



The Harley School

Established 1917

**The Harley School:
Re-Opening Plan for the 2020-21 School Year**

Submitted to New York State 7/31/2020

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Message from the Reentry Task Force

July 31, 2020

The following plan for opening our campus for the 2020-21 school year is based on what we are planning as of July 31, 2020.

It will continue to evolve and be shaped by the internal input of employees, students, and the Harley family—as well as external input provided to us by state and local governments and the reality of COVID-19 and its spread in our local community. We will continue to update and communicate our plan and its various protocols and procedures in the coming months—our response to the COVID-19 pandemic will not be static.

We will phase-in our return to in-person learning by adopting a staggered restart plan with different students coming in on different days as we adjust to our new protocols. After the phase-in, Lower and Middle Schools will meet every day with all students; and the Upper School will employ a hybrid, every-other-day model, with half of Upper Schoolers coming one day, the other half the next. Additional details on each division's specific re-entry calendar and instructional models will be provided by August 10.

The return to campus is not a switch that can be flipped. We must slowly and methodically move through multiple stages to ensure a successful return. We understand this may cause disruptions for families, and we appreciate their patience and support of this approach. There will be limitations to the extent of our on campus return.

In the development of our reopening plan, we have prioritized safety and wellness within the context of our mission and core values—including an overarching commitment to the education of the whole child within a set of strong and sustaining relationships at Harley. Our success in creating a safe environment for our entire school will depend on our commitment to those values that have always guided our actions: respect and responsibility.

The Reentry Task Force and its multiple sub-committees have paid careful attention to foundational, research-based safety practices combined with resourceful teaching and learning strategies and innovative new technologies. For example, we know that universal masking is fundamental to reducing the transmission of COVID-19, social distancing wherever possible is a strong additional mitigating factor, and something as common as frequent hand-washing is fundamental in preventing the transmission of COVID-19. We are absolutely committed to following these and other measures as a community.

We worked together across teams, disciplines, and with outside experts to create a unique way for Harley to use our resources to open school safely. A fuller listing of our engagements is listed in the “A Broad and Inclusive Process” section of this document. The role each member of our community plays in upholding safety and wellness is expressed in the “Our Rights and Responsibilities in Response to the COVID-19 Pandemic” pledge that sets the stage for our safety protocols. Please pay special attention to the shared commitments detailed in that section of the plan.

As mentioned, we have made schedule adjustments to our opening days in each division to create as strong a start as possible. Our students, faculty, and staff need opportunities to grow confident in new expectations and patterns of activity on campus. Our first days allow space and time for this to occur before classes officially begin. Additionally, there will be modifications to our in person, highly relational approach because of COVID-19. Harley will be different this year, but we are still Harley!

Finally, in the midst of our planning we know we need to remain patient and flexible. The coming weeks and months will bring challenges, and we will need to respond to those challenges thoughtfully and carefully. As we do, we will keep the safety and well being of our students, employees, and families at the forefront of our actions. This is the most important part of all we will be doing during the coming year.

Sincerely,

The Harley School Reentry Task Force

Larry Frye, Head of School

Terry Fonda Smith, Task Force Chair, Head of Lower School

Beth Bailey, Director of Marketing Communications

Chris Becker, Upper School Science/Chemistry faculty

Kristy Houston, Middle School and Upper School Music/Instrumental faculty

Lars Kuelling, Academic Dean; Interim Head of Middle School

Peter Mancuso, Athletic Director

Kim McDowell, Head of Upper School

Ken Motsenbocker, Chief Financial Officer

Milena Novy-Marx, Member, Board of Trustees

Seth O'Bryan, Director of Social & Environmental Sustainability, Upper School Mathematics

Kirsten Allen Reader, Director of Admissions

Christine Rossi, School Nurse

Maria Sommerville, Assistant to Head of School

Jennifer Young, Primary Teacher, Lower School faculty

State Required Documentation of Harley's Responsible Party:

Larry Frye, Head of School for The Harley School (herein referred to as "Harley" or "the school"), shall be responsible for 1) developing Harley's Reopening Plan (herein referred to as "the plan"), 2) affirming to have read and adhered to New York State Department of Health and Education Department guidance documents, and 3) meeting the standards set forth therein.

Our Rights and Responsibilities in Response to the COVID-19 Pandemic

At Harley, we are individuals in community: as individuals, we have rights; as community members, we have responsibilities. Our reopening plan depends on everyone's adherence to the rights and responsibilities implicit in our full plan and made explicit below. It is up to each of us to take measures on campus, at home, and in all aspects of our lives to keep us safe—and to keep the Harley community moving forward through this challenging time. Our work together will control transmission, sustain our on campus learning experience, and help us protect those most vulnerable to COVID-19.

We request that all families returning to in-person school commit to these responsibilities by digitally signing the pledge which will be sent to families before the start of the school year. Families should review these responsibilities with their children, and students in grades 5 -12 will be expected to sign alongside their parent(s)/guardian(s). All employees will be asked to make the same commitment.

Family Responsibilities

We pledge to:

- Complete and submit the required daily remote health screening and temperature check, including monitoring any symptoms of members of our household(s).
- Stay home and inform the School if our student(s) or someone in our household is symptomatic. This includes not using fever-reducing medication in order to send our child to school.
- Notify the School of any potential exposures, symptoms, or positive COVID-19 test results in a timely manner as outlined in the School's protocols.
- Not travel to or from states on the New York State travel advisory list—unless willing and able to follow the self-quarantine protocol detailed in the travel advisory—and to notify the school when family members have travelled to those places.
- Encourage our student(s) to practice social distancing and to practice social distancing as a family whenever feasible.
- Wear face coverings as required whenever on campus and whenever appropriate outside of school.
- Encourage our student(s) to commit to proper hand and respiratory hygiene (e.g., sneezing and coughing into one's elbow), and commit to proper hand and respiratory hygiene and sanitizing as a household.
- Cooperate with local, state, and federal agencies in contact tracing efforts.

Our reentry plan depends on every single person in the Harley community doing their part! Thank you for your commitment to the success of our students.

A Broad and Inclusive Process

In preparation for the creation of its Reopening Plan, the Reentry Task Force consulted with:

- Harley's Health Advisory Board
 - The Health Advisory Board consists of:
 - David Garrison, MD, Associate Professor of Psychiatry at the University of Rochester Medical Center (URMC)
 - Christine M. Hay, M.D., University of Rochester Medical Center, Department of Medicine: Infectious Diseases
 - Cheryl M. Kodjo, M.D., M.P.H., University of Rochester Medical Center, Department of Pediatrics
 - Julie R. Pasternack, M.D., University of Rochester Medical Center, Department of Emergency Medicine
 - Jennifer M. Schwartzott, Litigation attorney with Bond, Schoeneck & King PLLC
- Ongoing guidance from the New York State Departments of Health and Education (NYSDOH and NYSED)
- Guidance provided by the Centers for Disease Control (CDC) and American Association of Pediatrics (AAP)
- The Monroe County Board of Health
- The Harley Board of Trustees
- Existing working groups at Harley, including: the Teaching and Learning Committee; members of the Diversity, Equity, and Inclusion Committee; the Wellness Team; the Harley Communication Team; and the Community Support Team (a group consisting of administrators, staff, and Parent Council leadership)
- Employees, parents/guardians, and students of the Harley School
- School Associations: New York State Association of Independent Schools (NYSAIS), Independent School Data Exchange (INDEX), and the National Association of Independent Schools (NAIS)
- Activity specific associations, such as the National Federation of State High School Associations, the National Association for Music Education, and the New York State Public High School Athletic Association
- The reopening plans of international schools and United States schools that reopened in the spring
- Multiple medical studies from journals/sources such as the *Journal of the American Medical Association*

Community Input

Employees and families were surveyed at the start of July as a means of soliciting input on a variety of considerations, including questions devoted to health, safety, and wellness;

confidence in returning to in-person school in the fall; and priorities regarding various elements of in-person, hybrid, and remote schooling options.

