

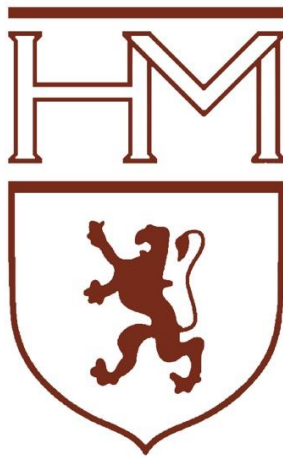
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# **Horace Mann School:**

## **PLAN TO REOPEN SCHOOL IN THE FALL**

July 31, 2020

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**NURSERY DIVISION (with Kindergarten Classes): 310200996323**

55 East 90<sup>th</sup> Street ● New York, NY 10128 ● 212-369-4600

**LOWER DIVISION (with Kindergarten Classes): 321000996851**

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**UPPER DIVISION (9-12): 321000996856**

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(This plan is best viewed on a device with access to the internet.)

**Horace Mann School ● 231 West 246th Street ● Bronx, NY 10471 ● 718-432-3862**

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# A. Plan Management

## A1. An Important Message from the CDC

### From the CDC's Perspective: The Importance of Reopening School

As families and policymakers make decisions about their children returning to school, it is important to consider the full spectrum of benefits and risks of both in-person and virtual learning options. Parents are understandably concerned about the safety of their children at school in the wake of COVID-19. The best available evidence indicates if children become infected, they are far less likely to suffer severe symptoms.<sup>1 2 3</sup> Death rates among school-aged children are much lower than among adults. At the same time, the harms attributed to closed schools on the social, emotional, and behavioral health, economic well-being, and academic achievement of children, in both the short- and long-term, are well-known and significant. Further, the lack of in-person educational options disproportionately harms low-income and minority children and those living with disabilities. These students are far less likely to have access to private instruction and care and far more likely to rely on key school-supported resources like food programs, special education services, counseling, and after-school programs to meet basic developmental needs.<sup>4</sup>

Aside from a child's home, no other setting has more influence on a child's health and well-being than their school. The in-person school environment does the following:

- provides educational instruction;
- supports the development of social and emotional skills;
- creates a safe environment for learning;
- addresses nutritional needs; and
- facilitates physical activity.

This paper discusses each of these critical functions, following a brief summary of current studies regarding COVID-19 and children.

### COVID-19 and Children

The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children. Children appear to be at lower risk for contracting COVID-19 compared to adults. To put this in

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<sup>1</sup> Zhen-Dong Y, Gao-Jun Z, Run-Ming J, et al. Clinical and transmission dynamics characteristics of 406 children with coronavirus disease 2019 in China: A review [published online ahead of print, 2020 Apr 28]. *J Infect.* 2020;S0163-4453(20)30241-3. doi:10.1016/j.jinf.2020.04.030

<sup>2</sup> Choi S-H, Kim HW, Kang J-M, et al. Epidemiology and clinical features of coronavirus disease 2019 in children. *Clinical and experimental pediatrics* 2020;63(4):125-32. doi: <https://dx.doi.org/10.3345/cep.2020.00535>

<sup>3</sup> Coronavirus Disease 2019 in Children — United States, February 12–April 2, 2020. *Morb Mortal Wkly Rep.* 2020;69:422–426.

<sup>4</sup> Armitage R, Nellums LB. Considering inequalities in the school closure response to COVID-19. *Lancet Glob Health.* 2020;8(5):e644. doi:10.1016/S2214-109X(20)30116-9

perspective, according to the Centers for Disease Control and Prevention (CDC), as of July 17, 2020, the United States reported that children and adolescents under 18 years old account for under 7 percent of COVID-19 cases and less than 0.1 percent of COVID-19-related deaths.<sup>5</sup> Although relatively rare, flu-related deaths in children occur every year. From 2004-2005 to 2018-2019, flu-related deaths in children reported to CDC during regular flu seasons ranged from 37 to 187 deaths. During the H1N1 pandemic (April 15, 2009 to October 2, 2010), 358 pediatric deaths were reported to CDC. So far in this pandemic, deaths of children are less than in each of the last five flu seasons, with only 64.<sup>†</sup> Additionally, some children with certain underlying medical conditions, however, are at increased risk of severe illness from COVID-19.\*

Scientific studies suggest that COVID-19 transmission among children in schools may be low. International studies that have assessed how readily COVID-19 spreads in schools also reveal low rates of transmission when community transmission is low. Based on current data, the rate of infection among younger school children, and from students to teachers, has been low, especially if proper precautions are followed. There have also been few reports of children being the primary source of COVID-19 transmission among family members.<sup>6, 7, 8</sup> This is consistent with data from both virus and antibody testing, suggesting that children are not the primary drivers of COVID-19 spread in schools or in the community.<sup>9, 10, 11</sup> No studies are conclusive, but the available evidence provides reason to believe that in-person schooling is in the best interest of students, particularly in the context of appropriate mitigation measures similar to those implemented at essential workplaces.

## Educational Instruction

Extended school closure is harmful to children. It can lead to severe learning loss, and the need for in-person instruction is particularly important for students with heightened behavioral needs.<sup>12, 13</sup> Following the wave of school closures in March 2020 due to COVID-19, academic learning slowed for most children and stopped for some. A survey of 477 school districts by the University of Washington's Center on Reinventing Public Education found that, "far too many schools are leaving learning to chance."<sup>13</sup> Just one in three school districts expected teachers to provide instruction, track student engagement, or monitor academic progress for all students, and wealthy school districts were twice as likely to have such expectations compared to low-income districts.<sup>13</sup>

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<sup>5</sup> CDC COVID Data Tracker. Available at <https://www.cdc.gov/covid-data-tracker/>. Accessed on July 23, 2020.

<sup>6</sup> National-Centre-for-immunization-research-and-surveillance. COVID-19 in schools—the experience in NSW, April 26, 2020. Accessed 07/08/2020. Available at: [http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID\\_Summary\\_FINAL%20public\\_26%20April%202020.pdf](http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID_Summary_FINAL%20public_26%20April%202020.pdf)

<sup>7</sup> Ludvigsson JF. Children are unlikely to be the main drivers of the COVID-19 pandemic – A systematic review [published online ahead of print, 2020 May 19]. *Acta Paediatr.* 2020;10.1111/apa.15371. doi:10.1111/apa.15371

<sup>8</sup> Danis K, Epaulard O, Benet T, et al. Cluster of coronavirus disease 2019 (Covid-19) in the French Alps, 2020. *Clinical infectious diseases* : an official publication of the Infectious Diseases Society of America 2020 doi: <https://dx.doi.org/10.1093/cid/ciaa424>

<sup>9</sup> World Health Organization (WHO). Report of the WHO-China Joint Mission on Coronavirus Disease 2019 (COVID-19). 16-24 February 2020. Accessed 07/10/2020. Available at: <https://www.who.int/docs/default-source/coronaviruse/who-china-joint-mission-on-covid-19-final-report.pdf>

<sup>10</sup> Children and COVID-19. National Institute for Public Health and the Environment, Ministry of Health, Welfare and Sport, The Netherlands. Accessed 07/08/2020. Available at: <https://www.rivm.nl/en/novel-coronavirus-covid-19/children-and-covid-19>

<sup>11</sup> Gudbjartsson DF, Helgason A, Jonsson H, et al. Spread of SARS-CoV-2 in the Icelandic Population. *N Engl J Med.* 2020;382(24):2302-2315. doi:10.1056/NEJMoa2006100

<sup>12</sup> Dorn E, Hancock B, Sarakatsannis J, Viruleg E. COVID-19 and student learning in the United States: the hurt could last a lifetime. Retrieved July 4, 2020, from <https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>.

<sup>13</sup> Gross, Bethany (2020) Center for Reinventing Public Education. Too Many Schools leave Learning to Chance During the Pandemic. <https://www.crpe.org/publications/too-many-schools-leave-learning-chance-during-pandemic> Accessed on July 8, 2020.

We also know that, for many students, long breaks from in-person education are harmful to student learning. For example, the effects of summer breaks from in-person schooling on academic progress, known as “summer slide,” are also well-documented in the literature. According to the Northwest Evaluation Association, in the summer following third grade, students lose nearly 20 percent of their school-year gains in reading and 27 percent of their school-year gains in math.<sup>14</sup> By the summer after seventh grade, students lose on average 39 percent of their school-year gains in reading and 50 percent of their school-year gains in math.<sup>14</sup> This indicates that learning losses are large and become even more severe as a student progresses through school. The prospect of losing several months of schooling, compared to the few weeks of summer vacation, due to school closure likely only makes the learning loss even more severe.

Disparities in educational outcomes caused by school closures are a particular concern for low-income and minority students and students with disabilities. Many low-income families do not have the capacity to facilitate distance learning (e.g. limited or no computer access, limited or no internet access), and may have to rely on school-based services that support their child’s academic success. A study by researchers at Brown and Harvard Universities assessed how 800,000 students used Zearn, an online math program, both before and after schools closed in March 2020.<sup>15</sup> Data showed that through late April, student progress in math decreased by about half, with the negative impact more pronounced in low-income zip codes.<sup>15</sup> Persistent achievement gaps that already existed before COVID-19, such as disparities across income levels and races, can worsen and cause serious, hard-to-repair damage to children’s education outcomes.<sup>15, 16</sup> Finally, remote learning makes absorbing information more difficult for students with disabilities, developmental delays, or other cognitive disabilities. In particular, students who are deaf, hard of hearing, have low vision, are blind, or have other learning disorders (e.g., attention deficit hyperactivity disorder (ADHD)) and other physical and mental disabilities have had significant difficulties with remote learning.<sup>17</sup>

## **Social and Emotional Skill Development**

Schools play a critical role in supporting the whole child, not just their academic achievement. In addition to a structure for learning, schools provide a stable and secure environment for developing social skills and peer relationships. Social interaction at school among children in grades PK-12 is particularly important for the development of language, communication, social, emotional, and interpersonal skills.<sup>18</sup>

Extended school closures are harmful to children’s development of social and emotional skills. Important social interactions that facilitate the development of critical social and emotional skills are greatly curtailed or limited when students are not physically in school. In an in-person school environment, children more easily learn how to develop and maintain friendships, how to behave in groups, and how to interact and form relationships with people outside of their family. In school, students are also able to access support systems

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<sup>14</sup> <https://www.nwea.org/blog/2018/summer-learning-loss-what-we-know-what-were-learning/>

<sup>15</sup> Chetty, Friedman, Hendren, Stepner, and the Opportunity Insights Team. How Did COVID-19 and Stabilization Policies Affect Spending and Employment? A New Real-Time Economic Tracker Based on Private Sector Data. Opportunity Insights. June 17, 2020. [https://opportunityinsights.org/wp-content/uploads/2020/05/tracker\\_paper.pdf](https://opportunityinsights.org/wp-content/uploads/2020/05/tracker_paper.pdf)

<sup>16</sup> Dorn E, Hancock B, Sarakatsannis J, Viruleg E. COVID-19 and student learning in the United States: the hurt could last a lifetime. Retrieved July 4, 2020, from <https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>.

<sup>17</sup> S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2017–18. See Digest of Education Statistics 2019.

<sup>18</sup> Collaborative for Academic, Social, and Emotional Learning (CASEL). What is SEL? Website. <https://casel.org/what-is-sel/>

needed to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, and make responsible decisions. This helps reinforce children's feelings of school connectedness, or their belief that teachers and other adults at school care about them and their well-being. Such routine in-person contacts provide opportunities to facilitate social-emotional development that are difficult, if not impossible, to replicate through distance learning.<sup>18, 19, 20</sup>

Additionally, extended closures can be harmful to children's mental health and can increase the likelihood that children engage in unhealthy behaviors. An environment where students feel safe and connected, such as a school, is associated with lower levels of depression, thoughts about suicide, social anxiety, and sexual activity, as well as higher levels of self-esteem and more adaptive use of free time.<sup>19, 20</sup> A longitudinal study of 476 adolescents over 3 years starting in the 6th grade found school connectedness to be especially protective for those who had lower connectedness in other areas of their lives, such as home, and to reduce their likelihood of substance use.<sup>20</sup>

Further, a review of studies conducted on pandemics found a strong association between length of quarantine and Post Traumatic Stress Disorder symptoms, avoidance behavior, and anger. Another review published this year found that post-traumatic stress scores of children and parents in quarantine were four times higher than those not quarantined.<sup>21, 22</sup>

In-person schooling provides children with access to a variety of mental health and social services, including speech language therapy, and physical or occupational therapy to help the physical, psychological, and academic well-being of the child.<sup>23, 24, 25, 26</sup> Further, school counselors are trained in the mental health needs of children and youth and can recognize signs of trauma that primary caregivers are less able to see because they themselves are experiencing the same family stresses. School counselors can then coordinate with teachers to implement interventions to offer children a reassuring environment for regaining the sense of order, security, and normalcy.

Without in-person schooling, many children can lose access to these important services. For example, we know that, even outside the context of school closures, children often do not receive the mental health treatment they need. Among children ages 9-17, it is estimated that 21 percent, or more than 14 million

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<sup>19</sup> Foster, C. E., Horwitz, A., Thomas, A., Opperman, K., Gipson, P., Burnside, A., Stone, D. M., & King, C. A. (2017). Connectedness to family, school, peers, and community in socially vulnerable adolescents. *Children and youth services review*, 81, 321–331. <https://doi.org/10.1016/j.chilcyouth.2017.08.011>

<sup>20</sup> Loukas A, Roalson LA, & Herrera DE (2010). School connectedness buffers the effects of negative family relations and poor effortful control on early adolescent conduct problems. *Journal of Research on Adolescence*, 20(1), 13–22

<sup>21</sup> Fegert JM, Vitiello B, Plener PL, and Clemens V. Challenges and Burden of the Coronavirus 2019 (COVID-19) Pandemic for Child and Adolescent Mental Health: A Narrative Review to Highlight Clinical and Research Needs in the Acute Phase and the Long Return to Normality. *Child Adolesc Psychiatry Ment Health*. 2020 May 12;14:20.

<sup>22</sup> Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, et al. The psychological impact of quarantine and how to reduce it: rapid review of the evidence. 2020;395(10227):912–920. doi: 10.1016/S0140-6736(20)30460-8.

<sup>23</sup> Burns BJ, Costello EJ, Angold A, Tweed D et al. Children's Mental Health Service Use Across Service Sectors, *Health Affairs*, Vol. 14, No. 3, 1995: 149-159.

<sup>24</sup> Return to School During COVID-19, American Academy of Pediatrics, Healthy Children website: <https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Return-to-School-During-COVID-19.aspx>, Last updated 7/8/2020.

<sup>25</sup> Constantino J, Sahin M, Piven J, Rodgers R, and Tschida J. The Impact of COVID-19 on Individuals with Intellectual and Developmental Disabilities: Clinical and Scientific Priorities. *Am J Psychiatry*, submitted.

