

# PORT CHESTER SCHOOLS



## BACK-TO-SCHOOL TASK FORCE

JULY 2020-SUMMARY REPORT

**The "task" of our Task Force in Port Chester was to provide advisory recommendations to the district, and we are grateful for the contributions of the many constituencies who participated in the process. Recordings of many Task Force subgroup meetings have been shared on the school district website. The results of Task Force meetings will be supplemented by subsequently surveying parents, students, educators, staff, and community members. The District and Board of Education will carefully monitor and be guided by guidelines from the State Education Department and Department of Health before making final determinations about reopening.**

# From the State as of July 6, 2020...



## School in September

- State directed all school districts to **have a plan to reopen**
- **NYC and other 700 school districts are designing a plan to reopen**
- No decision on **IF** schools will reopen
- State will make a decision **based on DATA**
- NYSDOH, in consultation with the Reimagine Council and others, is **drafting guidance** so students, parents and teachers can prepare for all potentialities. Guidance is forthcoming.

**WEAR** A MASK.

**GET** TESTED.

**SAVE** LIVES.

# From the State as of July 8, 2020...

A timeline graphic for schools reopening in 2020. The graphic has a yellow header with the word "Schools". Below the header is a bullet point: "We are now consulting with all stakeholders on guidance". The timeline consists of three calendar icons. The first icon is for July 13, 2020, with the text "Finalized Guidance" below it. The second icon is for July 31, 2020, with the text "Plans submitted" below it. The third icon is for August 1-7, 2020, with the text "Decision made on reopening" below it. At the bottom of the graphic are three slogans: "WEAR A MASK.", "GET TESTED.", and "SAVE LIVES.".

**Schools**

- We are now consulting with all **stakeholders** on guidance

**JULY**  
**13**  
2020

**Finalized Guidance**

**JULY**  
**31**  
2020

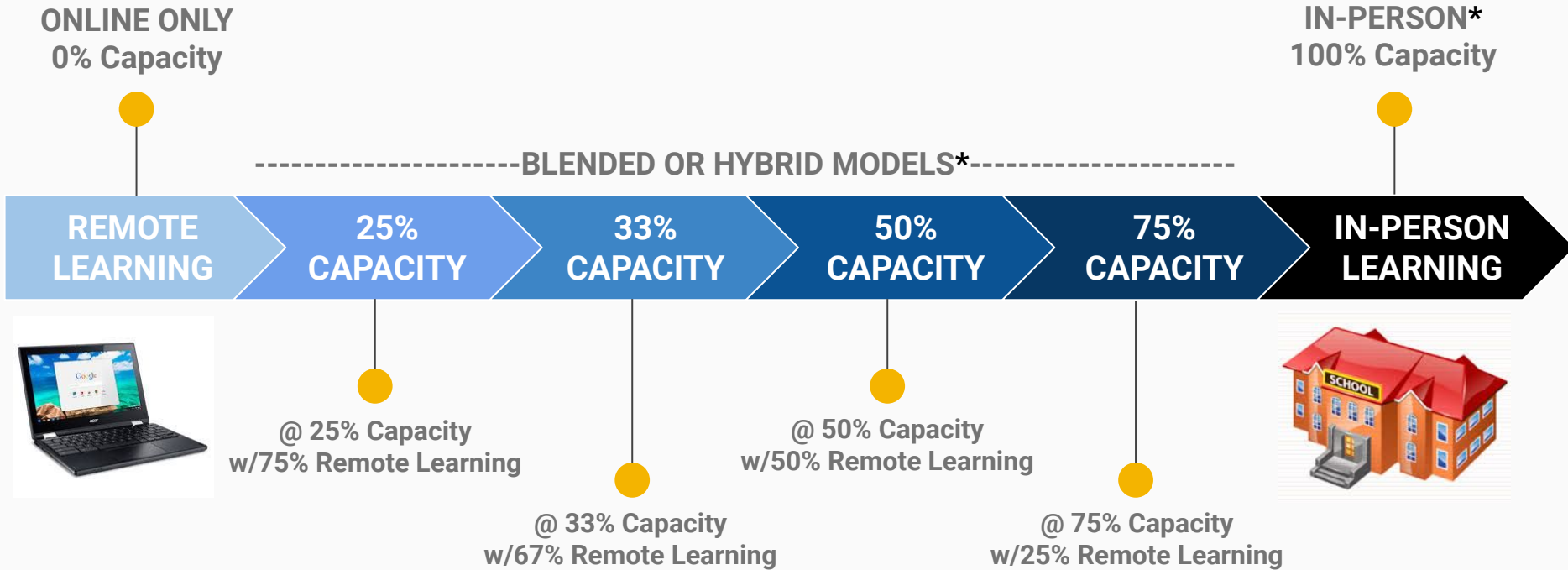
**Plans submitted**

**AUGUST**  
**1 - 7**  
2020

**Decision made on reopening**

**WEAR A MASK.**      **GET TESTED.**      **SAVE LIVES.**

# THE DISTRICT IS PREPARING FOR A SPECTRUM OF SCENARIOS WITH SCHOOLS OPERATING AT DIFFERENT CAPACITIES



*\*Remote Learning Option Available Throughout*

# TASK FORCE GROUPS

- Physical Re-Entry
- Instruction
- Medical
- Mental Health
- Extracurricular Activities