Demographic Breakdown of Responses (Families were asked to submit a survey for each of their children)	
Employees	99 responses
Nursery Families	75 responses
Lower School Families	107 responses
Middle School Families	92 responses
Upper School Families	128 responses

The impact of COVID-19 on the school constituencies varied by group. When asked “*Overall, how much has the COVID-19 pandemic affected you and your household?*” stakeholder responses were:

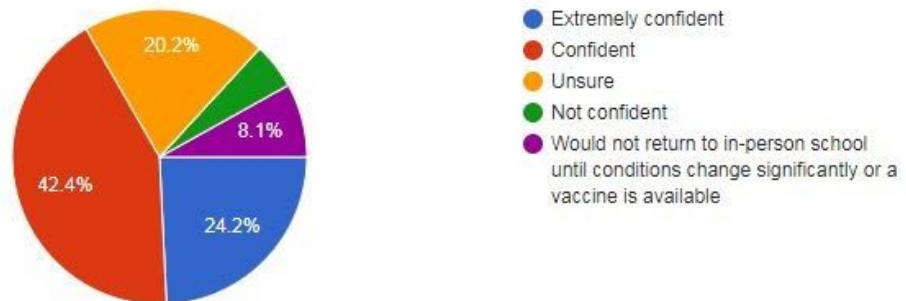
	No impact, no change	Some impact, does not change daily behavior	Noticeable impact, change to daily behavior	Significant daily disruption	Severe daily disruption, immediate needs unmet
Employees	0%	18%	51%	31%	0%
Nursery Families	0%	8%	61%	31%	0%
Lower School Families	1%	9%	62%	28%	0%
Middle School Families	1%	13%	64%	21%	1%
Upper School Families	4%	21%	52%	23%	1%

When asked if a return to school in the fall would improve their employment situation, family responses of “yes” were found at the following rates:

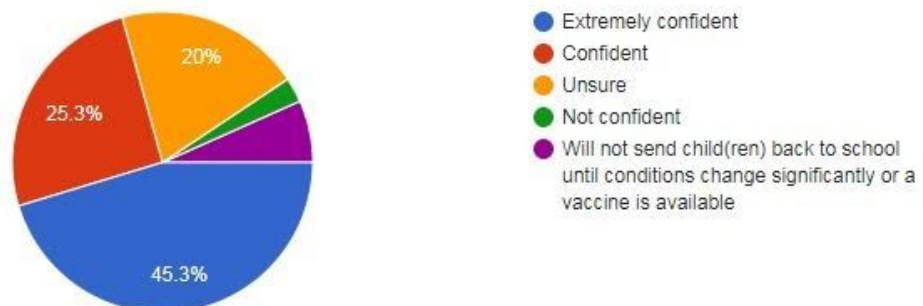
- Nursery - 53%
- Lower School - 61%
- Middle School - 30%
- Upper School - 20%

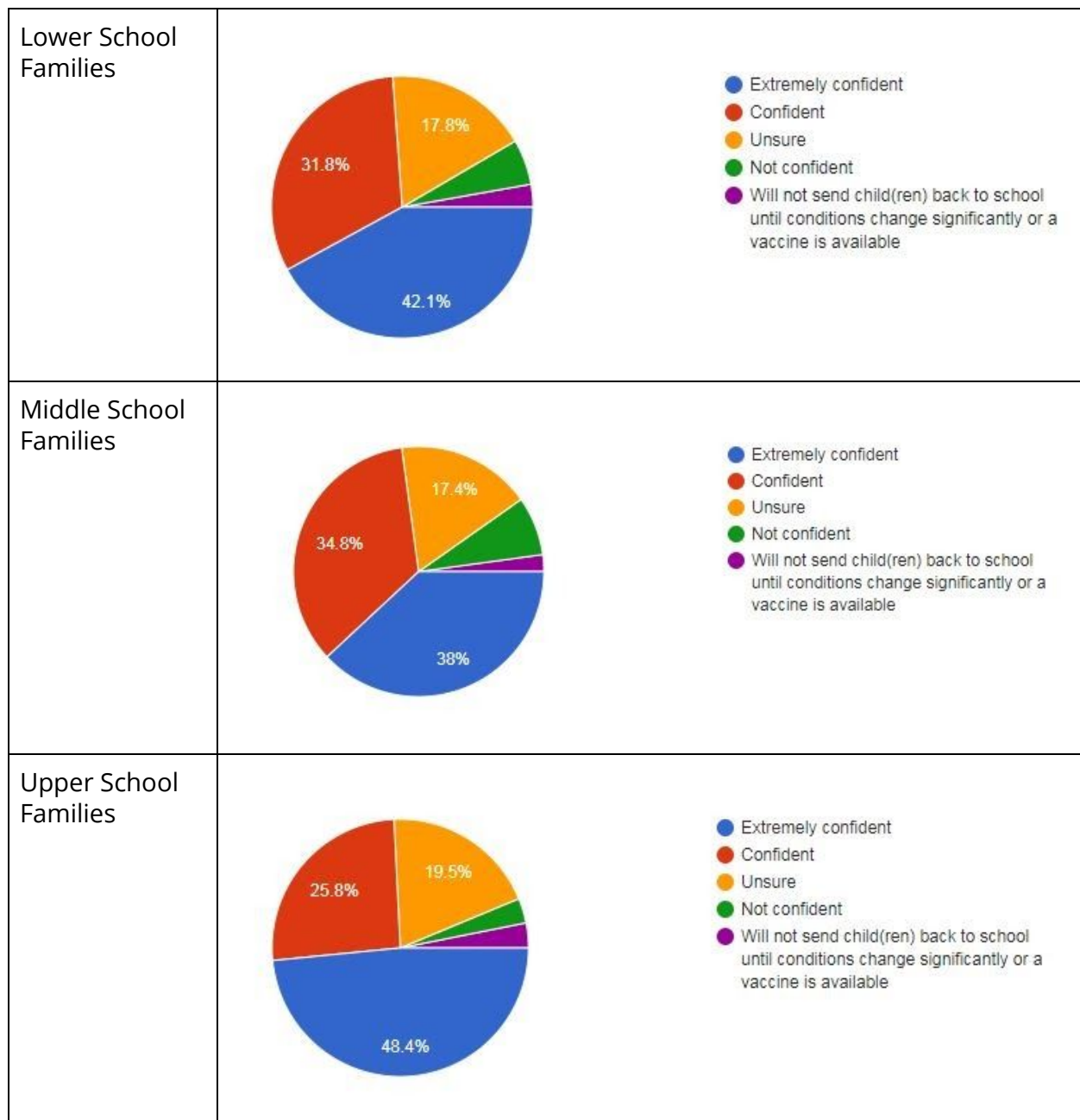
Harley will comply with the NYS Department of Health guidelines and incorporate recommendations of the CDC and our Health Advisory Board to provide a safe and healthy school environment. With this in mind, how confident are you that you would return to work at (employees) or send your child back to (parents) in-person school on Harley's campus in the fall?

Employees



Nursery Families





I believe in-person school SHOULD resume in September with the minimum guidelines required by the State.

	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree
Nursery Families	45%	16%	25%
Lower School Families	57%	17%	26%
Middle School Families	47%	17%	36%
Upper School Families	52%	20%	27%
Employees	29%	14%	57%

I believe in-person school SHOULD resume in September with additional procedures beyond State guidelines to reduce the spread of illness.

	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree
Nursery Families	65%	24%	11%
Lower School Families	64%	25%	11%
Middle School Families	68%	20%	12%
Upper School Families	70%	22%	9%
Employees	73%	13%	14%

I believe in-person school should resume in September with half of the students attending school on any given day and the other half of the students learning virtually from home.

	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree
Nursery Families	20%	27%	53%
Lower School Families	23%	27%	50%
Middle School Families	27%	41%	32%
Upper School Families	31%	40%	29%
Employees	30%	36%	33%

I believe in-person school should resume with staggered daily schedules to allow for smaller numbers of students on campus.

	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree
Nursery Families	25%	29%	45%
Lower School Families	33%	29%	38%
Middle School Families	35%	37%	28%
Upper School Families	53%	24%	23%
Employees	43%	27%	29%

I believe daily in-person school is most necessary for younger students and that older students could use a hybrid or remote learning experience.

	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree
Nursery Families	83%	9%	8%
Lower School Families	65%	16%	19%
Middle School Families	43%	25%	32%
Upper School Families	41%	25%	34%
Employees	72%	12%	16%

I believe in-person services for students should continue, even if school is virtual (e.g., SSP, counseling, OT, speech, etc.)

	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree
Nursery Families	61%	29%	9%
Lower School Families	64%	29%	9%
Middle School Families	57%	39%	4%
Upper School Families	61%	28%	11%
Employees	63%	24%	13%

I believe in-person school should not resume in September and all students should continue using distance learning technologies until conditions change or a vaccine becomes available.

	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree
Nursery Families	12%	19%	69%
Lower School Families	12%	7%	80%
Middle School Families	10%	23%	67%
Upper School Families	13%	13%	75%
Employees	24%	29%	46%

When asked if they would use child care services if school were forced to close during the school year, family responses were found at the following rates:

- Nursery - 38% "yes", 35% "unsure"
- Lower School - 35% "yes", 40% "unsure"
- Middle School - 11% "yes", 22% "unsure"
- Upper School - 1% "yes", 5% "unsure"

What is your expectation regarding student athletics, performances, and extracurricular activities if students return to school in September? (After school programs at the Lower School)

	Expect activities to resume with safety measures	Concerned about student participation	Students should not participate at this time
Lower School Families	50%	34%	17%
Middle School Families	36%	49%	15%
Upper School Families	34%	48%	18%
Employees	9%	53%	38%

When asked what tech concerns or considerations they have in the event of hybrid or remote learning, the majority of families replied “none.”