<sup>26</sup> Turk MA, Landes SD, Formica MK, and Goss KD: Intellectual and developmental disability and COVID-19 case-fatality trends: TriNetX analysis. *Disability and Health Journal*. 2020 May 22; [e-pub ahead of print] doi.org/10.1016/j.dhjo.2020.100942.



children, experience some type of mental health condition.<sup>27</sup> Yet only 16 percent of those with a condition receive any treatment.<sup>23</sup> Of those, 70-80 percent received such care in a school setting.<sup>23</sup> School closures can be particularly damaging for the 7.4 million American children suffering from a serious emotional disturbance. For those individuals who have a diagnosable mental, behavioral or emotional condition that substantially interferes with or limits their social functioning, schools play an integral role in linking them to care and necessary support services.

For children with intellectual or physical disabilities, nearly all therapies and services are received through schools. These vital services are difficult to provide through distance learning models. As a result, more children with disabilities have received few to no services while schools have been closed.

## Safety

Extended school closures deprive children who live in unsafe homes and neighborhoods of an important layer of protection from neglect as well as physical, sexual, and emotional maltreatment and abuse. A 2018 Department of Health and Human Services report found that teachers and other educational staff were responsible for more than one-fifth of all reported child abuse cases—more than any other category of reporter.<sup>28</sup> During the COVID-19 school closures, however, there has been a sharp decline in reports of suspected maltreatment, but tragically a notable increase in evidence of abuse when children are seen for services. For example, the Washington, D.C. Child and Family Services Agency recorded a 62 percent decrease in child abuse reporting calls between mid-March and April 2020 compared to the same time period in 2019, but saw more severe presentation of child abuse cases in emergency rooms.<sup>29</sup> Children who live in a home or neighborhood where neglect, violence, or abuse occur, but who are not physically in school, are deprived of access to trained school professionals who can readily identify the signs of trauma and provide needed support and guidance.<sup>30, 31, 32, 33, 34</sup>

## Nutrition

Extended school closures can be harmful to the nutritional health of children. Schools are essential to meeting the nutritional needs of children with many consuming up to half their daily calories at school. Nationwide more than 30 million children participate in the National School Lunch Program and nearly 15 million participate in the School Breakfast Program.<sup>35, 36</sup> For children from low-income families, school meals are an especially critical source of affordable, healthy foods. While schools have implemented

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<sup>27</sup> US DHHS. Mental Health: A Report of the Surgeon General, Executive Summary. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, NIH, NIMH, 1999.

<sup>28</sup> Department of Health and Human Services (2018) Child Maltreatment 2018 <https://www.acf.hhs.gov/sites/default/files/cb/cm2018.pdf>

<sup>29</sup> WUSA (2020) Child abuse is likely going to underreported during the coronavirus pandemic. Here's what you can do to help. <https://www.wusa9.com/article/news/health/coronavirus/child-abuse-going-underreported-due-to-coronavirus-schools-being-out-maryland-dc-virginia/65-a04a5ecb-b91f-4f11-9421-56cf46972a89> Assessed on July 8, 2020.

<sup>30</sup> Baron, E. Jason and Goldstein, Ezra G. and Wallace, Cullen, Suffering in Silence: How COVID-19 School Closures Inhibit the Reporting of Child Maltreatment (May 14, 2020). Available at SSRN: <https://ssrn.com/abstract=3601399> or <http://dx.doi.org/10.2139/ssrn.3601399>

<sup>31</sup> Child Welfare Information Gateway. (2019.) Child maltreatment 2017: Summary of key findings. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

<sup>32</sup> Campbell, A. (2020). An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives. Forensic Science International: Reports, 2020 Apr 12. doi: 10.1016/j.fsir.2020.100089

<sup>33</sup> <https://pediatrics.aappublications.org/content/pediatrics/125/5/1094.full.pdf>

<sup>34</sup> <https://www.acf.hhs.gov/sites/default/files/cb/cm2017.pdf>

<sup>35</sup> <https://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/national-school-lunch-program/>

<sup>36</sup> <https://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/school-breakfast-program/>

strategies to continue meal services throughout periods of school closures, it is difficult to maintain this type of school nutrition program over the long-term. This is a particularly severe problem for the estimated 11 million food-insecure children, living in the United States.

## Physical Activity

When schools are closed, children lose access to important opportunities for physical activity. Many children may not be sufficiently physically active outside of the context of in-school physical education (PE) and other school-based activities. Beyond PE, with schools closed, children may not have sufficient opportunities to participate in organized and safe physical activity. They also lose access to other school-based physical activities, including recess, classroom engagements, and after school programs.

The loss of opportunities for physical activity from school closures, especially when coupled with potentially diminished nutrition, can be particularly harmful to children. Physical inactivity and poor nutrition among children are major risk factors for childhood obesity and other chronic health conditions. Over 75 percent of children and adolescents in the United States do not meet the daily physical activity level recommendations (60 minutes or more), and nearly half exceed 2 hours per day in sedentary behavior. Current models estimate that childhood obesity rate may increase by 2.4 percent if school closures continue to December 2020.<sup>37, 38, 39</sup>

## Conclusion

Schools are an important part of the infrastructure of our communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work. Schools also provide critical services that help meet the needs of children and families, especially those who are disadvantaged, through supporting the development of social and emotional skills, creating a safe environment for learning, identifying and addressing neglect and abuse, fulfilling nutritional needs, and facilitating physical activity. School closure disrupts the delivery of in-person instruction and critical services to children and families, which has negative individual and societal ramifications. The best available evidence from countries that have opened schools indicates that COVID-19 poses low risks to school-aged children, at least in areas with low community transmission, and suggests that children are unlikely to be major drivers of the spread of the virus. Reopening schools creates opportunity to invest in the education, well-being, and future of one of America's greatest assets—our children—while taking every precaution to protect students, teachers, staff and all their families.

\*Some children have developed multisystem inflammatory syndrome (MIS-C) after exposure to SARS-CoV-2 (the virus that causes COVID-19). (<https://www.cdc.gov/mis-c/cases/index.html>) In one targeted surveillance study for MIS-C associated with SARS-CoV-2, however, the majority of children who were hospitalized with COVID-related MIS-C (70 percent) had recovered by the end date of the study period. (Feldstein LR et al.. Multisystem Inflammatory Syndrome in US Children and Adolescents. *N Engl J Med*. 2020;10.1056/NEJMoa2021680)

†CDC COVID Data Tracker. Available at <https://www.cdc.gov/covid-data-tracker/>. Accessed on July 21, 2020.

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<sup>37</sup> Terry-McElrath, Y. M., O'Malley, P. M., & Johnston, L. D. (2015). Foods and beverages offered in US public secondary schools through the National School Lunch Program from 2011 – 2013: early evidence of improved nutrition and reduced disparities. *Preventive Medicine*, 78, 52-58.

<sup>38</sup> Johnson, D. B., Podrabsky, M., Rocha, A., & Otten, J. J. (2016). Effect of the Healthy Hunger-Free Kids Act on the nutritional quality of meals selected by students and school lunch participation rates. *JAMA Pediatrics*, 170(1), e15391.

<sup>39</sup> An, R. "Projecting the impact of the coronavirus disease-19 pandemic on childhood obesity in the United States: A microsimulation model. *Science*. 2020

## A2. A Message from the Head of School at Horace Mann School

*It is to this end that our reopening plan endeavors to return all employees and students to campus in the fall.*

Dear Parents and Other Guardians,

On Monday, July 13, Governor Andrew Cuomo announced that schools in New York State can follow plans to reopen for in-person schooling in September if our region remains in Phase 4 and COVID-19 infection rates stay at 5% or lower in the region. [Horace Mann School](#) (HM) falls within the New York City region as defined in the Governor's plan, [NYForward](#). As of July 31, and at the time of the submission of this plan, the New York City region remains in Phase 4, with infection rates at 5% or lower.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While schools have been instructed to prioritize efforts to return all students to in-person instruction, HM is also planning for remote/distance learning as well as a for a hybrid model that combines in-person instruction and remote learning. Students and employees managing serious medical conditions will have the option to request remote instruction/teaching/work regardless of whether or not students are on campus; requests of this nature will be reviewed, on a case-by-case basis and at the discretion of the school, in compliance with applicable laws. In addition, any parent/other guardian or student believing that on-campus instruction, at this juncture, presents as a hardship is encouraged to contact me.

Nothing is more important than the health and safety of our students and employees, and we want everyone to feel comfortable and safe returning to our campuses. We also recognize that the health of our community involves the mental health of its members and the important role the daily routines on campus play in the healthy development of our children and the well-being of our faculty and staff members. **It is to this end that our reopening plan endeavors to return all employees and students to campus in the fall.** Any time we can spend together – employees and students – physically on campus, dramatically enhances our collectively shared outcomes for the year. Giving teachers the opportunity to know their students, and students the opportunity to know their classmates and their teachers, before any shift to online learning, is of critical importance to a successful academic year for all involved.

As we move forward under circumstances that now have been with us since last spring – albeit dramatically improved in our region – our ability to do so successfully continues to involve everyone's patience, flexibility and willingness to communicate openly and regularly. As a community of learners, we need to remain mindful about what the weeks and months to come may bring. HM's plan is not simply about the return of employees and students to campus, it is about being well prepared to manage the presence of COVID-19 among them and their families.

It is imperative that all members of our community – students, parents and other guardians, employees, and approved visitors – enter into the 2020-2021 academic year with the intent to comply fully with Center for Disease Control and Prevention and Department of Health guidelines specific to the proper use of face coverings and other personal protective equipment and acceptable hygiene practices. Horace Mann School will make every attempt to educate, support, and encourage this effort through the use of in-service opportunities, online instruction, signage and other visual prompts, in addition to frequent reminders.

The plan outlined in this document is for the reopening of the Horace Mann School, all campuses except for the residential portion of the John Dorr Nature Laboratory, for the 2020-21 school year, following the school closure in March of 2020. This plan includes procedures that will be followed in all our divisions. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), the [New York City Department of Health \(NYCDOH\)](#), and the [New York State Education Department \(NYSED\)](#).

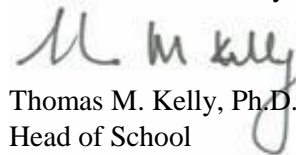
It is important for the community - students, parents and employees - to recognize that this plan is a comprehensive representation of our commitment to follow the guidance provided by NYSED, NYDOH, NYCDOH, and the CDC pertaining to the COVID-19 Pandemic and the safe operation of schools. The plan includes measures that are intended to help protect all members of the HM community and to provide the safest school environment possible. These protective measures are intended to minimize the risk of exposure to COVID-19 but HM cannot guarantee a COVID-19 free environment. While we do not want to see any cases of COVID-19 on campus, we recognize that even with our collective best effort, we may need to confront and respond to the presence of individuals on campus with COVID-19, including those who may be asymptomatic. To this end, we appreciate not only your close review of this document, but also your willingness to work with us - in and out of school – on establishing and maintaining safe spaces for your children, both at home and in school. The health and wellness of our school community is a shared responsibility. HM's plan will continue to evolve as additional guidance is provided; parents and other guardians will be notified of any substantial changes.

We may need to alternate between in-person and remote learning throughout the year because of recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our school. In fact, we've already discussed moving to online instruction from the Thanksgiving recess through the second week of January.

As Head of School, I will serve as HM's COVID-19 Coordinator. In this capacity, I will work closely with our local health department, will be the central contact for our school, its employees and families, and other school community members, and will ensure the school is in compliance with state and federal guidelines.

In planning for our reopening, I'd be remiss in not acknowledging the exceptional work of our administrative team and the school's nurses, critical input from our colleagues at the Department of Health and the Center for Disease Control, the feedback and good counsel of Horace Mann School's Board of Trustees including the Board's COVID-19 Task Force, and the large number of parents/other guardians, colleagues and friends of HM who have lent us their professional expertise. I also extend our gratitude to the HM Parents Association Executive Committee for their presence at our weekly meetings and continued good counsel, and to the entire HM parent body for their support and timely completion of surveys since last March, 2020. And while summer is usually a time for rest and relaxation for our department chairs, deans and grade level leaders, faculty and staff members, I remain deeply appreciative of the work they have done, and will continue to do, to ensure a thoughtful and purposeful educational, co-curricular and athletic experience for our students, despite the constraints required by our plan. Finally, we are grateful to our contractors and vendors, especially FLIK, Jean Care Services, Inc., SuperTrans and Selby, who have gone above and beyond in their efforts for our community.

With best wishes always,



Thomas M. Kelly, Ph.D., P '18  
Head of School

## A3. Phases (“Steps”) of Mitigation

The following phases for reopening are contained in CDC Guidance for Schools. Each phase must be planned for in advance by the school, as it may be necessary to move between phases based on current health conditions.

The core objectives of this CDC guidance include:

- Safety actions to implement Non-pharmaceutical Interventions (NPIs)
  - Promote healthy hygiene practices.
  - Intensify cleaning, disinfection, and ventilation.
  - Ensure physical distancing.
  - Limit sharing.
  - Train all employees, students, and parents/other guardians on NPIs and modified operational procedures.
- Health monitoring and screening
  - Check for signs and symptoms.
  - Plan for when an employee, a child, or visitor becomes sick.
  - Maintain healthy operations to monitor risk-reduction strategies are in use.

### Step 1 - Substantial Spread: School Closed (Remote Instruction)

A school that is currently closed remains closed. Distance learning opportunities should be provided for all students. The school will support the provision of school lunch and access to technology, where appropriate and as feasible.

In Step 1, the school will:

- Implement distance/remote learning and provide essential meal services (see [C11 Food Service](#)).
- Restrict only essential employees to report in-person (on campus) to carry out functions that are deemed essential by the Head of School.
- Leverage virtual tools and platforms wherever possible to conduct essential business functions and keep in-person reporting to an absolute minimum.
- Coordinate with local and state Department of Health officials.
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible).
- Close off affected areas of the school buildings and, if possible, wait 24 hours before cleaning and disinfecting.

### Step 2 - Schools Open: Minimal/Moderate Spread (Enhanced Distancing)

In Step 2, the school will:

- Remain open with enhanced social distancing measures.
- Reduce building density to allow for adequate social distancing.
- Use a Hybrid instruction Model (See D [Instruction](#)).
- Cancel most extracurricular activities (e.g., *sports, assemblies, performances, etc.*).

- Establish and maintain communication with local and state health officials.
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See [B5 Contact Tracing](#)).
- Isolate and disinfect impacted classrooms and spaces (See [C12 Cleaning and Disinfecting](#)).

### Step 3 - Schools Open: Low/No Spread (Cohort Groups)

In Step 3, the school will:

- Utilize traditional class sizes (N-12) but limit the interaction of pods (N-5) with other groups.
- Limit gatherings in shifts - *recess, cafeteria, and hallway passing*.
- Assess group gatherings and events on an ongoing basis to consider if any events might put students, employees, or their families in close proximity to others and should be canceled. The school will consult with local health officials to help determine the best approach.
- Establish and maintain communication with local and state health officials.
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See [B5 Contact Tracing](#))<sup>40</sup>.

## A4. CDC Guidelines Table

Reentry Plans should ensure compliance with safety guidelines. See sample table below.

