

De La Salle Academy



Reopening Plan for 2020-2021:

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On behalf of the COVID-19 Task Force of De La Salle Academy

As of July 21, 2020

**De La Salle Academy
332 West 43rd Street, New York, NY 10036**

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Introduction:

It is in times of great difficulty and adversity that we truly understand the strength of our community. As we continue to confront the challenges presented by the COVID-19 pandemic, I am reassured that De La Salle Academy (DLSA) will continue to be guided by the immense love shared by its students, faculty, families, alumni, Board of Trustees and its generous supporters.

As schools and districts across the country make decisions on their plans for reopening their schools, it is abundantly clear that what must guide our decision making is the unique context and needs of our school community. **As a result, De La Salle Academy plans to reopen remotely for the first quarter of the academic year with limited in-person activities. We will reevaluate the possibility of reopening with modified in-person instruction for the second quarter.** While we plan to start online, we will continue to ensure that all necessary protocols for using the building in even a limited capacity are in place.

At the end of May, the Board of Trustees and I convened a COVID-19 task force to discuss, study and discern possibilities for reopening the school. The task force consisted of Board members with expertise in the areas of medicine, education, law and facilities. In addition, we made sure to be in touch with faculty, families and students through town halls, surveys and 1-1 conversations. At the heart of our decision making was always the health safety of students, families and faculty, the integrity of the school program, as well as the guidance provided by state, local, and scientific authorities.

Three main areas were crucial in determining our reopening strategy: 1) our context as a commuter school 2) the academic integrity of our program, 3) the strong intergenerational composition of our community. As a middle school located in the heart of New York City, we recognize that unlike the typical neighborhood school, our identity as a commuter school in a dense urban metro area poses increased risks to our students and faculty. **When we surveyed and consulted students, parents and faculty, the safety and health concerns of an untested subway system were of paramount concern.** We also know that shortening our academic days in order to accommodate travel during less busy commute times begins to erode the integrity of the academic program. Lastly, as a community with an abundance of intergenerational homes and child care arrangements, it was of critical importance that we ensure that our extended De La Salle family figured into our decision-making process.

Equally important in our decision-making process is my confidence that we can ensure that students and families will continue to experience the essential elements that make our school community different:

- personalized attention to every family,
- a program that centers the social and emotional well-being of our students,
- small class sizes,
- an engaging yet challenging curriculum,

- and a balance between cultivating our students' emerging independence with coordinated academic, social and emotional supports.

With the financial assistance of our donors, foundations and alumni, we have also made critical investments in ensuring access to technology, more robust learning management systems, educational tools, and enhanced technological support. Moreover, we have also increased our capacity to monitor the social and emotional health of our families by hiring a full time school counselor to provide additional dedicated support to our students and families.

As long as we continue to center our mission, values and essential elements of the De La Salle Academy experience, I have no doubt that we will continue to navigate these uncertain times with great confidence and care for our beloved community.

Sincerely,

Angel Rubiel Gonzalez, Ph.D., '99
Principal

Communicating our Plan to Family & Community

De La Salle Academy maintains a healthy dialogue with its constituency and will leverage all our usual communication methods to message out our reopening plans, as well as safety information pertaining to mitigating the risk of COVID-19 infection. In addition to our website, we will send out a bi-monthly e-newsletter, and use both Instagram and Facebook to reach our families. We will also continue to provide bi-monthly virtual town hall meetings in order to update our school community.

Specifically, we will:

- Share our reopening plans via email
- Provide resources and education on COVID-19 prevention and safety, including information on CDC and DOH COVID-19 guidelines
- Ensure that students and faculty are trained in how to follow COVID-19 prevention protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene
- Use verbal and written communication (e.g., signage) to encourage all students, faculty, staff, and visitors to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when social distance cannot be maintained.

Section 1: Health and Safety:

Admittance to the Building

For the safety of our students and faculty, only faculty, staff, and students will be permitted to enter the building. Non-student family members, outside tutors, vendors, contractors, or other individuals will not be permitted entry without prior permission from the President or Principal.

Health Checks

Mandatory Daily Online Screenings

For those entering the building, including students, faculty, staff, and where applicable, contractors, vendors, and visitors, DLSA will implement mandatory health screening to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.

All individuals entering the building must have their temperature checked before they enter the building each day – ideally, at home, prior to departing for school. If an individual presents a temperature of greater than 100.0°F, the individual will be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home.

Our screening program will have the following components:

- A daily online screening questionnaire filled out at home (paper copies available to those who need them) and submitted before departure for school in the morning. These forms will be required for any student enrolled in the school or faculty member who would normally be present at the school, whether or not they are in attendance that day.