- Nursery - 88%
- Lower School - 88%
- Middle School - 80%
- Upper School - 88%

Considerations/concerns identified were fairly evenly distributed between students not having access to a dedicated device and needing additional training about how to use educational software.

Harley's Core Health and Safety Practices

Harley is committed to the health and safety of all members of its community.

- Harley understands there are multiple strategies for reducing the transmission of COVID-19. Our plan incorporates best practices as currently understood as of July 31, 2020. It is the combination of these strategies that leads to greater mitigation of risk; no one method can stand alone. The degrees to which we employ each strategy will take into account factors such as age, medical condition, and learning needs.
- **Compliance with Our Health and Safety Practices:** Harley will require all persons on our campus or on school business/trips/activities in the community to comply with our health and safety practices. Lack of compliance may result in a consequence that is commensurate with the individual's role at school, and in the case of students, their developmental status.
- **Face Coverings:** Harley will require ALL employees, students, and other visitors to campus—such as parents, contractors, or vendors—to wear an acceptable face covering as defined by the [CDC](#) at all times while on Harley's campus.
 - Acceptable face coverings 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 coverings must be worn so that both the mouth and nose are covered at all times.
 - Harley will provide instruction to students and employees on proper face covering protocols as determined by the CDC (link [HERE](#)).
 - The following exceptions apply to the required wearing of face coverings:
 - When individuals are outside and able to maintain 6 feet social distancing;
 - When individuals are permitted a short "mask break" of under 10 minutes and are able to maintain 6 feet social distancing—mask breaks will be initiated by adults in the community;
 - When individuals are eating (snack breaks/meals) and are able to maintain 6 feet social distancing;
 - When medically unable to tolerate face coverings and a note is provided by the individual's Health Care Provider (HCP). Guidance from NYSDOH says, "Students who are unable to medically tolerate a

face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering." Harley will work with parents or employees to develop alternate methods of protection.

- Additional exceptions by division (such as during the use of the pool or when children are napping) or business function will be shared with employees, students, and families prior to the start of school. In all such cases, strict social distancing or the use of additional protective measures (barriers, face shields, etc.) will be required.
- Harley will provide face coverings for all employees as required by the guidelines and have additional face coverings available for students, visitors, employees, and others who do not have a face covering with them.
 - Harley has distributed reusable cloth face coverings to its employees.
 - Additional supplies of disposable face coverings are available at the front entrance and nurse's office for those who arrive on campus without an appropriate face covering.
- Harley will ensure any additional required personal protective equipment (PPE) is available for those employees who need it based on their job assignment.
 - Harley's nurse has a supply of additional PPE that includes N95 masks, gowns, gloves, and face shields for use by those whose duties require them.
 - Gloves and face shields have been procured for maintenance and cleaning staff.
 - Harley will make face shields and additional PPE available to teachers as appropriate for the student population with which they work.
- **Social Distancing:** Individuals on campus will be expected to follow social distance guidelines to maintain at least 6 feet whenever possible between individuals.
 - Harley has posted social distancing markers using tape or signs that denote six feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
 - We will limit the movement of students throughout the building where possible and have placed directional markers in hallways to promote distancing. Possible limitations include, but are not limited to: teachers travelling to classrooms/learning areas instead of students travelling to teachers; using the outdoors to travel between distant locations; and utilizing a remote video feed ported into a classroom so that students and teachers do not need to travel.

- Harley will limit entrance to the buildings to students, employees, and essential visitors. Parents will be notified as to which activities are considered essential, and their access to our buildings will be more limited than usual.
 - In most cases, meetings, parent gatherings, student presentations with audiences, etc. will be available via video streaming or via Zoom.
 - Harley will conduct admissions tours outside of normal school day hours.
- Harley will limit in-person gatherings as much as possible and use telephone or video conferencing whenever possible. Essential in-person gatherings (e.g., meetings) will be held in open, well-ventilated spaces or outdoors with appropriate social distancing among participants.
- We will not be able to hold large student gatherings such as Assemblies, Morning Meeting for Middle and Upper Schools, Pageant, Candlelight, etc., in an in-person format. We are working to develop alternative formats for our important community events.
- Tightly confined spaces will be occupied by only one individual at a time. If occupied by more than one person, occupancy will be kept under 50% of maximum capacity. Examples include elevators, copy rooms, storage spaces, and vehicles.
- Arrival and dismissals will be staggered as able and will make use of multiple points of entry. Specific details by division will be distributed to families prior to the start of school.
- **Cohorts:** Harley will make use of cohorting at each division. The cohort system will vary from division to division, based on practicality and age-appropriateness. Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.
 - Lower School Cohorting
 - Nursery: By classroom, with additional small groupings as feasible;
 - Primary: by classroom, and further by grade level as feasible;
 - Grades 2-4: by grade level, further by classroom where feasible
 - Middle School Cohorting
 - by grade level, and as feasible, smaller groupings;
 - this will necessitate changes to the daily schedule, the frequency of some classes (such as PE and music instruction), and the likely temporary suspension of the traditional Flex Time model

- Upper School Cohorting
 - Students will be cohorted by alternating days on campus. This hybrid model and groupings of students will be determined by individual course selection.
 - The two Upper School cohorts will include students in mixed grades (9-12).
 - Every effort will be made for Upper School siblings to be on campus (and off) on the same days.
- **Signage:** Harley has posted age-appropriate signage following DOH guidelines to remind individuals about: staying home when sick, face coverings, social distancing, storing and discarding PPE, hand and respiratory hygiene, and reporting symptoms or exposure to COVID-19.
- **Hygiene, Cleaning, and Disinfection:** Harley will increase its hygiene, cleaning, and disinfection practices.
 - Hygiene: Harley will insist on the regular practice of hand and respiratory hygiene.
 - Harley will provide hand- and respiratory-hygiene training to all students, faculty, and staff. This training will occur prior to the return to school and throughout the year.
 - Harley will encourage employees and students to wash hands regularly with soap and water for at least 20 seconds.
 - If soap and water are not readily available, an alcohol-based hand sanitizer containing at least 60% alcohol will be provided. Harley has installed over 100 sanitizer stations in high-traffic areas, hallways, and in every classroom. Visibly soiled hands must always be washed with soap and water; hand sanitizer is not appropriate in such cases.
 - All Lower School classrooms are equipped with sinks for hand washing.
 - Cleaning & Disinfection: Measures will be put in place to limit shared materials such as laptops, musical instruments, classroom supplies, tools, and toys. Proper hand hygiene will occur before and after use, and materials that are used will be cleaned between use. Additional trash receptacles will be placed in high-use areas.
 - Harley will maintain logs that include the date, time, and scope of cleaning and disinfection, designate responsible staff, and specify cleaning and disinfection frequency for our facilities and spaces.

- Additional details regarding Hygiene, Cleaning, and Disinfection are detailed below under “Operational Considerations.”
- **Screening:** All individuals coming to campus (entering our buildings or interacting with any other individuals for 10 minutes or longer) will be required to complete a daily health screening. Any individual who is unable to successfully complete the daily health screening MUST stay home until cleared to return to campus.
 - Harley will require a daily temperature check of all employees and students, and where applicable, contractors, vendors and visitors (including parents).
 - No individual may come to school with a temperature of 100.0°F or greater.
 - Families should purchase a thermometer if they do not already have one. Oral thermometers (bulb or digital) are generally considered to be more reliable than temporal (infrared) thermometers.
 - Remote (at-home) temperature checks is our determined method; temperature checking every individual at school could lead to congestion at entrances and the breaking of social distance.
 - Public school transportation will require a temperature check prior to entering a school bus.
 - Harley will conduct temperature checks at school for those who:
 - did not complete a temperature check before reporting to school,
 - exhibit signs of a possible fever
 - Harley will employ the use of random temperature checks during school. This will supplement the daily temperature check and health screening that is to be completed at home before coming to school.
 - Harley will require a daily health screening of employees and students, and where applicable, contractors, vendors and visitors (including parents). The daily health screening questionnaire will be distributed digitally, and all members of the community are asked to complete it remotely so that we can minimize congestion upon arrival.
 - The [*Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools During the Covid-19 Public Health Emergency*](#) requires schools to screen for the following:
 - 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 the new onset of symptoms of COVID-19;
 - tested positive through a diagnostic test for COVID-19 in the past 14 days;

- has experienced the new onset of any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or
 - has 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.
- A full listing of the most up-to-date information on Covid-19 symptoms can be found at the CDC website [Symptoms of Coronavirus](#).
- Please see “Responding to COVID-19 in the Local and School Communities” section below for more information regarding the protocols for the various scenarios detailed above.
- **Spaces and Shared Work Areas:** Spaces will be reconfigured to accommodate appropriate social distancing, and the sharing of workstations—student desks, lab benches, office desks, and counters, etc.—will be discouraged.
 - Faculty/staff will arrange all instructional and non-instructional rooms in our school to comply with social distancing standards to the maximum extent practicable. When necessary, the school will make use of additional methods—such as the use of face shields at shared science lab benches or plexiglass dividers at shared desks—as mitigation strategies.
 - Harley will make use of non-traditional classroom spaces—Auditorium, Field House, Small Gym, Library areas, the Briggs Center for Civic Engagement, outside settings, etc.—as needed to lower density in classrooms.
 - In order to maintain social distancing and avoid the congregation of students, we anticipate restrictions on the use of student storage areas such as lockers, cubbies, instrument storage, mudrooms, etc.
 - Seating areas will be removed, reconfigured, or clearly marked with tape or other signage to promote social distancing.
 - Harley will investigate the use of tents and/or shade coverings to provide cover from the elements in order to maximize use of the outdoors.
 - With rare exceptions, Upper School students will be required to be in designated spaces with adult supervision when they do not have a scheduled class.

