



ST. LUKE'S SCHOOL

# Return to Campus Plan

July 31, 2020

# Welcome

St. Luke's School is a strong community driven by a passionate commitment to enduring community standards, a fierce belief in our mission, and a determination to build a vibrant and expansive educational experience for our children. If the last five months have taught us anything, it is to be humble in predictions and flexible in planning.

This document reflects plans for a return to campus based on expert advice and that comply with recommendations from the CDC, guidance from the New York State Department of Health and Department of Education, and includes options for a physical return to campus, fully remote instruction, and a hybrid of the two.

While there are challenges ahead and the document will need to be updated, it is an accurate outline of how we can serve our community, meet the requirements of our regulatory agencies, and live our mission.



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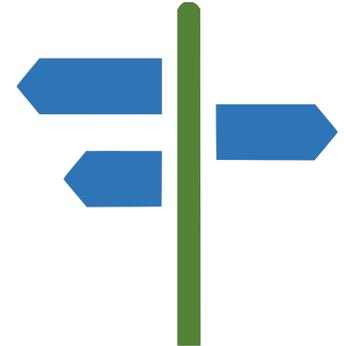
# Approach & Response



# Guiding Principles

As we shared in June, we established guiding principles to drive our planning as we built plans together for the fall.

1. We are building a safe and healthful school that serves and protects our children and professional staff.
2. We are building challenging, flexible, and innovative curriculum and instruction based on best practice.
3. We are building a community and program that supports the social and emotional lives of those within it.
4. We are building a covenant together to make wise decisions outside of school so we can protect and support the lives and work that take place inside our school.



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# Pandemic Response & Planning Team

When the school began addressing the pandemic five months ago, we created a Pandemic Response Team that consisted of our senior administrators, health professionals, and technology experts. These team members were charged with leading task forces to address the following areas:

- Health and Safety, including Buildings and Grounds
- In School Teaching and Learning
- Remote Teaching and Learning
- Technology Support and Infrastructure
- Diversity, Equity, and Inclusion
- Financial Sustainability, and
- Internal and External Communications

In addition, the committees relied on the recommendations of the CDC, the New York State Department of Health and Department of Education, health professionals, and ABA Studios, Polise Consulting Engineers, and Environmental Management Solutions of New York. Their work is reflected in this plan, and the Pandemic Response Team continues to meet at least weekly to plan, implement, assess, and modify this living document.



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# St. Luke's Approach

*What the science is telling us about COVID-19*

COVID-19 is a virus spread from person to person, primarily from respiratory droplets or by transferring virus from surfaces and objects to mouth, nose, or eyes. While many aspects of the virus are not yet understood, the most effective measures against transmission are face coverings when not able to maintain a distance of at least 6 feet, physical distancing, frequent hand washing, as well as quarantining and contact tracing for those who are infected. Additional guidance for minimizing the spread of COVID-19 at home and in school settings is available from the [CDC](#).

Our approach has been data driven using a variety of sources and corroborating evidence from schools that have already reopened, either in this country or abroad. We appreciate that the understanding of the virus is evolving, and our plan has been designed as a living document to reflect that.



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# Timeline for Decision-making

## August 7, 2020 or there about:

Governor Cuomo intends to announce his decision about school opening on or near August 7. St. Luke's School will make its decision about opening as soon as possible following his announcement.

## August 26, 2020:

Families travelling from [areas](#) that the State of New York has determined require a 14-day quarantine must begin quarantine by Wednesday, August 26 if they wish to begin in-person schooling on Thursday, September 10. All other families should begin practicing enhanced social and physical distancing practices.

## Week of August 10 and no later than Friday, August 14, 2020:

St. Luke's School families will be asked to commit to either in-person education, if that is an option, or remote education.



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# Responsible Parties

As a not-for-profit independent school, the St. Luke's School Board of Trustees is ultimately responsible for the plan. If you have any questions about the plan, please email [taskforce@stlukeschool.org](mailto:taskforce@stlukeschool.org), and your inquiry will be forwarded to the appropriate party.

## Return to Campus Leadership Team

Bart Baldwin, *Head of School*

Health and Safety, Technology, and Infrastructure	On-Site and Remote Teaching and Learning	Diversity, Equity, Inclusion and Affordability	Internal and External Communications
<ul style="list-style-type: none"> <li>Rajit Malhotra, <i>CFO/COO</i></li> <li>Peggy Chen, <i>Director of Administrative Services and HR</i></li> </ul>	<ul style="list-style-type: none"> <li>Lauren Mazzari, <i>Head of Upper School</i></li> <li>Karina Otoya-Knapp, <i>Head of Lower School</i></li> </ul>	<ul style="list-style-type: none"> <li>Brad Braxton, <i>Chief Diversity, Equity and Inclusion Officer</i></li> <li>Susan Harriot, <i>Director of Admissions and Financial Aid</i></li> </ul>	<ul style="list-style-type: none"> <li>Jocelyn Bowman, <i>Director of Advancement</i></li> <li>Clint Rataczak, <i>Director of Development</i></li> </ul>



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# Community Responsibility



# Covenant

We have often spoken of our community covenant to serve our children, each other, and a greater good. This aspirational focus defines and strengthens the St. Luke's School family. There are those in our community who face immediate health risks, and seemingly casual choices we make may have a serious impact on them. With over 250 families and nearly 100 professional staff members, the sheer impact a careless decision can have on many lives is significant.

Living our community standards of compassion, dignity, respect, honesty, and excellence calls us to support each other with wise decisions and to understand that what may feel like a sacrificial choice is actually a service to the greater good.



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# Family Expectations

The trust of mutual service between school and home and among families has never been more important as we face this pandemic together. To that end, we ask that families:

- Adhere to all city and state recommendations and regulations to control the transmission and possible future outbreaks of this disease,
- Notify us immediately if any member of your household is diagnosed with COVID-19,
- Adhere to New York State Department of Health guidelines about keeping your child home if they have been directly exposed to COVID-19, including quarantining as directed,
- Keep your children home if they are sick or complain of illness,
- Notify us of your travel plans, especially to national and international “hot spots”, and keep your child home for 14 days if they travel to a designated hot spot as defined by the [CDC](#) and [State of New York](#),
- Teach your child how to properly use and remove a face mask and wash their hands and support the school’s policies in each of these areas.