○ For faculty and other adults, the questionnaire will provide a short list of adult-specific symptoms or situations that might indicate a COVID-19 + status, and the individual will certify whether or not any apply to them that morning. The short list of symptoms/conditions in the questionnaire will include (but is not limited to):

- Having knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- Having tested positive through a diagnostic test for COVID-19 in the past 14 days;
- Having experienced any symptoms of COVID-19 in the past 14 days, including:
 - ❖ a temperature of greater than 100.0°F
 - ❖ Cough
 - ❖ Shortness of breath or difficulty breathing
 - ❖ Sore throat
 - ❖ New loss of taste or smell
 - ❖ Chills
 - ❖ Head or muscle aches
 - ❖ Nausea, diarrhea, vomiting
- Having been tested for COVID-19 and waiting to receive test results
- Having been in close proximity to anyone who has been on a commercial flight or traveled outside the United States
- Having traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

○ For students, the questionnaire will provide a short list of symptoms or situations that might indicate a Covid+ status, similar to the ones outlined above, but also including some child-specific symptoms. Our students may fill it out themselves.

○ These forms will be updated periodically to make sure they reflect any updated understandings of the Covid-19 as expressed by the CDC and/or DOH.

○ The school will not retain individual medical or health information from this online questionnaire. Only the “clear/not clear” status of the individual as determined by the questionnaire will be available to the school or kept on file.

- A daily greeting at the door from a staff member who asks if the form has been filled out, and if not, provides a form for the parent/guardian/ student to fill out on the spot. The greeter will also have a handheld contactless temperature device with which to take the individual’s temperature on the spot to make sure that aspect of the form is filled out.
- An immediate review each morning of all the data from the forms by the staff responsible for attendance, including follow-up calls to families of children who are not in school that day if those families have not already submitted their daily form. In the case of children who have stayed home, the follow-up call will include a reminder that any child

presenting with a fever of 100.0°F or above must stay home for at least 14 days from the time of the onset of the fever.

- Reporting of any “not clear” statuses (of children who have been turned away or have stayed home) to a designated school administrator or school nurse (if available) for follow-up according to DOH guidelines.

Positive Screens

Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, will immediately be sent home with instructions to contact their health care provider for assessment and testing. Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) will be immediately separated from other students and supervised in one of three safe, contained, and dedicated quarantine rooms on the third or first floor until their parent/legal guardian or emergency contact can retrieve them from school. The school will immediately notify the state and local health department about the case if the individual’s diagnostic test results are positive for COVID-19.

If an individual’s responses to any of the aforementioned screening questions changes, such as if they begin to experience symptoms, including during or outside of school hours, they must immediately inform the nearest adult who will ensure they possess any necessary PPE and provide the safest and quickest passage to the designated quarantine room on the third or first floors. Teachers will receive training prior to the start of the school year in how to identify pediatric symptoms of Covid-19, and will refer any students they see exhibiting such symptoms to the administrative staff or nurse (if available).

DLSA will follow the local DOH requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment. At a minimum, a return to school will require documentation from a health care provider evaluation, negative COVID-19 testing, and symptom resolution.

Protections for Individuals Conducting Screenings

DLSA will ensure that any personnel performing in-person screening activities, including temperature checks, are appropriately protected from exposure to potentially infectious individuals entering the facilities. Personnel performing screening activities will be trained by individuals (identified and approved by DLSA) who are familiar with CDC, DOH, and OSHA Protocols.

Screeners will be provided and use PPE, which includes at a minimum, an N-95 mask, and may also include gloves, a gown, and/or a face shield.

Staff and Student Testing

Following strong recommendations by the CDC and NYSED, DLSA does not require routine mandatory COVID-19 testing or antibody testing of students, faculty, and staff as a screening mechanism. The decision of whether a test needs to be conducted should only be determined by

a healthcare provider or the local department of health. DLSA may, however, require testing to prove that an individual who has previously tested positive for COVID-19 while at school is “clear” to return to the building.

Management of Ill Persons

DLSA has developed protocols for caring for a student, faculty, or staff member who develops COVID-19 symptoms during the school day. These protocols include:

- Three dedicated quarantine rooms on the third and first floors to isolate students, faculty, or staff with symptoms of COVID- 19 from others until they can go home or to a healthcare facility, depending on severity of illness;
- Plans to ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is socially distanced;
- PPE requirements for nurses or staff caring for sick individuals, which include both standard and transmission-based precautions. When the New York City Metro area has moderate to substantial community transmission, eye protection (i.e., goggles or face shield) will be added. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, and a fit-tested N-95 respirator should be used, if available (or surgical face mask and face shield, if not available), as well as eye protection.
- Cleaning and disinfection as specified by CDC guidelines.
- Development of protocols to care for students with asthma that reduce the need for nebulizers or suction, or make provision for the use of these items in a safe location, since they are aerosol-generating procedures.

Immediate Response and Cleaning Protocols

If COVID-19 cases are discovered at school, the immediate response will include closing off areas or classes where individuals were infected and engaging in a process of “deep cleaning” either in the affected area, portions of the school, or more broadly the entire school, as determined in consultation with DOH guidelines or conversations with our local DOH contact. We may choose to modify operations prior to instituting school-wide closures to help mitigate a rise in cases.

Contact Tracing Support

In the case of an individual testing positive, DLSA is required by NY State to support the DOH in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program. Confidentiality will be maintained as required by federal and state law and regulations. DLSA is also required by law to cooperate with state and local health department isolation, and quarantine efforts.