CDC Guidelines										
CDC Category	CDC Guidelines	Communications	Transportation	Building Operations	Instruction	Human Resources	Health	Mental Health	Extracurricular Activities	Training
Safety Actions Promote healthy hygiene practices	Teach and reinforce washing hands and covering coughs and sneezes among children and staff.			Yes						Yes
Safety Actions Promote healthy hygiene practices	Teach and reinforce the use of face coverings among all staff. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.			Yes						Yes
Safety Actions Promote healthy hygiene practices	Face coverings should be worn by staff and encouraged in students (particularly older students) if feasible and are most essential in times when physical distancing is difficult.			Yes						Yes
Safety Actions Promote healthy hygiene practices	Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings. Face coverings are not recommended for babies or children under the age of 2, or for anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the covering without assistance. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.									Yes
Safety Actions Promote healthy hygiene practices	Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans.									
Safety Actions Promote healthy hygiene practices	Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.	Yes			Yes					
Intensify cleaning, disinfection, and ventilation	Clean and disinfect frequently touched surfaces within the school and on school buses at least daily (for example, playground equipment, door handles, sink handles, drinking fountains) as well as shared objects (for example, toys, games, art supplies) between uses.		Yes	Yes						
Intensify cleaning, disinfection, and ventilation	To clean and disinfect school buses, see guidance for bus transit operators.		Yes							
Intensify cleaning, disinfection, and ventilation	Ensure safe and correct application of disinfectants and keep products away from children.			Yes			Yes			
Intensify cleaning, disinfection, and ventilation	Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors. Do not open windows and doors if they pose a safety or health			Yes						

<sup>40</sup> DOH-Responsible Parties are recommended to cohort students to the extent practicable to limit potential exposure. Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

## A5. Site Safety Monitors

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The school will establish a school-wide Safety Manager<sup>41</sup> that will oversee continuous compliance with all aspects of this plan. Each division/location will designate a Site Safety Monitor who will ensure compliance with this plan in their respective division/location and report directly to the school-wide Safety Manager and the Head of School.<sup>42</sup>

<b>Division/Location Name</b>	<b>Site Monitor Name</b>	<b>Phone</b>	<b>Email</b>
School-wide Manager <i>(including private residences)</i>	Gordon Jensen	718-432-3989	gordon_jensen@horacemann.org
Nursery Division Manager	Marinés Arroyo	212-369-4600 Ext. 11	marines_arroyo@horacemann.org
Lower Division Manager	Deena Neuwirth	718-432-3385	deena_neuwirth@horacemann.org
Middle Division Manager <i>(including Fisher Hall)</i>	Javaid Khan	718-432-3710	javaid_khan@horacemann.org
Upper Division Manager <i>(including Mullady Hall)</i>	Jessica Levenstein, Ph.D.	718-432-3967	jessica_levenstein@horacemann.org
Dorr Nature Lab Manager	Glenn Sherratt	718-432-3677	glenn_sherratt@horacemann.org
Physical Education & Athletics Manager	Robert Annunziata	718-432-3820	robert_annunziata@horacemann.org
Spence Cottage Manager	Lisa Moreira	718-432-4115	lisa_moreira@horacemann.org
Alumni & Development Office Manager	Melissa Parento	718-432-3456	melissa_parento@horacemann.org
Business Office Manager	Michael McCaw	718-432-4125	michael_mccaw@horacemann.org
Summer on the Hill Manager	Markell Parker	718-432-4116	markell_parker@horacemann.org

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<sup>41</sup> SED, pg. 19 - District/school must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

<sup>42</sup> DOH-Responsible Parties must designate a COVID-19 safety coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.



## A6. Policy and Procedure Modifications

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Implementation of recommended safety actions will require modification or addition of school policies and procedures. There is the possibility of additional regulatory relief from State and Federal entities to address mandates.

The school has performed a review of policies and procedures to identify those that require revision or addition. Additional school policy references can be found throughout this plan.

As of July 31, the following policies and/or procedures – in no particular order – have been modified:

- School-wide cleaning
- Pick-up and drop off – private cars
- Pick-up and drop off – bussing
- Bussing – daily practices for SuperTrans & Selby
- Employee in-service, specific to the management of COVID-19 and general hygiene
- Student in-service, specific to the management of COVID-19 and general hygiene
- Programming offered by the John Dorr Nature Laboratory (no residential programming until further notice)
- The creation of the position and the appointment of a Director of Medical, N-12, including the John Dorr Nature Laboratory
- Attendance protocols specific to reporting a child absent
- Completion of Daily Symptom Check
- Completion of Contact Tracing survey, as directed by the school
- Grades 6-12, dressing for Physical Education
- Grades 6-12, Physical Education Curriculum
- Grades N-12, Lunch
- Grades 9-12, Suspension of Open Campus while program is in session
- Policies governing assessments and/or the determination of grades
- Lower Division World Languages model
- Lower & Nursery Division recess
- Mandatory masks
- Use of gloves where directed by the school
- Mandatory COVID-19 testing for students and employees, prior to the start of school
- Travel restrictions and protocols for quarantining
- Behavioral expectations when entering an online class in session via Zoom or another platform
- Payment plan options

Employees and students, where developmentally appropriate, and their parents/other guardians will be informed of any policy, procedural or protocol related changes by the Head of School in his regular Coronavirus Updates and/or by each child's respective Division Head.



## A7. Human Resources



- Develop a plan for the identified vulnerable population.
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The school will implement the following actions:

- COVID-19 federal leave information will be posted in the Human Resource Department and shared electronically with all employees.
  - (See the [U.S. Department of Labor's Employee Rights poster.](#))
- See also [B1 Persons at High Risk](#) for the procedure to identify this population.

# B. Health and Safety

## B1. Persons at High Risk



- Identify employees and students who may be at higher risk for severe illness.

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Currently, information indicates that older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19. Those at high risk for severe illness from COVID-19 are people aged 65 years and older and people who live in a nursing home or long-term care facility. Those at high risk include people of all ages with underlying medical conditions, particularly if not well controlled, including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised –Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Through a series of school-wide communications, the Head of School has encouraged and will continue to encourage employees who believe they are at higher risk for severe illness to self-identify to either the Director of Human Resources or the Head of School. Beyond those at-risk students already identified by school personnel, parents/other guardians of all current students have been and will continue to be encouraged to come forward to the Head of School with any serious medical concerns for the student or a primary caregiver that may warrant an accommodation. The school's Committee on Learning Differences will remain active, whether in person, hybrid, or online instruction is taking place. This Committee retains the responsibility to review students referred by parents, other guardians, and/or administrators for educational accommodations.

The school will work closely with its primary contractors to identify potential personnel shortages.

## B2. Screening and Monitoring



- If feasible, conduct daily health checks of employees and students safely, respectfully, as well as in accordance with any applicable privacy laws or regulations.

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### Screening and Monitoring

In an effort to screen building occupants prior to their arrival at school, the school will implement the following screening procedures:

- Out of an abundance of caution, all HM employees will be tested prior to the start of the academic year. This testing will be coordinated by the school but conducted by Sterling, an employee screening company. Employee data will feed into a dashboard accessible to the Head of School and the Director of Human Resources, and be updated any time an employee is required to take another test. Employees will complete PCR (polymerase chain reaction) testing.
- HM will be requiring that every enrolled student present evidence of a negative PCR (polymerase chain reaction) test at least one week prior to the start of the academic year. Using September 8 as the first day for the largest number of students, this would mean that families would need to submit, to the respective nurse in each division, proof of testing by August 31. We have recommended that parents and other guardians have this testing done as close to August 31 as possible. Testing results secured outside of the United States will not be accepted.
- In order to minimize the number of students beginning the school year with a greater risk of having either been exposed to COVID-19 or contracting COVID-19 because of summer travel plans, HM will strongly recommend that all families be back in the tristate area (New York, New Jersey, and Connecticut) 14 days prior to the start of school on September 8. Upon returning to one's home, best practice would suggest that families also restrict their engagement with others beyond their self-identified pods (i.e. the one or two other families or sets of relatives or friends the family has consistently quarantined or associated with since March).
- HM's partnership with Sterling provides the school with on-demand testing for any members of the community - employee, student or parent/other guardian – in the event on-demand testing is needed with urgency. In addition, it provides the school with a rapid testing option should that form of testing or the immediacy of results be necessary.
- Employees will be required to stay home if they are sick and parents/other guardians are required to keep sick children home.<sup>43</sup>

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<sup>43</sup> SED, pg. 18 District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

- All employees, parents/other guardians (on behalf of their child/ward), and regular contractors will be required to complete a mandatory health screening assessment (Daily Symptom Check) including a temperature check that will be emailed to employees and parents/other guardians prior to the start of each school day. Employees and parents/other guardians (on behalf of the child/ward) will be required to certify “No” to all of the following in order to be permitted access to school buildings:<sup>44,45</sup>
  - If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home<sup>46</sup>
  - If they have had any COVID-19 symptoms in the past 14 days
  - If they have had a positive COVID-19 test in the past 14 days
  - If they had [close contact](#) with a confirmed or suspected COVID-19 case in the past 14 days
  - If they have traveled out of state as per the [New York State COVID-19 Travel Advisory](#) or to a location with known community spread
  - If they have traveled anywhere internationally, regardless of CDC COVID-19 Travel Recommendations.
- The school will use email automation software to manage screenings as follows:
  - Employees, students, parents/other guardians and regular contractors will be entered as contacts into the email automation platform.
  - All contacts will receive the above email each school day at 4:00 AM.
  - Contacts will be required to certify “No” to all of the above questions.
  - The appropriate nurse’s office and/or the appropriate supervisors will be notified via email of all contacts that do not respond prior to the start of school to follow up with the contact.
  - Contacts that reply “Yes” will be immediately prompted to stay at home and detailed health instructions emailed to the contact.
  - The appropriate nurse’s office and/or the appropriate supervisors will be notified via email of any contacts that reply “Yes” to screening prompts.
  - The appropriate nurse and/or the appropriate supervisors will follow up with the contact and appropriate actions will be taken. See also:
    - [B5 Contact Tracing](#)
    - [B6 Returning to School](#)<sup>47</sup>
- The school will follow guidance from the Equal Employment Opportunity Commission regarding the confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, the school will make employee health screenings as private as possible. The school will not make determinations of risk based on race, gender, color, national or ethnic origin and will be sure to maintain the confidentiality of each individual’s medical status and history.

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<sup>44</sup> SED, pg. 18; DOH, pg. 19 District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

<sup>45</sup> SED, pg. 61 School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;

<sup>46</sup> DOH-Temperature checks should be conducted per U.S. Equal Employment Opportunity Commission or DOH guidelines. Specifically, all individuals must have their temperature checked each day – ideally, at home, prior to departing to school – before entering any school facility. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home.

<sup>47</sup> DOH, pg. 20-Responsible Parties must immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19.

- The school will implement a closed campus policy that prohibits students from leaving the campus for food, etc. Visitors, including parents and other guardians will be limited; visitors will be required to complete the Daily Symptom Check on any day they plan to visit any of the school campuses.
  - Students will be allowed to go to and from campus more than once in any given day if they are going to and from home with no stops along the way, attending a scheduled medical appointment, or returning to school for an evening activity.

### B3. Self-reporting Exposures and Infections



- Create a communication system for employees and families for self-reporting of symptoms and notification of exposures and closures
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation.

Prior to the opening of school, employees and families will be advised of the requirement that individuals who are alerted that they have come into close or proximate contact with a person with COVID-19 or have been alerted via tracing, tracking or another mechanism, are required to self-report to the school at the time of alert and shall not be permitted to remain or return to the building until they have completed quarantine.

**In the event a student or employee reports testing positive for COVID-19 or is exposed to a person who tests positive for COVID-19:**

- The student or employee should immediately notify the school in this manner:
  - Students/parents and other guardians should contact the nurse's office(s) in the appropriate division(s).
  - Employees should contact Judy Lynch, Director of Human Resources, at 718-432-3418 or [judy\\_lynch@horacemann.org](mailto:judy_lynch@horacemann.org).
- If a student or employee tests positive for COVID-19, the school will immediately notify state and local health departments and cooperate with [contact tracing](#) efforts, including notification of potential contacts, such as workers or visitors who had [close contact](#) with the individual, while maintaining confidentiality required by state and federal law and regulations.
- The school will also distribute a campus location and program contact tracing survey in order to assess locations or programs on campus that may require additional cleaning or closure, or notification of employees or families.

### B4. Management of Sick Persons



- In the event a person diagnosed with COVID-19 is determined to have been in one or more school buildings and poses a risk to the community, programs may consider closing for a short time (1-2 days) for cleaning and disinfection.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like

symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.

- Establish procedures for safely transporting anyone sick to their home or healthcare facility.
  - Notify local health officials, employees, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- 

In the event a person becomes ill with COVID-like symptoms while at school, the following procedure will be followed:<sup>48</sup>

- By September 3, all employees will have been provided training on how to identify signs of illness in students and other employees and the procedure to send symptomatic persons to the school nurses or other designated personnel in each building.<sup>49</sup>
- The person will be moved to a predetermined isolation room or area to separate anyone who exhibits COVID-like symptoms.<sup>50</sup>
- The person will be assessed by a nurse at the school.<sup>51</sup>
- Transportation arrangements will be made to transport the sick person home or to a healthcare facility.<sup>52</sup>
- Parents/other guardians coming to campus to pick up a sick child must also complete the Daily Symptom Check survey and receive approval prior to entry to campus; if that parent/other guardian presents with symptoms and is denied entrance, the school will reach out to another parent/guardian for pick up. Only if no other option exists, a parent/other guardian who is not approved to enter campus based upon the Daily Symptom Check will be permitted to wait outside the campus and have the ill child escorted to them.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection.
- When possible, porters, cleaners and maintenance personnel will wait 24 hours (or as long as possible) before [cleaning and disinfecting the area](#) in accordance with procedures contained in this plan. See also [C12 Cleaning and Disinfecting](#).
- As soon as possible, the nurse in charge and/or administrator available will implement campus contact tracing procedures in preparation for a possible positive COVID-19 diagnosis.
- Persons who had [close contact](#) with a person diagnosed with COVID-19 will be advised to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms, they will be instructed to follow appropriate CDC guidance for home isolation.

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<sup>48</sup> SED, pg. 19; DOH, pg. 20 District/school plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

<sup>49</sup> SED, pg. 18 <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

<sup>50</sup> SED, pg. 18, DOH, pg. 20 District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

<sup>51</sup> SED, pg. 18 District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

<sup>52</sup> SED, pg. 18; DOH pg. 20 District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

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- Sick employees and children will be advised not to return until they have met CDC [criteria to discontinue home isolation](#).
- The school will consult with the local health department and consider available regional data when making decisions on school closures.<sup>53</sup>

In the event that the school is notified that an employee or student has been exposed to COVID-19 and is quarantined, or if a family member has been diagnosed with or presumed to have COVID-19 and/or is being isolated, the following procedure will be followed:

- Employees and students with known exposure to someone with diagnosed or presumed COVID-19 will be instructed to self-quarantine at home for 14 days.
- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, their HM siblings or other HM students living in the same household will also be excluded from school and asked to self-quarantine.
- The porters, cleaners, and maintenance personnel will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, porters, cleaners and maintenance personnel will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.
- The Middle/Upper Division nurse (DeAnna Cooper), in consultation with the Head of School, will notify local health officials while maintaining confidentiality consistent with the [Americans with Disabilities Act \(ADA\)](#) and other applicable federal and state privacy laws.