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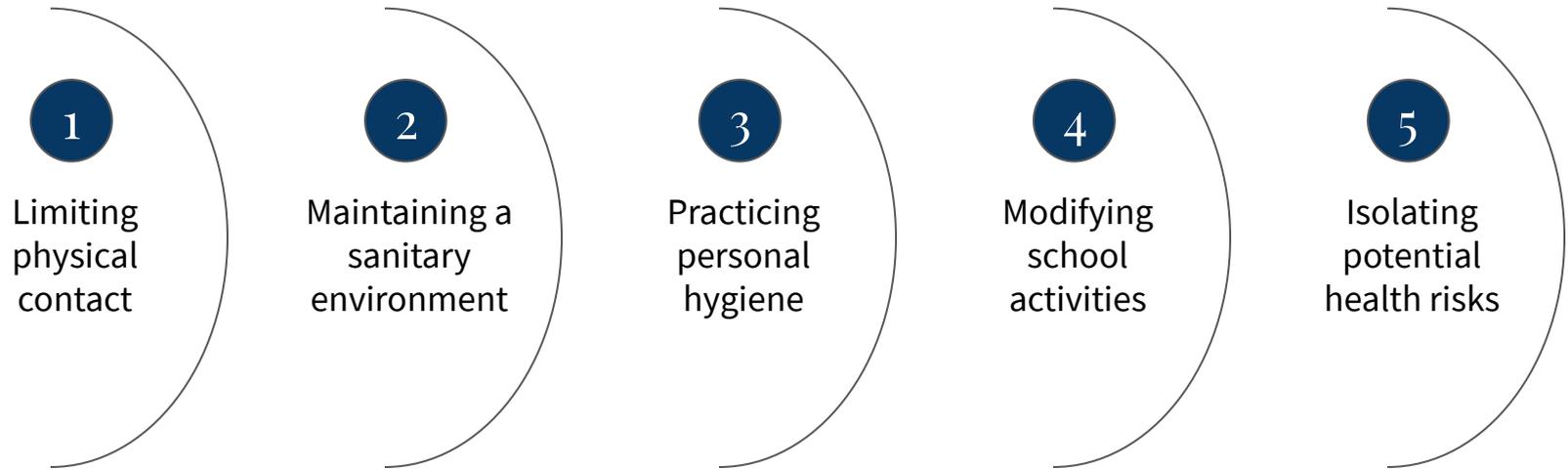
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# Health & Safety



# Layers of Health & Safety

St. Luke's School has taken a five-step approach to keep the school environment safe for the community.



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Limiting physical contact  
Health & Safety



## 1 Limiting physical contact

# Visitors on Campus

Visitors, including parents, will not be allowed in the school building. All appointments will be by phone or Zoom. Deliveries will be received and processed at a designated area on the school playground.

Whenever possible, repair work will be completed when school is not in session. In case of emergency repairs, each contractor will be required to adhere to our health screening protocols and required to wear appropriate PPE during the duration of their visit.



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## 1 Limiting physical contact

# Health Screening

Daily health screenings will be required of all students, professional staff members, and visitors before entering the school building. This may be accomplished prior to arriving at school via an app or at school. It will include a temperature check and a series of questions to assess general health and risk of exposure to COVID-19.

Prior to entering the school building, all individuals will be required to have a temperature check. If we are unable to verify that a health screening has already been completed, one will be conducted at this time. Temperature checks will occur at designated stations.

- If an elevated temperature of 100.0°F or higher is detected, a student will be asked to step aside and their temperatures will be re-assessed. If the temperature is elevated, the child will be sent home with a parent or placed in a designated isolation room, and the parent will be asked to pick up the child. An adult will be asked to return home immediately.
- The school will monitor results from the daily health screenings and temperature checks in order to follow up with individuals and appropriate health agencies as required.



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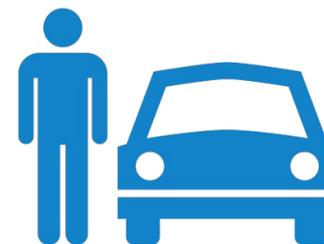
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## 1 Limiting physical contact

# Drop-off

**All rules of physical distancing apply to all arrival and dismissal procedures.**

Each class will be assigned a designated drop-off and pick-up location. At drop-off only one adult accompanies each child. Students and one parent should use the entrance designated for the class. JK and Kindergarten students will be dropped off at the exterior door leading to their respective classrooms to aid in separation. Students in Grades 1 – 8 will be dropped off at their designated entrance and will enter the school on their own. Should a child have trouble with separation, there will be an adult available to help.



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## 1 Limiting physical contact

# Pick-up

### Pick-Up at the End of School Day:

Lower School students (Grades JK – 4) will be picked up at the spot they were dropped off. They will only be released to a designated parent or caregiver. *It is very important that all changes in pick-up be communicated in advance directly to the teacher via email as well as to the school by email at [office@stlukeschool.org](mailto:office@stlukeschool.org).*

Upper School students (Grades 5 – 8) are released on their own recognizance. They may wait for a caregiver by the statue of Mary, but must comply with the rules of physical distancing. Upper School students are required to leave campus when dismissed unless participating in a school activity.

### Pick-Up during School Day:

Visitors, including parents, are not allowed beyond the interior main gate during the school day. *If a child needs to be picked up before dismissal, an email must be sent to the teacher and to [office@stlukeschool.org](mailto:office@stlukeschool.org) prior to pick-up.* When the parent or caregiver arrives at the school, they should report to the interior gate. They should check in via the intercom system and wait at the gate. The student will be escorted to the gate for dismissal.



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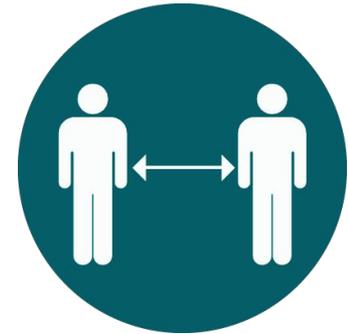
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## 1 Limiting physical contact

# Physical Distancing

Classrooms and offices will be set up to optimize physical distancing adhering to CDC guidelines. Desks will be 6 feet apart and additional precautions such as face coverings and routine hand hygiene and sanitation practices will be incorporated.

Students will notice new signage around campus. From reminders about safe hygiene practices to floor markers for proper physical distancing, the signage being installed will help create a healthier campus community. The school has worked with architects to develop circulation patterns that will minimize contact across groups during transitions.



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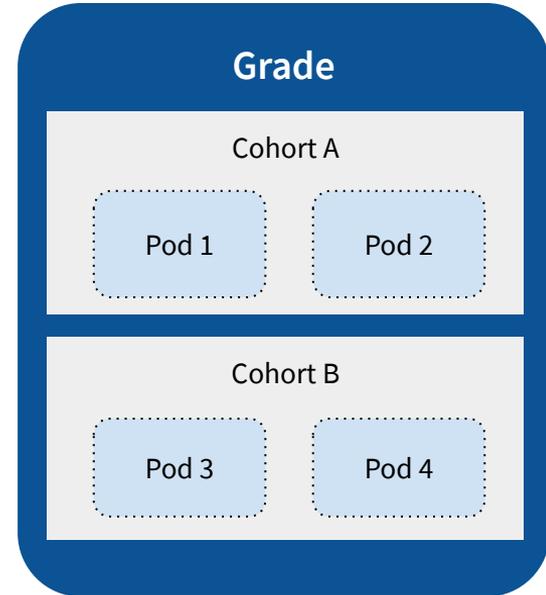
# Cohorts

Class structures have been modified greatly to reduce the number of individuals each student and professional staff will come into contact with during the day.

