



State Office of Religious and Independent Schools (SORIS)

Religious and Independent School Reopen Plan Final Version for SORIS Submission

Religious and Independent Schools Subcommittee Membership

The following organizations and representatives from the New York religious and independent school community participated in the drafting of these recommendations:

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STATEMENT OF PURPOSE

This document is a proposed document which may be updated due to evolving guidance from federal, state and local authorities in response to the COVID-19 pandemic. Religious and independent schools serve an important role in educating students throughout the State of New York and play a critical role in the State's economic well-being. They are also diverse. The religious and independent schools in New York include day and boarding schools, religious schools representing all faiths, specialized schools such as Montessori and Waldorf, and schools which serve students with special educational needs. This is accomplished in a wide variety of configurations (e.g. K-8; K-9; K-12; PG-12, etc.). Some religious and independent schools serve

fewer than 50 students while other have multiple campuses serving over 2,000 students. The religious and independent schools can be single gender or co-educational. What they all have in common is a profound understanding that when it comes to educating students there is no “one size fits all” solution.

THE COVID-19 IMPACT ON RELIGIOUS AND INDEPENDENT SCHOOLS

In the spring of the 2019-2020 school year, in response to the public health concerns created by COVID-19, all schools throughout the state were closed by and Executive Order of the Governor. Despite closure of physical campuses, most religious and independent schools continued to provide educational programs using a variety of platforms, including online learning. While this solution provided a viable short-term educational option for students attending religious and independent schools, it has become increasingly apparent that long-term, successful educational outcomes will best serve New York students when the religious and independent schools are able to fully open their physical campuses in the fall of 2020.

To re-open, religious and independent schools should be guided by applicable New York law, Executive Orders, and local, state, and federal public health guidelines for the re-opening of schools and businesses consistent, where applicable, with guidance that is created by the New York Board of Regents.

The diversity of the New York religious and independent school educational community means that each school will need to create a plan to guide its reopening using applicable local, state, and federal public health guidelines. These health guidelines should form the foundational work as each school community assesses its unique structural circumstances in governance, enrollment, faith-based mission, facilities, and programmatic needs. *All religious and independent school plans must meet applicable local and state public health recommendations.* Because many religious and independent schools have smaller enrollment than their public school counterparts, leading to lower population density, as well as flexibility within their physical plant, they can pivot to the new guidelines as the state reopens and innovate in such areas as hybrid learning models, facility, schedule, and calendars to meet the needs of their students, faculty, and families.

RELIGIOUS AND INDEPENDENT SCHOOL CONSIDERATIONS FOR RE-OPENING

There are several factors which must be taken into consideration as religious and independent schools develop their reopening plans including,

- ! The prevalence of the disease must be low enough to safely resume campus operations.
- ! An adequate supply of viral tests is available for use by religious and independent schools as may be needed to meet applicable public health guidelines.
- ! The State provides, when possible, consulting and support for religious and independent schools which may need to conduct contact tracing.
- ! The State Department of Health provides public health guidelines for K-12 schools, covering, 1) the wearing of face masks, 2) physical distancing, 3) recommended group size, and 4) transportation. State Department of Health guidelines should include issues such as the density of dormitories (for Boarding Schools), dining halls, bathrooms, locker rooms, and classrooms.
- ! An adequate supply of PPE and facemasks is available for use by religious and independent schools as may be needed to meet applicable public health guidelines.

- ! Adequate surge capacity is available in nearby health care facilities and hospitals.
- ! Safe Harbor from liability for those educational institutions that undertake the planning efforts outlined in this report is investigated as an option.

CONSIDERATIONS IN THE DEVELOPMENT OF SCHOOL RE-OPENING PLANS

Each religious and independent school should develop a plan for a 2020-2021 reopening that applies available public health guidance to meet the structure and operations of its school. The plan should consider applicable aspects of school programming and operations including, 1) the age and nature of student population, 2) whether the school provides early childhood programming, 3) any educational methodology that is essential to the mission of the school, 4) the physical layout of the campus and its structures, and 5) whether the school is day or boarding.

Each Religious and Independent School plan must have four (4) components:

- ! **repopulation** of the campus
- ! **monitoring** health conditions to ensure detection of infection
- ! **containment** to prevent spreading of the disease if infection is detected
- ! **shut-down** if infection cannot be contained or is otherwise necessary and required by the local Board of Health.