Schools must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care.<sup>54</sup>

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker;
- Consult with students' healthcare providers for alternate asthma medication delivery systems; and
- Consult with school maintenance and facilities department for environmental controls.

## B5. Contact Tracing & Monitoring of Community Health

### Contact Tracing

Contact Tracing Assessing and informing those with potential exposure is a fundamental control strategy for minimizing spread within a group or school population. [NYC DOH defines close contact](#) as interactions within 6' for more than 10 minutes.

In an effort to determine the potential or confirmed case's contacts with other students or employees over the previous two or more days, the school will assist the local Department of Health including notification of potential contacts, such as students, employees or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

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<sup>53</sup> SED, pg. 17 Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction:

<sup>54</sup> DOH, pg. 21 - Responsible Parties must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care.

- School nurses will utilize general principles of contact tracing to begin closely monitoring other potentially exposed individuals.
- Nurses have received symptom awareness and contact tracing training.

## Monitoring of HM Community Health

Schools will identify clearly defined measures that will serve as warning signs that the level of COVID-19 transmission may be increasing in the school setting beyond an acceptable level, as defined by state and local Health Departments.<sup>55</sup>

- Responsible Parties must include a process in their plan if/when COVID-19 cases are discovered at school, including closing areas or classes where individuals were infected or more broadly the entire school in consultation with the local health department.
- Responsible Parties may choose to modify operations prior to instituting school-wide closures to help mitigate a rise in cases.

In consultation with the local Department of Health, school employees will monitor the following data sets for increases possibly necessitating a short- or long-term closure:

- Percentage of Students Absent, by Division
- Percentage of Students Absent, N-12
- Percentage of Employees Absent, by Campus
- Percentage of Employees Absent, N-12 but restricted to the four Divisions
- Percentage of Students absent and reported to have the flu or flu-like symptoms (not a diagnosis of COVID-19), by Division
- Percentage of Students absent and reported to have the flu or flu-like symptoms (not a diagnosis of COVID-19), N-12
- Percentage of Employees absent and reported to have the flu or flu-like symptoms (not a diagnosis of COVID-19), by Campus
- Percentage of Employees absent and reported to have the flu or flu-like symptoms (not a diagnosis of COVID-19), N-12 but restricted to the four Divisions
- Percentage of Students absent and reported to have COVID-19, by Division
- Percentage of Students absent and reported to have COVID-19, N-12
- Percentage of Employees absent and reported to have COVID-19, by Campus
- Percentage of Employees absent and reported to have COVID-19, N-12 but restricted to the four Divisions

In keeping with the Governor's plan, [NYForward](#), the school will also monitor the seven state metrics: hospitalization rates, death rates, number of new hospitalizations, hospital bed capacity, ICU bed capacity, testing capacity and contact tracing capacity. Given that HM enrolls students from the tristate area, employees will consider regional data from Connecticut and New Jersey as well.

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<sup>55</sup> DOH, pg. 21 - School Districts will identify clearly defined measures that will serve as warning signs that the level of COVID-19 transmission may be increasing in the school setting beyond an acceptable level, as defined by state and local health departments.



No data point, whether taken in isolation or considered alongside others, dictates an automatic closure. Rather, the decision to close is after a discussion of the trigger data at any level if the school believes the overall health and well-being of a division or the entire community is at risk. However, the following parameters apply at this time, based upon our current information, and with the understanding that the Head of School, in consultation with the Department of Health, will ultimately make the call as to whether school should close or remain open:

- If 15% of employees and students in any one division are quarantined at one time, either with positive COVID-19 tests, symptoms (major or minor), or suspected contact, that division will close. In light of the overlap between divisions at HM, it is highly likely that the closure of one division will result in the closure of all divisions. While this percentage may appear high, it is important for members of the community to remember that this data point will include people who may have quarantined due to an abundance of caution and not because of an actual COVID-19 diagnosis.
- In terms of employees and/or students testing positive for COVID-19, all within the same window of being contagious, divisions will close as follows:
  - Five individuals at the Nursery Division
  - Ten individuals at the Lower Division
  - Fifteen individuals at the Middle & Upper Divisions

As noted above, given the overlap between divisions, it is highly likely that the closure of one division will result in the closure of all divisions.

The same data will be reviewed during the school year if the school is closed and employees are determining whether it is safe and appropriate to reopen.

If COVID-19 cases develop, the school may consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, the school may choose to move classes temporarily where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared.

To maximize in-person instruction, the school will consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- Finding alternative spaces on one or more of the school's campuses to allow for more in-person instruction;
- Adjusting class or work hours, where appropriate and possible;
- Limiting in-person presence to only those employees who are necessary to be at the school during normal school hours;
- Maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines.

## B6. Returning to School



- Advise sick employees and children not to return until they have met [CDC criteria to discontinue home isolation](#).

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The following procedure will be followed for allowing persons to return to school following illness or diagnosis of a confirmed case of COVID-19 or following quarantine.<sup>56</sup>

After the student completes the required quarantine period, meets [CDC criteria to discontinue home isolation](#), and presents with a clean Daily Symptom Check, the appropriate school nurse or nurses will make a determination – in consultation with the local Department of Health – as to whether the student is cleared to return to school, or if an additional quarantine period is necessary. In the case of an employee, contractor, or any other visitor to campus, the same guidelines apply; anyone without an assigned division should consult with the Middle/Upper Division nurse.

Currently, those CDC guidelines are:

1. **Untested:** Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:
  - a. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
  - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
  - c. At least ten (10) calendar days have passed since your symptoms first appeared.
2. **Tested:** Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
  - a. They no longer have a fever (without the use of medicine that reduces fevers); and
  - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
  - c. They have received two negative tests in a row, at least 24 hours apart.
3. **Tested with no symptoms:** Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten (10) calendar days without symptoms and have been released by a healthcare provider. Written confirmation from the healthcare provider will be required.

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<sup>56</sup> SED, pg. 19 District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

## B7. Healthy Hygiene Practices



- Implement and maintain a [Stop the Spread](#) campaign that includes reinforcing washing hands and covering coughs and sneezes among children and employees.

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The following healthy hygiene practices will be in place at all school buildings:<sup>57</sup>

- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Signage will be installed near hand sanitizer stations indicating that “visibly soiled hands should be washed with soap and water” as hand sanitizer is not effective on visibly soiled hands.
- Employees, students, and visitors will be required to perform hand hygiene as follows:
  - Arrival at the building
  - Departure from the building (visitors will be encouraged)
  - Before and after eating or handling food
  - Before and after administering medication
  - After using the toilet or helping a student use the bathroom
  - After coming in contact with bodily fluid
  - After playing outdoors
  - After handling garbage
- Time will be dedicated at the start of the school year to teach employees and students [how to wash their hands properly](#).
- Posters describing handwashing steps will be installed near sinks and throughout the buildings.
- Additional handwashing stations will be added to various outdoor locations on our Bronx campus.
- To minimize the spread of contagion, in some classes wherein materials must be shared (e.g. science labs, theatre tech, advanced art classes, etc.), the use of gloves will be required and gloves will be disposed of at the end of each class.
- Additional receptacles will be placed around the facility for the disposal of soiled items including PPE.
- Additional practices are listed in each applicable section in [C Operations](#) of this plan.
- The school will remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds<sup>58</sup>.

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<sup>57</sup> SED, pg. 18 District/school plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

<sup>58</sup> DOH-Responsible Parties should remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.

## B8. Face Coverings



- Implement and maintain a [Stop the Spread](#) campaign that includes reinforcing washing hands and covering coughs and sneezes among children and employees.

The following procedures regarding face coverings will be in place in all school buildings:

- [Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings](#)<sup>59</sup>. At HM, we are requiring that face coverings be worn at all times with the exception of lunch, specific physical education activities, and rest/nap time for our Threes and PreKindergarten students. Additional opportunities for students to remove face coverings safely, especially when outdoors, will be curated by school personnel. We recognize the developmental differences between age groupings and understand that consistently wearing face coverings may prove difficult for our youngest students, particularly those in the Threes, PreKindergarten and Kindergarten; for these age groupings, students will remain in pods for the entirety of their instructional day.
- Students who are unable to tolerate medically a face covering, including students where such covering would impair their physical health or mental health, will not be subject to the required use of a face covering.<sup>60</sup>
- Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover the mouth, nose and chin. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.<sup>61</sup>
- Cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines<sup>62</sup>.
- The school will provide employees and students cloth face masks at no cost if needed.<sup>63</sup>
- The school will obtain and maintain adequate supplies of cloth face coverings for school employees, students who forget their masks and PPE for use by school health professionals.<sup>64</sup>

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<sup>59</sup> DOH-Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.

<sup>60</sup> DOH-Students who are unable to tolerate medically a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.

<sup>61</sup> DOH-Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.

<sup>62</sup> DOH-However, cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.

<sup>63</sup> DOH-Responsible Parties must allow students, faculty, and staff to use their own acceptable face coverings, but cannot require faculty and staff to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (e.g., surgical masks, N-95 respirators, face shields), as long as they adhere to the minimum standards of protection for the specific activity.

<sup>64</sup> SED, pg. 18 District/school has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

- Face masks will be required by age-appropriate students at arrival and dismissal, during hallway transitions and other building movements, on school buses, and where distancing is not possible.<sup>65</sup>
- Face coverings must be [properly cleaned](#) or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- Face shields and smocks will be utilized by employees when required to be in close contact with students and when there is a high risk of transmission of bodily fluids.
- Students who are unable to tolerate medically a face covering, including students where such covering would impair their physical health or mental health, will not be subject to the required use of a face covering.<sup>66</sup>
- Each division will instruct employees to provide mask breaks as needed and where appropriate.<sup>67</sup>
- The school will train all students, faculty, and staff members on [how to adequately put on, take off, clean \(as applicable\), and discard PPE](#), including but not limited to, appropriate face coverings. This training will be extended to contractors and vendors, if the school will be supplying the contractors and vendors with PPE.<sup>68</sup> See [G Training](#).

## B9. Stop the Spread of COVID-19 Signage



- Install signage on how to [Stop the Spread](#) of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

The school will install CDC-provided and other signage and visual prompts at multiple locations around each school building to:

- Instruct building occupants on the proper way to wash hands.
- Instruct building occupants how to use an acceptable face covering when unable to maintain social distancing.
- Instruct building occupants how to put on, take off and properly wear, discard and store PPE.
- Instruct building occupants how to engage in good daily hygiene measure.
- Instruct building occupants how to maintain appropriate social distance.
- Instruct building occupants to stay home if they feel sick.
- Instruct building occupants how to report symptoms of exposure to COVID-19.<sup>69</sup>

<sup>65</sup> DOH-All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance; and for this reason, individuals – including students – must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the school.

<sup>66</sup> DOH-Students who are unable to tolerate medically a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.

<sup>67</sup> SED, pg. 18 District/school plan has written protocol regarding students taking mask breaks.

<sup>68</sup> DOH-Responsible Parties must train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training should be extended to contractors and vendors, if the Responsible Parties will be supplying the contractors and vendors with PPE.

<sup>69</sup> DOH-Responsible Parties must post signs throughout the school and should regularly share similar messages with the school community, consistent with DOH COVID-19 signage regarding public health protections against COVID-19. Responsible Parties can develop their own customized and age appropriate signage specific to their school or educational setting, provided that such signage is consistent with the Department's signage. Signage should be used to remind individuals to: o Stay home if they feel sick. o Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school. o Properly store and, when necessary, discard PPE. o Adhere to social distancing instructions. o Report symptoms of, or exposure to, COVID-19, and how they should do so. o Follow hand hygiene, and cleaning and disinfection guidelines. o Follow respiratory hygiene and cough etiquette.

## B10. Social Distancing & Capacity



- Promote social distancing throughout school operations.

All building occupants will be required to maintain social distancing of at least 6' from one another. In instances where social distancing is not possible, face masks will be worn and PPE may also be necessary.<sup>70,71,72</sup> While HM will require the use of face coverings at all times, as noted above, when social distancing of 6' is not possible, the school is also utilizing portable barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. Physical barriers, between and/or on desks (clear desk shields), are being put in place in accordance with United States Department of Labor's Occupational Safety and Health Administration (OSHA) guidelines.

In order to determine how many students can fit in instructional spaces, the school will utilize the following method<sup>73</sup>:

1. Measure and record the room dimensions (width x depth).
2. Subtract any square footage taken up by furnishings.
3. Divide the available space by 44 square feet per person to allow students to have 3 feet of personal space and 6-foot perimeter of socially distanced space.
4. Reserve one of the available spaces for a teacher and another for a second teacher or an assistant teacher, if necessary.
5. HM will be utilizing compliant barriers in many of its classrooms in order to reduce the 6' perimeter requirement. As previously noted, HM will also be requiring students and employees to wear masks at all times unless noted otherwise in this plan.

In order to accommodate social distancing in each school building, the school will take the following general actions, which are detailed throughout the [C Operations](#) section of this plan:

- The Director of Facilities Management will review and assign a maximum student/employee capacity to every instructional space and common area at HM. In doing so, the Director of Facilities Management will take into account social distancing with and without face coverings, the presence of portable physical barriers, the presence of desktop clear shields, the purpose of the room or common area, and the number of students and adults assigned to use the space. The Director of

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<sup>70</sup> SED- Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: Ability to maintain appropriate social distance, PPE and cloth face mask availability.

<sup>71</sup> SED, pg. 18 District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

<sup>72</sup> DOH- Responsible Parties must ensure that appropriate social distancing is maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless safety or the core activity (e.g., instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household.

<sup>73</sup> Council on School Facilities and Cooperative Strategies

Facilities Management will establish cleaning protocols for all instructional spaces and common areas with said protocols being reviewed with those adults in charge of these spaces.

- Some large common areas such as auditoriums and gymnasiums may be repurposed as instructional spaces to accommodate a larger number of students in the same class.
- Furnishings may be removed from rooms to maximize capacity.
- Outdoor spaces may be utilized as classrooms or common areas.
- Each divisional nurse's office will have a designated isolation room for health screenings (see [B Health and Safety](#)).
- The school will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requiring projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes)<sup>74</sup>. The school is currently exploring the use of a new mask specifically designed for singing; if deemed appropriate, choral students will be provided with these masks.
- The school will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings, are members of the same household, or are separated by physical barriers.<sup>75</sup>
- Floor and wall signage will be utilized to prompt distancing where appropriate including outside classrooms where students will be required to stage during class transitions.
- Hallway movement will be evaluated in each building, and a modified traffic pattern will be utilized to make use of center hallway prompts (e.g., cones, floor tape, or retractable belt stanchions to promote distancing of 2-way traffic).

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<sup>74</sup> DOH-Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).

<sup>75</sup> DOH-Responsible Parties should limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

# C. Operations

## C1. Transportation



- Create social distance between children on school buses where possible.
- Clean and disinfect frequently touched surfaces within the school and on school buses at least daily.

