



Archdiocese of New York

# Catholic Schools Opening

**MOVING FORWARD TOGETHER**



**CATHOLIC SCHOOLS** *in the*  
**ARCHDIOCESE of NEW YORK**

Faith-Based. Future-Focused.





## OFFICE OF THE SUPERINTENDENT OF SCHOOLS ARCHDIOCESE OF NEW YORK

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MR. MICHAEL J. DEEGAN, SUPERINTENDENT

**July 20, 2020**

**St. Margaret of Antioch**

Dear Catholic School Community,

Over the past several months we have had to confront challenges that we would have never thought of during this pandemic. Our students, teachers, staff and parents remained resilient and confronted these challenges with a renewed sense of care for our communities.

Nothing was left to chance; we had one focus, the health and safety of the students entrusted to our care every day and returning them to our classrooms and churches. This manual represents the best information from not only in the country but around world.

While our buildings have been closed our schools were open; teaching and learning has been taking place. It is now time to return to our “homes” and move forward together reinvigorating our catholic school buildings with the return of our students.

We are committed to opening schools for 5 days a week for in school instruction for all students ensuring social distancing can safely be maintained in our buildings under the direct supervision of a teacher. We have encouraged principals to be creative with space, while ensuring that the health and safety are primary in their decision making. For some buildings or class sizes that cannot accommodate all students socially distant for a full 5 days, scheduled; plans will be created by the principal using alternating day/week cycle.

I’m grateful to the Catholic Schools Re-Opening Council for their work in assembling this manual and to the principals and teachers who will implement it so that our students can return safely, healthy and happily.

Throughout this pandemic, I have reflected that we are “Prophets of Future not Our Own”. However, like you; I have great faith in the “Master Builder”. Join me in this prayer on the next page of our opening manual, entrusting ourselves to the “Master Builder”.

Please visit <http://catholicschoolsnny.org/opening> for regular updates and to view our opening videos to see the enhanced environment our students, teachers and staff will return to in September.

Gratefully,

Mr. Michael J. Deegan  
Superintendent of Schools  
Archdiocese of New York



## PROPHETS OF A FUTURE NOT OUR OWN

It helps, now and then, to step back and take a long view.

The kingdom is not only beyond our efforts, it is even beyond our vision.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise that is God's work. Nothing we do is complete, which is a way of saying that the Kingdom always lies beyond us.

No statement says all that could be said.

No prayer fully expresses our faith.

No confession brings perfection.

No pastoral visit brings wholeness.

No program accomplishes the Church's mission.

No set of goals and objectives includes everything.

This is what we are about.

We plant the seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces far beyond our capabilities.

We cannot do everything, and there is a sense of liberation in realizing that.

This enables us to do something, and to do it very well.

It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest.

We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.

---

This prayer was first presented by Cardinal Dearden in 1979 and quoted by Pope Francis in 2015. This reflection is an excerpt from a homily written for Cardinal Dearden by then-Fr. Ken Untener on the occasion of the Mass for Deceased Priests, October 25, 1979. Pope Francis quoted Cardinal Dearden in his remarks to the Roman Curia on December 21, 2015. Fr. Untener was named bishop of Saginaw, Michigan, in 1980.

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***Jesus said, "Let the children come to me, and do not prevent them; for the kingdom of heaven belongs to such as these."***  
**Matthew 19:14**



# Introduction

This document is based on an international and national review of standards and guidelines. As the CDC and NYS publishes specific regulations, recommendations, and guidance, additional information will be promulgated to ensure compliance with federal, state and local officials.

## PHILOSOPHY & RATIONALE

The philosophy of the Catholic School Reopening Advisory Council is to allow for in-person schooling while maintaining, to the extent possible, the mission of the Church and the Archdiocese of New York to ensure the utmost health, safety, and care for children and staff returning to school buildings. This involves adhering to proper faculty/student ratios, social distancing norms, and joint parent/school cooperation as custodians of our shared responsibility to those we serve. As a Christ-centric system rooted in over two-hundred years of serving families when in need, we remain faithful in setting the stage for a re-imagined reopening dedicated to the continuity of excellence and education, which are the hallmarks of the Archdiocese of New York.

Principals will be tasked to develop an individual plan for their respective schools that meet the needs of their school communities, taking into account all of the guidelines and mandates that are included in this handbook as well as those from the CDC, OSHA, NYS, and local governments. All plans must be shared and approved

by the corresponding regional superintendents. Regional superintendents will curate and archive all approved plans on a shared drive accessible to the Office of the Superintendent of Schools. They will be updated regularly to ensure that information is kept current to meet the needs of the school system moving forward.

## EDUCATIONAL MODELS

Models of instruction to be offered: Throughout the 2020–21 school year, various models of instruction will likely be necessary based upon CDC and governmental guidelines. These models will be determined in collaboration with the Health and Safety Task Force of the Office of the Superintendent of Schools, the regional superintendents, and the school principals.





# Guidelines Overview

BELOW ARE THE NYS GUIDELINES THAT SCHOOLS MAY BE DIRECTED TO FOLLOW AND IMPLEMENT:

## Full Remote Learning

Remote learning for the entire school community, as required by health or government officials, will keep school buildings closed for the safety and security of all of the schools' constituents.

## Full Time Requested Remote Learning

This scenario exists at the request of a parent or legal guardian whereby school buildings are open and classes are held with social distancing, but students can participate from home until the parent or legal guardian decides it is appropriate for the student to return to the school facility in consultation as outlined below with school administrators.

## Hybrid Model

The hybrid model will be based upon a combination of in-person and remote learning.

The two days not in school may be attended live via webcam to allow for full class participation and direct interaction with the classroom teacher for instructional delivery.

## Traditional Model

The traditional model approaches instruction in the typical manner to which parents and students are accustomed. The traditional approach includes a return to regular class sizes and face-to-face classes without social distancing as announced by health and governmental officials in consultation with the superintendent of schools of the Archdiocese of New York.

Students must be grouped in small, consistent cohorts each day; this way, the number of students potentially exposed to someone infected with COVID-19 is lessened. These groups of students remain together throughout the day in the same classroom or other designated area of the building as much as possible, and the teachers change locations instead of the students. Meals will be eaten in the classroom, and all special subjects (art, music, physical education, language, computers, etc.) will be taught in the classroom. Teachers are responsible for instructing the students in the classroom as well as those students who are receiving the same lesson through home-based remote instruction. At no time during the school day can an aide serve as a teacher in a classroom or supervise children during a remote lesson.

Based on the recommendations of the CDC and the guidelines of New York State, our schools will be expected to plan for the "new normal" using the above models. Each school leader will be expected to use their building following the guidelines set forth to maximize the utilization of facilities with the safety of the students and staff as the focus of decision-making and implementation strategies. In anticipation of the abovementioned changes, principals should have reviewed the CDC guidance, the NYS DOH Guidance and the Capital Region BOCES Guidance Document, and any other relevant resources provided.

# Reopening Stages

The stages and the requirements within them are subject to change and may or may not require adjustments to meet government guidelines or current community health statistics that exist at any particular point in time.

The decision for transitioning into the different stages will be based on complete compliance with the requirements of the prior stage and on recommendations of the Health and Safety Task Force and regional superintendents, and the final decision will be made by the superintendent of schools.