Whereas State and local health departments will implement monitoring and movement restrictions of COVID-19 infected or exposed persons, DLSA is responsible for notifying faculty or families of students that they have come into close or proximate contact with a person with

COVID-19. Please note that medical privacy laws explicitly prohibit DLSA from revealing the name of the individual who has tested positive for COVID-19. We may only reveal that the student or faculty member has come in close or proximate contact with an unnamed person, and how we came to know this information (school tracking systems, governmental contact tracing, or another mechanism).

Returns to School

If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be in school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

Face Coverings & Personal Protection Equipment (PPE)

Who Must Wear Them and When

All persons in the building must wear masks indoors as a general rule. This applies to all students, faculty, staff, and any other individuals in the building. There are exceptions and special circumstances as outlined below.

Masks must always be worn when entering “public areas” such as hallways, stairwells, bathrooms, or other spaces multiple individuals or groups may pass through, and especially in situations where social distancing may be difficult to maintain, such as 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 who is unmasked is unexpectedly unable to socially distance.

Exceptions to general mask-wearing are outlined below.

- Students may take mask breaks when outdoor access is provided by an adult or at their desk with dividers in classrooms where they can socially distance.
- A student who is having difficulty breathing should immediately be given a mask break and if the difficulty continues, be evaluated by a designated administrator or nurse (if available).

- Students may remove their mask to eat provided that it is done in an area of the school determined to have the appropriate capacity for social distancing during mealtimes.
- A teacher has discretion in determining if a child is safe or not to remove

What Types of Masks and Protection are Appropriate

General Guidelines

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 against COVID-19 and should not be used except in combination with an acceptable mask.

Faculty and students may use face coverings that are transparent at or around the mouth for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., circle time, speechwork, or speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the faculty or staff member.

For staff engaged in workplace activities that require a higher degree of protection due to the nature of the work (e.g. health screenings, nurse's office work), N-95 masks, N-95 respirators, or other PPE used under existing industry standards should be used, in accordance with OSHA guidelines.

Provision of Masks

Each family will be provided with three reusable cloth face masks. Each family is encouraged to purchase or make an additional 2 cloth face masks (one for each day of the week) per child to reduce environmental waste. Face masks should be labeled with the child's name or initials so it is clear to whom the mask belongs.

For children who forget their masks or for families who prefer to use disposable masks, the school will have a supply of disposable surgical masks on hand (adult and child-sized) that community members can use at no charge.

Teachers are provided by the school with surgical masks since teaching often involves projecting the voice, leading to greater aerosolization. Teachers are encouraged to wear surgical masks when leading class at a minimum.

Face masks should be washed, disinfected, or replaced after each day's use and must not be shared. Students and families should take responsibility for maintaining their individual face coverings. The CDC provides guidance on its website for additional information on cloth face coverings and other types of PPE, as well as instructions on use and cleaning.

DLSA will provide all students and faculty with training on how to adequately put on, take off, clean (as applicable), and discard PPE, including face masks.

Hygiene

Handwashing

DLSA follows all hygiene requirements as advised by the CDC and DOH. These include:

- Training all students, faculty, and staff on proper hand and respiratory hygiene, including providing information to families and guardians on ways to reinforce this at home
- Creating extra time in the schedule for handwashing, especially after restroom breaks, recess, using shared equipment, or other higher risk activities
- Installing touchless hand sanitizer dispensers filled with at least 60% alcohol-based sanitizer for areas where handwashing is impractical. Hand sanitizer use will be minimized where hand washing is preferable for safety reasons.
- Providing hand sanitizer and wipes in common areas or near shared workplace items (copy machines, computers).

Parents who do not wish their child to use hand sanitizer should inform the school administration in writing, and provision will be made for the child to use a sink instead.

Cleaning & Disinfection

The school's custodial staff is primarily responsible for cleaning and disinfection. A comprehensive COVID-19-specific cleaning plan per State guidelines has been developed for the school. Per DOH guidelines, custodial staff will keep logs that include the date, time, and scope of custodial cleaning and disinfection.

In addition to the work of the custodial staff, classrooms and common areas will be stocked with child-safe, CDC-approved disinfectant spray so that students and teachers can also contribute to cleaning efforts at periodic intervals during the day. Extra time has been built into the schedule for hygiene maintenance--both handwashing and the disinfection/cleaning of surfaces.

In addition to these measures, the following extra steps will be taken in classrooms, offices and common areas:

- Water drinking fountains will be closed. Students, faculty, and staff are encouraged to bring their own labeled water bottles.
- In general, students remain in their own classroom with their cohorts except for periods where they take world languages. World language classes will be held in larger rooms to lower the amount of risk in mixing cohorts of students. However, shared items (lunch tables, gym equipment, etc) will be cleaned and disinfected between each cohort's use. Such cleaning will be primarily the responsibility of the teachers involved in supervising the cohorts.