Each grade has been divided into two cohorts and each cohort into two pods. Every pod has been assigned to a classroom that meets physical distancing guidelines.

Each pod will stay together throughout the day and will stay together in the classroom except when going outside for physical education, recess, or an outdoor class, at which time they may mingle with the other pod in their cohort.

Teachers will travel between cohorts, but they will be limited to the number of cohorts they interact with in person.



## 1 Limiting physical contact

# Contact Tracing

Our health professionals will lead our contact tracing team, who will be trained through New York State and work with public health departments. To support contact tracing in case an individual at school is confirmed with COVID-19, the school will do the following:

- Keep accurate attendance records of students and professional staff
- Keep a log of visitors to the school (the school is limiting visitors at this time)
- Keep student and professional staff schedules up to date in order to give accurate information of possible contact
- Designate professional staff members to take the Contact Tracing Program in New York and serve as our contact tracing coordinators



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Maintaining a sanitary environment  
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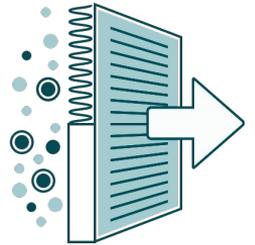
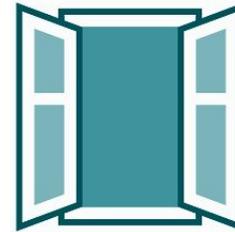


## 2 Maintaining a sanitary environment

# Air Hygiene

The school has classes on five floors. Floors 1 – 4 have windows that can be opened in the classrooms and the hallways. Windows in the classroom and hallways will be open to allow for air circulation at all times. In addition, the school will use climate control systems for hot and cold weather days.

The school has worked with mechanical engineers and licensed environmental hygienists to review and upgrade air circulation systems. These upgrades include enhanced mechanical systems and HEPA filters, especially in the Lower Level where there are limited windows. Air purifiers will also be placed in classroom spaces.



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## 2 Maintaining a sanitary environment

# Cleaning Practices and Schedules

### *Cleaning Practices*

St. Luke's School uses Vue Service for its cleaning needs. Vue Service employees are infectious disease control certified and follow the CDC regulations. Vue Service training includes wearing approved PPE, proper dilution of chemicals, using disinfectants only on the approved list, and ensuring that cleaning solutions remain on a surface long enough to eliminate any strand of viruses and germs as determined by CDC testing.

### *Schedules for Cleaning*

We will have three daytime cleaners from Vue Services once school starts. One cleaner will focus ONLY on sanitizing commonly used surfaces, and the others will conduct regular cleaning of common areas. We will also have six cleaners working at night. Once the building is closed, they will clean and sanitize the space for the following day, including classroom interiors and classroom materials.



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# Practicing personal hygiene

## Health & Safety



### 3 Practicing personal hygiene

# Masks

All individuals in the school building will be required to wear face coverings that cover their mouths and noses throughout the school day. Individuals may wear masks from home, but they must be approved by the school as meeting or exceeding the protection provided through masks available at school. If a child is unable to wear a mask for medical reasons, the school will engage in dialogue with the parent to determine whether the child can safely participate in in-person learning. Any child who chooses not to wear a mask or does not follow the school's protocols for mask wearing and social distancing may be required to participate in the school's remote learning program.

All persons in the building who are not maintaining a distance of 6 feet must wear masks indoors as a general rule, and they will be required to wear masks even when physically distant. This applies to all students (even Early Childhood), faculty, staff, and any other individuals in the building. We will build in intentional mask breaks as developmentally appropriate.

Masks must always be worn when entering "public areas" such as hallways, stairwells, restrooms, or other spaces multiple individuals or groups may pass through, or in situations where physical distancing may be difficult to maintain, such as riding in elevators, entering/exiting classrooms with others, or in narrow halls and passageways. Individuals should have their masks with them at all times, as they must be prepared to put them on if someone else is unexpectedly unable to physically distance (as when stepping into an elevator).



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### 3 Practicing personal hygiene

# Personal Protection Equipment (PPE)

The following PPE will be available and provided by St. Luke's School:

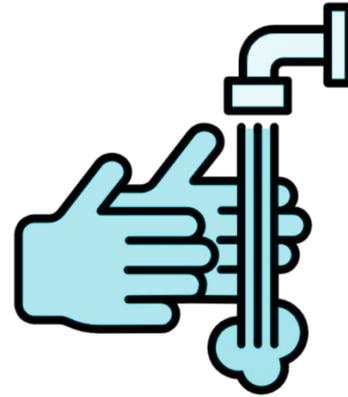
Students	Professional Staff	Health Services	Maintenance / Kitchen
<ul style="list-style-type: none"><li>• Cloth mask (anti-viral materials, 99%): approx 3 per student</li><li>• 3-ply non-woven masks upon request</li><li>• Face shields upon request</li><li>• Disposable gloves upon request</li></ul>	<ul style="list-style-type: none"><li>• Cloth mask (anti-viral materials, 99%): approx 5 per professional staff</li><li>• 3-ply non-woven masks upon request</li><li>• Face shields upon request</li><li>• Disposable gloves upon request</li></ul>	<ul style="list-style-type: none"><li>• Cloth mask (anti-viral materials, 99%): approx 5 per professional staff</li><li>• 3-ply non-woven masks</li><li>• N95 masks</li><li>• Face shields</li><li>• Scrubs</li><li>• Disposable gowns</li><li>• Disposable gloves</li></ul>	<ul style="list-style-type: none"><li>• Cloth mask (anti-viral materials, 99%): approx 5 per professional staff</li><li>• 3-ply non-woven masks</li><li>• Face shields</li><li>• Disposable gloves</li></ul>



### 3 Practicing personal hygiene

# Hand Hygiene

Hand washing with soap and water and/or disinfecting with sanitizer will be required throughout the day. Additional portable hand-washing stations are being installed in school to provide greater access to students. Each class will also have an automatic dispensing sanitizer station. Teachers will build in times throughout the day for students to wash or sanitize hands. The school will also require hand sanitizing whenever students leave or enter a classroom. Individual supplies such as writing utensils, scissors, glue, etc. will be provided to each student to limit the sharing of materials.



Modifying school activities  
Health & Safety



## 4 Modifying school activities

# Classroom Practices

Each classroom will have desks set 6 feet apart to encourage physical distancing. Students and professional staff will be required to wear masks. The school has a supply of face shields for those who wish to wear them in addition to their mask. Each class will also designate times for students to wash/sanitize hands, including upon entering and leaving a classroom. Students will be given individual materials and supplies such as pencils, markers, etc. so that materials are not shared.