- Harley will reconfigure gathering spaces and break rooms to make sure that individuals do not congregate and are able to maintain social distancing.
- Shared workstations will be discouraged and should only be used when no other option exists. If a shared workstation is used, it must be cleaned and disinfected before and after by the user or classroom teacher if the student is too young.
- Harley will limit office-based work to a maximum of 50% of a building's occupancy. This may require non-teaching staff to work on an alternate schedule or continue to work from home.
- Office workstations will be arranged so that employees are at least six feet apart. This may be accomplished by leaving workstations empty or installing physical barriers.
- Physical barriers will be utilized in high-traffic areas such as reception areas, the nurse's office, etc. Physical barriers can include: strip curtains, cubicle walls, polycarbonate or another impermeable divider. A six-foot distance marker may be placed around workstations.
- **Ventilation:** Harley will increase the amount of outside air that is mixed into its ventilation system. Harley has undertaken a ventilation study with engineering consultants to audit our HVAC system capacity and efficiency and to recommend improvements, including filtration improvements, as needed. Additionally, where possible and practical, Harley will open windows to increase ventilation and increase the addition of outside air—with limitations based on the needs of individuals with allergies.

Teaching and Learning

Harley will prioritize in-person instruction for its students. We believe in-person instruction is the most effective learning modality for our school program. Harley will utilize the various safety measures previously stated to promote the health and well being of employees, students, families, and visitors.

- **Phased-in Return to School:** Harley will utilize a phased-in approach for the return to in-person instruction in the fall.
 - This approach will limit the number of students on campus as Harley instructs students on proper safety and hygiene protocols and procedures, and supports the social and emotional needs of students, families, and staff during the first days back to school.
 - We will focus primarily on building the habits which will lead to a safer environment, reestablishing community, and attending to social-emotional needs. “Traditional” subject content will be gradually phased in as we attend to these primary needs.
 - Harley will provide families with a calendar of the plan by division for the first two weeks of school: September 8 -18. We reserve the right to extend or modify the phased-in return to school if needed.
- **In-Person Instruction:** Harley is committed to providing in-person instruction as we are safely able. Based on research conducted by the Reentry Task Force and the results of parent and employee surveys, we have designated the youngest students—those from Nursery through Grade 6—and students receiving special services (learning support via the Student Support Program, Occupational Therapy, Speech, etc.) as those who should receive the highest priority should we need to limit in-person instruction.
 - At this time, Harley plans to provide daily in-person (on campus) instruction for students in Nursery to Grade 8.
 - Upper School will open this fall using a hybrid model that ensures educational continuity with regular daily class meetings.
 - Students in grades 9-12 will attend on-campus classes on alternate days. When students are not on campus, they will be expected to attend school remotely via livestreaming during regularly scheduled class times.

- The two Upper School cohorts will include students in mixed grades (9-12), and they will be determined by individual course selection. Every effort will be made for Upper School siblings to be on campus (and off) on the same days.
- **Additional Instructional Models:** Harley will develop additional instructional models and will be prepared to deliver those as circumstances necessitate, bearing in mind learning needs, access, and equity.
- **Hybrid Learning:** This model, where students attend school for a part of the week and learn remotely from home for the other part, may occur on campus when space or other considerations necessitate a hybrid model.
 - The Upper School will open this fall using a hybrid model that ensures educational continuity with regular daily class meetings.
 - Students in grades 9-12 will attend on-campus classes on alternate days.
 - On days when students are not on campus, they will be expected to attend school remotely via livestreaming during regularly scheduled class times.
 - The two Upper School cohorts will include students in mixed grades (9-12), and they will be determined by individual course selection.
- **Remote Learning:** The remote learning model for students occurs when on-campus learning is not feasible or allowed by state or local order.
 - Harley has developed three different versions of remote learning: short-term, long-term individual, and long-term group models.
- **Short-Term Remote:** for those who are absent for short periods (1-21 days) for reasons due to illness, required quarantine or isolation, etc., who intend to return to in-person learning when able.
 - The Short-Term Remote model will vary by division in terms of the delivery of instruction and learning activities, though each division will have Remote Learning Coordinators—adult staff who will support those students learning remotely from home.
 - Cohort groups may shift to short-term remote learning if the Monroe County Board of Health requires close contacts of an infected individual to quarantine.
- **Long-Term Individual Remote:** for those who are unable to return to school for medical reasons and/or general discomfort.
 - Families are required to commit to remote learning for a minimum of a trimester length; the possibility of returning to in-person school may be limited due to class size and available space.

- Nursery to Grade 8 “Harley Learning Connections” Model
 - Dedicated faculty member(s) to coordinate student experience and to serve as their remote teacher of record
 - Number of students and grade levels per remote “schoolhouse” is dependent on overall number of students who subscribe
 - Daily meetings with their remote teacher; additional SEL support on a weekly basis
 - Two to three hours of live instruction per day, as appropriate for age
 - Certain subjects, such as world language and mathematics in Middle School, may require students to attend live video classes
 - Social opportunities for students remotely via morning meetings, community time, etc., with other students in their grade level and in their “schoolhouse”
 - Will require significant support at home, perhaps by parents, grandparents, older siblings, babysitters/nannies, cooperative family groups, etc.
 - Availability dependent on total number of students
- Grades 9-12 “Live Virtual Classes” Model
 - Dedicated faculty member(s) serve as “Flex Coordinators” to coordinate student experience and to serve as their remote teacher of record
 - Daily meetings with their remote teacher; additional SEL support on a weekly basis
 - Social opportunities for students remotely via morning meetings, community time, etc.
 - Students expected to attend classes via video link
 - If small numbers of students, then it will be live via video feed to in-person classes
 - If numbers make it feasible to have classes/sections comprised of fully remote groupings, then subject area teachers will teach those classes/sections as a fully remote experience
 - Availability dependent on total number of students
- Considerations
 - Provides educational opportunities for those who are not able to return in person, Nursery to Grade 12.
 - Will require a commitment by parents and students to a minimum of a trimester-long remote experience.
 - Will enroll students in credit-bearing courses that advance their program and engage them in an online experience.
 - Students in grades 7-12 will receive a special designation on their transcripts for any course completed in a remote setting.

- Students may not come on campus to participate as part of in-person activities.
 - May limit the variety of courses available to students, especially in the Upper School.
 - Just as when on campus, student participation in remote learning (virtual classes) is governed by our Student Acceptable Use Policy.
 - Will require parental support and student commitment.
 - Harley will work with families on technology needs, but parents should evaluate their ability to provide technology resources (dedicated device, adequate internet capacity, etc.).
- **Fully Remote Learning:** A fully remote learning experience will be provided should Harley not be able to provide in-person instruction for an extended period of time. Remote learning plans for each division will be developed prior to the start of school and will build on lessons learned from our spring closure and faculty/administration research and professional development undertaken this summer.
 - Key principles that inform remote learning include:
 - Maximizing face-to-face time (F2F) in classes and small groups for student-driven discussion, SEL, group work, and other methods of student engagement
 - Utilizing asynchronous learning for delivery of content knowledge in order to create more opportunities for active student engagement in F2F instruction.
 - Continuing to use Schoology as a learning management system for consistent communication about course expectations and sharing of resources.
 - Seeking learning activities in which students have opportunities to create and share course content
 - Engaging in periodic two-way feedback with students to ensure collaboration toward a successful learning experience
- **Modifications to—and Temporary Suspension of—Curriculum**
 - **Vocal Ensembles**
 - Singing in large groups (such as in the classroom, large ensembles, Assemblies, etc.) will be temporarily suspended school wide due to the impracticality of meeting the state restrictions; we are investigating alternative opportunities that can be done safely and practically.
 - Group singing, such as singing in LS music classes and MS choir classes, will not occur Nursery to Grade 8, and students will receive music instruction through other elements of the curricular content.