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In order to maintain social distancing, buses will need to operate at reduced capacity and students and the driver will need to utilize face coverings. The following are other safety actions that will be taken:

- In order to facilitate social distancing, students on buses provided by HM's carriers, Selby and SuperTrans, will be seated one per seat, with the exception of siblings, who will sit together to increase capacity on the bus. If seating is available on the bus for HM employees, they will also be asked to sit two per seat, given their maturity and their ability to utilize proper hygiene practices and avoid unnecessary physical contact.
- Students, school bus drivers, monitors, attendants, mechanics and anyone else riding the Selby and SuperTrans buses will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption.<sup>76 77</sup> The use of gloves, while optional, is also an acceptable daily practice on the bus.
- HM does not control the public school bus carriers servicing some of our students. To protect the health and safety of all occupants of the school bus (drivers, passengers, and aides), HM will encourage students and their families to comply with the health practices that the public school that transports their children puts in place – including mask wearing where it does not affect the mental or physical health of the child. Concerns regarding buses other than Selby or SuperTrans should be directed to the public school(s) involved.
- At the discretion of parents/other guardians, students may find alternative modes of transportation (e.g., walking or parent/other guardian drop off) to reduce bus occupancy. HM will employ additional Public Safety Officers to assist with the increases in both buses and private cars at arrival and dismissal.
- Weather permitting, Selby and SuperTrans drivers will increase bus ventilation by opening the top hatches of buses or opening windows.
- School buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.<sup>78</sup>
- Field trips and other extracurricular activities requiring bus use will be limited and approved on a case-by-case basis.

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<sup>76</sup> SED, pg. 60 Students who are able will be required to wear masks and social distance on the bus.

<sup>77</sup> SED, pg. 61 School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.

<sup>78</sup> SED, pg. 60 School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.



- SuperTrans and Selby buses will be deep cleaned twice daily. If a SuperTrans or Selby bus is used for a field trip, it will be cleaned before and after the field trip, before the afternoon run.<sup>79</sup>
- Drivers for Selby and SuperTrans will take attendance for each run to confirm capacity and to assist with contact tracing when needed.
- Whenever possible, for Selby and SuperTrans, a single driver will be assigned to the same bus and same routes to minimize mixing.
- The school will communicate with parents/other guardians and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.
- Selby and SuperTrans employees (drivers, monitors, attendants, mechanics and cleaners) will be provided initial training and provided periodic refreshers on the proper use of PPE and the signs and symptoms of COVID-19 by their employer.<sup>80</sup> In addition, Selby and SuperTrans will be responsible for having each driver complete a similar daily symptom check, inclusive of a temperature check. While recommended by the CDC and State, HM cannot guarantee that training or symptom checks will be provided to employees of other transportation carriers. Concerns regarding buses other than Selby or SuperTrans should be directed to the public school(s) involved.
- Transportation carriers will provide PPE such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all employees in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.<sup>81</sup>
- Any school employee or driver, monitor or attendant riding a bus who must physically assist a particular student will wear a face covering as well as gloves.<sup>82</sup>
- Students who do not have a mask will not be denied transportation and will be provided a mask by the carrier, when possible.<sup>83</sup>
- Students with a disability that would prevent them from wearing a mask will not be forced to do so or denied transportation by an individual carrier.<sup>84</sup>
- When temperatures are above 45 degrees (F), school buses should transport passengers with roof hatches and/or windows slightly open to provide air flow. HM will encourage our transportation carriers to do so.
- HM will remind students of the bus rules, such as not to eat or drink on a school bus, which would require them to remove their face covering.
- For those students and employees utilizing public transportation to and from HM, it is recommended that they wear gloves while doing so, and consider using a disposable face covering until they arrive at HM wherein a two-ply cloth face covering can be utilized. If needed for this purpose, disposable face coverings and gloves can be obtained through the school's Facilities Office.

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<sup>79</sup> SED, pg. 60 All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the AM and PM run depending upon the disinfection schedule. (For example, some buses might be cleaned between the AM and PM runs while other buses may be cleaned/disinfected after the PM run).

<sup>80</sup> SED, pg. 61 Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

<sup>81</sup> SED, pg. 61 Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

<sup>82</sup> SED, pg. 61 Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

<sup>83</sup> SED, pg. 61 Students who do not have a mask can NOT be denied transportation.

<sup>84</sup> SED, pg. 61 Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

## C2. Arrival and Dismissal



- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible.

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To reduce close contact of persons entering and exiting the building, the school will take the following actions:

- As in keeping with past practice, prior to the start of the school year, the Director of Public Safety, Michael McCaw, will share a detailed plan with all parents and other guardians stipulating how arrival and dismissal routines will work for bus carriers, private and livery vehicles, and walkers. These plans have been enhanced to limit contact and entry of parents/other guardians into the building, to the greatest extent possible<sup>85</sup>. The plans also utilize multiple supervised points of entry into each school building to reduce bottlenecks, close contact and hallway travel to classrooms, where possible.
- The Department of Public Safety at HM will stagger the boarding and debording of buses to marginalize crowds and minimize density. The Department will also stagger the drop off and pick up of students by private and livery vehicles.
- Face masks must be worn by students, employees, parents and other guardians, and anyone else engaging with students or employees during the arrival and dismissal process.
- Hand sanitizer dispensers will be available at all entrances to the facility and students, employees, and visitors will be required to sanitize their hands upon entry.
  - Children under age nine should only use hand sanitizer when supervised by an adult. Call Poison Control if consumed: 1-800-222-1222.
- Nursery Division students will be dropped off and picked up outside and under the supervision of teachers. Only visitors with a previously scheduled, approved reason to enter the building will be allowed entry.
- Until otherwise notified, there will be no early drop off or late pick up programming at the Nursery or Lower Divisions. While this formal programming will cease for the time being, school personnel will be available to supervise children during family emergencies.

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<sup>85</sup> DOH-Responsible Parties should establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.

## C3. Visitor Management



- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible.

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A modified visitor management process will be utilized at all school buildings as follows:

- Only essential visitors, including parents and other guardians, will be permitted into the school buildings.
- Essential visits consist of:
  - Pre-scheduled meetings that cannot be handled virtually. Parents/other guardians will be provided the opportunity to meet with school personnel virtually via Google Meet or Zoom including parent/other guardian/teacher conferences, which should be limited to virtual meetings.
  - Picking up of sick persons.
  - Other visits deemed essential by the school administration.
- Visitors will be asked to secure approval for their visit before coming to campus by contacting the appropriate administrator. Visitors will also be required to complete the Daily Symptom Check survey the morning of their visit in advance or at a Public Safety Desk on campus prior to entry. This includes parents/other guardians coming to campus to pick up a sick child; if that parent presents with symptoms and is denied entrance, the school will reach out to another parent/guardian for pick up. Only if no other option exists, a parent/other guardian who is not approved to enter campus based upon the Daily Symptom Check will be permitted to wait outside the campus and have the ill child escorted to them.
- Visitors will be advised that they will be required to wear face masks prior to being permitted entry into the building, as well as hand cleaning steps. Disposable masks will be provided to visitors for exigent circumstances (See [B2 Screening and Monitoring](#)).
- Visitors will be required to clean their hands with sanitizer prior to the check-in process.
- Touchless sanitizer dispensers will be installed at building entrances, check-in locations and any delivery locations such as loading docks.
- “Stand Here” signage and floor markers will be installed to designate places where visitors should wait to be checked in.
- Appropriate shields or other barriers will be installed at check-in locations where it is necessary to physically separate building employees from visitors during the check-in process.
- As noted, visitors will be required to answer mandatory screening questions, and access declined when indicated. This will also assist contact tracing when needed (See [B2 Screening and Monitoring](#)).
- Visitors will display an acceptable form of ID to school personnel, who will verify the name with the appointment log and ask the visitor to affix the disposable visitor badge to their outermost garment.
- Visitors will be required to clean their hands with hand sanitizer upon completion of the check in process.
- Contractors shall be required to wear PPE when moving through the building and where 6’ distancing is not possible.

- Designated drop off areas (the Business Office mailroom, the Facilities Office on the lower level of Fisher Hall, or the Public Safety Desk at the Nursery Division) will be established for all deliveries (e.g., FedEx, UPS) to prevent delivery persons from entering the building.

## C4. Room Letter Designation

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If needed, existing room letter and number designations will be used to stagger building movement, manage students in an emergency, or manage dismissal. Every space on campus is appropriately identified to the right or left of the door or doors entering the space.

## C5. Classrooms



- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and employees.
- Ensure that student and employee groupings are as static as possible by having the same group of children stay with the same employees (all day for young children, and as much as possible for older children).
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- Restrict mixing between groups.
- Space seating/desks to at least six feet apart.
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (art supplies, equipment, etc. assigned to a single student) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.

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The school will take the following safety actions (see also [D Instruction](#)):

### All Students

- All classrooms have been furnished with individual desks, with the exception of the Threes and PreKindergarten programs that will work around small group tables with barriers. The school's science labs afford enough table and counter space for individual work.
- Desks will be spaced to allow for 6' distancing of students or physical barriers will be installed (see [B10 Social Distancing](#)).
- Student desks and other high-use classroom surfaces will include clear desk shields and be covered with [GuardXPro](#), the world's strongest, shatterproof and only 5-year antibacterial film. GuardXPro's innovative silver-ion surface protectors provide advanced self-cleaning protection that kills 99% of germs on the surface within 24 hours and maintains this for up to 5 years. This has also been proven efficient with 99.87% COVID-19 elimination after 60 minutes of contact.
- Each classroom will also be equipped with Ecolab 57 Peroxide Multi Surface Cleaner and Disinfectant (EPA Reg. No. 1677-238), diluted, in a spray bottle and paper towels for the on-demand disinfecting of any surface under adult supervision. This EPA registered product quickly disinfects

in 3-5 minutes and kills 99.999% germs. In its diluted form, it is safe to be used by employees and students without any protective gear. The Ecolab product can also be used on the GuardXPro surfaces without causing harm.

- Each classroom space and our nurses' offices will be equipped with a [Medify Air MA-40 medical-grade air purifier](#). The Medify Air MA-40 has a high-efficiency H13 TRUE HEPA filter tested to remove 99.9% of particles down to 0.1 microns.
  - In larger spaces, one or more [CASPR Mobile units](#) will be utilized.
- Students will not share supplies unless otherwise indicated within this plan.
- Use of shared equipment will be limited and when necessary, cleaned between each use, and/or gloves will be provided.
- Handwashing will be required at regular intervals. See [B7 Healthy Hygiene Practices](#)
- Electronic equipment wipes specifically for keyboards and other technology will be provided in each classroom. In addition, classroom iPad sets will have GuardXPro screen protectors installed. The use of aerosol cleaning sprays or wipes that contain bleach should not be utilized. Manufacturer's instructions should be followed for all cleaning and disinfection of products.
- Specialist teachers and support teachers will visit classrooms, N-5, with recess and lunch being contained to their individual pods. In Grades 6-12, students will follow their regular schedules with the appropriate hygiene in place, including face coverings, clear desktop shields and physical barriers when and where appropriate.
- Physical Education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out. Additionally, the Physical Education program will strive to:
  - Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
  - Include opportunities for student choice and incorporate student-suggested activities when appropriate.
  - Ensure lessons are planned around the available space for instruction.
- Teachers will utilize outdoor spaces for instruction whenever possible; however, this will likely be limited in scope.
- All HVAC Units that recirculate air in every building have been fitted with MERV13 filters, and all units have been set to 100% outside air, where possible.
- Each classroom will be deep cleaned nightly using electrostatic sprayers and the Ecolab 57 peroxide sanitizer (EPA Reg. No. 1677-238), diluted, noted above.
- Weather permitting, employees will be encouraged to leave windows partially open to increase the circulation of fresh air.
- In addition to the maintenance personnel and nighttime cleaners, the Nursery, Lower, Middle and Upper Divisions will be assigned one or more daytime porters to assist with the sanitizing of high-touch points at regular intervals.

## Grade Nursery-5 Students

- Classes will remain in their assigned rooms for the majority of the school day.
- Class groups will not be allowed to mix with other class groups.
- Supplies will not be shared between groups of children unless they have been washed and disinfected.

- Employees will set aside supplies that need to be disinfected; washing with soapy water is the ideal method of cleaning. Supplies/Toys that cannot be cleaned or disinfected should not be used. Employees will rotate toys/ games throughout the day for disinfecting.
- Children will be restricted from bringing toys from home.
- Children's books and other paper-based materials are not considered high risk for transmission and do not need additional cleaning or disinfection.
- Boxed/bag lunches will be available and delivered to each classroom daily, N-5.

## Grade 6-12 Students

- The school may utilize larger spaces (e.g., theater, Recital Hall, dining halls, gymnasiums, etc.) for instruction to allow for larger class sizes while still providing adequate distancing.<sup>86</sup>
- In Grades 6-12, students will be provided with grab and go lunch options from three locations including our Cohen Dining Commons, an outdoor kitchen and cafeteria regularly used for Homecoming activities (on the Fisher Hall Patio), and a food truck. (see also [C11 Food Service](#))

## C6. Hallways and Stairways

Strategic movement and a reduction density in hallways and stairways (to the degree possible) will allow for appropriate distancing. The school will take the following safety actions:

- Face masks will be worn at all times, especially when students and employees are moving throughout the buildings.
- For Grades Nursery-5, student, class or grade level movement outside the classroom will be limited and managed by the Division Heads and Team Leaders.
- Floor and wall signage will be utilized to prompt distancing where appropriate including outside classrooms where students will be required to stage during class transitions.
- Hallway movement will be evaluated in each building, and a modified traffic pattern will be utilized to make use of center hallway prompts (e.g., cones, floor tape, or retractable belt stanchions to promote distancing of 2-way traffic).<sup>87</sup>
- When classes are in session, school personnel will do their best to ensure that free students are not overly populating common areas (inside or out), hallways or stairwells.
- Most school lockers (outside of Athletics and Physical Education) are located in hallways. The school must ensure access to daily individual storage of students' personal items and other school materials. To this end, lockers will be available in Grades 4-12.
  - In Grades 4 and 5, locker rooms/areas will be visited by one classroom/pod at a time with supervision.

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<sup>86</sup> DOH-Responsible Parties are strongly encouraged to (1) modify or reconfigure spaces and areas, and/or (2) restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced (e.g., side-to-side and when facing one another), and are not sharing workstations, desks, tables, or other shared surfaces without cleaning and disinfection between use. o If Responsible Parties are using a cohort model, cleaning and disinfection may be performed in between each group's use instead of individual's use.

<sup>87</sup> DOH-Where feasible, Responsible Parties should put in place measures to reduce bi-directional foot traffic using tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

- In Grades 6 – 12, students will follow their regular procedures for accessing lockers. As per standard protocol, students are discouraged from sharing lockers.
- The exterior of student lockers will be considered high-touch point areas and, as such, will be deep cleaned each evening.
- Employees will be restricted to no more than two persons in an elevator at any given time, one employee if an ill or injured student presents with a nurse-approved elevator pass.<sup>88</sup>

## C7. Restrooms



- Implement and maintain a [Stop the Spread](#) campaign that includes reinforcing washing hands and covering coughs and sneezes among children and employees.

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The school will take the following safety actions to conform to the above CDC guideline:

- The number of people permitted in bathrooms at one time will be restricted utilizing maximum occupancy signage.
- In Grades N-5, employees will work cooperatively to monitor restroom usage by students.
- Signs asking employees and students to wash hands before and after using the restroom will be installed.
- GuardXPro will be installed on high-touch points in all restrooms, including on all toilet seats.
- No-touch trash cans will be placed by restroom doors.
- Hands-free soap and towel dispensers will be available in all restrooms. Any hand air dryers will be disconnected or taped-off.
- Frequent cleaning of restrooms will be required. In addition to the maintenance personnel and nighttime cleaners, the Nursery, Lower, Middle and Upper Divisions will be assigned one or more daytime porters to assist with the sanitizing of high-touch points at regular intervals, including restrooms.