When possible, windows and doors of classrooms will be open to allow for air flow. Students will be allowed to remove masks when eating or drinking, and at outdoor activities when physical distancing and the nature of the activity support that. In addition, teachers will provide intentional mask breaks as developmentally appropriate.

In-person field trips are postponed until further notice. Teachers may take students on walks around the block or to nearby outdoor spaces for instruction and/or recreation. These local outdoor activities will be considered and approved on a case-by-case basis and will follow the school's guidelines and processes for health and safety.

Students will also be a vital part of the classroom hygiene practices. They will participate in tasks such as wiping down tables and counters where they have worked and materials they have used.



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## 4 Modifying school activities

# Safety Drills

St. Luke's School will continue to practice safety drills, including fire, shelter in place, and lockdown drills. These will be conducted in a manner that maintains physical distancing at exits and gathering points outside the building while still preparing students to respond in emergencies.

Regardless of the modification used when conducting a drill, students will be instructed that if there is an actual emergency that requires evacuation or lockdown, the most imminent concern is to get to safety. Maintaining physical distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.



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## 4 Modifying school activities

# Food Service

The school provides a lunch program and does not allow food from home. The school uses the food service vendor *Cater to You*. *Cater to You* provides designated staff to work at the school and has processes that meet or exceed the DOH requirements to ensure safety such as daily temperature checks, use of face masks, frequent changes in gloves, contactless deliveries, etc. Each person on the food service team will also have temperatures taken and complete daily health screenings.

Parents will choose their child's lunch option through the *Cater to You* online ordering portal. *The Cater to You* team will prepare and individually package meals and snacks on a daily basis, including utensils, condiments, and beverages. Lunches and snacks will be delivered to each classroom. All items will be disposed of at the end of the lunch period.

Students will be asked to bring individual water bottles to be used throughout the day. Classrooms will have access to fill water bottles through an in-class sink, water fountain, or a classroom specific water jug provided by *Cater to You*.



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## 4 Modifying school activities

# Transportation to and from School

St. Luke's School does not provide transportation to and from school. Families have relied on a mix of personal transportation, public transportation, and hired transportation. The MTA is using rigorous standards of hygiene and actively enforcing physical distancing, but some are still anxious about using their services. Although providing private bus transportation to and from school is cost prohibitive due to the restrictions of physical distancing, we do want to serve as a resource for families who are concerned about traveling to and from school.

- **Carpools:** We will partner with the Parents Association to survey all parents to find out who is interested in arranging carpools and/or ride-sharing and distribute that information as appropriate. Ultimately, it will be up to each family to arrange and determine the protocols for either carpooling or ridesharing.
- **School buses provided by the New York City Office of Pupil Transportation:** If you wish to have your child access this service, please contact Brenda Bramble ([bbramble@stlukeschool.org](mailto:bbramble@stlukeschool.org)) who is our liaison with that department. The buses and drivers will comply with all NYC Department of Health guidelines. We have not been notified of enrollment protocols at this time, but Mrs. Bramble will keep you informed.



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Isolating potential health risks  
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## 5 Isolating potential health risks

# Newly Designed Health Office

A new health office is being built on the ground floor. The office will have a separate waiting area, a space for students who feel ill or have an injury, and two areas for students who need to be in isolation. Additionally, the office will have an HVAC system for enhanced air circulation and have direct access to the outside so that ill students may leave the building without walking through other spaces.

The health office will be reserved for students displaying signs of illness or students with injuries. All minor cases such as paper cuts, minor scrapes, etc. will be seen by designated professional staff who are trained in first aid.



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## 5 Isolating potential health risks

# Health Office Protocols

### In case of illness prior to arriving at school

It is vital that students and employees who report feeling ill or are ill stay home. Please note that due to COVID-19, the fever policy has been changed to adhere to the guidelines for the DOH. Individuals may not return to school until they have been fever-free without medication for at least 72 hours.

The school has made it easier for professional staff and students to participate in classes remotely to support this protocol.



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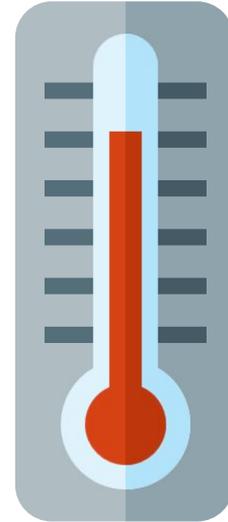
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## 5 Isolating potential health risks

# Health Office Protocols

### In case of general illness in school

The nurse will evaluate the student's symptoms and will follow the current health guidelines in the school's handbook. A student will need to be picked up and will be required to stay home when sick with any illness, even those with mild symptoms. Individuals who have experienced a non-COVID-19 illness can return to school after their symptoms have resolved in accordance with the school's sick policy.



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## 5 Isolating potential health risks

# Health Office Protocols

### In case of illness with COVID-19 symptoms in school

COVID-19 data suggests that children who are infected may have very mild symptoms.. Some key symptoms include: cough, shortness of breath, headache, chills, elevated temperature, muscle pain, sore throat, new loss of smell or taste, and nausea/vomiting.

Students who show any symptoms of COVID-19, as identified by the [CDC](#) and [DOH](#), will be placed in a designated isolated space until a parent or caregiver can pick them up from the school. *The school requires that the student see a physician for further evaluation.* The school will also require documentation from a physician stating that the individual may return to the school.



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## 5 Isolating potential health risks

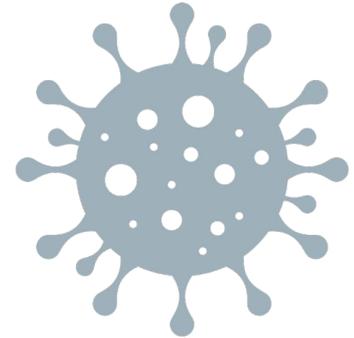
# Health Office Protocols

### Individuals diagnosed with COVID-19 and their return to school

Any student, parent, or professional staff member who receives a positive test for COVID-19 must alert the school immediately. The school will work with local health officials to determine steps for quarantine including quarantining entire cohorts if necessary.

Individuals must quarantine at home based on the recommendation of the CDC and cannot return to school until the following have been met:

- the quarantine period has been completed,
- the individual has no signs of symptoms related to COVID-19, and
- the individual has been cleared by a physician.



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# Self Care & Well-Being



# Emotional Impact of COVID-19

The [Academy of Pediatrics](#) recognizes the importance of in-person learning and that schools are fundamental to child and adolescent development and well-being. They note that there is already evidence of the negative impacts on children because of school closures in the spring of 2020.