# PHYSICAL RE-ENTRY

- **This group is responsible for reviewing the physical re-entry of students to our schools. Items to be considered include staggered arrivals/dismissals, classroom seating and procedures (ex. rug activity), transportation matters, cafeteria procedures and school nutrition, gymnasium procedures, hallway procedures, etc.**

# MAJOR ISSUES

- Arrival and Dismissal
- Transportation
- Classrooms/Hallways/Common Areas
- Cafeteria/Recess
- Ensuring a healthy and safe environment



# RECOMMENDATIONS

## Arrival and Dismissal: (part 1)

- Staggered Arrival & Dismissal (15 minutes)
- Times are designated alphabetical-not by grade
- 3 Arrival Times
  - \*Breakfast-First arrival group enters directly into the cafeteria (for the schools that allow it)-Parents sign up in advance for breakfast to control how many people are in the building at this time
  - \* Last name A-M
  - \* Last name N-Z
- (breakdown depending on school numbers)
- Marking the ground so students can stand apart while waiting for temperature checks
- Doors kept open at arrival to minimize touching doors or one person assigned to open doors during arrival to minimize touching

# RECOMMENDATIONS

## Arrival and Dismissal: (part 2)

- Students go directly to classrooms-no waiting in groups
- Temperature checks & recording everyone entering the building (touch-free thermometer)
- No more aides opening car doors
- Entering & exiting from multiple entrances w/personnel to perform temperature checks at each entrance
- Late arrivals cannot enter until a designated later time
- No parents or unauthorized adults in the building
- Dismissal would be staggered-flexible based on school building
- Anyone picking up must wear a mask
- Dismissal should be outdoors

# RECOMMENDATIONS

## Classroom/Hallways/Bathrooms: (part 1)

1. Uniform format to have consistency and procedures recorded on video and pushed out to the students/staff prior to school reopening; teachers could reference and use as a tool; add hand washing to schedules; include daily routines to review and repetition; signs posted in hallways, classrooms, and bathrooms as reminders; video posted on district website and sent home through emails to families
2. Options for face masks or clear face shields; dividers between students and teachers; masks provided daily by the district upon entry of building and a change of masks for everyone available throughout the day, **dividers** should be installed where 6 foot distance cannot be maintained, floor markings should be in place to indicate the distance between desks to identify the 6 foot distance
3. District to purchase individual desks where needed; alternating schedules to decrease population of students in a physical space,
4. Designate and schedule stretching and active breaks (i.e., GoNoodle), use interactive programs (Nearpod, Kahoot, Brainpop, etc.);
5. NON-TOUCH - automated Sanitizer dispensers at every classroom entrance, in hallways by stairwells, outside of bathrooms, refilled daily and wiped down by custodians

# RECOMMENDATIONS

## Classroom/Hallways/Bathrooms: (part 2)

6. Decrease number of students in the building by creating a schedule that has some students remote learning while others are in the building (half the population); single file lines only, mark floors to indicate directions, distance points, divided hallways, etc.; post signs by staircases indicating entry for up or down (do not enter)
  - \*\*fire drills would be a legal consideration (possibly practice on separate schedules)
7. Include larger art supply boxes on lists for students to store all of their own supplies; district will need to have some extra supplies for students who do not supply their own; inform parents that supplies will not be going back and forth to school, so they will need a separate set of supplies for home; students will need their own set of manipulatives OR virtual manipulatives only; Paper and Copier - reduce use of printed assignments (student notebooks or on computers), create a schedule for the copier use - must be cleaned before and after each use; require ALL parent correspondence to be via email only - zero printed correspondence for stuffing into backpacks; classroom library books would need to be wiped down before being returned to baskets/shelves; Books could stay on a “return cart” for 24 hours before being returned to the classroom library; books would not be able to go home - they would need to be read in classroom only. Assignments going home would need to be paperless.
8. Students keep jackets inside of backpacks and on back of chairs

