty or staff member will contact the School Nurse, who will immediately come to the classroom to assist the student or employee to the isolation room for further evaluation.

2. Isolation and Collection:

As mandated by DOH Guidelines, the School has developed procedures to isolate individuals who screen positive upon arrival or become symptomatic while at school; provide appropriate PPE for school health office staff caring for the symptomatic individual; and provide for safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty, and staff.

Each building will have a dedicated isolation room and other rooms available to convert into an isolation room, if necessary.

The School is asking all families to have a parent or caregiver available to pick up their child within one hour of notification, should COVID-19 infection be suspected. If COVID-19 is suspected, the student will remain with a designated staff member in the isolation room and parents will be contacted. Appropriate PPE will be used for the student and staff member. The parent will be directed to have the student seen by an outside health professional and cleared to return to school. The student will not be allowed to return to school until cleared by a physician.

The School will follow the CDC recommendations regarding the use of asthma spacers/valve holding chambers for the delivery of asthmatic treatment whenever feasible. This will help reduce aerosolisation and transmission of COVID-19. Nebulizer treatment must be accompanied by a physician’s orders.
3. **Infected Individuals:**

If a faculty, staff member, or student presents to the School Nurse with COVID-19 symptoms, they will be isolated and sent home with a recommendation to see a healthcare provider; if the healthcare provider recommends a COVID-19 test, the individual must remain at home for 14 days or until cleared, with documentation, by their physician. The School will also require individuals to immediately disclose if and when their responses to any of the health screening questions change, such as if they begin to experience symptoms, during school hours or outside of school hours.

The School’s returning to learning protocol includes documentation from a health care provider evaluation, negative COVID-19 testing, and symptom resolution, or if COVID-19 positive, release from isolation. The School will work with the local health department(s) to follow up-to-date requirements for determining when individuals who screened positive for COVID-19 symptoms can return to the in-person learning environment, following the mandatory 14-day quarantine.

The School will immediately contact the local Department of Health upon learning of a COVID-19 case and the subsequent discharge from isolation and return to school will be conducted in coordination with the DOH.

4. **Suspected Exposure and Exposed Individuals:**

In the event of a suspected COVID-19 case, the exposed cohort/classmates and teacher will be moved to another classroom. The nurse will take temperatures of all and assess for signs and symptoms of COVID-19. If no signs or symptoms are noted, individuals may remain at school. An email will be sent home to all parents of classmates/cohort members with instructions to observe for signs and symptoms at home and to notify the school of any concerns.

In the event of a confirmed COVID-19 case, the DOH will be immediately contacted to begin contact tracing. If the individual was in a Lower School or Middle School cohort, those students and teachers will be instructed to quarantine at home for 14 days and to report any change in status to a private physician and the school nurse for further instruction. If we are notified of a confirmed case in the Upper School, contact tracing by the DOH will guide which close contacts will be required to quarantine for 14 days. An email and BrightArrow text/voice alert will be sent to all Trevor parents with instructions to observe for signs and symptoms at home and to notify the school of any concerns.
5. **Hygiene, Cleaning, and Disinfection:**

Following a potential exposure to COVID-19, the School housekeeping staff and outside cleaning contractors will follow CDC guidelines on “Cleaning and Disinfecting Your Facility.” These guidelines are as follows:

- Close off areas used by the person who is suspected or confirmed to have COVID-19.
- Close off the affected areas (e.g., classroom, restroom, hallway) and consult with local health departments in development of additional protocols.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean and disinfect.
- 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.

6. **Contact Tracing:**

*Trevor currently has six staff members certified through a contact-tracing course run by Johns Hopkins Bloomberg School of Public Health, including the school nurses.*

*Trevor has developed a plan with local health departments to trace all contacts of an infected individual, in accordance with the New York State Contact Tracing Program. As required by federal and state regulations, confidentiality will be maintained.*

7. **Communication:**

Parents will be required to read and sign the School’s new COVID-19 documentation, which has been added to the divisional Student Handbooks. Employees will be required to read and sign the School’s new COVID-19 documentation, which has been added to the Employee Handbook. This language reviews all protocols and safety measures, as well as the signs and symptoms of illness. This documentation is also available on the COVID-19 Community Resource page on the School’s Portal.

The School has previously communicated iterations of the following policy regarding travel restrictions and will continue to share the most up-to-date policy via this document, the School Handbooks, and the Portal: *Quarantine is required by New York State after international travel or travel within states with widespread community transmission of COVID-19, pursuant to current CDC and DOH guidance, as well as Executive Order 205.* The School asks that all students and employees
who have traveled internationally or to the states identified remain in quarantine for a minimum of 14 days before joining the in-person School community, while these regulations are in effect.

Furthermore, the School asks that all children who have been in contact with a household member who has traveled internationally or to identified states (and who has not followed quarantine requirements of self-isolating from other household members) remain in quarantine for a minimum of 14 days before joining the in-person School community.

To communicate about suspected exposure, Trevor will use the pushpage email system to reach affected members of the community. To communicate about confirmed exposure, Trevor will use the pushpage email system and the BrightArrow Emergency voicemail and text system to reach all members of the community.

VII. CLOSURE CONTINGENCY PLANS AND PROTOCOLS

1. Closure triggers:

The School will keep abreast of data provided the DOH and CDC regarding COVID-19 transmission. In addition, the School’s administration and health professionals will monitor attendance of both students and faculty/staff to gauge the safety of the continuation of in-person learning. The mechanism for tracking in-person student attendance is homeroom teachers/advisors take attendance and submit to nurse and administrative team on the respective campus, who record attendance on the School’s Portal system. The mechanism for reporting student attendance in a distance learning setting is teacher tracking via Zoom classes and submission to the nurse and administrative team on the respective campus, who record attendance on the School’s Portal system. Submission of the faculty/staff daily health screening will act as the faculty/staff attendance tracking mechanism.

The School Nurses will conduct contact tracing in an efficient and rapid manner, as well as remain in communication with state and local health departments, in order to recommend if cohorts of students should move from in-person to online instruction. Should either external or internal conditions militate against the School’s in-person program remaining open, a decision will be made to discontinue in-person instruction. This determination will be made by the Head of School, with counsel from the Division Directors and Board of Trustees, and in consultation with state and local health departments.
2. **Operational Activity:**

In the case that operations should be decreased or ceased, the Head of School will consult with the Division Directors and Director of Operations to determine which employees and operations remain essential to the School. In addition, the School will implement for all students to shift entirely to the School's distance learning program: TREVORLINK.

3. **Communication:**

The School will use the Pushpage email system and the BrightArrow emergency voicemail and text system to communicate to the internal community throughout a closure process. The School will also use the homepage of the external website (www.trevor.org) to communicate externally about any closure. Furthermore, the Head of School and school health professionals will communicate expediently with the local and state authorities to announce a closure process.