## STAGE 1

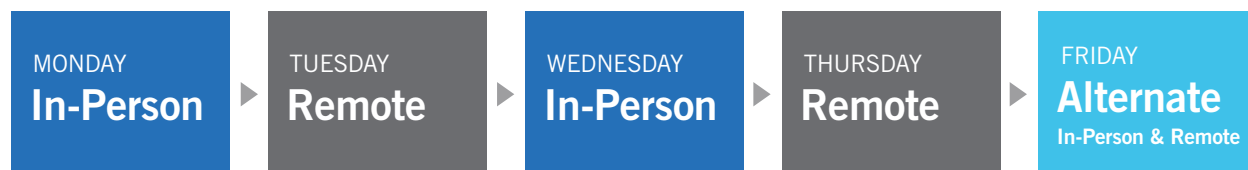
SCHOOLS WILL OPEN OFFERING THE FOLLOWING CHOICES:

OPTION

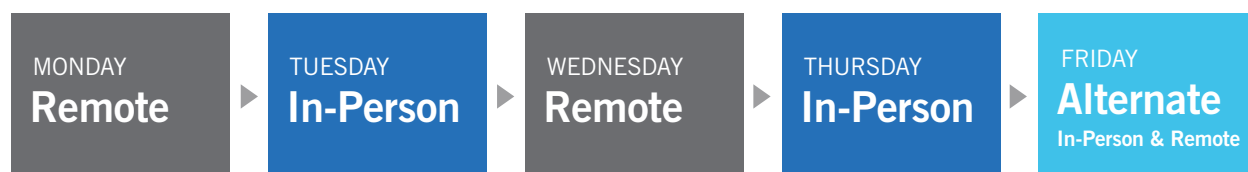
A

We are committed to opening schools for 5 days a week for in school instruction for all students ensuring social distancing can safely be maintained in our buildings under the direct supervision of a Teacher. We have encouraged principals to be creative with space, while ensuring that the health and safety are primary in their decision making. For some buildings or class sizes that cannot accommodate all students socially distant for a full 5 days, scheduled; plans will be created by the principal using a three day/two day alternating week cycle. Early Morning Drop Off and After School Program will not be available until a later date. **Below is an example of this schedule:**

### Cohort 1



### Cohort 2



OPTION

B

**Full remote learning at home for five full days of instruction by parent choice.** Parents choosing the option of full-time remote learning at home must make that choice with the understanding that they must remain with this option until the student is given another opportunity to return to school and participate in the alternating day's choice. School plans are made based on the decisions parents make before the opening of school so the school can properly configure class sizes and room assignments.

The choice a parent makes must remain in effect through the quarter or until a reasonable time to review the case and depending on class availability with approval from school administrators. Parents can opt to change to full-time remote learning from home at any time after communicating this choice with the principal. **An example of this schedule is on the following page:**

MONDAY  
**Remote**



TUESDAY  
**Remote**



WEDNESDAY  
**Remote**



THURSDAY  
**Remote**



FRIDAY  
**Remote**

- A limited number of volunteers to assist in essential operations can be considered with strict guidelines and approval from the regional superintendent.
- No early drop-off or extended days.
- Additional mandated services will be coordinated by the parent in a home based setting, outside of the school day such as SETTS, Speech and Occupational Therapy, Title Services, etc.

## STAGE 2

### MORNING DROP-OFF

A specific time will be set in the morning to drop off students before the school day begins. Specific guidelines for arrival, screening, and limited building access for students will apply.

### AFTER-SCHOOL PROGRAM

The after-school program will be an extension of the school day with the same regulations and guidelines in place for social distancing, masks, and limited access to areas outside of the assigned classroom (cohort). After-school programs will not include any sports programs, third-party vendors, clubs, CYO activities, and so on.

- The addition of a limited number of essential volunteers will be permitted if needed and as long as guidelines are strictly followed.
- NYC Title 1 programs will be offered remotely to eligible students' afterschool.
- Lunch can be offered in the cafeteria if not otherwise used for a classroom.

## STAGE 3

- Mandated services will have the potential to be delivered in a social distanced school setting should space be possible. Services such as SETTS, Speech and Occupational Therapy, Title Services, etc.

## STAGE 4

- Resumption of extracurricular programs and activities.

# Facility Requirements & Guidelines

## BUILDING & CLASSROOM

Signage to indicate direction in which to travel in hallways and stairways for consistent flow, social distancing, and proper distancing for line-up and movement of students and/or classes.

One entrance only into the building, and exits should be designated if possible. Principals may designate an additional entrance, if deemed necessary, approved by their regional superintendent.

Classrooms may only accommodate space for a limited number of students to allow for distances of six feet.

All students are to be facing one direction and are not to be grouped in configurations that would require facing one another.

Teachers' desks should be in the front of the classroom facing the students.

Shared spaces are to be eliminated (cafeteria, gym, science lab, auditorium). These spaces may be appropriated for additional classes as per social distancing norms and expectations as long as teacher/student ratios are in place for teaching purposes.

No use of student lockers.

All water fountains should be turned off. Reusable water bottles must be labeled with the student's name.

Hand (air) dryers are not to be utilized in restrooms.

Vending machines may not be used and must be eliminated as options.



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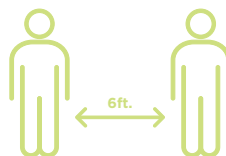
We have some new rules to ensure we can  
continue to gather together



**PLEASE WEAR A  
FACE MASK OR  
OTHER PROTECTIVE  
COVERING.**



**PLEASE WASH OR  
SANITIZE YOUR  
HANDS.**



**KEEP AT LEAST 6FT  
BETWEEN YOURSELF  
AND OTHERS.**



**DON'T SHAKE  
HANDS. PLEASE  
WAVE INSTEAD.**

## BUILDING & CLASSROOM (CONTINUED)

School leaders will be expected to designate “Guardian Angel” rooms (isolation rooms) for when a child is ill or showing symptoms of illness.

Hand sanitizer stations should be located at the entrance of the building as well as at the entrances and exits of each classroom and throughout the building as appropriate.

Clear barriers subject to fire and building code requirements should be installed at the reception areas and secretarial areas of main offices.

Proper ventilation must be ensured with air flow from outdoor air, this includes having windows and doors open at the same time across all rooms to maximize cross ventilation.

If possible, deliveries should be placed in a separate or designated area, and this should be communicated to all vendors and school staff members in advance as a matter of protocol.

Central HVAC units that are in use should be equipped with air filters with a targeted rating of at least MERV 13 and should be replaced regularly to ensure proper operation (see The American Society of Heating, Refrigerating, and Air Conditioning Engineers [ASHRAE] guidelines). If using window air conditioning units or ductless units, staff members must **ONLY** use the fresh air settings; see the ASHRAE guidelines for additional details.

Schools should suspend special events involving outside groups to maximize security and sanitization.

All trips, public events, and onsite activities must be suspended until further notice. Communication about permissible gatherings, once determined, will be communicated by regional superintendents, in consultation with the Health and Safety Task Force of the Office of the Superintendent of Schools.



# Daily Protocol & Procedures

## GENERAL ADVISEMENT

Staff and students should stay home if they do not feel well.

Staff and students should stay home if they were within six feet of a person with COVID-19 for a prolonged period of time.

Schools should strongly recommend that parents take their child's temperature every day before the child comes to school. If the temperature is 100.0 degrees Fahrenheit or greater, the child should stay home and see a doctor. This will ensure that students who likely would be excluded upon arrival will self-monitor and remain home. This is not required but is strongly recommended.

In preparing the school's entrance for admitting students and staff, social distancing markers outside the building should be set up along the sidewalk, fence, play yard, and parking lot adjacent to the front doors. School leaders should identify the best available space for students and staff to safely line up for screening and admittance. In some cases, drop-off involves parents driving up to the door and dropping off their children, so school leaders will need to communicate the procedure for those arriving by car.

Signs should indicate six-foot distances and should have directional arrows pointing toward the screening area.



### Temperature Screening

Temperature screening and screening questions as outlined in the NYS Guidance for In-Person Instruction at Pre-K–Grade 12 Schools during the COVID-19 Public Health Emergency are to be taken as each staff member and student enters the building.

Persons who have fevers of 100.0 degrees Fahrenheit or above or who are exhibiting other signs of illness shall not be admitted to the school. If the school has a nurse, the nurse will conduct the screening. In schools where a nurse is not present or is unable to conduct the screening, trained school personnel will be designated to do so.

Children should go straight to their assigned rooms after clearing the temperature check screening.



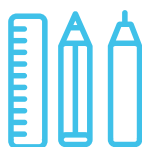
### Face Masks

Students must wear face masks when in the school building, and they must keep appropriate social/physical distancing. The school will have surgical masks available for students as needed.

Staff shall be required to wear masks. Masks will be provided to all staff members by the individual school. Choosing to wear a mask of their own is equally acceptable. In addition, face shields will be provided upon request, but they are not to be used in lieu of a mask.

All masks for faculty, staff, and students are subject to approval by the principal and regional superintendent. Masks should be plain and free of any objectionable statements or support for any group, product, political view, and so on, other than the name of the school or the Catholic Schools of the Archdiocese of New York.