In formulating these plans, schools must be mindful that the course of the pandemic over the summer cannot be confidently predicted. It is possible that conditions may warrant reopening but the pandemic worsens in the fall to the extent that the Governor or local health officials would order a new shutdown. *Religious and independent schools should be flexible and plan contingencies including a physical reopening and a potential closing with all scenarios including delivering some or all programming online.*

The heterogeneity of religious and independent day and boarding schools, and the different public health risks associated with different types of programs, suggests that reopening dates and operating protocols will, for good reason, differ across institutions. Therefore, it is essential that:

- ! Religious and independent schools develop their own plans for reopening and operating for the duration of the current pandemic.
- ! Religious and independent schools should consider the multiple models for re-opening their campuses and *select the one that makes the most sense* for their unique circumstances of program, students served, location, and facilities.

These models include, but are not limited to, 1) a return of all students to campus with a variety of adaptations to meet state and local health requirements; 2) some students returning and a slow integration of other students by age; 3) cohorts of students on campus at different times; 4) alternating days for students; 5) the use of distance learning to “decompress” the campus population; and 6) extending the calendar and day schedule. Careful considerations of these and myriad other models allows a religious or independent school to find the best approach for its unique circumstances.

Each religious and independent school should be prepared to modify, 1) school calendars, 2) the structure of a school day, 3) the physical layout of their campuses, and 4) policies for students, employees and visitors relative to hygiene, access to campus, and safety protocols.

It is important to note that the initial plan developed for the reopening in fall 2020 may need to be modified as the medical understanding of COVID-19 advances. This has the potential to impact areas such as social distancing, size of groups, testing and monitoring, isolating and quarantining, hygiene, and cleaning. Clear guidance from the New York State Department of Health will be critical as religious and independent schools determine how they can best meet the medically-determined guidelines to the extent possible and reasonable in their plans. As such, for all religious and independent schools, there will need to be close coordination between religious and independent schools and the various regional Departments of Public Health. Likewise, religious and independent schools will need to coordinate with local public school districts that provide transportation for religious and independent school students.

Boarding Schools

Boarding schools, in particular, should reference applicable guidance from the Higher Education community regarding residential issues as they face issues similar to those encountered by New York colleges and universities. It should be noted that while these recommended guidelines for residential colleges and universities are relevant for boarding schools, it is also important to remember that New York boarding schools are special places of learning, unique from colleges and universities. Boarding schools which serve grades 5-12 students often have far smaller enrollments than their college and university counterparts, in general a smaller staff, and generally students ranging in age from 11-19. These factors are important in how boarding schools create and implement their re-opening plans. Religious and independent boarding schools have similar repopulation issues as colleges and universities and so allowing students to arrive on campus prior to the opening of school is beneficial.

Before a boarding student is permitted to return to campus, boarding schools should require reasonable confirmation that the boarding student has either, 1) tested negative for COVID-19 (an antigen test to look for viral activity) or, 2) has undergone antibody testing showing a strong likelihood that the student has already recovered from COVID-19. Boarding schools may require families to obtain this testing themselves within four (4) days of return to campus, or may elect to conduct the testing upon the student's arrival on campus. While present guidance suggests that COVID-19 testing within four (4) days of the student's arrival to campus may be considered current, this may change with further scientific information emerging. There are no limits on the timeframe for antibody testing at present, but this, too, may change in the future.

Boarding school students with a positive test should be instructed to remain home until cleared for return to school. Distance learning is advised for the recommended 14 days of isolation. If a boarding school requires families to provide for the testing, schools should consider and develop a plan for how to assist families and students who, for a variety of reasons, may be unable to secure appropriate testing within the accepted time frame. As an alternative, boarding schools could welcome those students onto campus *but require isolation for 14 days*. Boarding schools should be prepared to retest boarding students at appropriate intervals following their initial return to campus and may elect to test (or require documentation of testing) from day students based on risk factors. *Any boarding student who tests positive for COVID-19 after having already returned to campus should be cared for in accordance with medical directives and consistent with public health protocols*. Background epidemiological conditions will play a substantial role in determining the need and frequency for repeat testing, i.e., active transmission in the community will be a different scenario than a lack of local transmission.

COMPONENTS OF A RELIGIOUS OR INDEPENDENT SCHOOL PLAN

A religious or independent school plan should reflect the individual decision-making by the school regarding re-opening and ongoing operation. A religious and independent school plan should include:

- Recognition it will follow State of New York's Department of Health Guidelines as applicable including any published health guidelines regarding,
 - ! the use of face masks for employees, students and visitors;
 - ! recommendations for screening (testing, temperatures);
 - ! visitors to campus;
 - ! responding to students or staff who are symptomatic;
 - ! social distancing;
 - ! personal hygiene;
 - ! room cleaning;
 - ! isolation or sick rooms
 - ! the cleaning regimens for day and boarding schools
 - ! group size which accounts for communal spaces such as gymnasiums, libraries, cafeteria, and dining spaces.