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<sup>88</sup> Common Areas • Responsible Parties should take additional measures to prevent congregation in elevator waiting areas and limit density in elevators, by, for instance, enabling the use of stairs. • Responsible Parties may choose to encourage social distancing by reducing access to, or closing, non-essential amenities and communal areas that do not allow for adequate social distancing protocols to be followed. If open, Responsible Parties should make hand sanitizer or disinfecting wipes available near such amenities or areas (e.g., vending machines, communal coffee stations). ○ However, Responsible Parties should not provide cleaning and disinfecting supplies to students, particularly younger students, nor should students be present when disinfectants are in use. • Responsible Parties should put in place practices for adequate social distancing in small areas, such as restrooms and breakrooms, and should develop signage and systems (e.g., flagging when occupied) to restrict occupancy when social distancing cannot be maintained in such areas. • To the extent practical, Responsible Parties may consider staggering schedules for faculty and staff to reduce density and promote social distancing in enclosed areas (e.g., coffee breaks, meals, and shift starts/stops).



## C8. Cafeteria



- Close communal use spaces such as dining halls and playgrounds if possible; otherwise, stagger use and disinfect in between use.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.

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Cafeteria use will be eliminated, limited or restructured and the school will take the following safety actions:

- Cafeterias will be closed to students and employees in Grades N-5; lunch will be delivered for N-5 students in individually packaged containers or covered trays. For these classrooms where lunch is now being served, the school will:
  - Train teachers on food allergies, including symptoms of allergic reactions to food.
  - Train all non-food service staff of any meal service-related activities they will be responsible for.
  - Obtain posters or other aids to assist non-food service staff to implement meal service.
- Employees, N-5, will pick up individually served and packaged lunches from the servery in those divisions.
- In Grades 6-12, employees and students will have access to the Cohen Dining Commons servery and seating area, as well as two additional grab and go food service areas – the Fisher Hall Patio and the Food Truck. No self-serve options will exist for students or adults. The Grade 6-12 options will include the use of the school's food truck and the use of an outdoor kitchen and dining area similar to what community members experience during our annual Homecoming event (the Fisher Hall Patio). In all buildings, food services are available as grab and go only. Even with grab and go service, a variety of food options will be available each day.
- For the month of September, students in Grades 6-12 will not be charged a fee for lunch. In doing so, the school will have the opportunity to better study the flow of students through the dramatically revised lunch program, without the need to worry about or supervise potential lines at or students gathering around the cashier. The school will review how best to handle lunch prior to October, and inform parents and students accordingly.
- FLIK personnel will assist students with maintaining appropriate social distancing, Grades 6 - 12.
- Middle and Upper Division dining areas will have reduced capacity to allow for distancing and limiting the number of people who can sit together.
  - Seating capacity will be reduced to ensure distancing between tables.
  - Chairs that compromise social distancing or maximum density for space will be removed.
  - Physical distancing will be required while on service lines, and floor signage and floor prompts installed.
  - Physical barriers will be installed in between seating locations.
  - Congregating in kitchen areas will be prohibited.
  - All cutlery will be distributed in single-serve disposable kits.
  - Communal condiments will be replaced with single serving, individually wrapped items.<sup>89</sup>

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<sup>89</sup> DOH-Responsible Parties must ensure social distancing between individuals while eating in school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students. Responsible Parties must prohibit sharing of food and beverages (e.g., buffet style meals, snacks), unless individuals are members of the same household. Adequate space should be reserved for students, faculty, and staff to observe social distancing while eating meals.



## Cleaning and Disinfection

- At a minimum, kitchen areas will be cleaned and disinfected on a daily basis.
- Kitchen equipment will also be cleaned on a routine basis:
  - Coffee machines, refrigerator handles, and the ice machine handles will be disinfected at least three times per day and will have GuardXPro coverings installed.
  - The outside of dishwashers will be cleaned at the beginning and end of each shift.
  - Any utensils or dinnerware used for the preparation of food will be cleaned in the dishwasher to help ensure thorough cleaning and disinfection.
  - Reusable utensils should be stored in a way so that adjacent utensils are not easily touched when a worker is retrieving a piece.
  - Ice machines, anywhere on campus (including but not limited to our kitchens, maintenance office and athletics facilities) requiring a handheld scoop will have those scoops replaced with single-use containers for scooping.
  - Water/beverage faucets that require workers to operate them with their hands will also be disinfected three times per day and GuardXPro coverings will be installed, where possible.
  - Food Service (FLIK) employees are required to wear a face covering, shield, and food handler gloves. FLIK employees will participate in the school's Daily Symptom Check, and will be trained on the proper use of PPE, safety and sanitation protocols, and FLIK's allergy protocols.
  - Chefs/Managers will maintain production and food temperature logs.
  - See also [C12 Cleaning and Disinfecting](#).

Please note: The information reported in this section of HM's school reopening plan is in addition to the New York City Department of Health requirements for the delivery of a traditional food service program within a school setting.

Unless arranged by an administrator, or in the case of a student with a documented food-related concern, outside food will not be permitted on any school campuses. This includes any and all food delivery services. Any parent/other guardian worried about a food-related issue that may necessitate lunch being brought to school should contact the appropriate divisional nurse.

## C9. Faculty Break Rooms

Generally, the use of faculty rooms will be restricted with the exception of microwave and refrigerator use.

- Employees will be required to wash and/or sanitize their hands before and after touching break room appliances.
- Break rooms will not be utilized for eating, with the exception of the Barnard Room at the Lower Division (with appropriate social distancing). Please note: if the Fisher Hall Faculty Dining Room is available in the fall, it will be identified as a dining hall, not a breakroom, wherein the consumption of food is allowed.
- Only disposable hand towels will be utilized.

## C10. Office Spaces

- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible.
- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and employees.

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The school will take the following safety actions to conform to the above CDC guidelines:

- Discourage employees from using other employees' phones, desks, offices, or other work tools and equipment, when possible.
- Install hand sanitizer dispensers and make disinfectant available near shared equipment.
- GuardXPro surface coverings will be installed in high-touch areas, where possible.
- Appropriate shields or other barriers will be installed at office locations where it is necessary to physically separate employees from students, visitors or other employees.
- Move parent/other guardian-teacher conferences and other family meetings to phone conferences or a virtual format.
- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, meetings will be held in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and/or face coverings will be worn.
- Conference rooms that are used will be disinfected on a daily basis at a minimum<sup>90</sup>.
  - Disinfectant spray will be left in each conference room, and employees should be encouraged to wipe down all surfaces and equipment (e.g., mouse, keyboard, phone) touched during conference room meetings.

## C11. Food Service



- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.

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<sup>90</sup> [https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings\\_GuidanceDocument.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf)

- Require gloves for all back of house (BOH) staff and ensure the gloves are changed per current industry standards.<sup>91</sup>
- Although not necessary, if hand-washing protocols are rigorously followed, consider providing gloves to servers.
  - If they are worn, they must be changed regularly and are not a substitution for handwashing.
- Require face coverings for BOH staff – type depends on local requirements and availability.
- Provide or encourage all other employees to wear face coverings and gloves, and to use hand sanitizer. (NOTE: Homemade face coverings primarily protect others, not yourself).
- Monitor delivery (e.g., carts) of meals and snacks served in classrooms.
- Consider the safety concerns related to collecting money and using POS pin pads to keep track of meals that are served to students.
- Alternative points of service may need to be set up in different areas on campus to allow students to pick up meals and eat in designated areas.

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The school will take the following actions to conform to the above CDC guidelines:

- If food is offered at any event, pre-packaged boxes or bags will be provided for each attendee.
- In Grades N-5, students will be served individually packaged meals in classrooms instead of in a cafeteria, while ensuring the safety of children with food allergies.
- Disposable food service items (e.g., utensils, dishes) will be used. If disposable items are not feasible or desirable, all non-disposable food service items will be handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals will wash their hands after removing their gloves or after directly handling used food service items.
- Gloves are required for all back of house (BOH) staff and the gloves will be changed per current industry standards.<sup>92</sup> Gloves must also be worn by servers and they must be changed regularly and are not a substitution for handwashing.
- Face coverings are required for BOH staff; the type depends on local requirements and availability.
- Department of Health approved carts and protocols will be utilized for the delivery of food outside of the cafeterias.
- For the month of September, students in Grades 6-12 will not be charged a fee for lunch. In doing so, the school will have the opportunity to better study the flow of students through the dramatically revised lunch program, without the need to worry about or supervise potential lines at or students gathering around the cashier. The school will review how best to handle lunch prior to October, and inform parents and students accordingly.
- As previously noted, in Grades 6-12, two food service and dining areas are being added other than the Cohen Dining Commons.

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<sup>91</sup> [https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings\\_GuidanceDocument.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf)

<sup>92</sup> [https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings\\_GuidanceDocument.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf)

- Food Service (FLIK) employees are required to wear a face covering, shield, and food handler gloves. FLIK employees will participate in the school's Daily Symptom Check, and will be trained on the proper use of PPE, safety and sanitation protocols, and FLIK's allergy protocols.
- FLIK's plan includes measures to protect students with food allergies when providing meals in spaces outside the cafeterias.
- Employees and students will be instructed on protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted and how sharing of food and beverages will be discouraged.
- FLIK employees, as well as porters, maintenance personnel and cleaners will be instructed on protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- FLIK ensures compliance with Child Nutrition Program requirements.
- Until further notice, breakfast will not be served on campus, but coffee and other single serve beverages will be made available, 6-12. It is important to note that breakfast has never been a guaranteed part of HM's Middle & Upper Division programming, nor is it billed as part of tuition.
- See also [C5 Classrooms](#).

Please note: The information reported in this section of HM's school reopening plan is in addition to the New York City Department of Health requirements for the delivery of a traditional food service program within a school setting.

During the COVID-19 crisis, we realize that many more students at HM may be in need of assistance with the purchasing of lunch. We also recognize that, in some instances, not all families will come forward with this information. As school returns in September, no student will be denied access to lunch. In an attempt to manage this information, the school will utilize one or more surveys to assess student need for the purpose of program planning.

In the event the school is required to move to either hybrid instruction or online learning (HM Online 2.0), the school will, like last year, survey its families to determine which families will require either a full or partial order of groceries each week. While funded by our Parents Association, weekly groceries are coordinated by the school's Director of Food Services to ensure compliance with Child Nutrition Program requirements and include measures to protect students with food allergies.

## C12. Cleaning and Disinfecting



- See CDC [Cleaning and Disinfecting Your Facility](#).

The school will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health (DOH). HM's porters, maintenance personnel and cleaners will follow the CDC Guidelines for [Cleaning and Disinfecting your Facility](#). If a bleach solution

is needed for cleaning, students and other employees will be removed from the immediate area while such cleaning takes place. In addition, the school will implement the following:<sup>93</sup>

- Classrooms, offices and common spaces will have all high-touch areas deep cleaned nightly using electrostatic sprayers and with Ecolab 57 Peroxide Multi Surface Cleaner and Disinfectant (EPA Reg. No. 1677-238), diluted.
- Classroom and office spaces will be provided with appropriate cleaning /disinfection supplies for self-cleaning of shared and frequently touched surfaces. GuardXPro surface coverings will be added where appropriate.
- The porters, maintenance employees, and cleaners of each building will perform frequent cleaning of high-touch point surfaces throughout the school day, including but not limited to:
  - door handles
  - rails
  - counters
  - tabletops
  - bathroom fixtures
  - trash cans
  - lockers
  - phones

As noted above, many of these surfaces will also have GuardXPro coverings.

- Daily cleaning log checklists will be completed for each area of the buildings.
- Registered disinfectants identified by the [Environmental Protection Agency \(EPA\) as effective against COVID 19](#) will be utilized.
- Logs will contain the following at a minimum:
  - Date of cleaning
  - Time of cleaning
  - Scope of cleaning (checkboxes)
- Maintenance, porters and cleaning personnel assigned to each building will be responsible for maintaining all completed cleaning logs, as assigned, which will be forwarded to the Director of Facilities on a regular basis.
- Porters, maintenance personnel and cleaners will be required to use applicable personal protective equipment to perform cleaning and disinfecting.
- If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time.
- Cleaning and Disinfecting training will be provided to all employees (see [G Training](#)) including:
  - Hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard (if applicable)
  - Cleaning and disinfection protocol for suspected and positive cases
  - Personal Protective Equipment (PPE)
    - When to use PPE
    - What PPE is necessary
    - How to properly don (put on), use, and doff (take off) PPE
    - How to properly dispose of PPE

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<sup>93</sup> SED, pg. 19 District/school plan has written protocol to clean and disinfect schools following CDC guidance.

The terms *cleaning*, *sanitizing*, and *disinfecting* are sometimes used interchangeably, which can lead to confusion and result in cleaning procedures that are not effective<sup>94</sup>.

Task	Purpose
<b>Clean</b>	To remove dirt and debris by scrubbing and washing with a detergent solution and rinsing with water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.
<b>Sanitize</b>	To reduce germs on inanimate surfaces to levels considered safe by public health codes or regulations.
<b>Disinfect</b>	To destroy or inactivate most germs on any inanimate object, but not bacterial spores.

*Note: The term "germs" refers to bacteria, viruses, fungi, and molds that may cause infectious disease. Bacterial spores are dormant bacteria that have formed a protective shell, enabling them to survive extreme conditions for years. The spores reactivate after entry into a host (such as a person), where conditions are favorable for them to live and reproduce.*<sup>95</sup>

Only the U.S. Environmental Protection Agency (EPA)-registered products that have an EPA registration number on the label can make public health claims that can be relied on for reducing or destroying germs. The EPA registration label will also describe the product as a *cleaner*, *sanitizer*, or *disinfectant*. In addition, some manufacturers of *cleaning* products have developed "green cleaning products". As new environmentally-friendly cleaning products appear in the market, check to see if they are third party certified by Green Seal:

<http://www.greenseal.org>, UL/EcoLogic: <http://www.ecologo.org>, and/or EPA's Safer Choice:

<http://www.epa.gov/saferchoice>. Use fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution (6). If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered (7). All products must be used according to the manufacturer's instructions. The following resource may be useful: [Green Cleaning, Sanitizing, and Disinfecting: A Toolkit for Early Care and Education](#).

Employers should provide employees with hazard information, including access to and review of the Safety Data Sheets (SDS) as required by the Occupational Safety and Health Administration (OSHA), about the presence of toxic substances such as cleaning, sanitizing and disinfecting supplies in use in the facility. The SDS explains the risk of exposure to products so that appropriate precautions may be taken.

## C13. Building Systems and Maintenance



- Before resuming business operations, check the building to see if it is ready for occupancy.
- Consider using portable high-efficiency particulate air (HEPA) fan/filtration systems to help [enhance air cleaning](#) (especially in higher risk areas).
- Ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied.

<sup>94</sup> U.S. Centers for Disease Control and Prevention. 2014. How to clean and disinfect schools to help slow the spread of flu.