# RECOMMENDATIONS

## Classroom/Hallways/Bathrooms: (part 3)

9. Students should remain in the one classroom setting to avoid cross contamination or diverse exposure.
10. May need to find an alternate location with larger square footage for some classes; maybe a schedule; maybe no table and no seating - strictly refrigerator and microwave access only in faculty rooms
11. Need a log posted of times restrooms are cleaned, install plexiglass dividers between sinks, disconnect air hand dryers, install electronic hands free paper towel dispenser; adult monitor for keeping track of students going in and out of bathroom and monitoring students on line in hallway to stand 6 feet apart.
12. District to install water bottle refill stations and turn off mouth spout option. Students would be provided with disposable paper cups for fill up and throw out (not water bottles from home)
13. Possibly alternating schedules (ex: 1 day in, 1 day remote i.e., Mon - Thurs. A/B/A/B and Friday - all students remote, OR morning and afternoon sessions)

# RECOMMENDATIONS

## Lunch/Recess:

- Grab & Go breakfast at entry doors
- Smaller groups rotate into cafeteria for service maintaining social distance
- Clear lines and markings for one-way traffic and social distancing in play areas
- Student ID cards with scannable codes

# INSTRUCTION

- **This group is responsible for considering and planning for all aspects of instructional practices and ensuring the continuity of learning for all students (general education students, special education students, English Language Learners, etc.).**

# MAJOR ISSUES - Elementary (1/4)

## Assessments

- When? What tool(s)? How?
- Identifying students who need additional support

## Students' Needs

- Consistent Access
- Consistency of Instructional Delivery
- Accountability
- Addressing student social-emotional needs
- Provision of services –How to ensure/continue RTI intervention cycles



# MAJOR ISSUES - Elementary (2/4)

## Parents' Needs

- Guidance on how/when to help children with school work & assessments

# MAJOR ISSUES - Elementary (3/4)

## Instructional Delivery

- What will this look like while adhering to the safety guidelines for all classes and teaching modalities?
- Accessible curricula
- Ensure mandated ENL minutes are maintained
- Adapting curriculum online in a hybrid setting (technology integration for all classes, including specials)
- Streamline instructional curriculum, content, methods, and delivery across all buildings and grade levels

# MAJOR ISSUES - Elementary (4/4)

## Teachers' Needs

- If hybrid, concern for teacher overload
- Technology resources (computers, etc.)
- Access to all curricula materials
- Adapting curriculum online in a hybrid setting
- Management of:
  - Small group work
  - Conferencing
  - Manipulatives
  - Papers
  - Shared books

# RECOMMENDATIONS - Elementary (1/7)

## Assessment (Virtual)

- One-on-One during Google Meets
- Analyze potential options for remote learning assessments
- Modify intake plan for new students
- Plan an early school year meeting (September) with Rtl teams and community school coordinators have a plan to identify new students

# RECOMMENDATIONS - Elementary (2/7)

## Students' Needs

- Ensure synchronous learning
- Ensure one-to-one devices
- Extend Chromebook access across the district and based on need
- Plan for differentiating materials to help students manage their workload
- IEP Adaptations for virtual environment
- Work with Community Schools Coordinator, Psychologists, and Guidance Counselor to develop a social emotional plan

# RECOMMENDATIONS - Elementary (3/7)

## Parent Needs

- Survey on remote learning
- Bilingual Support for Parents (access, Google Classroom, et al.)
- Constant Communication & Engagement
- Clarity on website about who to contact with specific needs - flowchart of where to direct questions
- Accountability
- Home visits from district specialists

# RECOMMENDATIONS - Elementary (4/7)

## **Instructional Delivery**

- Weekly instruction to include daily live and pre-recorded academic lessons of students 100% at home
- New online teaching guidelines/expectations should support consistency throughout the district with clear definition of teacher instructional time including mandates (ENL minutes, Dual Language structure, etc.)
- Identify experts within staff; peer-led training in the content areas during grade-level/department meetings
- Teacher support groups

# **RECOMMENDATIONS - Elementary (5/7)**

## **Instructional Delivery** *(cont.)*

- Special Education team to develop a plan to enact IEP modifications/minutes within the CDC restrictions & managing quantity of work for students who get additional services

## **Teacher needs**

- Provide training for all teachers with CTLE credits prior to students entering the classroom – preferably in August:
  - 1) Virtual instruction
  - 2) Consistent use of delivering content
  - 3) Submitting assignments



# RECOMMENDATIONS - Elementary (6/7)

## Teacher needs *(cont.)*

- Survey on remote learning
- Schedule time to pre-record lessons, plan, CPT
- Potential Departmentalization
- District plan in place for teacher absences
- Identify and allocate resources that can be adapted for physical and remote instruction
- Plan for limiting sharing of supplies, materials, instruments, and equipment for special area classes in the physical environment.