Non-disposable mask should be washed daily.



## School Supplies

Items and supplies will not be shared. Students and staff are not permitted to share electronic devices, clothing, toys, books, games, or learning resources. **Items must be cleaned and disinfected between uses if devices are shared.**

Keep students' personal items in individually labeled containers or cubbies.

Ensure the safety of children at all times by making certain that disinfecting products or cleaning materials are kept away from them and that when such items are utilized, proper ventilation is guaranteed.



## Visitor Policy

Visitors shall not be permitted to enter the building during operating hours, with the exception of emergency or law enforcement officers in their official capacity, authorized inspectors from governmental agencies, and persons providing emergency repair services within the building that cannot be reasonably delayed until non-operational hours.

Authorized school food vendors shall make their deliveries directly to kitchen entrances.

**All authorized visitors shall be required to wear a mask.**



# Food Services

- Meals shall be served in the classrooms in stage one or in stage two in the cafeteria provided proper social distancing and sanitization will take place between cohort usage and the room is not otherwise in use for classroom space. See NYS Pre-K–Grade 12 School Reopening Guidance (staff will need to be repurposed or augmented to provide assistance).
- Students will be permitted to bring their own meals; sharing will not be permitted (i.e., parents are not permitted to provide snacks for anyone other than their own child).
- For the safety of all, individual snacks must be brought from the home. These snacks must be labeled by parents clearly indicating the child's name because vending machines will not be operable.
- Students are encouraged to bring their own water bottles (plastic or reusable) labeled with their names; no glass bottles or containers will be permitted.
- There will be absolutely no provisions for heating meals brought from home.
- Family-style meals are not to be served, including for UPK.
- All food service workers must wear gloves in addition to proper face coverings.
- Outside meal providers must supply meals that are individually packaged, labeled, and unitized by classroom.
- Students may not share meals under any circumstances.

**To be responsible stewards of one another's health, the practices outlined below must be communicated to all constituents of the school community, and relevant training must be provided:**

- All constituents are to be taught—and will be expected to review on a periodic basis—the proper methods for using tissues and to cough/sneeze into a tissue or their elbows.
- Students and staff must be reminded not to touch or remove face coverings, and if they are removed for any reason, not to place them on school surfaces.
- Face coverings are most essential when physical distancing is not possible, but they are required at all times.
- Face coverings are most essential when physical distancing is not practical, but are required at all times.
- Students and staff shall practice frequent hand washing with soap and water for at least twenty seconds, scrubbing thoroughly, and drying with paper towels
  - Upon arriving at school
  - Before meals and snacks
  - After using the restroom,
  - Periodically throughout the day,
  - Any other times that require such hand hygiene.
- Hand sanitizer will also be available for when hand washing is not possible. It should not replace hand washing, which is the most effective protection against germs and the spread of disease.
- Leaders and teachers will be responsible for sending weekly reminders to stay home when sick or exhibiting symptoms that may lead to sickness as well as information about COVID-19.
- School leaders shall reiterate the importance of “non-touch acknowledgements” to show friendship and to reiterate the importance of socialization and human connection (excluding fist bumps) to teachers, staff, and students.
- Students shall not be permitted to congregate in large groups before, during, or after school.
- School staff members are to discontinue permanent passes and hard copy sign-in/sign-out logs to mitigate the spread of germs through shared surfaces or writing implements.
- Windows should be opened as frequently as possible, weather permitting, even when the space is occupied by the students, to allow for maximum



# Sick Child or Staff Member

## POLICY & PROCEDURE FOR A SICK CHILD OR STAFF MEMBER

To ensure safety and best practice, schools must designate a “Guardian Angel” room (isolation room) where students and staff with COVID-19 symptoms are to be placed while they await pick-up and safe exit from the building. Each “Guardian Angel” room, when in use, must be occupied by a school staff member wearing full PPE, with external ventilation increased within the area of isolation so as to encourage air flow (windows opened, non-mechanical ventilation disabled).

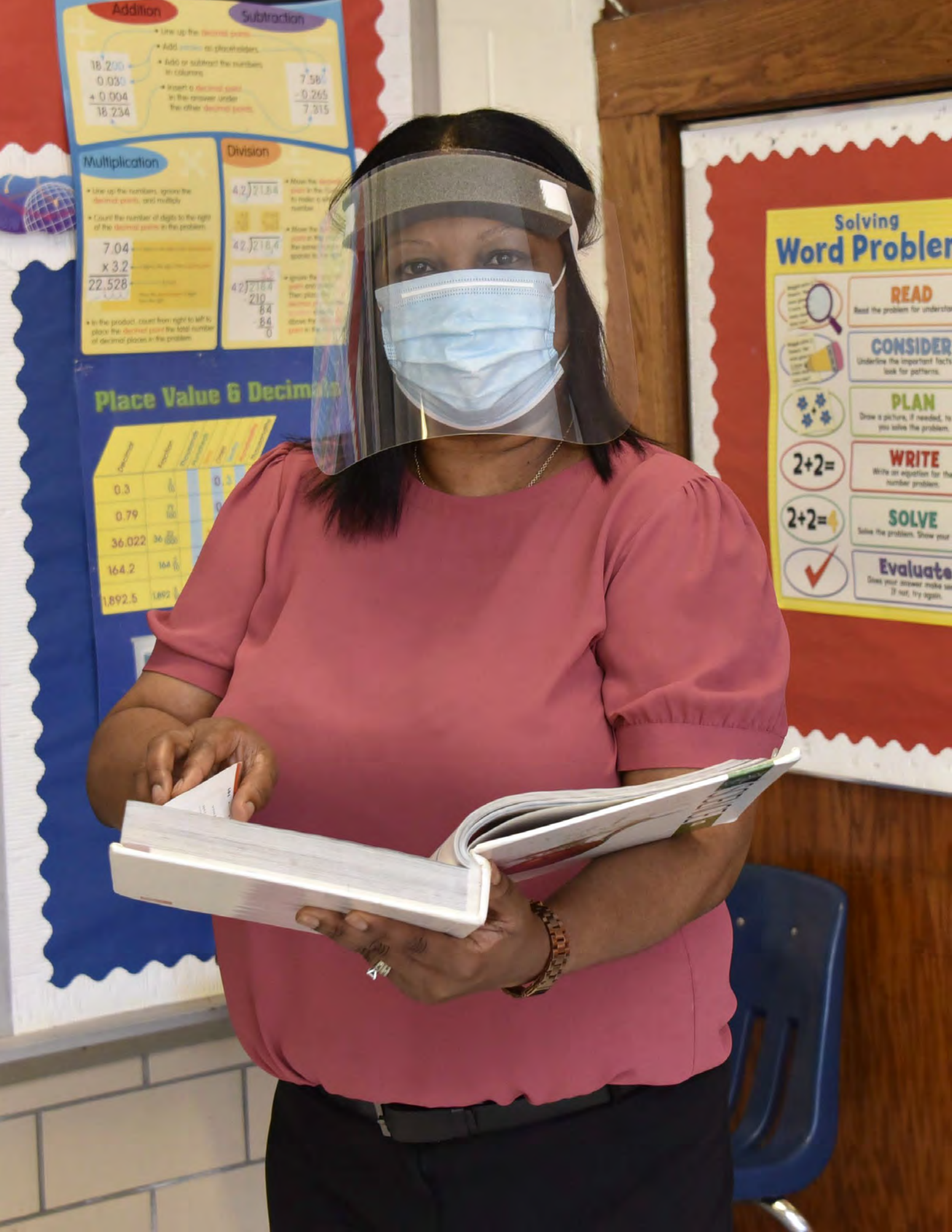
**School leaders should monitor staff and students throughout the day for signs of illness.**

**Symptoms potentially include the following:**

- Fever of 100.0 degrees Fahrenheit or higher
- Cough
- Stuffy nose
- Chills
- Shortness of breath/difficulty breathing
- Loss of taste or smell
- Congestion/runny nose
- Nausea/vomiting/diarrhea
- Muscle/body aches
- Fatigue
- Sore throat
- Headache

**Children or staff members exhibiting the symptoms above must be sent home according to the protocol established below and according to the best judgment and discretion of the designated individual in charge of monitoring symptoms.**

