City School District of New Rochelle

ReEntry Planning July 22, 2020

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What to expect in this presentation?

➔ Our Guiding Principles
➔ How did we begin this work?
➔ What models of reopening were contemplated?
➔ Where are we in the process?
➔ Our Committee Chairs Presentation
➔ What are the next steps?

Strategic Roadmap Guiding Principles

➔ We believe…
- ◆ schools should be safe, joyous places of learning
- ◆ every student is worthy of intellectual, social, and emotional respect
- ◆ in the continuous improvement of teaching and learning
- ◆ quality education requires culturally competent adults
- ◆ parents and guardians are our partners in the pursuit of equity and excellence
- ◆ the diversity of our schools is a strength
- ◆ in fiscal accountability to those that invest in our schools
- ◆ in providing robust, varied, and cutting edge educational opportunities
- ◆ in educating the whole child by nurturing students' physical, social, emotional, creative, and intellectual growth

How did we begin this work?

Reentry Subcommittees began in May:
_____

Academics - Chair, Dr. Alex Marrero
Social-Emotional - Chair, Dr. Anthony Bongo
Staff Culture and Well Being - Chair, Mr. Ryan Reed
Finances and Operations - Chair, Mr. Gregory Kern
Health - Chair, Dr. Brooke Balchan

What models of learning were contemplated?

Scenario 1 - Return to School

Scenario 2 - Virtual Learning

Scenario 3 - Hybrid Model

Where are we in the process?

- Current Status based on a collaborative effort
- Preparing plans based on guidance from NYSED, DOH, the Governor's Office and OSHA
- Plans are fluid

CSDNR
Planning for 2020-2021

Health & Safety Reopening Conditions

Regional viral transmission rates determine school reopening
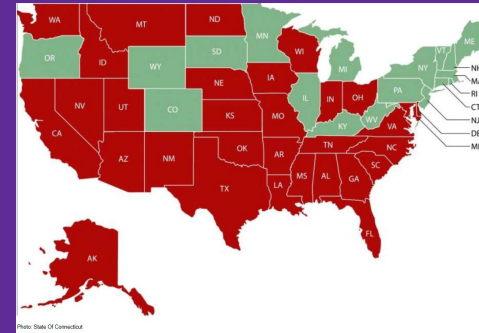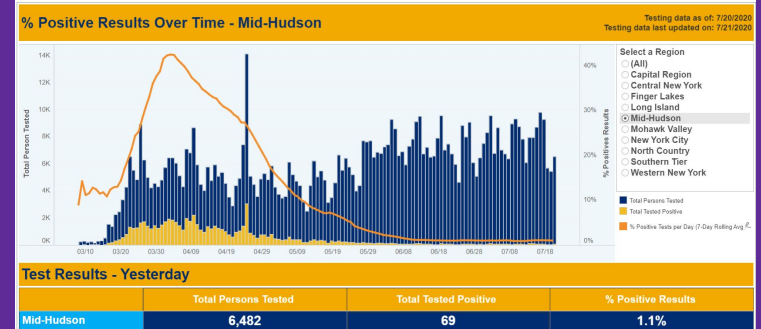
Health & Safety/Operations
Scenarios 1, 2, and 3: Risk Mitigation, not Risk Elimination

➔ Assessing capacity, social distancing conditions, and ventilation
  ◆ Limit class size, cohort mixing, shared materials/spaces, physical barriers
  ◆ Arrival, transition, dismissal procedures, including bussing
  ◆ Safety drill considerations
  ◆ High MERV air filters
➔ Providing accommodations for high risk individuals
  ◆ Medically vulnerable populations - students, staff, families
➔ Requiring face coverings for all students, staff and visitors
  ◆ Supplying access to maks for all and OSHA-required PPE for staff
➔ Hand and Respiratory Hygiene, Cleaning/Disinfection
  ◆ Access to soap/water/paper towels AND ≥60% alcohol-based hand sanitizer
  ◆ Enhanced cleaning and disinfection schedules per Facilities
➔ Mandatory Health Screenings (Students, Staff, Visitors)
  ◆ Questionnaires (In-person vs. self-reporting, vs. electronic)
  ◆ Temperature Stations (At home vs. handheld no-touch, vs automated systems)
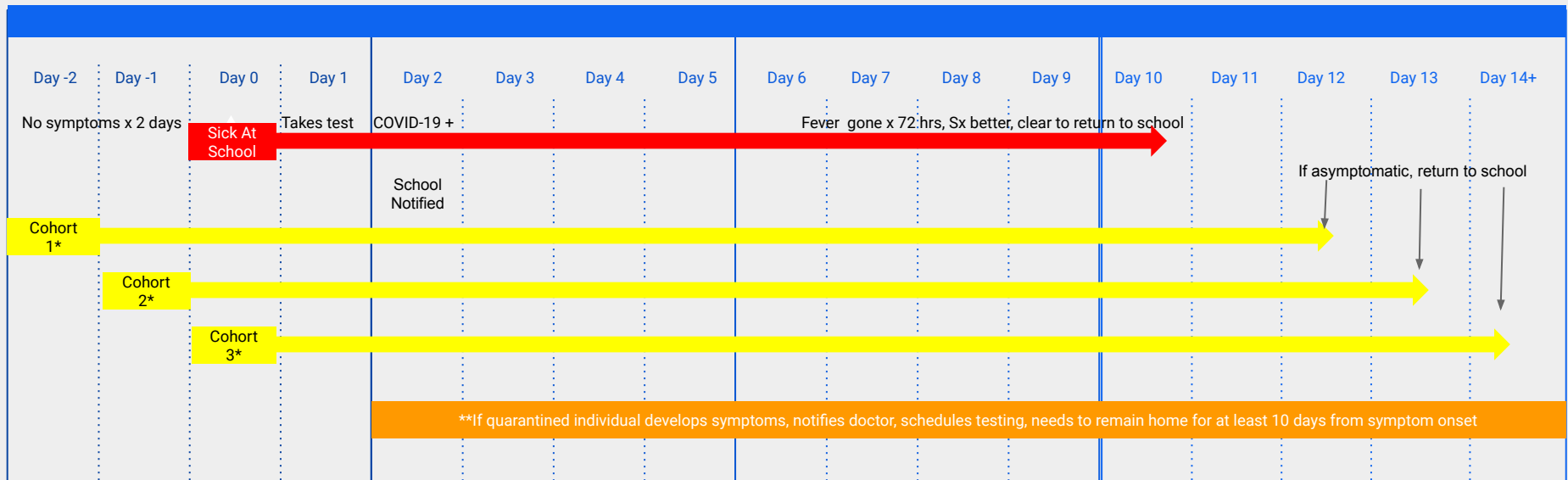➔ Observing for Signs of Illness (COVID-19, MIS-C)