- **Boarding schools** should include applicable recommendations for dormitories as modified to fit the housing and residential structures of the school and taking into consideration related faculty housing issues.

- A transportation plan that adheres to applicable guidance and, where applicable, works in coordination with local public school districts in connection with the transportation of non-public school students.

- A process to develop and communicate the reopening plan including collaboration with constituents.

- Designation of an employee whose responsibilities include, 1) acting as the school coordinator to monitor the plan and 2) serving as a liaison to the local, regional, or state Department of Public Health.

- Development of protocols for how the school will open safely for all school members; students, faculty, staff, and parents while meeting applicable state and local health requirements as well as protocols for regularly monitoring student, faculty, and staff health conditions.

- Development of a contact tracing plan that may include the training of a school employee and working in consultation with local and/or state public health officials.

- Consideration and accommodations for vulnerable populations of students and staff.

- Development of plans for shutdown should it be necessary and plans should there be a change in state health requirements.

- Ensure that policies and procedures, consistent with state law, will appropriately support contact tracing efforts of state or local health departments.
- Commitment to maintaining such plans and making them available upon request by the local and/or state Department of Public Health.

CONCLUSIONS

Religious and independent schools play an essential role in the education of students and in the economy of New York. The State has understandably recognized that for the state to fully “re-open,” it is essential that day care programs, public and non-public religious and independent schools, and colleges and universities must be open as well.

Religious and independent schools have the potential to be impacted with declining enrollment due to the economic downturn associated with COVID-19 as well as enrollment decline due to parental uncertainty. This, coupled with the need to promote a safe and healthy environment for students and staff, requires the need for partnership with the State of New York to successfully re-open. Below is a list of areas of support to preserve the public health and allow independent schools to open:

Availability of necessary tests

- ! An adequate supply of tests is available for all boarding and day school populations if testing of these populations is recommended by public health guidance.
- ! An adequate supply is available of appropriate PPE equipment, including masks, for all independent schools.
- ! An adequate supply of cleaners and disinfectants are available including hand sanitizer, wipes, and other cleaning materials needed to protect the public health.
- ! Coordination regarding shared transportation with public school students.
- ! An investigation into the possibility of a “safe harbor” from liability based upon the development of a written plan consistent with these recommendations.
- ! Reporting protocols for informing health officials about known COVID-19 cases.
- ! Acknowledgment that any recommendations are subject to change based upon further guidance, evolving public health recommendations and/or changes in circumstances that may occur prior to the commencement of the school year.

Finally, like other industries that drive the state economy, religious and independent schools face serious financial harm even to the extent of jeopardizing their short-term sustainability given the serious economic decline the country and State are experiencing due to COVID-19. To help ensure that religious and independent schools remain a vibrant part of the educational landscape, provide a choice for families, and continue to provide substantial and reliable employment the State should look at short-term, fixed-cost funding for independent schools to help them through a potentially significant enrollment decline for 2020-21. Religious and independent schools are a key economic driver across the State, and much like other businesses and non-profits, funding to assist in the sustainability of these schools in the short-term will alleviate economic instability and provide the opportunity for continued strength in independent school programming, enrollment, and service.

The non-public, religious and independent schools are strong and reliable partners in their communities. We look forward to re-opening our schools so we can continue to serve the

students and families who are committed to their independent schools and also believe in their partnership with the state to support community health and an economic rebound for the State of New York.

Appendix A

Ideas and Suggestions for Religious and Independent Schools as they Develop Re-opening Plans