- Children will each have their own personal classroom supplies (of pencils, crayons, paper, etc) that they will draw from rather than using common materials. Each child's supply will be labeled and stored either in a desk, individual file, or other method that ensures separation of materials.
- Materials and tools used by staff or employees are regularly cleaned and disinfected using registered disinfectants. If cleaning or disinfection products or the act of cleaning and disinfection causes safety hazards or degrades the material or machinery, DLSA will supply disposable gloves and/or place limitations on the number of employees using such machinery.
- Custodial staff will keep logs that include the date, time, and scope of custodial cleaning and disinfection.

Food Service

As a majority of the students at DLSA receive their meals from the Archdiocese of New York (ADNY) Child Nutrition Program (CNP), guidance from their operations team was requested to best understand their preference of approach.

Per email communication shared with the Task Force June 19th, 2020, the CNP will provide meal service should the school be open for in-person instruction. CNP does not have the capacity to provide grab and go sites like the NYC DOE does and are restricted from doing so by health officials. As of now, the Archdiocesan schools will be following CDC recommendations (subject to any changes that may be released in guidance from the local, state, and/or federal government), and providing meals to be served in the classroom. The mechanics of this will be a partnership with school staff assisting in this process. CNP staff will be wearing masks while in the building and will be regularly sanitizing their equipment and frequently touched kitchen surfaces.

However, sanitization and cleaning beyond that limited scope will be the school's responsibility through its building maintenance staff. The specific sanitization protocols we will be following are still in development, but they will use CDC approved cleaners.

Students at DLSA will remain in their classroom cohort for the duration of breakfast, lunch or snack and have meals within rooms. Open or touch-free closed top trash receptacles capable of handling this amount of refuse will be supplied in the classrooms. Hand sanitizer stanchions will be provided in each classroom to allow for cleansing before and after eating.

Teachers and students will:

- Wash or sanitize hands before and after eating.
- Sit a minimum of six feet apart while eating indoors.
- Refrain from sharing food of any kind with each other.
- Disinfect tables and/or sneeze guards both before AND after using the room, even at tables where no one was seated.

- Any student with food allergies will be made known to the classroom teacher in order to provide proper interventions if necessary and to monitor proper hygiene and discourage the sharing of food.

Restrooms

- Restrooms designed for multiple people will be limited to half their usual capacity. Signage demarking the maximum capacity will be posted on doors.
- Faculty and staff likewise will use designated bathrooms on the third floor to limit cross-exposure.
- Restrooms will be cleaned and disinfected frequently during the day, following recommendations established by the DOH.
- Toilets will be refitted with lidded seats, and students will have regular reminders to close lids before flushing.
- Wherever possible given ADA compliance rules, DLSA will install barriers between toilets and sinks to reduce the risk of aerosolization.

Cleaning & Disinfection After a Suspected or Confirmed COVID-19 Case

In the event an individual at the school is confirmed to have COVID-19 while at school, DLSA will immediately:

- Close off areas used by the person who is suspected or confirmed to have COVID-19.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If waiting 24 hours is not feasible, we will wait as long as possible to allow aerosolized particles to settle.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Reopen the area once it has been appropriately cleaned and disinfected.

If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Social Distancing

DLSA will strive to maintain appropriate social distancing (generally 6 feet, 3 feet between edges of desks) between all individuals while in school facilities and on school grounds, unless safety or the core activity (e.g., instruction, moving equipment, traveling in common areas) requires a shorter distance or individuals are of the same household. Mask-wearing and barriers (sneeze guards, e.g.) will also help address cases where six feet of distance cannot be maintained.

Creation of Cohorts

DLSA has determined to pursue occupancy limits to minimize the spread of COVID-19. An “A and B Cohort Model” where group A will attend the school Mondays and Wednesdays, and Group B will attend the school Tuesdays and Thursdays, will be employed. Fridays will be used for collective cohort online learning. No more than 50% of the student population is anticipated or planned to be present at the school on any given day, or approximately 85 students when the school decides that hybrid learning is possible.

Upon arriving at the school, students will go directly to their designated classroom or “cohort room,” organize their personal belongings at their designated seats, and use the provided hand disinfectant. Prior to leaving at the end of the day, students that attended world language last period will return to their cohort room to gather their belongings. This cohort will also be used for meals.

During each period (1, 2, 3, 4, 5) there will be approximately 9 classes taught or a total load of 45 classes total per day. Per period, 6 of these classes will be taught in the student’s cohort, with faculty members switching their locations per period, utilizing the proper hygiene protocols for any shared high-touch materials such as markers, desks, white boards, etc. The remaining 3 classes per period are language courses, and the students will be leaving their homerooms to attend these classes. Between classes the world language instructors will use the proper cleaning and disinfecting techniques for the students to be able to share desks and seats.

Nightly deep cleaning and disinfecting of the school and high touch surfaces, following CDC and NYC DOH Guidelines will occur.

Arrival, Departure, and Scheduling

DLSA will designate the 8th Avenue doors as its entrance and “up stairs”, and the 9th Avenue doors as its exit and “down stairs.” Social distancing signage will be present on the front steps and along the front of the school building to guide students/parents in case there is a line to get into school. If there is a line to enter the school outside the designated entryway, parents may wait in line with children outside the school. However, parents will not be allowed inside the building, and will be expected to say goodbye to their children outside. Students will proceed directly to their classroom. Students will check their cellphones inside their own cohort rooms rather than going to their lockers.