Lengthy time away from school and associated interruption of supportive services often result in social isolation, making it difficult for schools to identify and address important learning needs as well as potential destructive behavior such as substance use, depression, and suicidal ideation. In addition, there may be an increased likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience.



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# Return to In-person Learning

Our goal is to ensure the social and emotional well-being of our students so they can engage in the high quality education that St. Luke's School provides. This starts with providing an in-person learning experience for students during this time.

Our Social-Emotional Learning and Support team consists of our school's psychologist, division heads, students deans, and expert teachers. They thoughtfully engaged in planning for the care of students both during the transition and throughout the school year. Our child-centered approach will draw from the following three programs:

- RULER for socio-emotional regulation and emotional intelligence
- RESPONSIVE CLASSROOM for structures and routines
- ANTI-BIAS GOALS for the development of identity, diversity, justice, and action



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# Self Care Incorporated into the Curriculum

We have created intentional time in our school schedule for collaboration, planning, and deepening our social-emotional curriculum. We are well-positioned to provide social and emotional support to our community as it has been a school-wide focus for several years. Currently in our second year of partnership with Yale's Center for Emotional Intelligence, we will continue to implement the [RULER](#) framework to help students express their feelings, apply self-regulation strategies, and reflect on the best ways to resolve conflict. Some of the tools we will use include the mood meter, the charter, the meta moment, and the blueprint. We intend to work with our RULER parent liaisons to develop a strong connection between home and school practices.



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# Continuing Routines and Structures

We also understand the importance of consistent routines and structures that help students build community and comfort. St. Luke's School will continue key routines and structures that were commonplace before COVID-19, such as morning meetings, advisory groups, closing circles, peace/rest spaces, restorative practices, mindfulness, classroom norms, logical consequences, and different protocols for engagement.

In particular, each day will begin with circle time for Lower School students and advisory for Upper School students to provide opportunities for emotional check-ins, discussions about self-regulation and self-care, and to build and reinforce community and adult/child partnerships.

Our teachers have all participated in professional development opportunities for [Responsive Classroom](#), a student-centered approach to social and emotional learning. RULER and Responsive Classroom programs complement one another and provide us with consistent language for addressing social and emotional issues throughout the grades.



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# Anti-bias Work

Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. [Research](#) shows that communities of color have been impacted at disproportionate levels by the pandemic. We take an anti-bias stance as we continue to examine this impact on our school community.

To this end, we will continue to explore the [critical practices of anti-bias educators](#). Over the past year, most of our teachers have attended the [Pollyanna Institute](#) for racial literacy to better implement the following anti-bias goals:

1. **Identity**: to develop the construction of confident, individual personal identities and demonstrate self-awareness, confidence, family pride, and positive social identities
2. **Diversity**: to promote interactions with people from different backgrounds while expressing comfort and joy in human diversity
3. **Justice**: to foster ability to identify bias and nurture empathy for the hurt it causes while increasingly recognizing unfairness (injustice)
4. **Action**: to advocate for oneself and others in the face of bias and demonstrate self-empowerment and acquire the skills to act against prejudice and discrimination



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# Learning Experience

St. Luke's School is fully prepared to offer on-site instruction with a fully remote option for families who choose it when our campus is open and to smoothly transition to distance learning with all students learning remotely if the school campus must be closed.

St. Luke's School on-site, remote, and distance learning plans are outlined in this section.



# Determining When to Offer On-site or Distance Learning Instruction

## COVID-19 Monitoring Systems

The COVID-19 Response Team will monitor general conditions and the learning environment to make adjustments to the measures St. Luke's School takes to ensure student safety against COVID-19. A breakdown of the potential responses are below:

Level of Alert	General Conditions	Learning Environment
<b>Green</b>	<ul style="list-style-type: none"> <li>infections remain low in NYC and no known cases currently at school</li> <li>families, faculty, and staff closely adhering to safety protocols</li> <li>confidence in government epidemic control</li> </ul>	<ul style="list-style-type: none"> <li>campus is open with modest restrictions</li> <li>return to school attendance plan fully implemented</li> <li>open all days and limited cohort mixing by grade</li> <li>direct instruction by teachers other than cohort teachers as indicated on plan</li> </ul>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>infections low but starting to increase in NYC</li> <li>possible cases in school community (not diagnosed)</li> <li>families, faculty, and staff not adhering as closely to safety protocols</li> <li>uncertainty in government epidemic control</li> </ul>	<ul style="list-style-type: none"> <li>campus is open and on all days</li> <li>return to school attendance plan fully implemented</li> <li>elevated safety measures and increased use of PPE</li> <li>very limited to no cohort mixing</li> <li>reduce number of teachers providing direct instruction</li> </ul>
<b>Orange</b>	<ul style="list-style-type: none"> <li>new infections increasing in NYC</li> <li>several possible cases in school community</li> <li>families, faculty and staff struggling to adhere to safety protocols</li> <li>waning epidemic control by government</li> </ul>	<ul style="list-style-type: none"> <li>reduction of on-campus instruction; possibly by cohort or grade</li> <li>possible reduction in activities that result in cohort mixing (recess/PE)</li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>poorly controlled community transmission in NYC</li> <li>multiple new infections in school community</li> <li>State Health Department, Mayor, or Governor issues stay-at-home orders or otherwise close all schools</li> </ul>	<ul style="list-style-type: none"> <li>campus is closed except for essential faculty and staff</li> <li>distance learning for all students</li> </ul>



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On-site with remote option & distance instruction



# Learning Commitment

Whether offering on-site or distance learning instruction, St. Luke's School remains committed to providing all students with opportunities for deeper learning through meaningful connections with each other, caring and gifted faculty and staff, and ideas and content that are simultaneously subject-specific and interdisciplinary.

Students attending school on-site will have opportunities for both indoor and outdoor learning. All the decisions we have made in planning for the fall enhance our community's safety, honor our school values, and support our emphasis on academic excellence.

Students learning remotely, either as part of our on-site options or if the entire school has transitioned to distance learning, will participate in intentional SEL lessons, have full access to teachers, facilitators, and learning specialists, and receive a mix of synchronous, streamed instruction and engaging asynchronous work.

Students who choose the fully remote option while on-site instruction is offered will be assigned to a learning cohort and follow their schedule via Zoom. Samples of on-site schedules are provided later in this document.

If we transition to distance learning for all students, students will follow a schedule designed specifically for distance learning. Samples of distance learning schedules are provided later in this document.



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# School Hours

## Arrival

All students attending school in person should arrive between 8:00 a.m. and 8:30 a.m. for health screening. Please allow enough time to be screened and report to class by 8:30 a.m. Students will be able to enter the building at 8:20 a.m.