- ! Consider the school academic calendar to provide the best opportunity for a successful opening of school and continuation of programming.
- ! Develop multiple scenarios for reopening.
- ! Consider changes to time and space in calendar and scheduling to decrease density on campus such as elongating the school day or week, extending or altering the school calendar, repurpose spaces for classrooms, and other alterations. (e.g. *Compress the fall calendar for boarding schools so that students leave at Thanksgiving and do not return until the new year.*)
- ! Consider developing smaller stable cohorts (aka “pods”) of students and faculty to decrease interaction among groups; in the event that there is a person who tests positive, such limited grouping might create least disruption to the whole school. Similarly, develop “family” groups in boarding schools to decrease isolation and increase a safe community size of students ages 11-19 for rooming, dining, and bathroom use.
- ! Consider organizing the academic calendar into small sections so should there be a disruption, only part of the grading calendar is disrupted.
- ! Consider using hybrid or blended models to deliver some courses or leaving some courses entirely online.
- ! Consider using the late summer to offer online courses for students who need them.
- ! Consider the daily drop-off and pick up routines, the use of multiple entrances, the repurposing of spaces to limit interaction.
- ! Study various plans that are being implemented including:
 - \$ Sequencing the return of students to campus.
 - \$ A rolling return of students to campus.
- ! Explore flexible staffing configurations to accommodate faculty and staff.
- ! Faculty in vulnerable populations (those with compromised immune systems or over the age of 60 or 65) may wish to teach remotely.
 - \$ Offering courses where a faculty member is teaching remotely -- some residential institutions are considering having students come to a classroom, with appropriate social distancing, and have the faculty member projected onto a screen in the room. This might create a greater sense of community than having students participate by themselves.
 - \$ Many institutions may have to cap the size of larger classes to accommodate social distancing, break them into multiple sections, or teach them remotely.
- ! Enhance professional development for faculty in online teaching as needed. When the State closed this spring, faculty had little time to learn best practices for online teaching. Online instruction may be the primary form of pedagogy in some instances and the default mechanism in the event of a second wave of infection.
- ! Consider how to manage extracurricular activities and athletics: athletics, arts, and many activities (e.g., debating clubs, student newspapers, Model UN) as many might be pursued virtually or with social distancing.
- ! Limit visitors to campus. Schools should consider how to limit visitors, parents, and vendors coming onto campus as an effort to limit the transmission of the virus.
- ! Continue the use of video conferencing (e.g. via Zoom or Google Meets, etc.) for “in-school” meetings to reduce person-to-person contact.

Appendix B

New York State Department of Health Interim Advisory Guidance for In-Person Special Education Services and Instruction During the COVID-19 Public Health Emergency

June 8, 2020

NOTE: It is anticipated that this section will be replaced by the latest advisory information from the New York State Department of Health

Before Opening

- \$ Consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources.
- \$ Ensure that appropriate social distancing, personal protective equipment (PPE), hygiene, and cleaning/disinfection protocols are in place.
- \$ Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- \$ Train all faculty and staff (“employees”) on the below precautions either remotely or in-person, using appropriate social distancing and requiring face coverings for all participants.
- \$ Protect and support staff and students who are at higher risk for severe illness by considering remote options for telework and virtual learning, if in-person is not feasible at a given time (e.g. staff member is ill, facility is temporarily closed for cleaning and disinfection following a positive COVID-19 case, student’s parent or guardian requests remote instruction due to COVID-19 susceptibility); provided, however, that students receiving special education services and instruction are entitled to the opportunity to receive in-person instruction.

While Operating

Adopt healthy hygiene practices

- \$ Ensure acceptable face coverings are worn by all staff whenever they are within six (6) feet of students or other staff.
- \$ Encourage, but do not require students to wear acceptable face coverings. Face coverings should not be used by children under the age of 2, or for anyone who is unable to medically tolerate such covering, including students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction.
- \$ Provide information to staff and students on proper use, removal, and washing of cloth face coverings.
- \$ Reinforce proper hand hygiene and cough/sneeze covering among all students and staff.
- \$ Provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined trash receptacles.
- \$ Employees must wear a face covering unless they are unable to medically tolerate such covering.
- \$ Employees may use alternate PPE (i.e., faceshields or coverings that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain students (e.g. hearing impaired) that benefit from being able to see more of the employee’s face.

Increase cleaning, disinfecting, and ventilation

- \$ Adhere to hygiene and cleaning and disinfection requirements from the CDC and NYSDOH and maintain logs on site that document date, time, and scope of cleaning and disinfection.
- \$ Clean and disinfect frequently touched surfaces within the school at least daily (e.g., equipment, door handles, sink handles, drinking fountains) and shared objects (e.g., games, art supplies) between uses.
- \$ Ensure safe and correct application of disinfectants registered by the New York State Department of

Environmental Conservation (DEC) and keep products away from children.

- \$ 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 (e.g., allowing pollens in or exacerbating asthma symptoms) to students using the facility.
- \$ Ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.

Adhere to appropriate social distancing

- \$ Ensure at least six feet of distance between individuals, unless safety or core function of the activity (e.g., instruction) requires a shorter distance. However, any time that staff or faculty are less than six feet from one another or students, they must wear acceptable face coverings.
- \$ Ensure that student and staff groupings are as static as possible by having the same group of students stay with the same staff.
- \$ Restrict mixing between groups and limit maximum student group size to ten in any specific area (e.g. classroom) at any given time, as feasible.
- \$ Post social distancing markers using tape or signs that denote six feet of spacing in commonly used and other applicable areas.
- \$ Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict group size to no more than ten students at any given time, as feasible.
- \$ Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.
- \$ Space seating/desks to at least six feet apart (Turn desks to face in the same direction, rather than facing each other, or have students sit on only one side of tables, spaced).
- \$ Close communal use spaces such as cafeterias and auditoriums, if possible; otherwise stagger use between student groups and clean and disinfect in between use.
- \$ If a cafeteria or group dining room is typically used, serve meals in classrooms instead. Serve individually plated meals to avoid sharing of food and beverages, and hold activities in separate classrooms and ensure the safety of children with food allergies.
- \$ Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or guardians and other individuals as much as possible.