Finalized schedules will be released at the end of August, but **families should plan to be precise in their arrival and pickup times since we will not be able to accommodate children in Carson hall or the library as in past years.**

Social Distancing Considerations for Faculty and Staff

In general, teaching faculty are expected to be in the building four days a week. Otherwise, administrative staff whose work can be performed at home and who are not scheduled to be in

the building that day will be asked to work remotely. A schedule of who is expected to be on campus will be provided for guidance before the start of the school year. Other changes include:

- The reconfiguration of the faculty lounge to accommodate only TWO persons at a time.
- The reconfiguration of staff offices to allow for social distancing within the space. If the size of the space makes this impossible, staff members may be reassigned office space in an area that allows for proper distancing. Under no circumstances should faculty/staff be present together in small spaces (storage closets, small offices, conference room or tutoring rooms) for longer than 15 minutes.
- All faculty, committee, and board meetings will happen remotely until further notice, except when social distancing can be maintained appropriately for smaller groups.
- Non-DLSA employees, including outside tutors and other private service providers are not permitted to provide in-person services inside the school building.

Metrics Used in Decision-Making

During the coming year, there may be times when we are ordered to close the school by the governor. The State has established metrics that they will use to order a regional or state-wide Lockdown.

However, there may be situations within our own borough, neighborhood, or school communities when community spread of COVID-19 needs to be addressed. Under guidance from the State and local authorities, DLSA has identified the following policies to help us track and trace the level of transmission in the school setting, so that we can responsibly provide for the health and safety of our students, families, faculty, and staff.

Metrics for Quarantining a Class

Students will be grouped in cohorts to allow for fewer opportunities for cross-exposure, and easier containment of the virus if there is an outbreak. If a student from a given class is confirmed to be COVID-19 positive, then the class will self-quarantine at home for the following two weeks and the school community will be alerted that we have entered “watchful” mode. The school may take extra precautions in the form of increased cleaning, changes in school schedules or space use, etc. during this time to mitigate the risk of spread. If the student who tested positive has a sibling in a different class, the sibling will also self-quarantine for two weeks; however, the sibling’s classmates will not need to quarantine unless the sibling themselves tests positive.

Similarly, if more than five students from any given class are out sick, the class will self-quarantine at home either for two weeks or until all students are tested and come back negative, whichever is sooner. In the case of sickness but no positive test, the community will not be alerted until such time as a positive result comes back from a quarantined student. Students who present with symptoms of COVID-19 during a period of self-quarantine need to follow the procedures for returning to school as outlined above .

During the time of a full-class quarantine, if possible the class lessons will continue remotely.

However, there may be situations in which teachers themselves fall sick, in which case DLSA will make every effort to find substitute coverage. Online classes will NOT take place if more than one-third of the class falls sick at the same time.

Metrics Used for School-Wide Decisions

In deciding whether to close the school building and enter a phase of remote learning, DLSA will use the following metrics (either alone or in combination, as circumstances suggest):

- Two cohorts within our own school community are under self-quarantine
- Attendance falls to below 5 % of the total school population on a single day, 4% over a two-day period, or 3% over a 3-day period of the total DLSA school population (students and faculty/staff)
- Self-reported “not clear” ratings as submitted on DLSA daily health screening forms by both in-person and at-home students & faculty/staff reach 5 % of the total school population on a single day, 4% over a two-day period, or 3% over a 3-day period
- We are not able to staff our school programs safely because we have over 10% of DLSA faculty/staff absent (currently 2-3 individuals)
- Our larger regional rate of new cases, as determined by the DOH-published rolling 7-day average, reach 9%.

Section 2: Social and Emotional Well-Being:

As made clear by the NY State Education Department, schools must ensure that the social-emotional well being of our school community remains a top priority. Building on our proud tradition of educating the whole child, DLSA will build upon our strong commitment to incorporating Social-Emotional Learning (SEL) and support services into our planning.

Tiered Support System

DLSA has developed a clear and robust tiered support system to address the social and academic needs of our students. This three-tiered model takes preventative and reactive approaches to ensuring students do not fall through the cracks.

Social Supports

Social supports consist of school wide, small group and intensive individual supports. All students at DLSA are grouped into core class groups that average 20 students. This small class size enables faculty to develop meaningful and authentic relationships with students. This provides all students with a personalized approach to academic and social-emotional support in all their classes. Additionally, each student is assigned a faculty advisor along with approximately 9 other students. Advisory takes place everyday between 8:45am - 9:00am. In addition, students meet as grade level homerooms twice a week by gender. This coming year, all students will also have access to a dedicated school counselor. This counselor will provide preventative and responsive support to all families and students; track and monitor social and emotional progress of students identified with needs or concerns; provide 1-1 student sessions, group counseling and walk-in appointments; and professional development workshops for

faculty on mental health and adolescent development. For students and parents experiencing acute social-emotional distress, the school counselor and assistant principal will recommend external services which may include therapy through our partnership with the Institute for Psychoanalytic Training and Research (IPTAR).