## Dismissal

Please note the new time for FRIDAY dismissal: We are dismissing all students at 1:00 p.m. on Fridays to allow teachers to collaborate and plan. Students may pre-enroll in After School care at no charge from 1:00 – 2:30 p.m. on Fridays. We will need students to pre-enroll so we can plan appropriately. There will be a charge for After School care provided after 2:30 p.m. Dismissal and After School times are detailed below:

<b>Dismissal Times</b>	<b>JK</b>	<b>K - Grade 4</b>	<b>Grades 5 - 8</b>
<b>Monday</b>	2:30 p.m.	3:00 p.m.	3:15 p.m.
<b>Tuesday</b>	2:30 p.m.	3:00 p.m.	3:15 p.m.
<b>Wednesday</b>	2:30 p.m.	3:00 p.m.	3:15 p.m.
<b>Thursday</b>	2:30 p.m.	3:00 p.m.	3:15 p.m.
<b>Friday</b>	1:00 p.m.	1:00 p.m.	1:00 p.m.

<b>After School till</b>	<b>JK</b>	<b>K - Grade 4</b>	<b>Grades 5 - 8</b>
<b>Monday</b>	6:00 p.m.	6:00 p.m.	6:00 p.m.
<b>Tuesday</b>	6:00 p.m.	6:00 p.m.	6:00 p.m.
<b>Wednesday</b>	6:00 p.m.	6:00 p.m.	6:00 p.m.
<b>Thursday</b>	6:00 p.m.	6:00 p.m.	6:00 p.m.
<b>Friday</b>	5:30 p.m.	5:30 p.m.	5:30 p.m.



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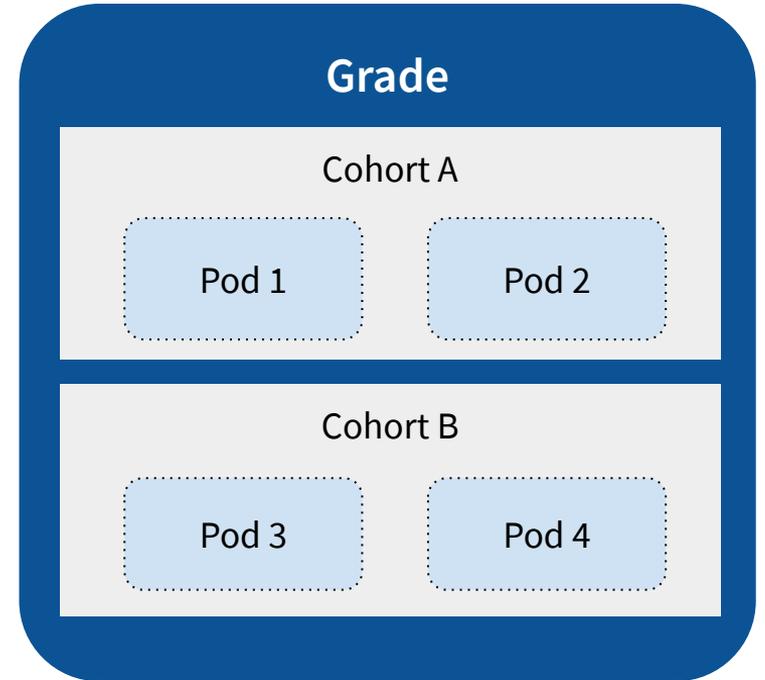
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# Cohort Groups

Except for Junior Kindergarten, which has one class, each grade has two classes. Each class has been divided into two pods, and each pod has been assigned to a classroom that allows physical distancing.

The two pods are considered a cohort and may interact with each other from time to time, such as during physical education or recess when outside, or in the case of students in Grades 5 – 8, when taking their world language.

This allows us the flexibility to offer children more time for outside physical activity and specialized instruction while minimizing interaction with the general student population.



# Flexible Technology

Each learning space for every pod is set up to both broadcast and receive remote instruction, including an interactive television or smartboard, a camera, and speakers. Each student in every pod will have access to an individual device (either a tablet or Chromebook). This gives the students and teachers the flexibility to determine how best to engage with learning and participate in school events.

Should we transition fully to distance learning, students will check out their school tablet or notebook and use it for home instruction.

Families who need support with access to technology for any reason should contact [tech@stlukeschool.org](mailto:tech@stlukeschool.org).



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# Lunch, Physical Education, & Recess

Lunch will be delivered to and eaten in the classroom. The specifics of our [lunch program](#) are described earlier in this document. Every grade will have an opportunity for outdoor recess every day in their cohort group. Recess will take place in one of the Church's garden areas, which they are graciously allowing us to use during the school day.

Physical education will take place on a regular basis for all grades. PE classes will be conducted on the playground. In addition to the advantage of being held outside, which is recommended when one is exerting physical energy, the playground is large enough for an entire cohort (or class) to have PE at one time and comply with the recommendations of physical distancing.



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# Chapels, Assemblies, & School-wide Events

All larger gatherings will be held remotely, including Chapel, Mentions for Lower School, and Convocation for Upper School whether we are offering on-site or distance learning. Students will remain in their pods and attend the events virtually via the classroom interactive video/audio set up.

Parents will be sent links so they can attend these events virtually as well.



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# On-site or Fully Remote Instructional Options

Families will be able to choose between on-site or fully remote instructional options when campus is open. As previously explained, on-site instruction allows children to attend St. Luke’s School every day and receive instruction in their cohort group.

Fully remote instruction means that students will be able to attend classroom instruction via Zoom. Parents and students will receive a schedule of each day’s classes via the online platform as well as any worksheets and supporting materials needed for instruction. Students and their parents will then log into the appropriate class and will be able to participate virtually. Students will be able to be asked questions and ask questions themselves. They will upload work and receive assessment via the online platform. If several students are participating remotely, we will try to arrange a volunteer “Zoom co-host” to support the children and help monitor them, but we are not able to guarantee that option just yet.

A table comparing the on-site and the fully remote experience when campus is open is available [here](#).



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Lower School (*Grades JK - 4*)  
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# Core Subjects

We consider all subjects core to the student learning experience. At each grade level, homeroom and specialist teachers collaborate with one another to create essential questions, determine crosscutting concepts, and develop performance-based assessment tasks. Based on this collaboration and their individual expertise and knowledge of professional standards for their grade level, they design curriculum to support children as they achieve their educational goals.

As a reminder, each class has been defined as a cohort and further separated into two instructional pods. The cohort (or class) will be equally taught by the lead teacher and associate teacher. They will move from pod to pod in order to provide direct instruction and supervision as necessary. This is similar to the concept of small group work in prior years where at times the lead teacher worked with a small group of students in instruction and at times the associate teacher did.



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# Special Classes

Specialists in the Lower School will be assigned to work directly with certain cohorts and remotely with others. This allows us to offer a wide variety of specialists' classes (music, art, French, science, etc.) but limit the number of adults who come into contact with each cohort. If a specialist is assigned directly to a class (or embedded in the class) then they will provide instruction in person. If they are assigned to provide instruction remotely, they will be broadcast into the class and a teacher will remain with the students to offer support and guidance while the specialist still leads instruction.