- Students must be immediately moved to the Guardian Angel Room, (isolation room), where they must wear a face covering until they are picked up, as soon as possible, by an authorized person. The parent or guardian must be notified, and safe pick up must be arranged.
- Staff will be discreetly asked to leave the building immediately and to report their symptoms to a medical professional.
- School leaders and maintenance personnel will be required to close off and restrict the areas accessed by any sick individual or any individual exhibiting symptoms.
- The Guardian Angel Room, or any room or area occupied by sick or symptomatic individuals, must not be reopened or utilized until cleaning and disinfection have taken place in an acceptable and prescribed manner following the CDC prescribed guidelines.
- School leaders are to wait twenty-four (24) hours before custodians clean and disinfect the Guardian Angel Room. Staff members tasked with cleaning the affected areas must wear appropriate personal protective equipment and arrange for optimal ventilation conditions during the cleaning process.
- School leaders are to advise sick staff members and students not to return to school until they have met the CDC criteria to discontinue home isolation for COVID-19 and non-COVID-19 related illnesses, which includes three days with no fever, an illustration that symptoms have improved, and ten (10) days elapsed since the symptoms first appeared.
- School leaders should monitor staff absenteeism as well as present symptoms or types of illness among students and staff to guide decision-making and next steps. All quarantine orders issued by the federal, state, and local government directives must be followed by students, faculty, and staff.



### Addition

- Line up the **decimal points**.
- Add **zeros** as placeholders.
- Add or subtract the numbers in columns.
- Insert a **decimal point** in the answer under the other **decimal points**.

$$\begin{array}{r} 18.200 \\ 0.030 \\ + 0.004 \\ \hline 18.234 \end{array}$$

### Subtraction

$$\begin{array}{r} 7.580 \\ - 0.265 \\ \hline 7.315 \end{array}$$

### Multiplication

- Line up the numbers, ignore the **decimal points**, and multiply.
- Count the number of digits to the right of the **decimal points** in the problem.

$$\begin{array}{r} 7.04 \\ \times 3.2 \\ \hline 22.528 \end{array}$$

### Division

$$\begin{array}{r} 42 \overline{) 218.4} \\ \underline{210} \phantom{.4} \\ 84 \phantom{.4} \\ \underline{84} \phantom{.4} \\ 0 \phantom{.4} \end{array}$$

## Place Value & Decimals

0.3		0.3
0.79		0.79
36.022		36.022
164.2		164.2
1,892.5		1,892.5

## Solving Word Problems

- READ**  
Read the problem for understanding.
- CONSIDER**  
Underline the important facts. Look for patterns.
- PLAN**  
Draw a picture, if needed, to solve the problem.
- WRITE**  
Write an equation for the number problem.
- SOLVE**  
Solve the problem. Show your work.
- Evaluate**  
Does your answer make sense? If not, try again.

# Procedures for Cases of COVID-19

1

School leaders are to notify the regional superintendent with relevant details, in writing, so that he or she may notify the Office of the Superintendent of Schools who will create the appropriate public health notifications for the local government agency and provide guidance on next steps.

2

School leaders will then be provided with the approved e-mail communication to distribute to school communities from the Office of the Superintendent of Schools. No identifying information is to be used in any communications regarding the individual who may be symptomatic.

3

School leaders must then distribute this notification to school staff members and families once approved by their regional superintendents.

4

School leaders will follow all health department directives on school closures, because of COVID-19, and on facilities, which are provided by the Health and Safety Task Force of the Office of the Superintendent of Schools.

5

School leaders will coordinate with the appropriate vendor from the Office of the Superintendent of Schools for disinfection procedures and timelines according to CDC guidance.

6

Individuals who are COVID-19 positive may only return after providing a note of medical clearance and two negative COVID-19 test results after they are without fever for three days. **In keeping with HIPAA law, at no time should the identity of the individual, who is COVID-19 positive, be revealed.**

7

Schools must take extreme and extenuating measures to protect the identity of the individual and not foster gossip or watercooler talk. This is a critical violation of a person's civil rights, and appropriate action for the failure to do so will result in disciplinary action up to and including termination.



### Writing Checklist

- ☐ My name and date are on my paper.
- ☐ Each sentence starts with a capital letter.
- ☐ I used punctuation correctly.
- ☐ I checked my spelling.
- ☐ My work is neat and easy to read.
- ☐ I read my work, and it makes sense.
- ☐ I did my best!



### How to Cite Evidence in Text

Follow these steps to cite evidence in text you are reading.

1. Identify the answer or opinion you want to prove.
2. Reread the text carefully.
3. Locate specific evidence, or proof, in the text.
4. Identify the evidence.

I cover the answer, the exact words, and quotation marks. I reread the evidence, the exact words, and underline the words you have answered this question. How do you know?



APPRECIATION  
VALUE  
EVERYONE

### 4. Proofreading

Check for errors in capital letters, punctuation, and spelling.

### 5. Publishing

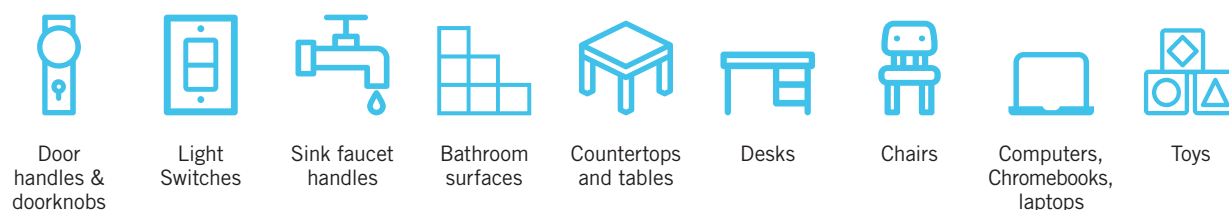
Make a copy. Share it with others.

# Sanitizing & Disinfecting

The COVID-19 pandemic has necessitated continuous attention to the cleaning, disinfecting, and sanitizing of school facilities and materials.

With the aforementioned considerations in mind, the expectations and clear directives should be to clean and disinfect frequently touched surfaces at least daily and, as practicable, regularly throughout the day by trained custodial staff. Frequently touched surfaces include, but are not limited to, the following:

**Frequently touched surfaces, include, but are not limited to the following:**



**Additionally, considerations should be in place as part of a school-wide implementation plan:**

- Bathrooms should be disinfected by wiping down with CDC-approved cleaners at least two to three times throughout the day and thoroughly cleaned daily.
- There should be an avoidance of, or limitation of, shared objects and equipment, such as manipulatives. Should such objects be touched inadvertently, the resources must be disinfected in between each use.
- Classrooms should be thoroughly cleaned each day with a written plan for disinfecting at the end of each day and throughout the day, on file with the school and Regional Superintendents' Office.
- If groups of children are moving from one area to another in shifts, disinfecting measures must be completed prior to the new group entering the area. Additionally, this should be communicated directly and clearly as part of a school-specific sanitization plan.
- As required by the product's instructions, custodial staff, with the responsibility of cleaning and disinfecting the school site, must be equipped with proper protective equipment, including, but not limited to, gloves, eye-protection gear, respiratory-protection gear, and other appropriate protective equipment. Custodial staff must also ensure that all industrial cleaning products are kept out of the reach of children at all times and that such products are stored in a space with restricted, locked access.
- Staff must make arrangements to preserve cleaned and disinfected areas to the greatest extent possible by engaging in daily routines that include locking and securing doors and by not permitting entrance to such places. This must be accomplished through the adequate placement and strategic positioning of clear signage and postings, all of which must be subject to appropriate and overarching local fire code regulations.
- When cleaning, spaces must be adequately ventilated before children arrive.
- Thorough cleaning and sanitization should be completed when children are not present.
- Windows should be opened as frequently as possible, weather permitting, even when the space is occupied by the students, to allow for maximum ventilation. Additionally, custodial and maintenance staff must ensure that filters are regularly cleaned and replaced. Staff must ensure proper ventilation during cleaning and disinfecting.