# RECOMMENDATIONS - Elementary (7/7)

## Teacher needs *(cont.)*

- Plan/Implement appropriate PPE such as face masks, shields, or plexiglass-polycarbonate shields for large group instruction based on CDC and NYS guidelines, in case of in-person teaching

# MAJOR ISSUES - Middle School

- Instructional Schedule
- Consistency and Alignment across academies, grade levels, departments
- Communication/Parental Outreach
- Synchronous vs. Asynchronous Instruction
- Model: In-School, Blended, Distance Learning Implications on Instruction
- Teacher Professional Development
- Technology Platforms and Use

# RECOMMENDATIONS - Middle School (1/3)

- Should we be in a distance learning model-the schedule should reflect a traditional model-students assigned to time and period to meet with teachers
- Should we be in a blended model-students would come to school on A/B/C/D schedule with students attending school two days and home instruction for two
- District Guidelines on:
  - how often teachers should post
  - how often students should look for feedback from teachers
  - further PD for teachers on Google
  - guidelines regarding acceptance of late work
  - Distance Learning Assessments (quiz-multiple choice should not be used) writing or long-term assignments debatable as the grading category-test, quiz?

# RECOMMENDATIONS - Middle School (2/3)

- Outreach
  - Parents Live Streaming on Facebook
  - Beyond email, social media push
  - Set hours for communication between teachers and students and teachers and parents
  - Google Classroom automated emails to update parents on student progress (option in teacher settings)
  - Effort to integrate ELL parents with the Google Platform (outreach beyond virtual communication); Hands on approach-guide in person
  - Mini-task force for ELL parental involvement
  - Parent Survey

# RECOMMENDATIONS - Middle School (3/3)

- Desire for more live instruction (in distance learning model)
  - Assist students more with understanding the materials
  - Schedule and standardize live instruction
  - Option for teachers to come into the building to have materials/quiet place to provide instruction/teachers only in the building without students
- August preparation for teachers
  - Curriculum revisions-adapting for model selected
  - Professional development for model selected
- Technology platform remains Google with professional learning for all stakeholders on new extensions coming late summer
  - Send parental weekly updates through Google Classroom with parent classroom view
  - Post grades through classroom

# MAJOR ISSUES - High School

- Staff and student expectations
- Communication with families
- Student accountability
- Training for staff, students, and parents
- Schedule
- Building relationships with students
- Co-curricular Supports
- Interactive student experience
- Similar student experiences

# RECOMMENDATIONS - High School (1/6)

- Staff and student expectations
  - Uniform grading policy.
  - Uniform use of Google Classroom for posting and submitting assignments and information.
  - 1:1 devices
  - Daily Office hours for face-to-face conferences with teachers. With instructions on how to access the office hours.
  - Live instruction streamed from the classroom.
  - A defined school day. Example: School runs from 8am to 3pm with defined office time.
- Communication with families
  - Email as primary source of communications, with a phone call if necessary.
  - Use the “Talking Points App;” it protects your privacy and translates into multiple languages <https://talkingpts.org>
  - Family contact information must be constantly updated and maintained.
  - A team to coordinate and update contact information and get parents signed up for an app like Talking Points.



# RECOMMENDATIONS - High School (2/6)

- Student accountability
  - Students won't show up for optional meetings. Attendance should be part of the final grade (with flexibility). Or there should be attendance incentives added into the class. Administrators should be monitoring attendance and getting students engaged in the class
  - Whenever possible, provide options
  - School-wide grading policy with consequences for not participating in online instruction
  - 1:1 devices and internet hotspots so students have the tools they need to complete assignments
  - Digital assignments that include tools for checking that assignments are actually completed by students
  - For live instruction when it happens, students should make an effort to have their camera and microphone available

# RECOMMENDATIONS - High School (3/6)

- Training for staff, students, and parents
  - The district should consider the use of consultants, BOCES resources, and maybe even Model Schools
  - Choice board style PD with differentiated video tutorials to be done in the building so teachers can ask questions when they need help
  - Monday through Thursday instruction with Friday available for teacher collaborative planning and PD
  - Specific training on Google Apps for Education for teachers, students, and parents
  - Help desk, possibly run by students.

# RECOMMENDATIONS - High School (4/6)

- Schedule
  - Possibly meet by grade level on different days, with classes divided into classes of 10. Pre-recorded lessons play on SmartBoard so teachers can visit each class.
  - Cohorts of students take 1-2 classes at a time in a double or triple block and maybe health/PE or an elective. And then cycle students into another cohort / switch groups.
  - Monday through Thursday in-person instruction (25% of students present at a time) with the remainder of the class joining online. Friday would be online assignments for students and collaborative planning/PD time for teachers as well as office hours for extra help.
  - Block scheduling for classes to lengthen the amount of time live with a teacher
  - Core classes meet in person and electives are virtual

# RECOMMENDATIONS - High School (5/6)

- Building relationships with students
  - Teacher video to introduce him/herself
  - Teacher can reach out to students once they have their class lists (usually by August)
  - Google Meets - maybe build opportunities to meet with smaller groups of students in addition to meeting whole class.
  - Student surveys so teachers can get to know their background and interest, learning style etc.
  - Online “Breakout sessions” for classmates to collaborate on a task
- Co-Curricular Supports
  - Friday office hours for teachers (if using Mo-Th model)
  - After school activities can happen virtually
  - Carver Center has options available to assist in offering things like SAT prep
  - Office hours with the Guidance Office