Limit sharing of personal items, objects, and equipment

- \$ Keep each student's belongings separated from others' and in individually labeled containers or areas and ensure they are taken home and cleaned and disinfected regularly, as possible.
- \$ Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- \$ Avoid sharing electronic devices, books, and other games or learning aids.

Identify signs and symptoms of COVID-19

- \$ Instruct staff to stay home if they are sick and encourage parents to keep sick students home.
- \$ Be on the lookout for signs and symptoms of illness in staff and students.
- \$ Implement mandatory health screening assessment (e.g. questionnaire, temperature check) before employees begin work each day, asking about (1) COVID-19 symptoms in past 14 days, (2) positive diagnostic COVID-19 test in past 14 days, and/or (3) close contact with confirmed or suspected COVID-19 case in past 14 days.
- \$ Screening is strongly recommended, but not required of students through their parent or guardian.
- \$ Perform screening remotely (e.g. by telephone or electronic survey), before the employee or student reports to the workplace, to the extent possible; or on site if necessary.
- \$ Require employees and parents/guardians - and encourage students - to immediately disclose if and when their or their student's responses to any of the aforementioned questions changes, such as if they begin to experience symptoms.
- \$ Protect personnel performing screening activities from exposure to potentially infectious employees entering the workplace through the use of PPE, such as a face covering, gloves, gown, and/or face shield.
- \$ Personnel performing screening activities should be employer-identified individuals who are familiar with CDC, NYSDOH, and OSHA protocols.

Plan for when an employee or student becomes sick

- \$ Prohibit any employee or student who screens positive for any of the above criteria (i.e., symptoms, test, or close contact) to enter the school and send them home with instructions to contact their health care provider for assessment and testing.
- \$ Refer to NYS DOH's *"Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"* regarding protocols and policies for individuals seeking to return after a suspected or confirmed case of COVID-19 or after close or proximate contact with a person with COVID-19.
- \$ Immediately notify state and local health departments if an employee or student tests positive for COVID-19.
- \$ Cooperate with contact tracing efforts, including notification of potential contacts, such as employees or students who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.
- \$ Maintain a continuous log of every person, including employees and students, who may have close contact with other individuals at the school; excluding deliveries that are performed with appropriate PPE or through contactless means. Log should contain contact information, such that all contacts may be identified, traced and notified in the event an individual is diagnosed with COVID-19
- \$ Prepare and have ready a plan for cleaning, disinfection, and temporarily closing (e.g. 1-2 days) in the event of a positive COVID-19 case.

Maintain operations that safeguard public health and safety

- \$ Advise your staff and faculty about federal and state benefits and employee resources, including paid sick leave and reasonable accommodations.
- \$ Monitor staff absenteeism and have a roster of trained back-up staff.
- \$ Monitor health clinic traffic through school nurses and other health care providers who monitor the types of illnesses and symptoms among students.
- \$ Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- \$ Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.
- \$ Assist staff and students with adopting supportive coping and stress reduction practices.

APPENDIX C

Planning Framework for Religious and Independent Schools

A religious or independent school's reopening plan should have four (4) components:

- **repopulating** the campus (the reentry of students)
- **monitoring** the health of students, faculty and staff
- **containing** cases that develop
- **shutdown** of the campus if it becomes necessary.

This plan should be filed at the school and available upon request to the Department of Public Health. ***A Statement of Attestation is to be filed with the State Office of Religious and Independent Schools (SORIS).***

Re-Opening Plan for Religious or Independent Schools for the 2021-2022 School Year

Name of School: Notre Dame School

Name of COVID-19 Administrator: Caryn Flores Durkin

E-mail of COVID-19 Administrator: cdurkin7211@ndsnet.org

Contact Phone of COVID-19 Administrator: 516.354.5618

Intended date of arrival of the first students: September 7, 2021

Intended date of on-campus classes starting: September 7, 2021

Intended dates for the fall semester, term, or quarter: September -December

Date Plan Submitted: August 17, 2021

Name and Title of Person Submitting Plan: Caryn Flores Durkin, Principal

As schools develop their re-opening plans, those schools with Early Childhood students who refer to the **Reopening New York: "Child Care and Day Camp Programs Guidelines"**.