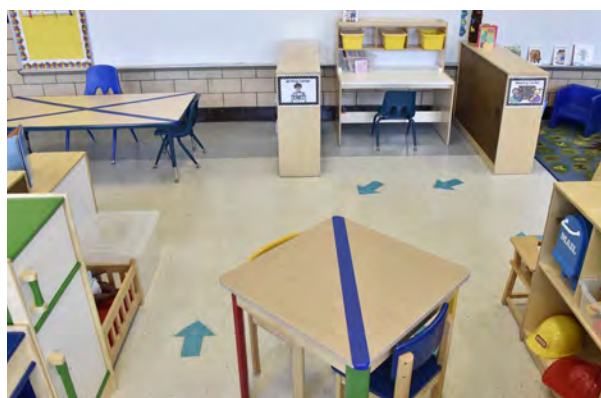
# Instructional Guidelines

All students will receive five days of classroom instruction. The instruction will be delivered in-person or remotely. Classrooms will be set up to provide person-to-person learning through either (1) remote or (2) hybrid learning, as defined by the definitions found in the introductory portion of this document.

As noted earlier in the document, hybrid models will be based upon a combination of in-person and remote learning platforms.

In the case that parents opt to keep their child at home on a full-time remote basis, provisions will be made to allow instruction on a full-time, five-day, school-week basis.

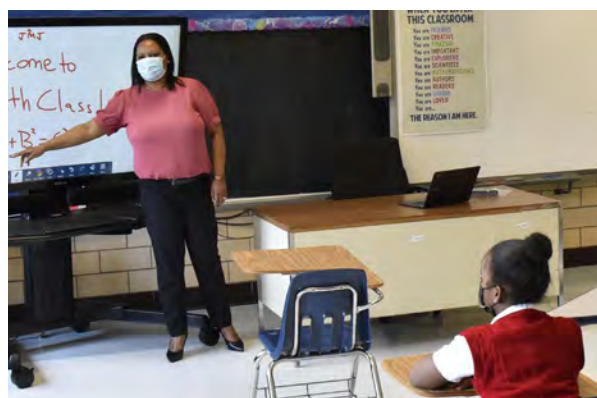
All special subjects will be pushed into the classroom. The goal is to limit student movement and encourage cohorts of students to remain homogeneous. Physical education classes must maintain social distancing of twelve feet in all directions, at all times, in accordance with NYS DOH Guidance.



## EARLY CHILDHOOD CONSIDERATIONS

Young children learn through social interactions with others and with the use of hands-on manipulatives. As such, detailed guidance will be provided in a separate document from the Office of Early Childhood, including:

- suggestions for large group activities;
- essential routines (seating, social distancing for specific age groups, personal hygiene, and transitioning);
- center rotation systems; and
- self-regulation and communication skills (i.e., communication of feelings of illness, anxiety, and general emotional health).



## KINDERGARTEN - GRADE 8 CONSIDERATIONS

Learning takes place through a combination of books, content materials, and skill development. Through the utilization of technology, our students can proceed with ongoing instruction, regardless of in-person learning or remote learning, as a class.

Using technology, print, and online resources, as well as skill practice imbued with faith-filled connections, allows teachers to minister to the needs of the whole child.

# Mental Health & Social-Emotional Development

The school leader must establish a culture that supports and emphasizes mental health services available for faculty, staff, students, and families. Key responsibilities here include, but are not limited to, the following considerations:

- Educating staff, parents, and students on symptoms that identify mental health needs
- Promoting social-emotional learning competency and building resilience
- Helping ensure a positive, safe school environment
- Teaching and reinforcing positive behaviors and decision-making
- Encouraging and helping others
- Encouraging good physical health
- Helping ensure access to school-based mental health support
- Ensuring the integration of Catholic spiritual doctrine as it relates to ministering to the whole person—body, spirit, and soul



Staff and families must know they can consult with a school counselor, nurse, or administrator and with the student's parents if one of more of the following behaviors are observed:

- Feeling very sad or withdrawn for more than two weeks
- Seriously trying to harm oneself or making plans to do so
- Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing
- Involvement in many fights or a desire to badly hurt others
- Severe out-of-control behavior that can hurt oneself or others
- Dramatic weight loss or weight gain
- Intense worries or fears that provide obstacles to daily activities
- Extreme difficulty concentrating or staying still, which places the student or staff member in physical danger or causes problems in the classroom
- Repeated use of drugs or alcohol
- Severe mood swings that cause problems in relationships
- Drastic changes in the student's or staff member's behavior or personality

In keeping with the notion of the Jesuit motto of the Cura Personalis, or ministry of “personal care,” many useful resources from ADAPP are available to support principals and all school community members in this regard.

### **Archdiocese of New York Drug Abuse Prevention Program**

**2789 Schurz Avenue**

**Bronx, NY 10465**

**718-904 -1333**

<https://adapp.org/>

### **New York State Mental Health Assistance Hotline**

**1-844-863-9314**

**or**

**1-888-NYC-WELL (1-888-692-9355)**

<https://omh.ny.gov/omhweb/covid-19-resources.html>

# Additional Resources

## OPERATIONAL & SAFETY-BASED RESOURCES

NYS DOH Guidance for Pre-K to Grade Twelve Schools

[https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K\\_to\\_Grade\\_12\\_Schools\\_MasterGuidence.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidence.pdf)

CDC Guidelines for Healthy, Safe, and Effective School Environments

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

New York State Center for School Health

<https://www.schoolhealthny.com/coronavirus>

New York State Health Department

<https://coronavirus.health.ny.gov/home>

New York State Education Department

<http://www.nysed.gov/coronavirus/guidance-p-12-schools>

New York City Department of Health

<https://www1.nyc.gov/site/doh/covid/covid-19-main.page>

Recovering, Rebuilding, and Renewing the Spirit of New York State School

<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

## EARLY CHILDHOOD OPERATIONAL AND SAFETY-BASED RESOURCES

Fall 2020 Guidance for NYC 3-K and Pre-K Programs

<https://drive.google.com/file/d/1n6oj5G6aZLTZxAlfNBGJJdtIV5UGNUG/view>

NYS June 2020 childcare program guidance

[https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Child\\_Care\\_Daycamps\\_Detailed\\_Guidelines.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Child_Care_Daycamps_Detailed_Guidelines.pdf)



## TRAINING, INFORMATIONAL KNOWLEDGE, AND PROFESSIONAL DEVELOPMENT

All staff are expected to be trained in practices conducive to any and all protocols related to the safe and responsible process of opening schools. This includes training on the use of practical, logistical, safety, and educational materials. Enhanced sanitation practices and trainings include the following:

Mental Health & Family Resources- Superintendent of Schools Office  
<https://catholicschoolsny.org/covid-19/#resources>

K-12 Teaching & Learning Resources  
<http://www.nysed.gov/edtech/educator-resources>

Birth to Five Blended Learning Resource  
<https://auth-fohub.nyced.org/docs/default-source/default-document-library/birth-to-five-blended-learning-considerations--july-2020.pdf>

Easy to Follow Handwashing Steps for Young Children  
<https://www1.nyc.gov/assets/doh/downloads/pdf/cd/cd-kids-handwash-poster.pdf>

Tips for Helping Young Children Wear Masks  
<https://med.umich.edu/mott/thrive/tips-for-helping-kids-wear-masks>