# RECOMMENDATIONS - High School (6/6)

- Interactive student experience
  - Students respond in the Google Meet chat box
  - Require students to take notes that will be checked
  - Use Nearpod or Flipgrid
  - Require students to have camera on during Google Meet
  - PD for teachers to help them build more engaging and interactive virtual learning.
- Similar student experience
  - Transparency so teachers know what is expected and what other teachers are doing
  - A consistent format for providing virtual instruction
  - Surveying students, teachers, and parents consistently throughout the year

# MEDICAL

- **This group is responsible for considering the medical and public health needs of all members of the school community and for developing and implementing strategies to contain and mitigate health risks in the school environment.**

# MAJOR ISSUES - Elementary (1/2)

- Sanitizing of all areas
- Use of masks/close-contact protection
- Temperature checks
- Students who are confirmed positive for COVID-19/Report exposure
- Collaboration with Open Door
- Adequate medical staffing
- Visitors to the building/security guards
- Use of hallways (social distancing measures)

# MAJOR ISSUES - Elementary (2/2)

- Lunch
- Employee leave (long-term/short-term)
- Communication/Outreach w/community (re: new guidance, protocols, etc.)
- Use of bathrooms (protocols)
- Ventilation
- Use of shared spaces (i.e. libraries)
- Isolation spaces



# RECOMMENDATIONS - Elementary (1/5)

- Sanitizing
  - Custodians clean heavy traffic areas and restrooms frequently to sanitize
  - Protocols need to be in place on how to use these cleaning supplies
- Personal Protective Equipment
  - Consideration for the various types of masks that are available
  - Protocols to be developed for the frequency of the use of hand sanitizer/hand washing
  - Protocols to be developed for the use and disposal of masks (disposable versus reusable)
  - PPE training for adults and students
  - Consideration of face shields versus masks. Consideration of plexiglass desk dividers
- Temperature Checks
  - Continued monitoring and reporting to staff/community of CDC guidelines
  - If guidelines continue to outline the need for temperature checks, protocols to be developed for when the checks are to occur, by whom and how often
  - Protocols to be developed to determine next steps, if the temperature check yields a result that is above the threshold

# RECOMMENDATIONS - Elementary (2/5)

- Students who are confirmed positive for COVID-19/Report exposure
  - Student must be seen by doctor/nurse practitioner
  - Protocols for the communication to the those who may have been exposed
  - We will work with DOH guidelines and internally communicate among buildings
  - If confirmation occurs during school hours: Create a designated space for students and staff to be seen and wait to be picked up
- Collaboration with Open Door
  - Ensuring parents are well-informed about the community resource of Open Door and how to access it
  - Having temporary consents available within the school building center in the event a parent provides consent for a child to be seen by Open Door
  - Availability of testing by Open Door
  - Protocols for patients who visit Open Door from the community and not the school building students/staff. Consideration for the addition of, or use of, mobile units.

# RECOMMENDATIONS - Elementary (3/5)

- Visitors to the school buildings/Security Staff
  - Strict and enforced protocols regarding visitors/deliveries
  - Consideration for deliveries to be conducted outside or after school session hours
  - One security guard on assignment per building, per day, rather than rotating throughout the day
  - Move all Open Door appointments outside the school building to limit outside people from coming in
- Use of hallways (social distancing measures)
  - Protocol for the number of students in the bathroom at a given time
  - Arrows in hallways to direct traffic on each side
  - Having portable sink stations/sanitizing stations in the hallway throughout buildings
- Lunch
  - Kids to bring labeled reusable water bottles
  - Packaged individual food/lunches to be handed out and eaten in classrooms
  - Staggered/split lunch periods throughout the day

# RECOMMENDATIONS - Elementary (4/5)

- Employee leave (long-term/short-term)
  - Hiring more subs or implement a “permanent building/district” sub system to ensure availability
  - Possible hybrid of virtual and in-person teaching. Teachers with underlying conditions would provide virtual instruction. Those teachers that can provide in-person instruction would collaborate with virtual teacher for planning and instruction.
- Communication/Outreach w/community (re: new guidance, protocols, etc.)
  - Ensuring the community is always well informed about changes in policies or district/school building protocols
  - Informing all stakeholders and allowing for feedback
  - Surveying the community regularly
  - Set expectations with parents to let them know of school protocols and what the school is doing to keep everyone safe
- Use of bathrooms (protocols)
  - A schedule for cleaning of bathrooms
  - Maintain a contact log of when the bathroom is cleaned
  - Protocol for the number of students in the bathroom at a given time