Part One: Repopulating the Campus

Category	Items to Include
Classrooms	<input type="checkbox"/> Students will wear masks. \$ The instructional program will be delivered in person, unless otherwise directed by the Governor of NYS. Students will change classes and attend special content classes
Cafeterias	\$ Notre Dame School will not reopen with a lunch program. This will be reassessed at a later date, but could include \$ students will be seated 6' apart in the cafeteria on one side of the tables only. Having three assigned lunch periods allows for this. \$ Single use condiments will be provided \$ Students will wipe their own space with provided wipes.
Gymnasiums and Worship Spaces	<input type="checkbox"/> Students will have PE classes outside when weather permits. \$ \$

Outdoor Play Spaces	<input type="checkbox"/> Our enclosed playground will be used by one group of students at a time and will be wiped down after each use.
Spaces Where Other Groups Congregate	<input type="checkbox"/> <input type="checkbox"/>
Dormitories	\$ N/A
Orientation/Arrival	<input type="checkbox"/> Students will gather on the first day of school and the principal will introduce the new procedures and reassure the students that they are safe. <input type="checkbox"/> Students will enter through several different doors.
Personal Protective Equipment (PPE)	Masks: <input type="checkbox"/> All faculty, staff and students have been informed that masks are required when entering the building. Students must wear masks at all times but will be given mask breaks. <input type="checkbox"/> Students will provide their own masks. Notre Dame School will maintain a supply of disposable masks for those who have forgotten their own mask. <input type="checkbox"/> All faculty, staff and students are expected to comply with this protocol. <input type="checkbox"/>
Other PPE Requirements	<input type="checkbox"/> Any parent in the building and all custodial staff will comply with these directives.
Disinfection	<input type="checkbox"/> Hand sanitizers are available at entrances to all buildings, classrooms and the cafeteria. Disposable wipes or similar acceptable cleaners are available in all bathrooms, classrooms and other shared facilities for wiping down surfaces. Students, faculty and staff are reminded to wash hands frequently. Student restrooms will be disinfected multiple times each day. Public, corridor and office spaces and their bathrooms are cleaned in accordance with the State's general guidelines for businesses.
Travel	<input type="checkbox"/> Students, faculty and staff have been advised to avoid unnecessary travel domestically and internationally.
Staffing	<input type="checkbox"/> Faculty, students and staff have been explicitly instructed not to come to work or leave their rooms if they are experiencing COVID-like symptoms. <input type="checkbox"/> Anyone who has a higher likelihood of serious complications is advised to take additional steps to safeguard their health.

Access	<input type="checkbox"/> Visitors will be discouraged. If an employee engages in travel to an area which has been designated as one which results in quarantine, s/he will be expected to observe that 14 day quarantine. <input type="checkbox"/>
Transportation	<input type="checkbox"/> Students who are transported via school district contracts will follow the directives given by those districts/contract buses.
Use of Facilities Outside of the School Day	<input type="checkbox"/> Custodial staff will wipe all handrails, doorknobs and push bars several times each day and at the end of the day before the completion of their shift.
Part Two: Monitoring the Health of Students, Faculty, and Staff	
Category	Items to Include
Monitoring the Health of Students, Faculty, and Staff	<input type="checkbox"/> Notre Dame School has a plan for regular monitoring of health of students, faculty, and staff as well as safeguards should one become sick or symptomatic at school.
Appointment of a COVID-19 Coordinator	<input type="checkbox"/> Caryn Durkin, principal and Kara McCarthy, assistant principal, will share the job of COVID-19 coordinator. They will 1) be the liaison with the coordinators at the other schools who will convene periodically during the fall if needed and 2) will coordinate as needed with State and Regional Public Health Officials.
Protocol for collecting information about COVID-19 cases	<input type="checkbox"/> The school has developed a protocol indicating that faculty, students, and staff have been asked to inform immediately the Coordinator (or a designated administrator) that they are experiencing possible COVID-19 symptoms, as well as advising parents that symptomatic students must be tested. Symptomatic students, faculty and staff who test positive must inform the principal.

Part Three: Containment	
Category	Items to Include
Containment	<input type="checkbox"/> Any student, faculty or staff who tests positive for Covid-19 will be required to stay at home until that student, faculty or staff member tests negative.
Contact Tracing	<input type="checkbox"/> Our school nurse has been trained in contact tracing and will conduct that tracing with the Department of Health should that need arise.
Part Four: Shutdown	
Shutting Down If a Serious Outbreak Occurs	<input type="checkbox"/> Parents will be advised via the automated phone system that it has become necessary to close the school due to a serious outbreak. Students will be permitted to take their Chromebook home daily and any/all texts they need.
Shutting Down if Required by Governmental Agency	<input type="checkbox"/> The institution will follow the instructions of the Governor, or appropriate governmental agency; if the Governor determines that a statewide shutdown is required , Notre Dame School will comply.
Plan for Continuation of Program Under Shutdown	<input type="checkbox"/> <input type="checkbox"/> Notre Dame School will immediately commence online instruction if the Governor orders the shutdown of schools
For Boarding Schools	
Plan for Continuation of Program Under Shutdown	<input type="checkbox"/> <i>Statement that, for boarding schools, a shutdown may warrant different treatment of local students and those who need to travel to other states or countries.</i> Schools may elect to require parents or guardians of students to transport them home by private car or have a local person or family designated to accept the student to avoid transportation.