- Vocal ensembles in the Upper School will be reduced in size to meet NYS 12-foot spacing requirements, and enrollment and the frequency of meetings will be adjusted to limit group sizes. Ensemble sizes will typically be between four and eight people. Ensembles will meet outdoors, if possible. If indoors, time will be left between rehearsals to refresh the air in the space.
- **Instrumental Ensembles**
 - Middle School: Instrumental ensembles will be cohorted by grade level and reduced in numbers to meet NYS 12-foot spacing recommendations for wind players and at least 6-foot spacing for percussionists and string instrumentalists. Wind players will use additional mitigation techniques (e.g., bell covers) to reduce aerosol production. Ensembles will meet outdoors, if possible. If indoors, time will be left between rehearsals of wind instruments to refresh the air in the space.
 - Upper School: Instrumental ensembles will be reduced in size to meet NYS 12-foot spacing for wind players and at least 6-foot spacing for percussionists and string instrumentalists. Wind players will use additional mitigation techniques (e.g., bell covers) to reduce aerosol production. Ensembles will meet outdoors, if possible. If indoors, time will be left between rehearsals of wind instruments to refresh the air in the space.
- **Physical Education**
 - Harley is planning to offer in-person physical education for students from Nursery to Grade 6 and remote instruction for students in Grades 7-12.
 - We will adhere to state requirements for 12-foot social distancing for aerobic activities.
 - Nursery to Grade 6 PE classes:
 - May meet in smaller numbers and less frequently in order to meet the social distancing requirements.
 - Students will not be required to wear PE uniforms on the day they have PE. They should wear clothing that allows them to participate in physical activities on the day their PE class meets.
 - Locker room use will be restricted to restroom use in order to meet requirements on reducing density.
 - Grades 7-12 classes:
 - The PE staff is creating a menu of class options for students in grades 7 to 12 to have some choice in their unit of studies.

- Students in grades 7 to 12 will need to complete their PE requirements on their own time and in their own space.
 - Students in grades 7 to 12 will be required to complete certain elements for their classes, e.g., assessments, activity logs, parent certification, etc.
 - Requirements for PE classes and athletics participation will be determined and communicated to families by division.
- **Social-Emotional Learning**
 - Harley is planning for the increased provision of Social Emotional Learning, including through the building of faculty capacities to participate in the general delivery of SEL via the classroom setting, advisory, etc.
- **Middle School Flex Time**
 - Flex Time is not possible as currently constituted with mixed groupings; a redesign is underway that will allow for “Community Time” for a mix of programming and social/fun activities by grade level
- **Upper School Electives**
 - Upper School electives offerings may be temporarily reduced in order to create scheduling flexibility and the ability to repurpose some faculty for the coming year
- **Social-Emotional Learning:** Harley is committed to Social-Emotional Learning (SEL) as a central component of our students’ educational experience since we believe it drives all aspects of The Harley School Mission.
 - We know the COVID-19 pandemic has impacted our community members—students, employees, families—in multiple ways on multiple levels. During reopening, Harley will continue to lead with health and wellness at the forefront, just as our school did when we shifted to remote learning during the early days of spring.
 - Harley will continue to prioritize connections between students, employees, and family members. Though we may not be able to offer the same experiences as we would normally during in-person education, we will implement a variety of at-school and remote options to address the social and emotional needs of all of our community members.
 - Our Wellness Team: composed of school counselors, health teachers, affiliate faculty, and an administrative liaison, is developing a multi-tiered reopening wellness plan to guide our efforts.

- The plan is being informed by the work of the Monroe County Trauma, Illness, & Grief (TIG) Consortium, state guidance, and research into wellness plans at other schools and in other states.
 - The Wellness Team's initial plans include the following actions:
 - A wellness survey for all students and employees to understand the needs of our community
 - The continued building of an intentional school-wide culture of mindful care/connection/community
 - Faculty/Staff training to build capacity
 - A Back-to-School Workshop to guide the first days of school and general areas for faculty involvement
 - Monthly social-emotional/mental health workshop series
 - Areas for expanded faculty-to-student social-emotional support
 - Intentional opportunities for faculty support/connection
 - The bolstering of parent support
 - Continued support of the many pathways for referrals to mental health professionals
 - The full plan will be shared with the Harley community before the return to school.
- **Diversity, Equity, and Inclusion Considerations:** Harley understands that the COVID-19 Pandemic has fallen unequally on the members of our local and national communities. As we have worked to construct our response, our planning has been informed by:
 - The ongoing injustices experienced by black and brown Americans and our commitment to continued anti-racist efforts,
 - Medical considerations that may impact members of our community,
 - Limited access to technology some of our families may experience, and
 - The impact of family structure and ability to stay home/monitor children, especially younger children.

This also provides a lens through which we can consider ways to reach out to the community to offer additional educational opportunity.
- **Assessment for Learning Gaps:** During the first weeks of school, faculty members will assess for learning gaps that may have occurred relative to the previous school year. This will include assessment of student mastery of subject area content and skills, as well as work between grade-level teachers to identify material that may have not been covered prior to the start of school. Assessment will occur as determined necessary by division and subject matter.

- **Library:** Harley loves reading, and the Harley libraries are an integral part of our learning activities. We are committed to providing continued library/media services.
 - Use of our libraries will vary by division.
 - At the Lower School, library/book exchange will be a push-in service.
 - At the Middle School, we will continue our informational skills classes and develop ways for students to access materials.
 - At the Upper School level, there will likely be limits on the use of the library space for independent study and socializing.
 - Library books will have a decontamination period of three days before being entered back into circulation. Items that can not be properly disinfected will have a sitting period of three days after being handled.
 - Teachers should consider the availability of virtual resources when creating assignments. Student access to reference materials (books, newspapers) will be supervised by our librarian.
- **Recess and Free Periods:** Harley believes unstructured time is an integral part of students' social, emotional, and physical development. It is through play and social interaction that children grow, and unstructured recess and free periods mark a critical moment for students to connect with their peers during the school day and to reconnect after months of isolation. That said, certain NYSDOH restrictions on physical activities—including a 12-foot spacing for aerobic activity and guidelines regarding playgrounds—need further clarification and will cause us to carefully evaluate and, perhaps, curtail parts of our current practices for recess (Nursery to Grade 8) and free periods at the Upper School.
 - Students can expect some restrictions to be placed on recess in Nursery to Grade 8 and for supervision of their “free” periods at the Upper School.
 - Playground use will be staggered to limit the possibility of multiple classes or cohorts playing together.
 - Teachers will encourage proper hand hygiene before and after touching play structures and the practice of social distancing while at play.
 - Harley will maintain our cleaning practices for the equipment that we are able to use safely.
- **Clubs, Afterschool Programs, etc.:** Harley will support those extracurricular activities that are able to be conducted within the safety practices and protocols that apply at each division and that we are reasonably able to support from a personnel

standpoint. At this time, Harley has determined that it is not feasible to hold our traditional large vocal ensembles within the guidelines provided by the state. Additional information regarding extracurricular activities will be forthcoming; in the meantime, the guiding assumption is that extracurricular activities as we have traditionally known them will be greatly modified.

- **Interscholastic Athletics:** The Governor has announced that interscholastic athletics are not currently permitted and will review this decision by September 21. At this time, Harley is utilizing the New York State Public High School Athletic Association's (NYSPHSAA) "Roadmap to Return to Interscholastic Athletics, Rev. 004" to guide its decision making process regarding athletics. We will develop our full plan for athletics in collaboration with our partner school, Allendale Columbia, as more guidance is provided by the State. Interested parties may visit the NYSPHSAA COVID-19 website by clicking [HERE](#).
- **Field Trips and Travel:** As we begin the school year, all field trips and overnight travel will be postponed for all divisions. We will reevaluate travel opportunities as the year progresses.
- **Before and After Care:** Parents are encouraged to consider alternative options to using Before and After Care. We are planning to offer both, but on a restricted time and capacity basis. Before Care will be available beginning at 7:30am; After Care will end at 5:00pm. Formal details will be forthcoming in the back to school information packets.
- **Supporting Parents and Guardians:** Harley will provide programming to support parents and guardians in multiple areas. Already identified areas include: technology support, assistance with our Learning Management System (Schoology), mental health and wellness programming, and parent-to-parent social interactions.

Building Our Capacities—Personnel and Technology

Harley has made significant commitments to building the capacity of its instructional staff and technology. The following are measures that have been completed or that are underway.