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# Access to Learning Specialists

We now have four, full-time learning specialists serving our entire St. Luke's School community. Our learning specialists in the Lower School are being assigned, either directly or remotely, to three grades and will dedicate at least 90 minutes a day to each of the grades they serve. This will allow our learning specialists and our classroom teachers to use a variety of checks for understanding and formative assessments to differentiate instruction based on student readiness, learning style, and interest.

Specialists will work closely with the classroom teacher to ensure that every student receives individualized support as well as continue to work in small groups with those students needing specific assistance.

In addition to our academic support team, Dr. Sam Marcus, psychologist; Joe Wood, Dean of Student Life; and Alicia Howard, Dean of Student Leadership, are ready to provide psychological and emotional support to students and their families.



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Upper School (*Grades 5 - 8*)  
Learning Experience



# Time on Campus for Grades 5 – 8

Students in Grades 5 and 6 will have classes from 8:30 a.m. to 3:15 p.m. Monday through Thursday and from 8:30 a.m. to 1:00 p.m. on Friday.

Students in Grades 7 and 8 will rotate between remote learning and direct instruction on campus using an A/B schedule, meaning the entire Grade 7 will be on campus while the entire Grade 8 is taught remotely, and then the entire Grade 8 will be on campus while the entire Grade 7 is taught remotely. This will support the students as they connect to their entire grade since they will see all of their classmates on campus even if they do not interact with all of them on campus, and allow us to meet physical distancing requirements and support the health of our school community and increase the likelihood that St. Luke's School will be able to offer campus-based instruction.

The classes are scheduled for one-hour blocks and will be rotated over a 10-day cycle. The 10-day cycle will be familiar to your children since it is what was followed last year. The longer teaching time allows us to delve more deeply into subjects and address any classroom hygiene or physical distancing requirements. In addition, there is a 10-minute break between each class to allow children to stretch, clean, and attend to their personal needs.



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# Hybrid Instruction for Grades 7 & 8

In order to comply with mandates for physical distancing, Grades 7 and 8 will need to alternate between on-site instruction and remote instruction. Over a 10-day cycle, each grade will have five days of instruction on campus and five days of instruction offered remotely. Balancing on-site with remote instruction is known as hybrid instruction.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Grade 7 on site	Grade 7 remote								
Grade 8 remote	Grade 8 on site								

The student schedules for on-site instruction and remote instruction when campus is open are quite similar. If a child is on-site, then their classes are 60 minutes long. If a child is being taught remotely, the class begins at the same time and with a teacher present via Zoom, but will last from 30 - 40 minutes offering the child a break from screen time, an opportunity to complete work individually, or a chance to review material and possibly receive personal help.

We have designed the schedule to offer a seamless transition from on-site to remote instruction when campus is open.



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# Advisory

Research has clearly indicated that social-emotional support is especially important to middle school students and critical during this time of pandemic and physical distancing. To that end, we are expanding our social-emotional and advisory programs. Advisors will deliver daily support to their assigned pods, including via online instruction for students and classes not on school grounds. The advisor will meet with their student groups for the entirety of the school year regardless of how we are delivering instruction.

Developmentally appropriate lessons and activities will incorporate coping skills, build community, and teach important lessons, including but not limited to discussions of race, equity, and social justice. Advisors serve as advocates for each student and as a resource for questions about both academic and non-academic concerns.



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# Core Subjects & Special Classes

Students in Grades 5 – 8 will have math, science, world language, history, and English classes, as well as specials such as art, drama, dance, music, physical education and computers. Teachers have identified essential skills and habits in every subject and have collaborated with specialists to integrate the arts and physical activities into core subjects for a richer and deeper exploration of ideas and understanding.

During the school day, students will have both direct instruction and teacher-facilitated remote and asynchronous classes during which they work on projects, engage in review or practice of previous lessons, watch previously recorded instructional videos provided by the subject teacher, or participate in real-time instruction with the subject teacher, but remotely. There will always be an adult facilitator in the room when the child is receiving asynchronous instruction to answer questions, provide guidance, and offer support. This structure allows us to provide dynamic instruction with direct support to small groups of students as well as have the student interact with more subjects while we minimize the number of adults the student interacts with.



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# Interdisciplinary Teams & Integrated Instruction

Students need an opportunity to engage in creative and physical activities. To that end, art, music, drama, dance, and physical education classes will be offered throughout the 10-day cycle but will also support core classes through integration and collaboration. Specifically, whenever possible and appropriate, music will align with the history curriculum and art will align with the English curriculum.

In addition, we are able to continue to offer technology instruction to all grades including coding to Grades 7 and 8, and STEM classes to Grade 6.

Physical education classes, as well as after school athletics, will keep the students moving and healthy.

Health and Wellness for Grades 5 and 6, ISEE Prep for Grade 7, and High School Prep for Grade 8 are examples of specials designed to meet specific student needs. These classes support and extend SEL lessons, help students build confidence and develop coping strategies, and teach independence and self-advocacy.



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# Student Support Services & Resources

Throughout the school day, as well as before and after school by appointment, students will have access to academic support via faculty and learning specialists both in person and/or remotely. Those with accommodations will meet with learning specialists during the week and during class time when feasible.

All students will have an opportunity to meet with teachers for questions after class during the 10-minute break or at the end of the day via appointment. Homework help will be provided by After School staff Monday through Thursday from 3:15 p.m. to 4:30 p.m., and on Friday from 1:00 p.m. to 2:30 p.m.

In addition to academic support, Dr. Sam Marcus, psychologist; Joe Wood, the Dean of Student Life; Alicia Howard, the Dean of Student Leadership, and all faculty advisors are ready to provide psychological or emotional support to students and their families. Dr. Marcus will rotate through advisories, co-teach Health and Wellness to Grades 5 and 6, and will be available for consultation by appointment.



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# Intramural Sports for Grades 5 – 8

Safety guidelines have been adopted so that students can participate in limited intramural sports programs for health and sense of comradery. Competition between schools and physical contact are not permitted; however, our athletic department will hold intramural sports clubs that focus on skills development and teambuilding. During the months of September, October, and November, after school intramurals for Grades 5 – 8 will meet once in person and once remotely for 45-minutes each week. Each grade will have a separate day to meet in person. Students who opt for fully remote learning may join in the remote workouts but cannot join in the in-person practices.

Fall sports will begin Monday, September 21 with soccer and volleyball skills; basketball will be offered in December.