# RECOMMENDATIONS - Elementary (5/5)

- Ventilation
  - Use of air purifiers in areas where outside ventilation is not available
- Use of shared spaces/materials (i.e. libraries)
  - Develop protocols for the sanitizing of shared devices or materials (i.e. chromebooks, iPads, etc.)
  - Limit the amount and frequency of shared materials. Students to maintain their own set of materials for daily use and develop protocols for maintaining social distancing when distributing or putting away any materials in the classroom.
- Isolation spaces
  - Designate a room with special PPE and supervision for sick students

# MAJOR ISSUES - Middle School (1/2)

- Personal Protective Equipment
- Busing
- Students/Staff Entering the Building
- Students/Staff Falling Ill During the Day
- Sick Family Member
- High-Risk Students and Staff
- Visitors to the Building
- Students/Staff Traveling Outside the Country

# MAJOR ISSUES - Middle School (2/2)

- Contact Tracing for Positive Tests/Testing Positive
- Japanese School/Local Colleges Using PCMS
- Cleaning/Maintenance of Bathrooms
- Student Cleaning and Cleanliness
- Drinking Water

# RECOMMENDATIONS - Middle School (1/6)

- **Personal Protective Equipment**
  - Health care providers will need N95 masks, would suggest they wear scrubs, gloves, paper gowns when dealing with PUI (Person Under Investigation)
  - Teach staff and students how to clean and care for their masks or shield. They also need to be taught when to wear them and when to take them off.
  - Face Shield is superior to masks but not a substitute for masks - needs to be long enough to go past the chin and high enough above the forehead to cover well
- **Bus**
  - Bus monitor takes the student's temperature and then makes sure the student has a mask to put on before entering the bus. Students are appropriately distance based on guidelines.
- **Entering PCMS**
  - Students complete a brief questionnaire about their health
  - PPE Team greets students
  - Everyone entering the building will have their temp taken
  - Possibly have a "cooling off" station for those students that bike, walk, etc to school and are sweating to possibly get their temp taken a few min later
  - Protocol followed if student has a temp or other symptoms



# RECOMMENDATIONS - Middle School (2/6)

- **If a staff member or student becomes ill**
  - Any ill student or staff member would need to be sent (masked) to health office or directly home
  - Health team would evaluate and send out
  - This includes any student who arrives at school with fever or sick
  - Create a designated space for students and staff to be seen and wait to be picked up
- **If a sibling or family member becomes ill**
  - We will work with DOH guidelines and internally communicate among buildings
  - Educate about contact tracing
- **Students and staff that are high-risk**
  - Special health care needs will need to be assessed for accommodations/504
  - Wiping down desks and wearing protective face coverings will be standard
  - Dividers as a possibility
- **Preventative Measures**
  - Distribution of safety information and protocols to families regarding what to do if a student or family member is sick
  - Establish safety protocols and hold assemblies with students and staff
  - Global Compliance Training includes the safety procedures

# RECOMMENDATIONS - Middle School (3/6)

- **Temperature Check**
  - One aide per bus and that person would take temperature before students board. Designated staff members that have been trained and with proper PPE would take temperatures upon arrival.
  - According to CDC: **daily** (temperature) checks should be made. Persons who have a fever of 100.40°F (38°C) or above or other signs of illness should not be admitted to the facility. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick. Screen children upon arrival, if possible.
- **Staff, Student or family member living in the same house travels back from another country**
  - Possibly self-quarantine; student may be able to continue education through virtual learning
  - Look for further info from state guidelines
- **Food Service Companies**
  - Facilities should review building issues related to this
- **Protocol for contact tracing for a positive test**
  - DOH has trained and hired thousands for this role
  - It is not the job of the school

# RECOMMENDATIONS - Middle School (4/6)

- **Visitors to the building**
  - Visitors should be at a minimum
  - Use one visitor door. Good record keeping for tracing.
  - Virtual meeting with parents for Academy Meeting, 504 Meeting, etc.
  - Parent can use a drop box if a student forgets something
  - They will need to sign a questionnaire and have temp taken
- **Protocol for a student/family member or staff member that tests positive for COVID-19**
  - Follow CDC Recommendations “when you have no fever, symptoms have improved, and you receive 2 negative test results in a row, at least 24 hours apart.”
  - Communicate all this info with families & staff immediately so there are no issues prior to school starting up in Sept; so everyone is fully aware of what is expected if a student/ family member/ staff member tests positive.
- **Open Door (communicate with families the importance of signing their children up)**
  - Any student can sign up for Open Door. They can keep their own primary pediatrician. Physicals can still be done by the student’s primary doctor. The only thing that Open Door asks is that every student is seen for an annual check-up, which is less invasive than a physical, in order to maintain their relationship with Open Door.