<http://www.cdc.gov/flu/school/cleaning.htm> Microbiology Procedure. Sporulation in bacteria

<http://www.microbiologyprocedure.com/microorganisms/sporulation-in-bacteria.htm>.

<sup>95</sup> Children's Environmental Health Network Fragrances. Retrieved from: <http://www.cehn.org/our-work/eco-healthy-child-care/ehcc-faqs/fragrances/>

- Consider using [ultraviolet germicidal irradiation \(UVGI\)](#) as a supplement to help inactivate the virus.
  - Take steps to improve ventilation in the building.<sup>96</sup>
- 

The school will take a series of steps to ensure the operations of mechanical systems, water systems, elevators, and HVAC systems. The objective is to test and ensure systems are safe that may have been used infrequently during the prolonged closure.

## Heating and Cooling

- The percentage of outdoor air will be increased where possible (e.g., using economizer modes of HVAC operations), potentially as high as 100%. All HVAC Units that recirculate air in every building have been fitted with MERV13 filters.
- Total airflow supply to occupied spaces will be increased, where possible.
- Demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy will be disabled.
- Any classroom and our nurses' offices will be equipped with a [Medify Air MA-40 medical-grade air purifier](#). The Medify Air MA-40 has a high-efficiency H13 TRUE HEPA filter tested to remove 99.9% of particles down to 0.1 microns.
  - In larger spaces, one or more [CASPR Mobile units](#) will be utilized.
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow.
- Building ventilation systems will be run during unoccupied times to maximize dilution ventilation.
- The school maintains adequate, code-required ventilation (natural or mechanical) as designed.<sup>97</sup>

## Fire Protection Systems

- The fire protection system will be tested to ensure all devices are working.
- Fire inspection records will be verified to ensure they are up to date.

## Plumbing

The school will follow steps recommended in the CDC's "[Guidance for Building Water Systems](#)" including:

- Inspect flushing of hot water at plumbing fixtures.
- Raise hot water temperature to at least 120 degrees if possible.
- Flush hot water at all sinks. (Run for 5-15 minutes.)
- Check water for pH and disinfectant levels.

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<sup>96</sup> DOH-Responsible Parties should increase ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols.

<sup>97</sup> SED, pg. 53 Maintain adequate, code required ventilation (natural or mechanical) as designed.



# C14. Emergency Drills

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## **NYSED Safety Drill Requirements<sup>98</sup>**

Education Law § 807 requires that schools conduct eight evacuation and four lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and employees safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown will not be the first priority.

Under the direction of HM's Office of Public Safety, modifications to evacuation drill protocols will include, but are not limited to:

- Face coverings will be worn at all times, with the exception of students in the Threes and PreKindergarten programs where individual student difficulties may present, or where a serious medical condition exists.
- Conducting drills on a “staggered” schedule, where classrooms or building floors evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom or building floor minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.
- Modifications to Lockdown Drills may include, but are not limited to<sup>99</sup>:
  - Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
  - Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
  - Conduct lockdown drills in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

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<sup>98</sup> [SED, pg. 45-46](#)

<sup>99</sup> SED, pg. 19 District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.



# D. Instruction

## D1. Learning Models

### Teaching and Learning, SED: <sup>100</sup>

- All schools have a continuity of learning plan for the 2020-2021 school year. This plan includes preparations for in-person, remote, and hybrid models of instruction.
- As an independent day school in New York State, instruction is substantially equivalent to the outcomes in the [New York State Learning Standards](#).
- Equity is at the heart of all school instructional decisions. All instruction is developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction is aligned to the academic program which includes regular and substantive interaction with an appropriately qualified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- Schools have a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is available to everyone in the HM community, and includes clear and multiple ways for students and families to contact the school and teachers (e.g., email, online platform, and/or by phone).

In order to maintain high-quality continuity of learning for all students, the school will use one of the approaches below based on the current pandemic phase as indicated by the State, including:

- **Face-to-Face (In-person):** The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.
- **Blended Learning Model (Hybrid)** — Half the students at school will attend in-person classes on two out of four days per week while the others take online classes from home. Then the students will alternate, with both groups alternating Fridays in-person. At HM, we have the technology and space in our Middle and Upper Divisions (Grades 6-12) to also consider a blended learning model that allows half the students at school to attend in-person classes while the other half takes online classes from somewhere else on campus; the students would alternate as noted above, still with alternating Fridays.

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<sup>100</sup> SED, pg. 89 <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

- **Online (HM Online 2.0)/Distance Learning:** Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore, cannot meet in a traditional physical classroom setting.
  - Students who are required to quarantine, as outlined in section [B Health and Safety](#) herein, students who are identified as [People Who Are at Increased Risk for Severe Illness](#), or students approved by the Head of School for other reasons, including but not limited to serious medical conditions of a primary caregiver or visa restrictions, may participate in full time Distance Learning regardless of the approach in use by the larger school community.
  - Employees who are identified by the CDC as [People Who Are at Increased Risk for Severe Illness](#) may, upon approval by the Head of School, be approved to teach remotely, regardless of the approach in use by the larger school community.

If COVID-19 cases develop, the school may consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, the school may choose to move classes temporarily where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared.

To maximize in-person instruction, the school will consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- Finding alternative spaces on one or more of the school's campuses to allow for more in-person instruction;
- Adjusting class or work hours, where appropriate and possible;
- Limiting in-person presence to only those employees who are necessary to be at the school during normal school hours;
- Maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines.

The following instructional models will be utilized based on the current mitigation phase:

#### **Phase 4: Face-to-Face (In-person)**

The school will allow ample time for students to adjust to the school setting. Before students are assessed, they will spend time on socialization and creating a climate of safety, comfort and routine.

Students and employees will follow their regular school/work day schedule, with all of the modified protocols and procedures outlined within this plan in place.

- In some instances, such as Physical Education, the curriculum will be modified and the locations for the delivery of the curriculum will be changed. Employees, students and parents/other guardians will be notified of any and all programmatic changes prior to the start to the school year, or as things change.
- As noted elsewhere, for the 2020-2021 academic year, all campuses of HM are closed campuses. Upon arriving to campus, employees and students will not be permitted to come and go, except for scheduled arrival and dismissal times, or by permission from an administrator/supervisor.

## **Phase 2 and 3: Blended Learning Model (Hybrid) OR Distance Learning (HM Online 2.0)**

The school will allow ample time for students to adjust to the school setting. Before students are assessed, they will spend time on socialization and creating a climate of safety, comfort and routine. When developing remote learning, the school will remain cognizant of the amount of time young learners are spending directly viewing screens.

Half the students at school will attend in-person classes on two out of four days per week while the others take online classes from home. Then the students will alternate, with both groups alternating Fridays in-person. At HM, we have the technology and space in our Middle and Upper Divisions (Grades 6-12) to also consider a blended learning model that allows half the students at school to attend in-person classes while the other half takes online classes from somewhere else on campus; the students would alternate as noted above, still with alternating Fridays.

- At the Nursery and Lower Divisions, the student population will be divided by:
  - Class rosters reduced by half, with students being directed to report on alternating days and every other Friday, and an attempt to keep siblings on the same schedule, or
  - Grade levels reduced by 50%, with specific classes being directed to report on alternating days and every other Friday, and an attempt to keep siblings on the same schedule, or
  - Building occupancy reduced by half, with specific grade levels being directed to report on alternating days and every other Friday, or
  - Other logistical needs as identified by the school.
- At the Middle and Upper Divisions, the student population will be divided by:
  - Class rosters reduced by half, with students being directed to report on alternating days and every other Friday, and an attempt to keep siblings on the same schedule, or
  - Building occupancy reduced by half, with specific grade levels being directed to report on alternating days and every other Friday, or
  - Other logistical needs as identified by the school.
- In all models, additional support for students in need will be either available in person or accessible online.
- When any student in a class has been approved for online instruction, the corresponding teachers will live stream each class (Zoom or Google Meet).
  - Classrooms are outfitted with cameras that allow teachers to stream instruction.
  - Teachers will have the ability to share their screen with both remote and classroom learners simultaneously.
  - Teachers will be provided a microphone to allow for movement around the classroom and enhanced audio quality.
  - Computer audio will allow remote learners to participate in the class.
- All students will be expected to:
  - Attend each class in its entirety and utilize their camera for the class duration or they may be marked absent by the teacher.
  - Participate in all classroom discussions and be ready to answer teacher questions.
- Online class sessions may not be recorded without explicit permission from each classroom teacher for each individual class.

- It is the school's expectation that only the enrolled student approved for online instruction in Grades 6-12 will be in attendance in any given class session. If, for any reason, a parent, other guardian, family member or caregiver is present during an online class session, this presence must be identified to the classroom teacher, who has the sole authority to approve or deny their presence and participation.
- In some instances, such as Physical Education, the curriculum will be modified and the locations for the delivery of the curriculum will be changed. Employees, students and parents/other guardians will be notified of any and all programmatic changes prior to the start to the school year, or as things change.

## **Phase 1: Remote Instruction**

During Distance Learning/Remote Instruction (HM Online 2.0), students will follow their regular schedule, inclusive of a mix of synchronous and asynchronous instruction as approved by the division head.

The school will allow ample time for students to adjust to the school setting. Before students are assessed, they will spend time on socialization and creating a climate of safety, comfort and routine. When developing remote learning, the school will remain cognizant of the amount of time young learners are spending directly viewing screens.

Recognizing the need for an enhanced remote instructional program, the school will survey families to determine access to equipment such as laptops, hotspots and iPads. Equipment will be loaned accordingly.

Regardless of the instructional model implemented, equity and access for all students must be the priority.

As noted in Appendix I12, Horace Mann School operates an Article 43 School-Based Child Care Program for Ages 3-5 and is aware of the need to comply with the mandatory requirements outlined in the Reopening New York: Child Care and Day Camp Programs Guidelines. If, at any time, the two documents (HM's Reopening Plan and New York's reopening plan for child care programs) conflict, the Nursery Division will follow the state guidelines.

## **D2. Identification of Instructional Gaps**

The school recognizes that instructional gaps may have developed as a result of the prolonged school closure. The pacing of classroom instruction and the introduction of new curricula will be adjusted accordingly if grade wide gaps appear.

In the instance of observed student delays, individual and small group support will be provided. In some instances, the parent or other guardian may be asked to provide supplemental support outside of school.

## D3. Technology

The issuance of school property will be as follows:

- A survey will be conducted in advance to determine current access to equipment such as laptops, hotspots, etc., and equipment will be loaned and distributed accordingly.<sup>101</sup>
- Information on cleaning and disinfection of equipment will be provided with all equipment, including the use of electronic equipment.
- The Technology Department will coordinate the distribution of all loaned technology to students and employees.

The return of school technology equipment will be as follows:

- The Technology Department will coordinate the collection of all loaned technology to students and employees.
- Returned property will be disinfected following CDC guidelines before being placed back into inventory or serviced.

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<sup>101</sup> SED, pg. 86 Have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence; To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

# E. Communications

## E1. Overview

Dramatic changes to normal school operations will require the school to communicate effectively with stakeholders to:

- Identify points of concern that will need to be addressed (e.g., fear of infection) prior to the opening of school.
- Gauge anticipated attendance for a potential Fall reopening based on:
  - Unwillingness to return (fear-related).
  - High-risk group (student or family).
- Gauge transportation needs (see also [C2 Arrival and Dismissal](#)).
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection routine, health policies for employees, and health & safety measures in place).
- Establish formal and informal routes of communication for stakeholders to express concerns, questions, comments, and feedback as it relates to the ongoing safety of the school's facilities.

The school has developed a communications plan for students, parents or legal guardians of students, employees, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.<sup>102</sup> (The school has been in regular contact with employees and families regarding the above items since before its closure in March of 2020.)

## E2. Calendar of Communications

The school recognizes the need to communicate with each of the various stakeholder groups. Above and beyond the typical school year communications, the Head of School will communicate with stakeholders when anticipating a closure or adjustment to the model of instruction, when a decision has been made to close or adjust the model of instruction, and during a closure or when a return to a prior model of instruction is anticipated, utilizing multiple channels of communication, including:<sup>103</sup>

- School Mass Communication System - email and robocalls
- Zoom (or other webinar platform) town hall sessions or stakeholder meetings
- Website
- Traditional mail

<sup>102</sup> DOH-Responsible Parties must develop a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.

<sup>103</sup> District/school includes a communications plan for students, parents/guardians, staff, and visitors that includes applicable instruction, training, signage, and a consistent means to provide individuals with information.

As noted elsewhere in this document, livestreaming will afford parents and other guardians additional opportunities for engaging with the school.

## Prior to Opening Schools

For **Employees**, the school will:

- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Provide information and training on how to assess the mental health of students.
- Provide information encouraging any employee who identifies as high-risk to come forward for a discussion about their concern and whether or not they are eligible for reasonable accommodations.
- Provide information and training on new workplace policies and changes.
- Communicate new or modified working schedules for employees.
- Notify employees of required employee training programs to be completed prior to schools opening (See [G Training](#)).
- Provide information on how to self-report exposures and infections. ([See B Health and Safety](#))
  - <sup>104</sup>Employer HR Policies, HIPAA guidelines, and other laws should be followed at all times.
- Provide information on the requirements for the use of face coverings and how to make them at home.
- Provide a list of [CDC Frequently Asked Questions](#).

For **Students & Families**, the school will:

- Conduct regular virtual stakeholder meetings and town hall sessions regarding all reopening procedures.
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Provide information encouraging any parent/other guardian with a child who identifies as high-risk to come forward for a discussion about their concern and whether or not they are eligible for reasonable accommodations.
- Provide information encouraging any parent/other guardian who identifies as high-risk to come forward for a discussion about their concern and whether or not their child is eligible for reasonable accommodations.
- Communicate with parents/other guardians and students to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.
- Provide information on how to self-report exposures and infections ([See B Health and Safety](#)).
- Provide information on the requirements for the use of face coverings and how to make them at home.
- Discourage students from congregating in large groups before and after school.
- Provide a list of [CDC Frequently Asked Questions](#).
- Provide a Virtual Orientation event for students, Grades 6-12.
- Provide a Virtual Orientation event for parents/other guardians, Grades Nursery-12.
- Provide educational materials on loss and grief and ways to cope with stress.
- Share information containing crisis hotlines and area mental health resources.

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<sup>104</sup> CDC: Create a communication system for employees and families for self-reporting of symptoms and notification of exposures and closures.

## While Schools are Open, the school will:

- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Conduct virtual Back to School Nights for parents and other guardians.
- Provide students ongoing, easy to implement tips and tools for behavior support (e.g., time management in a distance learning environment).
- Provide employees professional development on engagement strategies for online learning.
- Provide frequent and ongoing communication for families regarding school updates and access to resources.
- Offer virtual parent/other guardian support groups via online platforms (e.g., coffee/tea with parents/other guardians).
- Share information containing crisis hotlines and area mental health resources.

## When Schools are Closed, the school will:

- Provide information on Continuity of Instruction Procedures.
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Share information containing crisis hotlines and area mental health resources.