- **Professional Development:** Harley has committed to undertake extensive professional development in areas that align with state requirements.
 - Topics
 - Health and safety protocols for employees and how to train and support students
 - Training for employees in how to recognize the signs of illness in students and what to do if the signs are noted
 - Best Practices of Hybrid / Remote Learning that include embedding SEL into the classroom, creating opportunities for student-centered learning, utilizing videoconferencing for student engagement, methods of formative assessment, and tools for ongoing communication with students
 - Technology and strategies for incorporating digital tools into the classroom to support learning goals
 - SEL and teaching for equitable educational experiences
 - Timing
 - July - August—individualized Professional Development (roughly 20 hours as the minimum requirement); group work around anti-racist PD, divisional topics, Teaching & Learning methods
 - August 31 - September 2—the equivalent of two days, done on-campus and remotely (see topics from above)
 - September 8—opening meeting, divisional meetings, departmental meetings
 - September 9 - 18—half-days with students allowing for half-days of PD work on in-person, hybrid, and remote teaching and learning
- **Technology Investments:** Harley has committed to acquiring the technology infrastructure, hardware, and software to meet the needs of hybrid and remote learning possibilities.
 - Harley has made significant improvements and investments in our infrastructure:
 - An upgraded internet connection, with bandwidth increased ten-fold in order to facilitate the increased demand for broadband access.

- New fiber optic cabling installed for network uplinks.
 - Backbone speed increased from 1Gb to 10Gb.
 - Client access ports increased from 100Mb to 1Gb.
 - Wifi updated to be more stable and handle more simultaneous clients.
- Harley is placing digital cameras in each room for live streaming and recording instruction as needed.
 - Harley has purchased 40 new Chromebooks to accommodate additional needs for faculty and students. This brings our mobile device capacity to close to 200 devices.
 - Harley will continue use of Schoology as a Learning Management System (LMS) and G Suite for Education for teaching tools and organizational purposes. The Lower School is considering a different LMS for its students/families, and a final determination will be reached before a return to school.
 - Harley has committed to providing the digital tools needed to best support teaching and learning, including Kami, Adobe creative suite, and multiple subject specific tools.
 - Harley will have an individual on staff who will be the designated point person for providing tech support for employees, students, and families, both for minor technical considerations and for assistance with the LMS and digital tools.
 - Harley has reconfigured its staffing model to provide for a .5 FTE Academic Technology Coach to assist teachers with individual coaching on the best practices of academic technology.
 - In addition, Harley has a sub-committee of its Professional Development Committee dedicated to providing training and support for the academic applications of technology.

Operational Considerations

- **Arrival and Dismissals:** Harley is developing detailed plans for students by division and for its employees in order to stagger arrival/dismissal, reduce congestion, and to maintain social distancing at entrances.
 - Our plans will consider:
 - Dividing up student entry/exit points to limit the amount of close contact between individuals in high-traffic situations and times.
 - Staggering arrival times by division as feasible.
 - Establishing designated areas for student drop-off and pick-up beyond our normal areas.
 - Limiting contact with and the entry of parents/guardians into the building to the greatest extent possible.
 - All students and employees will need to be logged into the building at the designated entrance to ensure they have completed the required health screening.
 - Detailed procedures by division will be communicated with families and employees before the return to school.
- **Public Transportation:** State regulations require local districts to provide transportation services for students enrolled in non-public schools.
 - Families will be responsible for completing the Harley daily health screening, as well as the screening of the transporting district if required, prior to entering the school bus.
 - Students will need to comply with all safety and health protocols as determined by the transporting district, including remaining masked at all times while on a school bus and maintaining social distance as directed by the transporting district.
 - Harley strongly encourages families to consider their own child's ability to follow masking and distancing protocols while on a public school bus. School districts will share their protocols and procedures for students on school buses, and students are expected to comply with the district guidelines.
 - Harley strongly encourages families to carefully consider the potential added risk to sending their children on public school buses where students are

“pooled” from different schools; for instance, where the school bus route includes students from multiple parochial and independent schools. In such cases, they may want to consider providing transportation for their own child as feasible.

- **Dining Hall:** Harley will continue to offer food services for its students and employees.
 - Food will be packaged on a “grab-and-go” basis and delivered to specific classrooms/locations for students and employees.
 - The Dining Hall is developing a plan to accommodate for allergies, dietary restrictions, etc., as well as the logistics of preparing and delivering nutritious snacks and meals.
 - Students will only be able to eat in designated areas by division and under adult supervision. Locations will be determined in consultation with faculty and staff, and will take into consideration the ability to social distance while unmasked, ability to clean the space before and after eating, ability to practice proper hand hygiene, and convenience for employees and students.
 - Individuals may remove their face coverings to eat their snack or lunch, but they must maintain 6’ social distancing while unmasked.
 - Students and employees will practice proper hand hygiene before and after eating, and surfaces will be cleaned before and after eating.
- **Drinking Fountains:** Drinking fountains will be closed, with the exception that contactless bottle-refilling stations may be used.
- **Capacity:** Harley has considered the phasing and quantity of students, faculty, and staff allowed to return in-person. Our planning has been informed by a detailed analysis of room capacity, the ability of individuals to maintain appropriate social distancing, the availability of personal protective equipment (PPE), local medical capacity as reflected on the NY Forward dashboard, and the availability of safe transportation. This capacity consideration is reflected throughout our plan.
- **Operational Activity:** The various components of our planning for operational activity are addressed in other areas of the plan.
- **Restart Operations:** Since Harley has hosted on-campus Day Camp and Academy programs during the summer, the restart of water systems, ventilation, and other

key facility components has already been accomplished. Documentation is on record in our facilities office.

- **Vulnerable Populations:** Employees and students are permitted to request reasonable accommodations based on age, underlying health conditions, or not feeling comfortable returning to an in-person educational environment. Those requests will be considered on a case-by-case basis in consultation with relevant federal and state laws. In evaluating each request, we will consider the needs of the school, the individual, and the legal rights and obligations of the parties.
- **Mental Health, Behavioral, and Emotional Support Services and Programs:** Harley's counseling staff and Wellness Team is creating a plan to:
 - Identify and support students and employees having difficulty transitioning back to the school setting,
 - Provide training for faculty/staff for how to address and support student needs,
 - Conduct ongoing needs assessments for students, faculty, and staff,
 - Develop coping and resilience skills for students, faculty and staff, and
 - Refer those with additional needs to additional mental health resources.
- **School Safety Drills:** Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. When planning drills, consideration will be given to how each division may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills.
 - Students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.
 - Modifications to evacuation drill protocols may include, but are not limited to:
 - Conducting drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site.
 - Staggering by classroom minimizes contact of students in hallways, stairwells, and at the evacuation site.
 - Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drills in classroom settings while maintaining social distancing and using masks.
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing; however, all students will receive instruction in emergency procedures and participate in drills while they are in attendance in-person; and
- Conduct lockdown drills in the classroom without “hiding”/ “sheltering”, but provide an overview of how to shelter or hide in the classroom.

- **Additional Health Office Practices**

- Nebulizer Treatments: The Harley School will be following the CDC’s guidance regarding nebulizer treatments for asthmatics during the 2020 – 2021 school year. During this COVID-19 pandemic, inhalers with/without spacers are preferred over nebulizer treatments whenever possible. We ask that if your child uses a nebulizer to please contact your pediatrician for transition over to an inhaler for use during school hours. If your child needs a nebulizer treatment, please administer in the morning before arrival to school and be sure to have an inhaler, physician order, and appropriate paperwork in the health office as needed.

- **Cleaning Protocols and Procedures:** The CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and buses.