## TRANSPORTATION

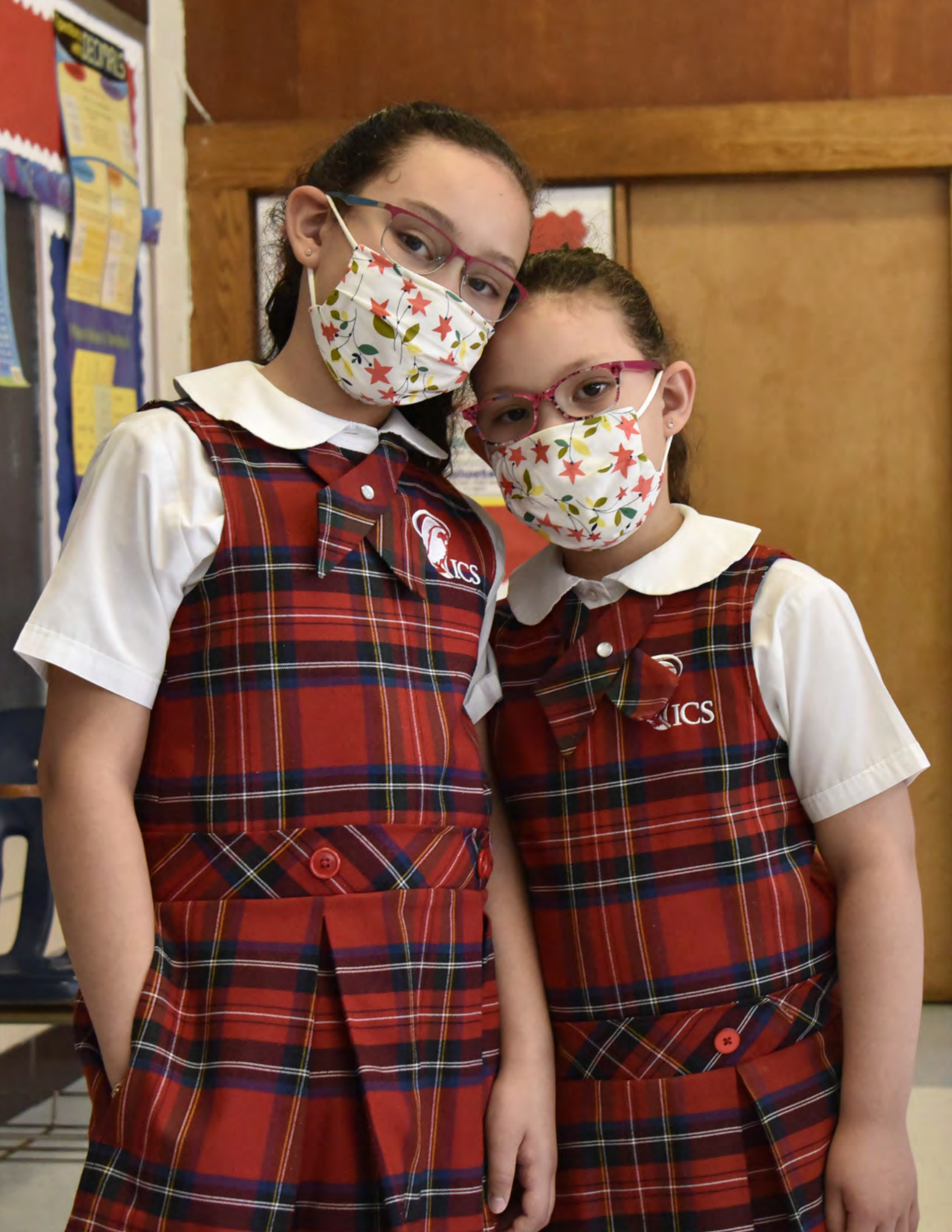
Our students use various forms of transportation to arrive to and depart from school buildings. Students and families are instructed to follow the guidelines of the local school bus companies that are used for transport as well guidelines from the MTA to maintain safety and health during challenging times.

## VENDORS TO CONTACT—APPROVED BY ADNY INSURANCE

A list of recommended vendors to provide the required equipment and materials to adhere to the aforementioned guidelines is in the process of being created.

## EXPECTATIONS OF SCHOOL LEADERS

In keeping with Archdiocesan expectations, which are in sync with the appropriate state and federal guidelines, it is expected that principals will formulate school-specific action plans, which will be due to each school leader's respective regional superintendent for review and approval. Such documents will be kept on file at the school and at the individual regional office and will be reviewed and modified as circumstances change. A template of the school-specific action plan will be provided to leaders.



# Early Childhood Addendum

## EARLY CHILDHOOD AND CENTER-BASED LEARNING MODEL CONSIDERATIONS

The majority of the information contained in the Catholic Schools Opening: Moving Forward Together document applies to prekindergarten, kindergarten and center-based classrooms. In addition, there are regulatory, developmental and instructional considerations that require adjustments to routines and practices for programs that serve children under the age of 6. Some of these adjustments are indicated below. As with the main document, we will make amendments to this appendix as the CDC, NYS and NYC publish specific guidance. We will also forward to all programs resources for planning and instruction as they become available.

Schools that provide prekindergarten and other center-based programs, both tuition-based and government funded, should include the relevant information provided in this appendix when creating their own School Implementation Plan.

## PHILOSOPHY AND RATIONALE

### Considerations for Early Childhood

There is a wide range of developmental levels among children in any early childhood classroom. The consistency of health and safety practices between the home and school are essential. In order to ensure that children follow the protocols listed in the Moving Forward Together document, adults must communicate clearly and often so that each child is provided with learning experiences that help them understand and practice ways that they can keep themselves and others safe and healthy.

## EDUCATIONAL MODELS

### Considerations for Early Childhood

We will work towards the goal of providing as much in-person learning experiences as permitted as we follow governmental guidelines. While the Models of Instruction and Stages of Opening outlined for the K-8 classrooms apply to our own prekindergarten programs, government funded programs such as the UPK programs in schools located in counties north of NYC and the 3K for All and Pre-K for All programs in NYC will need to consider the guidance they will receive from the districts in which the children in these programs are enrolled. When that guidance is available, it will be shared with schools and families.

For young children, when learning takes place in school, students will be trained to work in their center-based classrooms safely, following social distancing and health and safety routines. These will be embedded in their learning experiences and practiced, with support, throughout the day.

For young children, when learning takes place remotely, instructional models will be developmentally appropriate and flexible in order to meet the needs of families who support their children's learning at home. Learning will include direct-communication with parents, standards-based instruction, both direct and preprogrammed, and assessment.

### Considerations for Early Childhood

For programs that are funded through NYC DOE and other school districts, separate guidelines may be in place. We will share those guidelines once they are released and work to implement what is agreed upon with the Archdiocese of New York Superintendent of Schools office and the local school district.

# Early Childhood Addendum (continued)

## FACILITY REQUIREMENTS AND GUIDELINES: BUILDING AND CLASSROOM

### Considerations for Early Childhood

Young children, for the most part, will be able to follow facility and material usage routines that are clearly demonstrated, frequently practiced and reinforced with positive affirmation.

- Signage should provide graphics and diagrams with child-friendly instructions that are posted at eye level and can be followed by non-readers.
- Laminated arrows can be placed on the floor to indicate the flow of “traffic”. Whether clockwise or counter-clockwise, the flow of the classroom should be “one way”. Children need to be taught and have the opportunity to practice the “route”.
- In general, materials should be in individualized, marked bins to facilitate monitoring of those items in need of sanitation after usage.
- Schools should consider having each child carry his/her own portable mat/rug/ cushion to bring to centers and group meetings.
- Furniture can be used to set up select centers, act as barriers and facilitate social distancing.
- When more than one child is using an area, painters’ tape or a similar marking material should be used to indicate work zones on tables, rugs and floors.
- Wherever possible, a stationary or portable sink with running hot and cold water should be located in the classroom to facilitate frequent handwashing.
- Students’ belongings should be stored in individual cubbies with no item loosely placed. Bags and bins will be needed to facilitate this. A system to avoid children getting too close to each other when putting away or retrieving their belongings needs to be put in place.
- Restroom sinks and stall doors should be labeled with letters or numbers so that young children can be verbally guided to wait turns and use toilets and sinks that are sanitized between users.
- Sizes of groups that can be accommodated in each classroom will be determined by local Department of Health regulations.



## DAILY PROTOCOL AND PROCEDURES

### Additional Early Childhood Considerations

All protocols must be adapted so as to be understood by young children. Teachers must plan and implement lessons that both instruct and provide ample opportunity for practice of new routines and procedures.

- Principals should consider using a separate entrance for early childhood classrooms. If deemed possible, approval by the regional superintendent is necessary.
- A system for escorting young children to classrooms is needed. The assigned staff or volunteer should interact with children in one class only. Socially distanced holding areas near the entrance can facilitate a short wait as small groups are escorted to classrooms. A designated classroom staff member should be available to support the “check-in” of children and ask about the child’s health since they left school the day before.
- Parents will not be able to enter buildings in the early stages of opening. Several parent ‘sign-in’ and ‘health check’ system suggestions will be shared with schools.
- The beginning of the day routine should include an assignment of seating that can involve choice. In most cases, low-activity level individual options such as puzzles, art, reading, sorting, etc. are suggested as other children enter the classroom.
- The use of hand sanitizers by children must be done under the direct supervision of an adult.
- While the use of face masks will be taught and promoted, not all young children will be able to comply all the time. Protocols will be consistent with department of health guidelines. Instruction and encouragement to use the face mask must be ongoing. When children are sharing an active center such as the block area, classroom staff will work with them to incentivize and increase the wearing of a mask.