Appendix C

Attestation of Completion for Religious or Independent School Re-opening Plan in the 2021-2022 School Year

Name of School: Notre Dame School

Name of COVID-19 Administrator: Caryn Flores Durkin

E-mail of COVID-19 Administrator: cdurkin7211@ndsnet.org

Contact Phone of COVID-19 Administrator: 516.354.5618

Intended date of arrival of the first students: September 7, 2021

Intended date of on-campus classes starting: September 7, 2021

Intended dates for the fall semester, term, or quarter: September--December

Date Plan Submitted: August 17, 2021

Name and Title of Person Submitting Plan: Caryn Flores Durkin

We attest that we have developed and have on file a COVID-19 Re-opening Plan that Contains the Following Elements:

Part One: Repopulating the Campus

Category	Items to Include
Classrooms	<input type="checkbox"/> <i>A statement that 6-feet of physical space has been achieved or reasonable alternatives are provided</i>
Dining Halls or Cafeterias	<input type="checkbox"/> <i>A statement that 6-feet of physical spacing has been achieved or reasonable alternatives are provided.</i>
Spaces Where Other Groups Congregate	<input type="checkbox"/> <i>A statement that 6-feet of physical spacing has been achieved where students congregate, such as in libraries and common spaces/student lounge/ student centers and with extracurricular activities.</i>

Dormitories	<p>For Boarding Schools, a statement that includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> guidelines for dormitory density are being followed, which allow, but do not require, that roommates, suitemates, or other grouping can be treated as a family unit; <input type="checkbox"/> six-foot spacing is being preserved with other dorm building occupants (beyond the room/suite, grouping); <input type="checkbox"/> the institution is allocating bedrooms (in the dorms or elsewhere) to accommodate students who must be isolated or has a similar plan; <input type="checkbox"/> dormitory common areas follow social distancing requirements or reasonable alternatives are provided; <input type="checkbox"/> how the institution is accommodating those students who are at greater risk for complications from COVID-19 <input type="checkbox"/> the guidelines for dormitory bathrooms are being followed where applicable.
Orientation/Arrival	<ul style="list-style-type: none"> <input type="checkbox"/> <i>A statement that the school is organizing orientation for students regarding social distancing and other health issues and that during the return of students, efforts will be made to maintain 6-foot physical distancing or reasonable alternatives are provided.</i>
Personal Protective Equipment (PPE)	<p>Masks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>A statement that all faculty, staff, and students have been informed to wear masks; and school has developed protocols for masks throughout the school day in accordance with public health guidelines.</i>
Other PPE Requirements	<ul style="list-style-type: none"> <input type="checkbox"/> <i>A statement that special populations on campus (e.g., health care workers, kitchen or custodial staff) will follow any special PPE requirements mandated more generally for those populations.</i>
Disinfection	<ul style="list-style-type: none"> <input type="checkbox"/> <i>A statement that 1) hand sanitizers are available at entrances to all buildings, classrooms and dining halls, 2) disposable wipes or similar acceptable cleaners are available in all bathrooms, classrooms and other shared facilities (e.g., copy machines, coffee stations) for wiping down surfaces, 3) students, faculty and staff are reminded to wash hands frequently, and 4) public, corridor and office spaces and their bathrooms are cleaned in accordance with the State's general guidelines for businesses.</i>
Travel	<ul style="list-style-type: none"> <input type="checkbox"/> <i>A statement that students, faculty and staff have been advised to avoid unnecessary travel domestically and internationally.</i>

Staffing	<input type="checkbox"/> <i>A statement that faculty, students and staff have been explicitly instructed not to come to work or leave their rooms if they are experiencing COVID-like symptoms.</i> <input type="checkbox"/> <i>A statement about what advice, if any, the institution is giving to those who have higher likelihood of serious illness from COVID-19.</i>
Access	<input type="checkbox"/> <i>A statement of the school's plans for visitors' access to the campus as well as plans for employee access should the employee engage in travel that the CDC has indicated should be subject to a 14-day self-isolation.</i>
Transportation	<input type="checkbox"/> <i>A statement of a plan for transporting students to school including any coordination necessary with appropriate school districts that transport both public and non-public students. Day schools should include any commentary on arrival or dismissal plans.</i>