Academic Supports

Academic supports consist of school wide, afterschool and individualized and personalized supports. All students at DLSA have access to after school homework opportunity time where one teacher from each department is available to support students after school. We also offer peer tutoring as well as partner with high school students from across NYC to provide additional support during the day. Quarterly progress reports are also provided to families to support students who are of academic concern. If school wide and after school supports are not effective, the Academic Dean convenes teachers in the student's schedule to create an academic plan to support both the students and the family. Our Academic Dean provides preventative and responsive support to all families and students; track and monitors academic progress of students identified with needs or concerns; trains peer tutors; and provides professional development workshops for faculty.

School Procedures & Teacher/Staff Professional Development

In addition to our support system, we will provide opportunities for students, families and faculty to increase the tools they have to confront the challenges posed by COVID-19:

- Beginning the school year slowly, with ample time to re-orient students to the “new normal,” give them time to unpack and process the previous sixth months, and focus on rebuilding the social fabric of the classroom.
- Offering parent led support groups and “coffees” on a monthly basis.
- Offering support to faculty, as well as families, through resources shared by our COVID-19 resource navigator and school counselor.
- Professional development for teachers on how to work with children in class during a prolonged crisis--lessons taken from other trauma-informed schools and settings. Expectations of what “normal” child development and behavior looks like under these circumstances will be discussed, as well as opportunities for professional and personal growth around meeting childrens’ needs in NYC during and after both COVID and the extreme social unrest many neighborhoods have experienced.
- Professional development for teachers around identifying signs of depression, anxiety, and trauma in children of different ages, and how to appropriately refer them to support staff for follow up.
- Town Halls and workshops for families to provide resources and tools to support their students with technology, social-emotional development, academic progress.

Section 3: Facilities

When determining classroom occupancy, a distance of 7'-0” clear was used to represent this distance, which includes a buffer of a circle of 12” to represent the rotation of a head about a

person’s body. These 7’-0” circles are then offset to create what is referred to as “perfect hexagonal packing.” In our planning, “wall packing” where there is an assumption that students can occupy the edges of the classroom, was not considered due to the nature of the spaces and furnishings at DLSA. See Figure 1 below.

Using this methodology of classroom utilization, classroom occupancies were determined, and have been tabulated for reference and classroom cohort planning purposes. A full set of floor plans which identifies each classroom’s occupancy per floor with the hexagonal overlay has been attached as an appendix to this report.

Within each classroom, faculty members will need to utilize the existing furniture to achieve the proper social distancing which has been idealized within the hexagonal overlay. Both the 7’-0” diameter, as well as the non-wall packing overlay provides a conservative approach to space planning, which will provide the greatest amount of adjustment for in-situ impediments to the idealized hexagonal overlay.

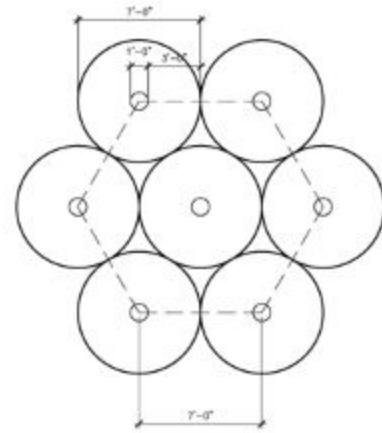


Figure 1: Social Distancing Overlay

The following table identifies the approximate occupancy of each classroom, including instructors, per the hexagonal overlay:

Classroom (floor/name)	Minimum Occupancy	Maximum Occupancy
Cellar - Cafeteria	N/A	N/A
1 st - Carson Hall	57 ppl	67 ppl
2 nd - Library	19 ppl	26 ppl
3F	10 ppl	11 ppl
4A	7 ppl	8 ppl
4B	7 ppl	8 ppl
4C	7 ppl	8 ppl

4D	7 ppl	8 ppl
4E	7 ppl	8 ppl
4F	10 ppl	11 ppl
5AB	16 ppl	19 ppl
5C	7 ppl	8 ppl
5D	7 ppl	8 ppl
5E	7 ppl	8 ppl
5F	10 ppl	11 ppl
6C	10 ppl	11 ppl
6D	10 ppl	11 ppl
Subtotal	192 ppl	223 ppl

Ventilation

In addition to social distancing, DLSA will seek to improve ventilation within the building, by the following measures, among others:

- Increase the percentage of outdoor air potentially as high as 100% (first verify compatibility with HVAC system capabilities for both temperature and humidity control as well as compatibility with outdoor/indoor air quality considerations).
- Increase total airflow supply to occupied spaces, if possible.
- Consider using natural ventilation (i.e., opening windows if possible and safe to do so) to increase outdoor air dilution of indoor air when environmental conditions and building requirements allow.
- Consider using portable high-efficiency particulate air (HEPA/DFS) 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.

DLSA will open the windows and purchase portable high-efficiency particulate air fan / filtration systems for the cohort rooms and world language classrooms. Turning the mini-split air-conditioning system on will not diminish the effects of either of these recommendations and may assist in facilitating clean-to-less-clean air movement.