# Early Childhood Addendum (continued)

## INSTRUCTIONAL GUIDELINES

### Considerations for Early Childhood

Young children learn through social interactions with others and by the exploration and use of materials that they encounter in the classroom, home and natural environment. For the purposes of this document, schools need to consider the following in light of our current reality in order to prepare for the coming school year.

In general:

- Children should have assigned seats for table top work –arrival, meals, etc. During a portion of each day, children will still need to be able to access centers and move around the room. Clear boundaries for seating, material placement and clean-up routine to avoid the sharing of materials must be put in place and taught to the children.
- Full class meetings and full group read aloud should not be implemented during the early stages of opening.
- Full class music and movement activities can take place once children learn to stay in assigned spots that follow social distancing guidelines.
- Teacher led group activities, such as Morning Meeting and Story time can be facilitated by working with set cohorts. If rug seating is used, children should participate within their cohort and be assigned individually marked “spots” for that follow social distancing protocols.
- Classroom staff should create and label Individualized learning materials bins or bags (such as, mini white boards, art materials, writing materials, bag of books, etc.,) for each child.
- Center materials should be divided into small, individual bins or bags. A system for identifying and sanitizing materials that have been used must be put into place.
- Teachers will need to follow all adult precautions (mask, hand sanitizing) when working individually or in a small group with children.
- Select centers can be used once routines are taught. Less centers with more space in each may be necessary, with certain centers such as sand and water table not put into use. A center rotation or choice system should be implemented, with the number of children in each center strictly enforced. Sanitizing between rotations will be necessary if shared materials (such as blocks) are used by the next group or child.
- Wherever possible, instruction and activities should take place outside. Many of the materials used by the children, particularly if they are stored in bins, are portable and can easily be relocated to the outdoors.

## HEALTH AND HYGIENE PRACTICES

### Additional Early Childhood Considerations

Health and Hygiene safety and protocols in early childhood classrooms focus on regular sanitizing and adult precautions. All adults follow the protocols and procedures listed in the main manual.

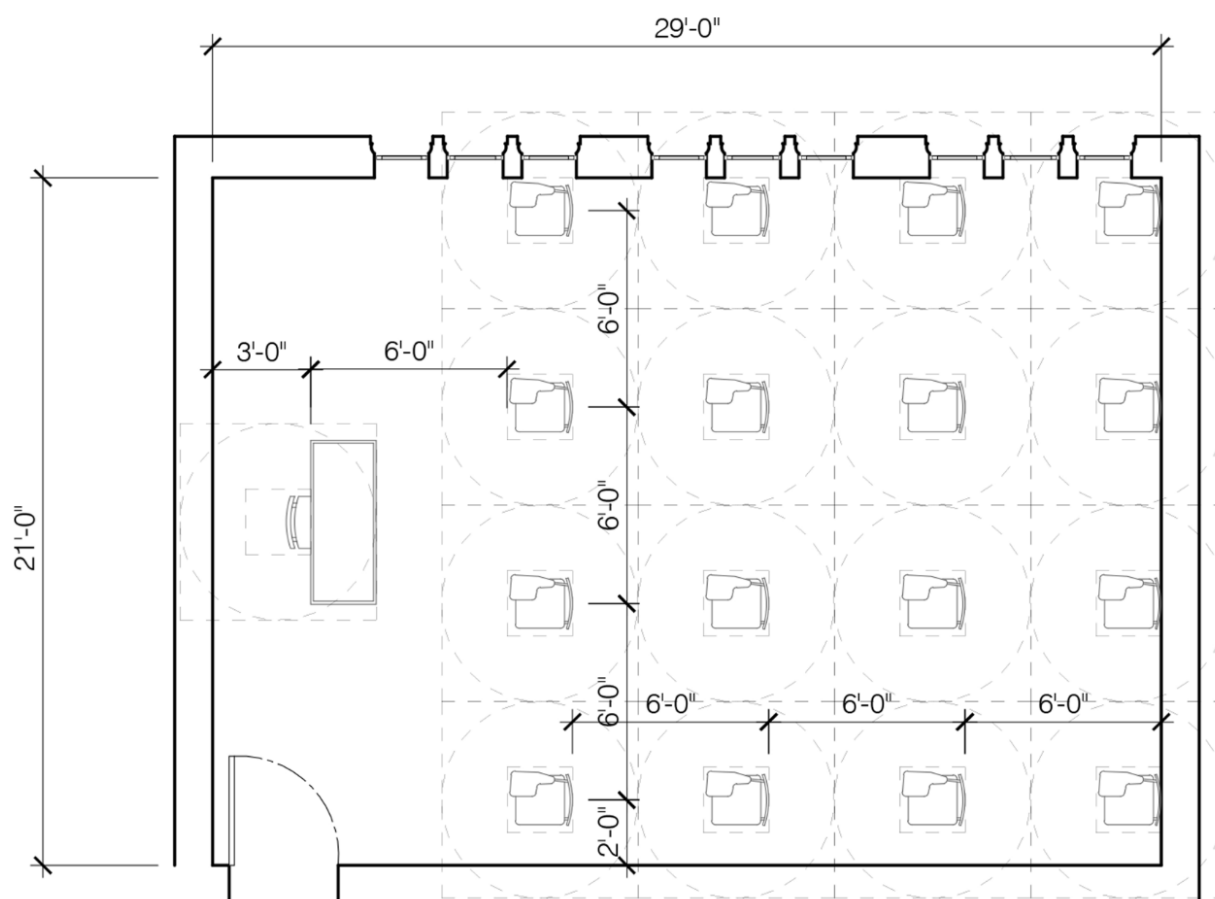
- Children who are not yet in kindergarten can be taught how to wear face masks, but may not be able to do so for any period of time.
- Where rest time is scheduled, cots/mats should be placed at least 6 feet apart and head-to-toe for the duration of the rest.
- Mats and cots must be labeled with each child's name and stored so that sleeping surfaces do not touch.
- A system for sanitizing toys and furniture between users must be put into place.
- Staff should follow all standard guidance for infection control when assisting children with toileting or changing.
- Parents should provide multiple changes of clothing. Parents should be notified when soiled clothing is being sent home in a sealed plastic bag.