- Classroom
 - Clean and disinfect high-touch surfaces (but not limited to):
 - Classroom desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - All trash receptacles emptied and trash removed from the room
 - Floors swept and dust mopped
 - Floors spot mopped or full mopped
 - Wipe clean: tables, furniture, and countertops
 - Window in the classroom door is cleaned at minimum once per week
 - Walls are spot cleaned

- Carpets are spot cleaned
 - Make sure all windows are locked
 - Clean/disinfect classroom sink and toilet area (if applicable)
 - Vacuum carpet daily if applicable
 - Restock all paper and soap products
 - Clean baseboards—weekly
 - Clean light fixtures—weekly
 - Replace lights (notify maintenance)
- Restrooms and Locker Rooms
 - Clean and disinfect toilets, sinks, and shower areas
 - Clean and disinfect high-touch surfaces (but not limited to):
 - Drinking fountains
 - Door handles and push plates
 - Light switches
 - Handrails
 - All trash receptacles emptied and trash removed from the room
 - Floors full mopped
 - Clean doors and partitions in Restrooms and Locker Rooms
 - Walls are spot cleaned
 - Check that toilets, faucets, and drains are working
 - Check sanitary napkin boxes
 - Clean exterior of dispensers
 - Make sure all windows are locked
 - Restock all toilet paper and soap products
 - Clean baseboards—weekly
 - Clean light fixtures—weekly
 - Replace lights (notify maintenance)
- Common Areas (Hallways)
 - Clean and disinfect high-touch surfaces (but not limited to):
 - Drinking fountains
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Handrails
 - Buttons on vending machines
 - All trash receptacles emptied and trash removed
 - Floors swept and dust mopped
 - Floors spot mopped or full mopped
 - Walls are spot cleaned, when soiled
 - Carpets are spot cleaned
 - Make sure all windows are locked

- Make sure all unoccupied classrooms are locked
- Medical Office
 - Clean and disinfect health cots regularly (after each student use)
 - Discard or launder coverings after each use
 - Cover treatment tables and use pillow protectors
 - Clean and disinfect high-touch surfaces (but not limited to):
 - Classroom desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - All trash receptacles emptied and trash removed from the room
 - Floors swept and dust mopped
 - Floors full mopped
 - Wipe clean: tables, furniture and countertops
 - Window in the door is cleaned at minimum once per week
 - Walls are spot cleaned
 - Carpets are spot cleaned
 - Make sure all windows are locked
 - Clean/disinfect classroom sink and toilet area if applicable
 - Vacuum carpet daily if applicable
 - Re-stock all paper and soap products
 - Clean baseboards—weekly
 - Clean light fixtures—weekly
 - Replace lights (notify maintenance)
- Clerical/Admin Offices
 - Clean and disinfect high-touch surfaces:
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - All trash receptacles emptied and trash removed from the room
 - Floors swept and dust mopped
 - Floors spot mopped or full mopped
 - Wipe clean: tables, furniture and countertops
 - Window in the door is cleaned at minimum once per week
 - Walls are spot cleaned

- Carpets are spot cleaned
 - Make sure all windows are locked
 - Clean and disinfect shared sink and toilet area if applicable
 - Vacuum carpet daily if applicable
 - Restock all paper and soap products
 - Clean baseboards – weekly
 - Clean light fixtures – weekly
 - Replace lights (notify maintenance)
- Athletic Areas
 - Establish a regular cleaning schedule for shared environmental surfaces such as mats or strength training equipment
 - Disinfect mats and other high-use equipment at least daily
 - Clean and disinfect high-touch surfaces:
 - Handles on equipment (e.g., athletic equipment)
 - Drinking fountains
 - Ice machines
 - Door handles and push plates
 - Light switches
 - Shared telephones
 - Shared desktops
 - All trash receptacles emptied and trash removed from the room
 - Floors swept and dust mopped
 - Floors spot mopped or full mopped
 - Wipe clean: tables, furniture, and countertops
 - Window in the door is cleaned at minimum once per week
 - Walls are spot cleaned
 - Make sure all windows are locked
 - Restock all paper and soap products
 - Clean baseboards – weekly
 - Clean light fixtures – weekly
 - Replace lights (notify maintenance)
- Restrooms
 - Clean and disinfect toilets, sinks, and shower areas
 - Wear proper PPE, avoid splashes
 - Clean and disinfect high-touch surfaces:
 - Sinks
 - Faucets
 - Soap dispensers
 - Drinking fountains
 - Door handles and push plates
 - Light switches

- Handrails
 - All trash receptacles emptied and trash removed from room
 - Floors full mopped
 - Clean doors and partitions in restrooms and locker rooms
 - Walls are spot cleaned
 - Check that toilets, faucets, and drains are working
 - Check sanitary napkin boxes
 - Clean exterior of dispensers
 - Make sure all windows are locked
 - Restock all paper and soap products
 - Clean baseboards – weekly
 - Clean light fixtures – weekly
 - Replace lights (notify maintenance)
- **Communications:** At Harley, our constituent groups include employees, students, parents/guardians, extended family members such as grandparents, alumni, our board, and vendors/outside community partners.
 - To support our reopening, our marketing department and administrative team have put together a detailed plan showing messaging and timing of our communications. You can [find it here](#).
 - Our goals are to:
 - Provide our many audiences with timely and detailed information about both COVID-19 and re-entry plans
 - Utilize our internal and public platforms, including social media, to share announcements
 - Ensure messaging is coming from the most appropriate person or groups
 - Maintain a comprehensive, yet one that can easily pivot, updated plan for reference
 - During the shutdown in March, we created a web-based resource for all of our parents, students, faculty/staff, and interested alums. [Find the site here](#). It contains information about remote learning, COVID-19, and much more. This hub and our [“returning to school” page](#) are the backbone of our home for web-based communications and updates related to COVID-19 and learning during the pandemic. They are easy for us to update as we run the site internally.
 - Our Head of School and Division Heads maintain ongoing communications via email and (new this year at Harley) through BlackBaud’s parent portal. We

are also providing opportunities for parents to ask questions and provide input through surveying and Zoom-based town hall and divisional meetings.

- Other Considerations:
 - We will provide training communications to ensure students, faculty/staff, and parents are trained in how to follow COVID-19 prevention protocols safely and correctly, as well as understanding the “above and beyond” requirements for safety at our school.
 - We will provide access in multiple languages and to those with visual and/or hearing impairments as needed, including making use of captioned videos and/or ASL interpreters for virtual town hall gatherings.
 - Signage concerning distancing, mask wearing, and handwashing have already been created and are in place throughout the school.

Responding to COVID-19 in the Local and School Community—Monitoring, Containing, and Closing

Monitoring/Tracking Health Conditions at School

- **Screening:** As noted previously, Harley will require a daily health screening of employees and students, and where applicable, contractors, vendors, and visitors (including parents) who enter our buildings. This health screening will include a required temperature check that meets state guidelines.
 - Per guidelines, health screenings and temperature checks will optimally occur at the individual's residence before departing for school.
 - Individuals whose health screening and temperature check indicate they are not able to report to school will be instructed to stay at home and to contact the school's Coordinator for Contact Tracing and Return to School via a dedicated school phone line.
 - Harley will have a system in place to log daily health screening completion and results and will cross check health screening submission with attendance.
 - If an individual does not complete the health screening and temperature check prior to arriving at school, Harley will perform a health screening before allowing the individual to attend classes, report to work, or enter the building.
 - Completion of the required screening will be cross checked at entrances.
 - If completed and cleared, then individuals will be permitted to report to work/school.
 - If not completed, then individuals will report to designated areas to complete a health check.
 - Harley will provide training for its employees in how to observe the signs of possible COVID-related illness in students and what to do if the signs are noted.
- **Testing Protocols:** Harley is in the process of establishing a relationship with a testing facility for the provision of COVID-19 diagnostic testing. Harley will refer individuals to that testing facility, their personal health care provider, or other resources as designated by the Monroe County Board of Health. Harley has

developed plans for symptomatic individuals, the close contacts of COVID-19 suspected or confirmed individuals, and individuals with recent travel to one of the states/countries on the NYS Travel advisory list, and will share our testing requirements with these individuals before allowing such individuals to return to school in person.

- **Testing Availability:** Harley is working to identify organizations in the community (e.g., local health department testing sites, physician offices, hospital system) that are able to reliably provide ready access to testing and results. Our intent is to provide families and employees with referrals to those organizations for individual needs and to develop a partnership with an organization in the event that large-scale testing at school is needed.
- **Early Warning Signs:** Harley will monitor two categories of key metrics to inform its monitoring of health conditions at school and the local community. These metrics will be used to inform our decisions regarding reducing in-person activities or closing a division or the whole school. Early warning signs for the increasing spread of COVID-19 include:
 - **External Metrics:**
 - Increasing spread within the local community, including:
 - a positivity test rate of greater than 3% on a 7-day average, and/or
 - an increase of new cases to greater than 7 in 100,000 in Monroe County on a 7-day average
 - Direct guidance from local or state agencies regarding required reductions or closures.
 - **Internal Metrics:**
 - An increasing infection rate within our internal community, whether the spread of infections has been proven to be linked to internal or external spread
 - Absentee rate trend for students and employees, including absenteeism for symptoms of COVID-19 and absenteeism due to diagnosed COVID-19 infection
 - Absenteeism of essential personnel to the extent that it creates a health or safety concern, prevents Harley from complying with State guidance, or makes it not possible to provide in-person learning
 - Clear instances of transmission *across cohorts or across grade levels or within our adult population* when traced to school spread, not linked to external community/family unit spread.