For the communal and individual bathrooms, the exhaust fan will be kept on during operational hours, and windows will be closed. Bathroom use should be staggered and toilet lids should be

in the closed position prior to flushing. A plug-in Dry Hydrogen Peroxide system is being studied for these locations.

Flow of Traffic

In order to provide a more controlled and low risk flow of traffic, the 8th Avenue staircases will be designated as “up only” and the 9th Avenue staircases will be designated as “down only.” Each floor will be a one way corridor indicating movement to the 9th Avenue staircases. Students leaving cohorted classrooms to attend world languages classes in 5AB will be allowed to cross the fifth floor in order to attend their class provided they are wearing their facemasks. Teachers transitioning classes may also ignore corridor arrows as long as they are wearing facemasks. Stick adherence to the flow of traffic will be supervised during arrival and dismissal times.

Safety Drills

DLSA maintains an internal guide for conducting drills entitled “Lockdown and Fire Drill Procedures.” This will be reviewed and updated before the start of the 2020-21 school year to take into account social distancing requirements by, for instance, indicating that students and faculty are to maintain a distance of six feet when they gather on the sidewalks outside for our headcount, and by reviewing where each class should gather in order to preserve maximum distance.

Section 4: Transportation

As a school that serves students from all five boroughs, Long Island, Westchester and New Jersey, our students arrive at our school by car, bus and subway. A majority of our students use the subway system through student metrocards and passes provided by the MTA. While the MTA has instituted additional procedures to provide more hygienic and safer conditions, many students, parents and faculty worry that once more people and students return, crowded subways and buses will not be able to sufficiently abide by social distancing and health protocols. It is for this reason that **along with regional infection rates, ridership numbers and qualitative data collected by parents and students will be crucial in determining any in-person opening or building closures.**

Section 5: Data Collection and Compliance

DLSA will continue to collect data and provide fiscal and other information as required by the State.

Attendance

The school collects attendance data every day, both for in-person and online settings for every class section. Attendance records are collected and maintained as outlined in our school’s *Family Handbook*.

Chronic Absenteeism

DLSA will work to identify any children at risk of becoming chronically absent due to sickness, family situation, or other circumstances, reaching out to families and providing educational support services that include:

- Daily phone calls by our systems manager to inquire about students whereabouts
- Targeted follow-up phone calls by school counselor, as needed
- Check-ins with the class teacher to provide work at a rate and level that is appropriate to the student's situation
- Additional support from our Academic Support team and Academic Dean, if needed
- Help obtaining the necessary technology to ensure continuity of learning
- Appointments with our school counselor who can refer out to additional services, as needed

To achieve these goals we will use phone, email, and even socially distant meet-ups to engage and converse with family members and students who are experiencing difficulty.

Section 6: School Schedules

DLSA takes safety as its first priority, then social-emotional well-being to lay the foundations for learning, and then academic skill building and maintenance. In general, our two scenarios (Hybrid, and Remote Learning) are designed to be relatively seamless by maintaining a version of the same schedule in both situations. Differences would emerge in terms of slight differences in period length as well as space made for handwashing and hygiene protocols.

Due to concerns about travel to our campus as well as limited in-person capacities, **De La Salle Academy plans to reopen remotely through October, 22nd with limited in-person school events and activities. We will notify the community approximately 1 month in advance if we are to switch to a hybrid learning model starting Monday, October, 26.**

Remote Learning

Our remote learning plan takes into account what is developmentally appropriate for children in terms of their relationship to the screen and its effects on their well-being. Periods are divided into five 55 minute periods with faculty instructed to provide no more than 30-40 minutes of synchronous instruction per period. Faculty are also instructed to provide screen breaks to students every 25-30 minutes. In total this provides between 3-4 hours of synchronous work time as recommended by many educational and professional experts for middle school students. Students will receive classes in math, ELA, spanish/french, social studies and science. In addition, each student will be placed in one elective course per semester in the area of music, art, drama, social justice, philosophy, moral or adolescent psychology. When possible and permitted by State and local guidance, DLSA will host small grade-level events at school or at nearby parks to allow for low-risk gatherings and community building. This will include

orientations at the beginning of the year, 8th grade boys and girls retreats, ISEE exam and half-day grade level student circles.

Sample Remote Schedule

Time	MON	TUES	WED	THURS	FRI
8:30-8:55	ADVISORY	ADVISORY	ADVISORY	ADVISORY	HOMEROOM
9:00-9:55	BLOCK ONE	BLOCK ONE	BLOCK ONE	BLOCK ONE	BLOCK ONE
10:00-10:55	BLOCK TWO	BLOCK TWO	BLOCK TWO	BLOCK TWO	BLOCK TWO
10:55-11:15	BREAK	BREAK	BREAK	BREAK	BREAK
11:15-12:10	BLOCK THREE	BLOCK THREE	BLOCK THREE	BLOCK THREE	Community Meeting
12:10-1:05	LUNCH/FLEX	LUNCH/FLEX	LUNCH/FLEX	LUNCH/FLEX	LUNCH/FLEX
1:05-2:00	BLOCK FOUR	BLOCK FOUR	BLOCK FOUR	BLOCK FOUR	STUDENT CLUBS
2:05-3:00	BLOCK FIVE	BLOCK FIVE	BLOCK FIVE	BLOCK FIVE	STUDENT CLUBS

In addition, faculty will be available Tuesday - Thursday from 3:30-4:30pm for after school homework support for any student that needs it. Students experiencing academic challenges will be supported with 1-1 tutoring and remedial work during this time as well.