# Facilities Layout Designs

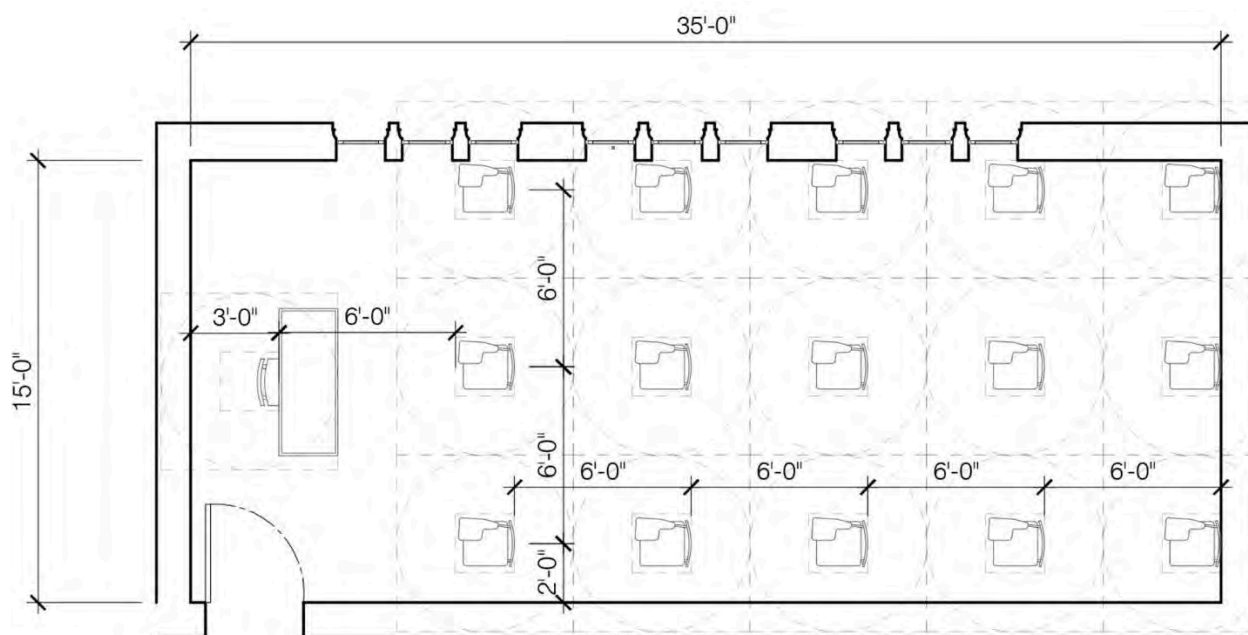
## REGULAR CLASSROOM LAYOUT: GUIDING PRINCIPLES

- ADNY regular classroom sizes vary between 29 feet to 32 feet in length and 21 feet to 25 feet in width
- Prior to COVID-19 regular classrooms could fit approximately 25 students plus a teacher
- During COVID-19 regular classrooms cannot fit more than 16 students plus a teacher
- Minimum classroom size to fit 16 students is 29 feet in length by 21 feet in width. Smaller classroom will need to decrease the number of students.
- In order to fit more than 16 students, classroom size has to be minimum of 37 feet in length and 29 feet in width
- NYS Executive Orders, CDC, ESDC and OSHA COVID-19 guidelines should be followed at all times
- Minimum six-foot social distancing must be observed and maintained at all times
- A six-foot distance should be measured from back of teacher's desk to front of first row of student chairs
- Measuring from front of the classroom to the back, six-foot measurements should be taken from back of chairs to back of chairs
- Measuring from one side of the classroom to the other side, six-foot measurements should be taken from center of chairs to center of chairs. For rows of chairs where the desk is against the wall, allow a two-foot distance from the center of the chairs to the wall to allow students to slip into their chairs
- Arriving students should enter the classroom in single file keeping six-foot distance from each other
- Classrooms should be filled from back wall opposite classroom entrance towards entrance wall to avoid cross paths
- Exiting students should leave the classroom in single file keeping six-foot distance



### SMALL CLASSROOM LAYOUT: GUIDING PRINCIPLES

- ADNY small and odd sized classroom sizes vary greatly
- Minimum classroom size to fit 16 students is 35 feet in length by 15 feet in width. Smaller classroom will need to decrease the number of students
- NYS Executive Orders, CDC, ESDC and OSHA COVID-19 guidelines should be followed at all times
- Minimum six-foot social distancing must be observed and maintained at all times
- Teacher's desk should be installed first with three-foot space between back wall and back of desk
- A six-foot distance should be measured from back of teacher's desk to front of first row of student chairs
- Measuring from front of the classroom to the back, six-foot measurements should be taken from back of chairs to back of chairs
- Measuring from one side of the classroom to the other side, six-foot measurements should be taken from center of chairs to center of chairs
- For rows of chairs where the desk is against the wall, allow a two-foot distance from the center of the chairs to the wall to allow students to slip into their chairs
- Arriving students should enter the classroom in single file keeping six-foot distance from each other
- Classrooms should be filled from back wall opposite classroom entrance towards entrance wall to avoid cross paths
- Exiting students should leave the classroom in single file keeping six-foot distance

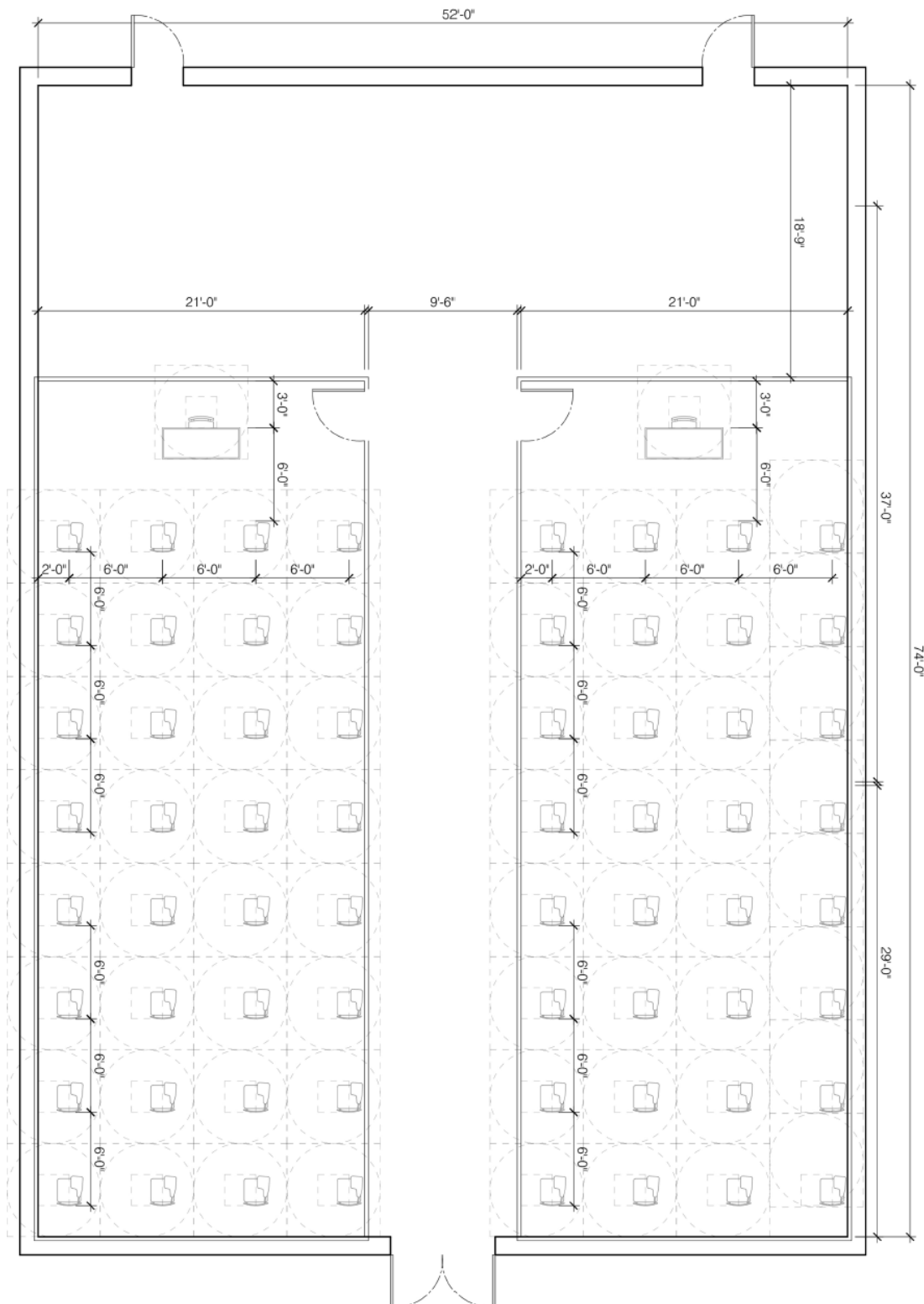


# Facilities Layout Designs (continued)

## GYM & CAFETERIA LAYOUT: GUIDING PRINCIPLES

- ADNY gym and cafeterias vary greatly in sizes
- If required, gyms and cafeterias can be used to create additional classrooms using moveable or rolling partitions
- Most gyms and cafeterias have two, if not more, means of entry and exit
- Gyms and cafeterias can be divided in half along a center axis to provide a corridor to access reallocated classrooms
- If a gym or cafeteria has multiple means of entry and exit, a perpendicular corridor to the center corridor and along the wall can be maintained to access those doors
- NYS Executive Orders, CDC, ESDC and OSHA COVID-19 guidelines should be followed at all times
- Minimum six-foot social distancing must be observed and maintained at all times
- Classroom layouts within gyms or cafeterias to follow classroom guiding principles





# Catholic Schools Reopening Advisory Council

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