- At this point, Harley would consult with the Monroe County Board of Health and its Health Advisory Board to determine if it should consider a pivot to a hybrid or fully remote model and at which age groups.
- Additional metrics that could potentially lead to closure of a division or the entire school can be found in “Closure—Decreasing the Scale/Scope of In-Person Education and/or Closing the School”

Containment—Responding to Positive or Presumed-Positive Cases and Preventative Practices

- **School Health Offices:** Harley has developed protocols and procedures for how to respond to positive or presumed-positive COVID-19 cases, as well as preventative practices for safely caring for a student, faculty, or staff member if they develop symptoms of COVID-19 during the school day. Detailed protocols will be on file in the Health Office.
- **Isolation:** Harley has developed the procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school.
 - Harley will provide appropriate PPE for school health office staff caring for the symptomatic individual.
 - The individual will be isolated from other members of the community in a designated isolation room.
 - The individuals will leave the building via the least trafficked, fastest route.
 - Individuals (or their parent/guardian if a student) must work with the school's Coordinator for Contact Tracing and Return to School to ensure all portions of the relevant protocol are completed and that they are cleared before returning to school.
- **Collection:** Harley has developed a protocol for how family members or designated representatives should pick up an individual with symptoms of COVID-19. In such cases, our nurse or their assistant will have donned the appropriate personal protective equipment and will accompany the symptomatic individual from our isolation room to the family member/representative's vehicle at the designated exit. Full protocols will be detailed in a format that may be sent digitally and will explain the pick up procedures and instructions that the symptomatic individual must be seen by a health care provider.

- **Infected Individuals:** Harley has developed protocols for persons who have tested positive that require them to complete isolation and have recovered to the point of not transmitting COVID-19 before returning to in-person learning / work.
 - Discharge from isolation and return to school will be conducted in coordination with the local health department.
 - Per NYSDOH guidelines and Harley's requirements, infected individuals may return to school when they have met the following criteria:
 - If an individual tests positive for COVID-19, regardless of whether the individual is symptomatic or asymptomatic, the individual may return to school upon completing:
 - at least 10 days of isolation from the onset of symptoms (with symptom resolution, including fever-free for 72 hours with no fever-reducing medicines), or,
 - 10 days of isolation after the first positive test if they remain asymptomatic.
 - Clearance to return to school by their health care professional.
 - Release from isolation by their county department of health.
 - Approval from the school's Coordinator for Contact Tracing and Return to School that the process has been completed and the individual may return to school/work.
 - Individuals (or their parent/guardian if a student) must work with the school's Coordinator for Contact Tracing and Return to School to ensure all portions of the relevant protocol are completed and that they are cleared before returning to school. Harley will partner with the local health department to train older students, faculty, and staff to undertake contact tracing efforts for populations in school facilities and on school grounds, where feasible.
- **Symptomatic Individuals with No Known Exposure:** There are two pathways to return to school when an individual screens positive for the onset of new symptoms identified as potential symptoms of COVID-19 by the [CDC](#).
 - To be clear, there are many symptoms of chronic conditions, such as asthma, allergies, migraines, Crohn's disease, lactose intolerance, etc., that are listed as potential symptoms of COVID-19. Due to this potential overlap, the triggering event is the NEW onset of symptoms not related to a previously diagnosed chronic condition and that can not be medically accounted for by a Health Care Provider's (Physician, Physician's Assistant, or Nurse Practitioner) diagnosis as a pre-existing condition.

- The onset of new symptoms that are unexplained by an existing chronic medical condition will necessitate a cautious response, including the individual being sent home immediately if they are at school.
- Individuals who experience the onset of new symptoms should remain at home in isolation until one of the following two pathways to a return to school is met:
 - Pathway 1: Isolation
 - The individual completes a 10-day isolation from the onset of symptoms with symptom resolution, including being fever-free for 72 hours with no fever-reducing medicines.
 - Pathway 2: Diagnosis of a Non-COVID-19 Condition
 - Diagnosis by a Health Care Provider (Physician, Physician's Assistant, or Nurse Practitioner) that the symptoms are the result of a diagnosed condition other than COVID-19.
 - A negative COVID-19 test
 - Symptom resolution, including being fever-free for 24 hours with no fever-reducing medicines
- Individuals (or their parent/guardian, if a student) must work with the school's Coordinator for Contact Tracing and Return to School to ensure all portions of the relevant protocol are completed and that they are cleared before returning to school.
- **Exposed Individuals:** The NYSDOH requires that individuals who have knowingly been in close or proximate contact (under six feet for 10 minutes or more) in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had the new onset of symptoms of COVID-19 to quarantine at home for 14 days.
 - **Exposure to an Individual with a COVID-19 diagnosis:** If an individual has been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19, they must complete a 14-day quarantine period without themselves developing symptoms or testing positive for COVID-19.
 - **Exposure to an Individual Experiencing a New Onset of COVID-19 Symptoms:** If an individual has been in close or proximate contact with an individual who has or had the new onset of symptoms of COVID-19, they must quarantine at home until one of the following two pathways is completed:
 - Pathway 1: 14-day quarantine

- The individual completes a 14-day quarantine from the last date of exposure to the individual who has or had a new onset of symptoms of COVID-19 without themselves developing symptoms or testing positive for COVID-19.
 - Pathway 2: Diagnosis of a non-COVID-19 condition for the symptomatic individual
 - Individuals with potential exposure must quarantine at home until the following two requirements are met:
 - Determination by a health care provider (Physician, Physician's Assistant, or Nurse Practitioner) that the symptomatic individual's symptoms are the result of a diagnosed condition other than non-COVID-19.
 - A negative COVID-19 test for the symptomatic individual
- If an individual experiences the new onset of COVID-19 symptoms during the quarantine period, they must contact the school's Coordinator for Contact Tracing and Return to School and complete the protocol for symptomatic individuals before returning to school.
- Individuals (or their parent/guardian if a student) must work with the school's Coordinator for Contact Tracing and Return to School to ensure all portions of the relevant protocol are completed and that they are cleared before returning to school.
- **Travel to a State or Country on the New York State Travel Advisory List:** Any individual who has traveled to a state or country on the New York State Travel Advisory List must complete a 14-day quarantine at home as mandated by the Governor.
 - Any such individuals must identify themselves to the school's Coordinator for Contact Tracing and Return to School and provide the location(s) visited, the duration of their stay, and the date of return to receive further guidance.
 - The individual may return to school after completing the 14-day quarantine period, as long as they are able to successfully complete a health screening and temperature check on the day of their return and have not developed any symptoms during the quarantine. If they have developed symptoms, they must contact the school's Coordinator for Contact Tracing and Return to School and complete the protocol for symptomatic individuals before returning to school.
 - Please consult the guidelines for states/countries on the list and the definition of travel on the [New York State Travel Advisory](#).

- **Contact Tracing:** Harley has contracted with a former school nurse to serve as its internal Coordinator for Contact Tracing and Return to School. This individual will support the local health department in contact tracing efforts using the protocols, training, and tools provided through the New York State Contact Tracing Program. Additionally, the Coordinator will work with families and employees who are in quarantine or isolation to provide them with direction as to the protocol and procedures that must be followed before the individual is able to return to school /work.
- **Communication:** Harley is developing a series of “ready-made” communication pieces for the various scenarios that can be given to employees/families to guide them in their decision making and the return to school process. Additionally, we will utilize our current notification process for infectious diseases to notify employees and families about positive diagnoses while maintaining compliance with HIPAA regulations.
- **Return to School:** Individuals in isolation or quarantine will only be allowed to return to school when they successfully complete the protocol for their specific situation and are cleared by the school’s Coordinator for Contact Tracing and Return to School.

Closure—Decreasing the Scale/Scope of In-Person Education and/or Closing the School

- **Closure Triggers:** Harley understands the positivity rate for testing of our population is not a measure that would be reliable due to the small number of students or employees being tested. Given that understanding, Harley will consider the following metrics when determining the need for a closure of a division or the entire school:
 - Increasing spread within the local community, including:
 - a positivity test rate of greater than 5% on a 7-day average, and/or
 - an increase of new cases to greater than 10 in 100,000 in Monroe County on a 7-day average
 - Evidence of increasing spread within the school community:
 - A rapidly increasing infection rate within our internal community, whether the spread of infections has been proven to be linked to internal or external spread
 - Absentee rate trend for students and employees, including absenteeism for symptoms of COVID-19 and absenteeism due to diagnose COVID-19 infection

- Multiple instances of transmission *across cohorts or across grade levels or within our adult population* when traced to school spread, not linked to external community/family unit spread.
- Absenteeism of essential personnel to the extent that it creates a health or safety concern, prevents Harley from complying with State guidance, or makes it not possible to provide in-person learning
- Direct guidance from local or state agencies regarding required reductions or closures.
- **Operational Activity**
 - Harley will create a decision tree to inform the determination of which operations will be decreased or ceased and which operations will be conducted remotely.
 - Our decision tree will include the process to conduct orderly closures, including phasing, milestones for reduction or closure of activities, and the involvement of key personnel such as the Head of School, CFO, Division Heads, nurse, etc.
- **Communication:** Harley will communicate decisions regarding closure via its traditional channels: email, website notification, and automated phone calls.