<i>Upper School</i>	Monday	Tuesday	Wednesday	Thursday	Friday
3:30-4:15		Volleyball Skills Development (in-person)	Volleyball Skills Development (virtual)		
4:30-5:15		Soccer Skills Development (in-person)	Soccer Skills Development (virtual)		



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# After School Program & Activities

We are committed to providing after school care for our families and offering students opportunities for creativity, exploration, and enrichment. General Care will be provided until 6:00 p.m. Monday through Thursday and until 5:30 p.m. on Friday. For the health and safety of our community, the playground will be unavailable for students and families not registered for the after school program or athletics.

Lower School students registered for ASP will be in grade cohorts stationed in a classroom and physical distancing / mask rules will apply. Each cohort will be supervised by a member of the after school staff. A limited number of virtual classes will be offered to students daily, and they may opt in to participate (additional fees will apply) or choose to work independently on homework. Each cohort will be assigned a designated outdoor play time. Upper School students may opt into Homework Help or intramural sports; otherwise, it is recommended that students depart campus at dismissal.

Music lessons will be offered virtually for an additional fee. Schedules will be arranged with assigned teachers. Students may be given the option to take virtual lessons from home. A limited number of spaces may be made available for students to take a virtual lesson at school. Priority will be given to students who attend in-person school. If space is available, we will be able to offer the classes to those who choose remote learning.

All cohorts will be brought to the playground at 5:30 p.m. for dismissal, and stationed physically distant in grade cohorts. In some cases, we may opt to group siblings together.



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Sample Schedules  
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# Sample Schedules

We are providing these sample schedules as an example of what your child's day might look like given various scenarios. They are illustrative only and not indicative of a particular grade.

## Sample Schedules for on-site Learning when school campus is open

- Tabs for
  - Primary (JK - Grade 1)
  - Elementary (Grades 2 - 4)
  - Upper (Grades 5 - 8)
- Sample Schedule for ASP

## Sample Schedules for Distance Learning when school campus is closed

- Sample Schedule for Distance Learning JK - Grade 4
- Sample Schedule for Distance Learning Grade 5 or 6
- Sample Schedule for Distance Learning Grade 7 or 8



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# Investment



# Building & Grounds

St. Luke's School has invested significant funds to ensure that the physical space on campus is suited to support healthy, safe, effective, and dynamic learning during COVID-19. New spaces have been constructed, existing spaces reconfigured, rooms reassigned, and infrastructure upgraded in order to accommodate safe in-person learning. The music room, auditorium, and gymnasium have been repurposed with either additional power, acoustic paneling and/or new ventilation to accommodate the pods approach. A new health office is being constructed so that there will be direct access to the outside, isolation booths for sick individuals, and upgraded ventilation. HEPA filters, either through portable air purifiers or through upgrades to the existing HVAC, have been integrated into all learning spaces. The new outdoor amphitheater will serve as an outdoor classroom, and we are making full use of our newly renovated playground and the beautiful open spaces on Church grounds.



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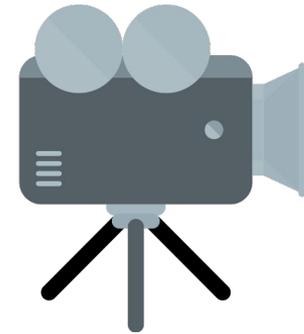
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# Technology

Each learning space has been outfitted with new video cameras and microphones to allow for synchronous remote and in-person learning. These pieces of equipment have been extensively tested and reviewed prior to installation. The school has also upgraded its internet speeds to make this accommodation possible.

Additionally, the school is now one-to-one with computing devices. Students are equipped with Chromebooks, iPads, or Windows-based laptops uploaded with grade-specific learning software and tools. St. Luke's School is prepared to support family's technology needs at home as well as in our building. Should your family have questions about or need support with access to devices or broadband, please contact [tech@stlukeschool.org](mailto:tech@stlukeschool.org).



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# Financial Aid

We have been fortunate at St. Luke's School to provide a strong education that incorporates diversity, equity, and inclusion. This is partly displayed by our financial aid effort. Despite increased costs to address space, technology, and other changes due to COVID-19, St. Luke's has deepened our commitment to our student body by not merely maintaining but increasing the total amount of financial aid dollars for families in the 2020-2021 school year with the St. Luke's School Family Emergency Relief Fund.

Contact Susan Harriot, [sharriot@stlukeschool.org](mailto:sharriot@stlukeschool.org) if you have questions about financial aid or the Family Emergency Relief Fund.



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# Glossary



# Definitions

**Asynchronous** - instruction that does not involve real-time interaction

**CDC** - Center for Disease Control

**Cohort** - with classes divided into pods, two pods together become a cohort

**Community Standards** - compassion, honesty, respect, excellence and dignity

**Contact tracing** - process of identification of persons who may have come into contact with an infected person and subsequent collection of information about these contacts

**Contact tracing team** - individuals that will lead contact tracing efforts at the school

**Contactless deliveries** - providing of items without face-to-face contact with the person delivering the items



# Definitions

*(continued)*

**Direct instruction** - delivery of educational content by the subject's teacher

**Distance learning** - instruction delivered through a variety of technology tools where students and teachers are all off site

**Google Classroom** - an application to help students and teachers organize assignments, boost collaboration, and foster better communication

**Hybrid learning**- a combination of face-to-face and remote instruction

**In-person learning** - face-to-face instruction where teachers and students are in the same classroom

**Personal Protective Equipment (PPE)** - equipment worn to minimize exposure to hazards



# Definitions

*(continued)*

**Physical distancing** - keeping space between yourself and other people outside of your home -- at least 6 feet, according to current recommendation

**Pods** - classes divided into two smaller groups

**Quarantine** - a period of isolation for people who have returned from high-risk cities identified by CDC or NY State or who have had exposure to someone with COVID-19

**Remote learning** - instruction delivered through a variety of technology tools (Zoom, Google Classroom, Seesaw)

**Responsive Classroom** - a student-centered, social and emotional learning approach to teaching and discipline



# Definitions

*(continued)*

**RULER** - Yale's Center for Emotional Intelligence approach to the role of emotions and emotional intelligence in learning, decision-making, relationship quality, and mental health, as well as children's and adults' effectiveness, health, creativity, and both school and workplace climate

**Response team** - team, consisting of our senior administrators, health professionals, and technology experts, charged with leading task forces to address the school's response to COVID-19

**Seesaw** - a platform where students "show what they know" using photos, videos, drawings, text, PDFs, and links. Student work is in one place and shared with families

**Synchronous** - real-time remote or in-person instruction



# Definitions

*(continued)*

**Task force** - teams designated to address specific issues, such as teaching, technology, and finances, related to COVID-19

**Zoom** - a video communications platform for video and audio conferencing, chat, and webinars





**ST. LUKE'S SCHOOL**

Thank you for your commitment to our community  
& partnership in serving our children.

Questions? Contact [taskforce@stlukeschool.org](mailto:taskforce@stlukeschool.org)