The contact information below will be shared with students and their parents/other guardians in the event that a question or concern presents regarding instruction and/or the use of technology:

Division/ Department	Contact Person	Phone	Email
Technology Department	Sheryl Baker	718-432-3333	sheryl_baker@horacemann.org
Nursery Division	Marinés Arroyo	212-369-4600 Ext. 11	marines_arroyo@horacemann.org
Lower Division	Deena Neuwirth	718-432-3385	deena_neuwirth@horacemann.org
Middle Division	Javaid Khan	718-432-3710	javaid_khan@horacemann.org
Upper Division	Jessica Levenstein, Ph.D.	718-432-3967	jessica_levenstein@horacemann.org
Dorr Nature Lab	Glenn Sherratt	718-432-3677	glenn_sherratt@horacemann.org
Physical Education & Athletics	Robert Annunziata	718-432-3820	robert_annunziata@horacemann.org
Financial Aid	Lisa Moreira	718-432-4115	lisa_moreira@horacemann.org
Summer on the Hill	Markell Parker	718-432-4116	markell_parker@horacemann.org



## E3. Communication with Vendors



- If contractors are employed in the workplace, develop plans to communicate with the contracting company regarding modifications to work processes and requirements for the contractors to prevent transmission of COVID-19.
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In order to safeguard building occupants, the school will implement restrictions as follows:

- Notify vendors that access to the facilities will be restricted.
- Request that vendors reduce the frequency of deliveries while simultaneously meeting the demand of ordered goods.
- Request that vendors use the same delivery driver for all deliveries for the duration of school.
- Request vendors to suspend deliveries and/or adjust maintenance schedules for services in the event school is closed for health reasons.
- Notify vendors that, during deliveries, they are required to take precautions including:
  - Maintain physical distancing between themselves and building occupants.
  - Wear appropriate PPE (a face mask and gloves).
  - Do not make deliveries if they have symptoms associated with COVID-19.
- Vendors that must enter campus are required to complete the school's Daily Symptom Check survey on any day they intend to enter. (See [B2 Screening and Monitoring](#))

# F. Extracurricular Activities



- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas.
- Cancel all field trips, inter-group events, and extracurricular activities (Step 1 CDC, Phase 1 NYS).

Generally, most Extracurricular Activities will be on pause during Steps 1-2 CDC/Phases 1-2 NYS. The school will continue to evaluate opportunities to make these activities available based on State guidance.

The use of school facilities by outside groups will be limited to only those deemed essential by the school. Should the school make a determination to provide some in-person Extracurricular Activities, they will generally focus on those with little or no physical contact.

## F1. Athletics

The school will consider guidance from the New York State Public High School Athletic Association COVID-19 Task Force as well as guidance offered by the National Federation of State High School Associations<sup>105</sup>, which writes the rules of competition for most high school athletics, but honor any decisions made by the Ivy Preparatory School League to restrict, reschedule or eliminate practices and/or competitions, including championships. Sports will be made available as conditions permit and based on their respective risk levels as assessed by the school. While locker rooms will not be used for physical education (students will report to school dressed for modified physical education), scheduled access will be given to athletes if and when athletic competition or practice returns. The Director of Athletics, Health and Physical Education will work with the Director of Facilities Management and the coaching staff to develop and adhere to a schedule of locker room use and frequent cleaning, in keeping with CDC guidelines. If HM's athletic program returns to school, access to the Athletic Trainers and, in particular, the Athletic Suite, will be closely monitored and adhere to CDC guidelines in terms of physical contact between individuals, shared equipment and cleaning.

The other guidelines below also apply:

- Student-athletes will be required to wear face coverings except during swimming, distance running, or other high-intensity aerobic activities, or unless they are 12 feet apart on land.
- Workouts may be conducted in cohorts with the same five to 10 students always working out together.
- Students should avoid sharing equipment during workouts.

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<sup>105</sup> <https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15-2020-final.pdf>

Under any circumstances, athletic activities and events will only take place if the school is operating under the face-to-face (in-person) model. The school has installed livestreaming capabilities in all of its athletics spaces. Until further notice, no audiences will be physically present for any student competitions.

## **F2. Clubs, Publications & Student Activities: Nursery-12**

Beginning in September, student clubs, publications and other after school and weekend activities, N-12, will operate only with the permission of the division head in charge, and after that division head has reviewed and approved a plan for social distancing for each club, publication and student activity wishing to meet. All attempts will be made to avoid the sharing of materials. For our publications, shared computers will be wiped down in between users.

For the school's performing arts programs, N-12, the employees in charge will work with the appropriate division heads and maintenance personnel to ensure appropriate distancing within a limited student capacity that avoids the need for students to "hang around" while waiting for rehearsal time, stage direction or costume fitting. Absent the approval of the division head in charge, no one should assume a particular performing arts program is approved for production.

As noted in B10 Social Distancing, the school will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requiring projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes)<sup>106</sup>. The school is currently exploring the use of a new mask specifically designed for singing; if deemed appropriate, choral students will be provided with these masks.

Those clubs and other student activities that involve interacting with or competing against other schools will only be permitted to have those interactions virtually. Interschool travel is suspended. For those students who compete individually, travel – locally, at the state level, nationally or to other locations outside the U.S. -- may result in the need for the student to quarantine for up to 14 days upon the student's return. Parents and other guardians of these students are asked to engage the appropriate division head (N-5) or grade dean (6-12) prior to any travel.

The school has installed livestreaming capabilities in all of its performance spaces. Until further notice, no audiences will be physically present for any student performances.

Division Heads will ensure that all club, publication and student activity advisors are aware of the procedure changes noted in this section.

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<sup>106</sup> DOH-Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).

## G. Training



- Train all employees in the safety actions outlined herein. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.
- Teach and reinforce washing hands and covering coughs and sneezes among children and employees.
- Teach and reinforce the use of face coverings among all employees. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.

The school will provide training programs related to safety actions contained in this plan. The following table indicates training that will be necessary for each role within the school. Training will be provided virtually using a platform that will track employee compliance. The school's Administrative Council and Director of Human Resources will assume responsibility for overseeing training and employee compliance.

The school will ensure all students are trained to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, the proper use of face coverings, social distancing, and respiratory hygiene.<sup>107</sup>

The school will provide role-specific training programs related to this plan for all employees. The following table indicates topics for each role. Programs may be supplemented by live training sessions when safe to do so. All new employees, including temporary employees, will be required to complete training prior to working in school buildings.

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<sup>107</sup> DOH-Responsible Parties must ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

## Reentry Training Programs

Topic	Teachers	Office	Maintenance Cleaners Porters	Subs	Food	Bus	Students	Parents	Visitors	Nurse
Hazards of the cleaning chemicals	Yes	Yes	Yes	Yes	Yes	Yes				Yes
Cleaning and disinfection protocol for suspected and positive cases	Yes	Yes	Yes	Yes	Yes	Yes				Yes
Personal Protective Equipment (PPE)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
How to assess the mental health of students	Yes	Yes		Yes						Yes
New workplace policies and changes	Yes	Yes	Yes	Yes	Yes	Yes				Yes
--Grades N-5, Food Service protocols	Yes			Yes	Yes					Yes
How to self-report exposures and infections	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The use of face coverings and how to make them at home	Yes	Yes		Yes			Yes	Yes		
CDC Frequently Asked Questions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Labeling of personal property and preventing it from mixing with other students' property	Yes	Yes		Yes			Yes	Yes	Yes	Yes
Behavior support (e.g. time management in distance learning environment)	Yes	Yes		Yes			Yes	Yes	Yes	Yes
Employees, students and visitors will be required to perform hand hygiene as follows:										
--Arrival at the building	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Departure from the building (visitors will be encouraged)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Before and after eating or handling food	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Topic	Teachers	Office	Maintenance Cleaners Porters	Subs	Food	Bus	Students	Parents	Visitors	Nurse
--Before and after administering medication							Yes			Yes
--After using the toilet or helping a child use the bathroom	Yes			Yes				Yes		Yes
--After coming in contact with bodily fluid	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--After playing outdoors	Yes			Yes			Yes		Yes	
--After handling garbage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Safety Actions										
--Distancing	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Limit Sharing	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Use of Personal Protective Equipment (PPE)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--How to correctly don, doff, maintain, and dispose of PPE and face masks relevant to their respective level of protection.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--The different types of PPE that are needed for specific tasks and the reasons they are necessary which will lead to more effective use and conservation of PPE.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hygiene										
--Hand hygiene after removing gloves. See Handwashing within the Preventing Spread section.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Signs and symptoms of infection	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Staying home when ill	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Identifying and minimizing potential routes of transmission at work, at home, and in the community	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
--Awareness training on cleaning and disinfection products used	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Topic	Teachers	Office	Maintenance Cleaners Porters	Subs	Food	Bus	Students	Parents	Visitors	Nurse
--Hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard			Yes							
Cleaning and disinfection protocol for suspected and positive cases			Yes							
--Access to Personal Protective Equipment (PPE)			Yes							
--When to use PPE			Yes							
--What PPE is necessary			Yes							
--How to properly don (put on), use, and doff (take off) PPE			Yes							
--How to properly dispose of PPE			Yes							

## H. Mental Health

The mental health of our employees and students is a priority at all times. The school's psychologists will convene in the fall and throughout the year to serve in an advisory capacity to the Administrative Council on the identification and remediation of student, parent and other guardian, and employee mental health needs.

### **Social/Emotional Well Being, SED <sup>108</sup>**

A school-wide and building-level comprehensive developmental school counseling program plan has been established and developed under the direction of psychologists and is reviewed and updated to meet current needs.

The school provides resources and referrals to address mental health, behavioral and emotional support services and programs.

The school will:

- Address professional development opportunities for employees on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students and employees.
- Communicate social-emotional well-being as a priority and engage members of the school community in its implementation efforts.
- Leverage mental health, well-being and social-emotional well-being strategies to support and sustain increased educational equity.
- Use data to identify SEL needs and incorporate strategies to meet those needs in the school's counseling plan.
- Build school community structures that encourage human connection and that acknowledge it is necessary for us to take care of our physical and emotional safety and comfort before we can effectively teach and learn.
- Offer ongoing embedded opportunities for adults to develop their own social and emotional competencies.
- Support access to mental health and trauma supports for adults in the school community.

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<sup>108</sup> SED, pg. 65-66 <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>



# **I. Appendix**

This section contains additional NYSED requirements that apply to HM.

## **I1. Public Use of School Property**

The school will not be open to the public during the 2020-2021 academic year, or until notified otherwise by the Head of School.<sup>109</sup>

## **I2. General Health and Safety Assurances**

Horace Mann School will meet all requirements associated with building space related changes that we may elect to make.

## **I3. Fire Code Compliance**

Should alterations be made, Horace Mann School will submit the proposed changes to the Office of Facilities Planning (OFP) for review and approval - just as with any other project.

## **I4. Doorways**

HM's many stairs and corridor doors have closers with automatic hold openings. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors will remain unchanged. Fortunately, they need not be touched during normal use.

## **I5. Lead Testing due in 2020**

HM recognizes that the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is "normally occupied." Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of "normally occupied operation" for the purpose of lead-in-water testing is not permitted. HM will follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.

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<sup>109</sup> DOH-Responsible Parties should determine which facilities, grounds, or portions thereof (e.g., libraries, recreational facilities) will be closed to the public (i.e., not students or employees) or offer limited, specific hours to members of the general public. Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations.

## **I6. Plastic Separators**

HM acknowledges that the use of light-transmitting plastics is recommended in locations where social distance or mask requirements cannot be complied with or easily regulated. For example, to separate individual lavatory sinks from each other. Light-transmitting plastics will comply with 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of the school.

## **I7. Changes to Space Utilization and/or Alterations**

If HM makes space alterations to the physical space or the buildings, the school acknowledges that these items will be required:

- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must be submitted to OFP, the local municipality and/or code enforcement officials for review.
- The installation of movable partitions (gym, cafeteria, Library classroom dividers) and queue barricades shall require an abbreviated submission consistent with the Form FP-AU Request for Approval of Use of a Facility.
- Use of Cafeterias, Libraries, Auditoriums and Gymnasiums: A floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to the Office of Facilities Planning (OFP) for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

## **I8. Tents for Additional Space**

HM acknowledges that tents, both temporary and permanent, are regulated by code and must be submitted for a building permit.

- Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, “Tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS”.
- The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, and use.
- Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections.
- The school must consult our design professional (SOM) to prepare submission drawings for approval by OFP.
- The following information must be shown on the drawings: Dimensions, Minimum separation distance to other structures, Tent sides (yes) (no), Duration of use, Type of use/activity, Anchorage, Number of Exits, Width of each exit, Table/Chair/Contents, layout, Fire extinguisher Location, Occupant load, Heating or Cooking equipment, Utilities, Exit signs, NFPA 701 testing/label/certification.

- HM must consult our architect (SOM) and submit to OFP for approval. The school must provide an architectural quality floor plan, which clearly indicates existing and proposed use of space showing the furniture layout with egress aisles. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

## **I9. Plumbing Facilities and Fixtures**

- The number of toilet and sink fixtures will meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional will be consulted prior to any modifications to layouts or number of fixtures.

## **I10. Drinking Water Facilities**

HM acknowledges that drinking fountains are a code required plumbing fixture. One fountain is required for each one hundred occupants. In the event drinking fountains need to be taken out of service, the following will be considered to provide potable drinking water to all occupants of the building:

- Drinking fountains may be replaced with bottle filler units.
- Supplying students with bottled drinking water or water in disposable cups at specified locations is an acceptable alternative source.

## **I11. Attendance**

- The school is required to have, and does currently have, a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.
- Attendance must be reported by any reporting entity that is required to take attendance;
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.
- An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress, or imminent danger of such an adverse effect. Educational neglect should not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, and the child is participating in remote learning opportunities.
- The school will reach out to the local department of Social Services (LDSS) with any questions or concerns related to child welfare.
  - The Statewide Central Register of Child Abuse and Neglect, the hotline to report child abuse and neglect, will be contacted only as a last resort, after HM has exhausted all other strategies to connect with students and families.
- Reporting and investigation of suspected cases of educational neglect present a range of complex issues and challenges for local social services districts and religious and independent schools. It is in the best interest of these agencies, school, and the families they serve, to collaborate in addressing their concerns. From the process of reporting - a school's responsibility - and throughout the process

of investigation, which is the purview of Child Protective Services (CPS), there will be numerous opportunities for timely intervention and collaboration involving students, parents/other guardians, school officials, and CPS staff. This collaborative approach should lessen the need for Family Court referral and proceedings.

## **I12. Early Learning (Threes and PreKindergarten)**

- Horace Mann School operates an Article 43 School-Based Child Care Program for Ages 3-5. This plan and the practices, procedures and protocols referenced herein include the Nursery Division program, facilities, employees, students and parents/other guardians. In addition, the school will comply with the mandatory requirements outlined in the [Reopening New York: Child Care and Day Camp Programs Guidelines](#). If, at any time, the two documents (HM's Reopening Plan and New York's reopening plan for child care programs) conflict, the Nursery Division will follow the state guidelines.
- We have added a fourth PreKindergarten group for the 2020-2021 academic year to ensure that no Threes or PreKindergarten groups exceed 15 students.
- The COVID-19 Reopening Safety Plan for Nursery Division will be conspicuously posted in the building, as per the reopening requirements for Article 43 School-Based Child Care Programs in New York City.