Part Two: Monitoring the Health of Students, Faculty, and Staff

Category	Items to Include
Monitoring the Health of Students, Faculty, and Staff	<input type="checkbox"/> <i>A statement the school has a plan for regular monitoring of health of students, faculty, and staff as well as safeguards should one become sick or symptomatic at school.</i>
Appointment of a COVID-19 Coordinator	<input type="checkbox"/> <i>A statement of who the Coordinator is and that he or she will 1) be the liaison with the coordinators at the other schools who will convene periodically during the fall if needed and 2) will coordinate as needed with State and Regional Public Health Officials.</i>
Protocol for collecting information about COVID-19 cases	<input type="checkbox"/> <i>A statement that the school has developed a protocol indicating that faculty, students, and staff have been asked to inform immediately the Coordinator (or a designated administrator) that they are experiencing possible COVID-19 symptoms, as well as a protocol for having symptomatic students tested.</i>
For Boarding Schools	
Testing Students for COVID-19 Prior to or Upon Arrival on Campus	<input type="checkbox"/> <i>A statement that the boarding school will create a plan for the arrival of students that includes provisions for testing at home prior to arrival, testing of students who do not have a test result upon arrival (including plans for isolating students) or an alternative plan for a safe reopening of school should there be an insufficient number of tests available.</i>

Additional Testing	§ <i>A statement of the institution's plan to conduct a second test when applicable and in the event this is the public health recommendation.</i>
Testing of faculty and staff who interact with students or their living spaces shortly before boarding school students return to campus	□ <i>A statement that the institution has a plan to monitor the health of faculty and staff and necessary safeguards will be in place, which may include a plan for testing of some faculty and student-facing staff before the semester starts.</i>
Testing strategy beyond the re-entry period	□ <i>A statement that the day or boarding school will require testing of all symptomatic students, faculty, and staff who interact with students or their living spaces, as well as close contacts.</i>
Part Three: Containment	
Category	Items to Include
Containment	□ <i>A statement that day schools have a procedure in place consistent with applicable health guidelines concerning containment for students or employees who test positive for COVID-19 or have had contact with someone who has.</i>
Contact Tracing	□ <i>A statement of how the school, boarding or day, intends to train personnel in contact tracing, conduct contact tracing, and/or consult with the local or regional Department of Public Health.</i>
For Boarding Schools	
Isolation Space	□ <i>A statement that the boarding school has designated rooms and feeding arrangements for students who test positive and must be isolated or an alternative isolation plan, and that day schools have appropriate facilities for isolation during the school day.</i>
Isolation Protocol	□ <i>A statement that when a case of infection is detected, the boarding school will isolate the infected students for 14 days, trace contacts, quarantine all roommates and suitemates and consider quarantining others with close contact OR a parent or guardian will pick up the student for quarantine.</i>

Medical Care for Those Isolated	<input type="checkbox"/> <i>A statement of how the boarding school intends to provide medical care for infected students, and how day schools will provide care for students who might become symptomatic while at school.</i>
Quarantine Protocol	<input type="checkbox"/> <i>A statement that the boarding school intends to quarantine students who are judged to require it or have the students picked up by a parent or guardian.</i>
Part Four: Shutdown	
Shutting Down If a Serious Outbreak Occurs	<input type="checkbox"/> <i>A statement of the protocol for an orderly shutdown if a serious outbreak occurs on campus or in the community that the school or relevant state or local authorities conclude requires shutdown.</i>
Shutting Down if Required by Governmental Agency	<input type="checkbox"/> <i>A statement that the institution will follow the instructions of the Governor, or appropriate governmental agency, if the Governor determines that a statewide shutdown is required and the school's consideration if religious or independent schools are required or recommended for closure.</i>
Plan for Continuation of Program Under Shutdown	<input type="checkbox"/> <i>A statement about whether the school would intend to continue instruction online if a shutdown occurs.</i>
For Boarding Schools	
Plan for Continuation of Program Under Shutdown	<input type="checkbox"/> <i>Statement that, for boarding schools, a shutdown may warrant different treatment of local students and those who need to travel to other states or countries.</i>
Name and Signature of COVID-19 Coordinator (if different from Principal, Superintendent, Head of School, or appropriate official)	
Name and Signature of Principal, Superintendent, Head of School, or Appropriate Official	Caryn Flores Durkin <i>Caryn Flores Durkin</i>
Date Submitted	8.17.2021