Hybrid Learning

In order to pursue occupancy limits and to minimize the spread of COVID-19 an “A and B Cohort Model” where group A will attend the school Mondays and Wednesdays, and Group B will attend the school Tuesdays and Thursdays, has been developed and stands ready for use. Fridays will be used for collective cohort online learning. There would be five 50 minute periods. No more than 50% of the student population is anticipated or planned to be present at the school on any given day, or approximately 85 students for the Fall 2020 Semester. Periods are divided into five fifty-five minute periods. Students who are home will be provided links to live classes with the understanding that live classes are primarily designed for students in class and not at home. Students at home will participate in asynchronous work that prioritize independent tasks while prioritizing group work, discussion and assessments during in-person time. Students will receive classes in math, ELA, spanish/french, social studies and science. In addition, each student will be placed in one elective course per semester in the area of music, art, drama, social justice, philosophy, moral or adolescent psychology. Students not participating in a hybrid model, for medical or other reasons, will be provided asynchronous course modules as well as access to live classes.

Sample Hybrid Schedule

Sample Student Schedule: DLSA Hybrid (FULL DAY) SINGLE VIEW					
50 Min Periods	Monday A Group- Person B Group- Online	Tuesday A Group- Online B Group- Person	Wednesday A Group- Person B Group- Online	Thursday A Group- Online B Group- Person	Friday (Online)
8:00-8:30	Temp Checks and Screenings				N/A
8:35- 8:55	Homeroom "Pod" (Hybrid)	Homeroom "Pod" (Hybrid)	Homeroom "Pod" (Hybrid)	Homeroom "Pod" (Hybrid)	Advisory (Online)
9:00- 9:50	Block 1	Block 1	Block 1	Block 1	Block 1
9:55- 10:45	Block 2	Block 2	Block 2	Block 2	Block 2
10:45- 11:15	Break (Bathroom/Hand Washing/Cleaning)				Break
11:15- 12:05	Block 3	Block 3	Block 3	Block 3	Community Meeting (Online)
12:05- 1:00	LUNCH BREAK				
1:00- 1:50	Block 4	Block 4	Block 4	Block 4	Clubs/ Activities (Online)
1:55- 2:45	Block 5	Block 5	Block 5	Block 5	Clubs/ Activities (Online)

Section 7: Technology and Connectivity

Access to Technology

DLSA has conducted a number of surveys of its parents and faculty to determine what access they have to technology and the internet. With the help of our supporters and alumni, we have also made critical investments in ensuring access to laptops or netbooks, more robust learning management systems, educational tools, and enhanced technological support. DLSA has created a tech support team consisting of an Information Technology Specialist, IT Assistant, Academic Dean and our Systems Manager. As with our academic and social supports, the team stands ready to provide tiered tech support to faculty, students and families. Thanks to support from generous donors we have the capacity to provide every student who needs a device with a chromebook or similar device. We are also providing support for troubleshooting internet service issues. Ongoing tech support will be provided to families by appointment on Tuesdays for any hardware or tutorial services. Faculty will be provided similar services on Fridays.

Platforms and Educational Technology

DLSA will use CANVAS as its Learning Management System for teachers to communicate with families, structure asynchronous activities, and upload assignments that guardians and students can access in a single place.

Now that Zoom has improved security to a level appropriate for schools, the functionality offered by that platform, particularly its “breakout group” function has resulted in our adoption of it as our preferred videoconference tool.

Education for Families and Teachers

Over the summer faculty have been engaged in a number of professional development opportunities as well as in-house workshops provided by administration. Four checkpoints were established during the summer to review progress and collect any concerns from faculty about educational technology.

This summer DLSA provided access to a four week virtual summer program to all students. This provided invaluable time to deepen our students capacity to use educational technology, assess specific needs and build community. During late August and early September, students and families will receive additional workshops and supports in navigating our Zoom and CANVAS platforms.

Section 8: Staffing & Human Resources

COVID-specific HR Considerations

DLSA is updating its 2020-21 Faculty Handbook with a COVID-19-specific addendum covering all points of HR policy as they relate specifically to the pandemic. Copies of the addendum were made available to the faculty over the summer.

Conclusion

Due to considerations regarding the subways and limited in person capacity at our school building, **De La Salle Academy plans to open remotely for the first quarter of the academic year with limited in-person activities. We will reevaluate the possibility of reopening with modified in-person instruction for the second quarter.** While we plan to start online, we will continue to ensure that the aforementioned protocols for using the building in, even a limited capacity, are in place.

ATTACHMENTS: Building Capacity Analysis - Cookfox Architects, LLP