# RECOMMENDATIONS - Middle School (5/6)

- **Students/Teachers not with open Door**
  - Students and teachers that have symptoms will be asked to leave and follow-up with their own physicians
  - Designated area where students wait until parents come and pick up. Possibly use a space where the door leads right outside.
- **Create a Communication Team**
  - There is a defined clearance protocol that we will need to follow after a student or staff member tests positive for the virus
  - Stay up to date with current best practices and communicate with local/state health agencies
- **Outside Schools/Agencies that use our facilities**
  - Laminated signs
  - Protocols: cleaning after use, etc.
  - Set guidelines that need to be followed by all

# RECOMMENDATIONS - Middle School (6/6)

- **Cleaning and maintenance of bathrooms**
  - Hire additional hallway monitors to help during lunch hours for the other floors while lunch is happening
  - One student per stall in the bathroom at a time (hall monitors helping to assess the situation)
  - Students should stay outside in a line waiting their turn. Line the hall outside the bathroom with blue tape.
- **Student cleaning and cleanliness**
  - Students will need to be responsible for wiping down their working space as they move from room to room throughout the day
  - Hand sanitizer used going in and out of the classroom
- **Extra curricular activities**
  - If state guidelines allow for it, there can be an audience for outside activities with safe distancing
- **Exercising Safe Mingling**
  - Create space and teach students how to safely mingle with one another
  - Possibly make a space during lunch time with acrylic dividers on tables
- **Drinking Water**
  - Let students bring water bottles to school instead of the water fountain and keep in their own lockers

# MAJOR ISSUES - High School

- Screening
- Protocols for students and staff with symptoms
- Visitors
- Supplies
- Educate staff, students, and parents
- Protect at-risk students and staff

# RECOMMENDATIONS - High School

- Screening
  - Ropes with marks 6 feet apart
  - Questionnaire while waiting to enter the building
  - Delayed start time to allow extra time for people to enter
  - Everyone must wear a mask in line as well as in entrance to building
  - Pop up tents if possible
  - Use of cafeteria entrance on bad weather days
  - Pickup breakfast only
  - Masks available at entrance
  - Hand sanitizer at entrances
  - Update emergency contact information digitally prior to beginning school year
  - List of recommendations for parents prior to sending students to school

# RECOMMENDATIONS - High School (1/3)

- Protocols for students and staff with symptoms
  - Creating isolation rooms with supervision. Large enough to hold person under investigation (PUI) until they can be picked up.
  - Updated contact information
  - Develop a protocol for PUI
    - Call button to office
    - Child's administrator and medical staff coordinate where child goes
- Visitors
  - Visitors need a mask, temperature check, and questionnaire
  - Visitors by appointment only
  - One visitor per household
  - Create a list of common reasons visitors may enter
    - Look at ways some of these can be done online
  - Meetings that can still take place virtually should continue to take place virtually
  - Have a pamphlet/update website to help visitors know what they can do online



# RECOMMENDATIONS - High School (2/3)

- Supplies for screening
  - No Touch thermometers
  - Home thermometers for students
  - Face masks, face shields, gloves
  - Soap
  - Alcohol-based hand sanitizers
  - Hand washing stations
  - School nurses should be allowed to wear scrubs with lab coat
  - Extra paper towels
  - Air purifiers
  - Extra masks

# RECOMMENDATIONS - High School (3/3)

- Supplies for classrooms
  - All PCHS students will be assigned a Chromebook and calculator
  - Central location for borrowing supplies
  - Additional disposable school supplies
  - Each classroom will have a supply case for each student
  - Science courses will begin to implement virtual labs
- Educate staff, students, and parents
  - Creation of safety video demonstrating the new safety protocols
  - Increase signage
  - Update website with resources and information
- Protect at-risk students and staff
  - Provide PPE for staff members
  - Be able to provide remote instruction

# MENTAL HEALTH

- This group is responsible for developing and implementing protocols to meet the mental health, counseling, referral, and support needs of all members of the school community. This team will collaborate closely and stand ready to provide guidance and to address proactively the expected, ongoing, and emergent social-emotional and mental health needs of all members of the school community (general education students, special education students, English Language Learners, teachers, other school staff, etc.).

# **MAJOR ISSUES**

- **Identifying Needs (of all stakeholders)**
- **Communication (Education/Advocacy)**
- **Parent & Staff Training**
- **Identifying Resources/Programs (to support education & advocacy)**
- **Delivery of Services**
- **Timeline**

## RECOMMENDATIONS (1/4)

### **Identifying Needs (of all stakeholders)**

- Develop and share surveys with parents, staff, and community partners to identify needs and concerns
- Consider sharing surveys at the end of the school year and prior to the opening of the school year
- Survey can include a scale assessment and area for comments
- Identify (per building) students who require counseling per IEPs, FSW, or building level needs and the potential need for additional resources/staff in each building beyond our existing scope of services.

### **Communication (Education/Advocacy)**

- Develop district level brochure that includes how to support parents in the types of conversations they can have with their children to help them prepare for reentry, re-acclimation to nightly routines, resources (i.e. read alouds) to share with students
- Fact Sheet: Identifying what Coronavirus is...how to stay safe...what it means now for students...
- Utilizing our Community Based Organizations to help spread the word (Carver Center, FSW, Library)
- District to develop a regular (cycled) plan of communication. (Webpage posts, all calls, flyers home)

## RECOMMENDATIONS (2/4)

### **Parent & Staff Training**

- Workshops (Virtually & or Face-to-Face, depending on CDC guidelines)
- Peer-Coaching and Group support. Could be a volunteer and someone who is building-based.
- Support could be planned into schedules. (i.e.:Faculty Meetings, PD days, etc...) A “lead” would need to be identified.
- Wellness training for teachers to help address student needs

### **Identifying Resources/Programs (to support education & advocacy)**

- We should identify a CBO to help continue family support with daily food distribution and the use of technology through the summer months.
- We should offer a social-emotional well-being hotline for parents and students during the summer months where parents can seek supports and access resources (potentially staffed with district CSC, social workers, psychologists, counselors)
- Adding additional resources to include creative arts therapy, mindfulness, yoga, movement, and character/SEL education (virtual and in person) to the curriculum to address fears and or anxieties that the children may have returning to school.
- Emotional Support Group/training for staff to help them cope/deal with anxieties, stressors and frustrations revolving around reentry (i.e. EAP counselors)

# RECOMMENDATIONS (3/4)

## Delivery of Services

- Identify who will be providing services, where will the services be provided and when during the school day (or after school) will services be provided?
- Identify the availability of existing staff/resources
- What will be the role of FSW in providing services to staff, students, families who may not be FSW clients
- Identify possible additional funding streams to support delivery of services

## **\*\*Timeline\*\***

- **Identifying Needs (of all stakeholders):**
  - Survey I: June 29 and no later than July 6th
  - Survey III: end of August
- **Communication (Education/Advocacy)**
  - Ongoing bi-weekly community updates on where the district is in its reopening plans
  - Midsummer update: after NYSED guidance (end of July, first week of August)
    - Includes District Brochure with resources (toolkit) and guidance for school-readiness

## RECOMMENDATIONS (4/4)

- **Parent & Staff Training:**

During the summer months (prior to mid-August):

  - Offer necessary and appropriate training opportunities for staff and families
  - Identify the personnel (outside and in house) who can provide training and the funding sources for trainers and staff who participate per contract
  - Identify WHEN the training will happen. Ideally training should be offered as of mid-August. If not financially feasible, consider a delayed start of the school year to address need for training in the area
  - Identify where and how the training will be facilitated
- **Identifying Resources/Programs (to support education & advocacy):**
  - During the early summer months begin to analyze survey needs and identify appropriate resources/programs
  - Implement the hotline as soon as possible after the closing of the school year for families.
- **Delivery of Services:**
  - Develop a plan in the early summer months to identify all who will be providing the services, how, when, where and any necessary additional funding source.



# OTHER MENTAL HEALTH RESOURCES

## **Coalition to Support Grieving Students**

FREE resource that includes video and downloadable grief support training modules for school personnel.

<https://grievingstudents.org/>

## **This is a link to COVID-19 Pandemic Resources**

<https://www.schoolcrisiscenter.org/resources/covid-19-pandemic-resources/>

## **FREE Bereavement Resource Booklets**

<http://newyorklifestore.com/NYL2/Main/Default>

## **Social-Emotional Learning: What Is SEL and Why SEL Matters**

<https://www.youtube.com/watch?v=ikehX9o1Jbl>

# **EXTRACURRICULAR ACTIVITIES**

- **This group is responsible for planning for the safe operation of all student programs that occur outside of the school day.**

# MAJOR ISSUES

- Eliminating extracurricular activities for budgetary reasons
- Requiring students to wear PPE during physical activities poses safety concerns
- Travel to other communities/districts
- Student participation allowances based on guidelines
- Major modifications being made based on guidelines
- Equity among extracurriculars
- Use of school buildings/facilities by outside organizations
- After school programming and events - how to stay safe

# RECOMMENDATIONS

- Continue to fund extracurriculars even if they need to be modified to continue or need to go fully virtual
- Allow extracurriculars to modify into whatever form necessary to provide students opportunities
- Consider hybrid in person/virtual, or fully virtual models
- Do not rush return to physical settings if virtual models can continue and be successful
- Provide students with necessary items (PPE, etc.) to be able to continue activities
- Temperature checks at events
- No shared use of students materials
- Limits on participation - group sizes, making people rsvp to events to control size

# PORT CHESTER SCHOOLS BACK-TO-SCHOOL TASK FORCE



**JULY 2020-SUMMARY REPORT**

# Next Steps...State Guidance, Plan Development, & the Governor's Decision