Health & Safety/Operations

Scenarios 1, 2, and 3: Risk Mitigation, not Risk Elimination

➔ Use of school health offices and designated isolation areas
➔ Procedures for Isolating Individuals who screen positive or become symptomatic at school/work
   ◆ Updating family contact information and requiring timely pick-up of ill students
➔ Actions to take if there is a confirmed COVID-19 case in the school
   ◆ Cleaning/Disinfecting
   ◆ Notification of exposure
   ◆ Quarantine period
➔ Return to School/Work
   ◆ COVID-19 positive, Quarantine, other illnesses
➔ Food Service Delivery and Distribution
   ◆ In-person vs. Remote Learning
➔ Extracurriculars
   ◆ Fall sports postponed by NYSPHAA
➔ Dissemination of Information
   ◆ Enhancing communication through signage, training, protocols, website, town halls, email, robocalls, etc
➔ Coordination with Health Department
   ◆ Reporting, contact tracing, testing, early warning signs

Health: Notification of COVID-19 Exposure

| Day -2 | Day -1 | Day 0 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14+ |

No symptoms x 2 days

Sick At School

Takes test

COVID-19 +

School Notified

Fever gone x 72 hrs, Sx better, clear to return to school

If asymptomatic, return to school

Cohort 1*

Cohort 2*

Cohort 3*

**If quarantined individual develops symptoms, notifies doctor, schedules testing, needs to remain home for at least 10 days from symptom onset

* Identify contacts of sick person, starting 2 days prior to illness onset. Send notifications for individuals to quarantine at home for 14 days from last day of contact. Advise twice daily temperature checks and symptoms monitoring (fever, cough, shortness of breath, headache, muscle aches, sore throat, diarrhea, loss of smell or taste). Symptoms may develop within 2-14 days of exposure to COVID-19.

** If symptoms develop, isolate at home, notify doctor, school, and get tested. Remain at home for a minimum of 10 days following symptom onset, or negative COVID test. Extend if persistent fever or symptoms. In children, monitor for signs of Pediatric Multiorgan System Inflammatory Syndrome potentially associated with COVID-19 and refer for emergent medical evaluation (Persistent fever >4 days, abdominal pain, vomiting/diarrhea, body rash (extends to extremities), swelling and or peeling of hands or feet, swollen lymph nodes, red eyes, extreme irritability or lethargy)

Credit: Dr. Brooke Balchan, DO, FAAP - 7/9/20

Cleaning
Current District Practices and Protocols

➔ Protexus Electrostatic Sprayers with PurTabs Disinfectant 3x per week.
➔ Hand sanitizing stations throughout district
➔ Oxivir Tb disinfectant wipes available in all classrooms
➔ BioProtect Antimicrobial Coating applied with Protexus sprayers
➔ PURETI Photocatalytic Window Cleaner
➔ Microfiber cleaning cloth laundering Service to Eliminate Cross Contamination
➔ Antimicrobial Floor Finish
➔ Antimicrobial Gym Floor Finish
➔ Hillyard Arsenal Cleaning Products and Dispensers
➔ Hillyard CC17 Cleaning Carts eliminate mop and bucket
➔ ATP Meter Testing used to evaluate surface cleaning efforts
➔ Dylos Particulate Meter used to gauge effectiveness of removing particulate from air to improve IAQ

Finance/Operations: Transportation

How Many Students Can Ride the Bus?

-88%
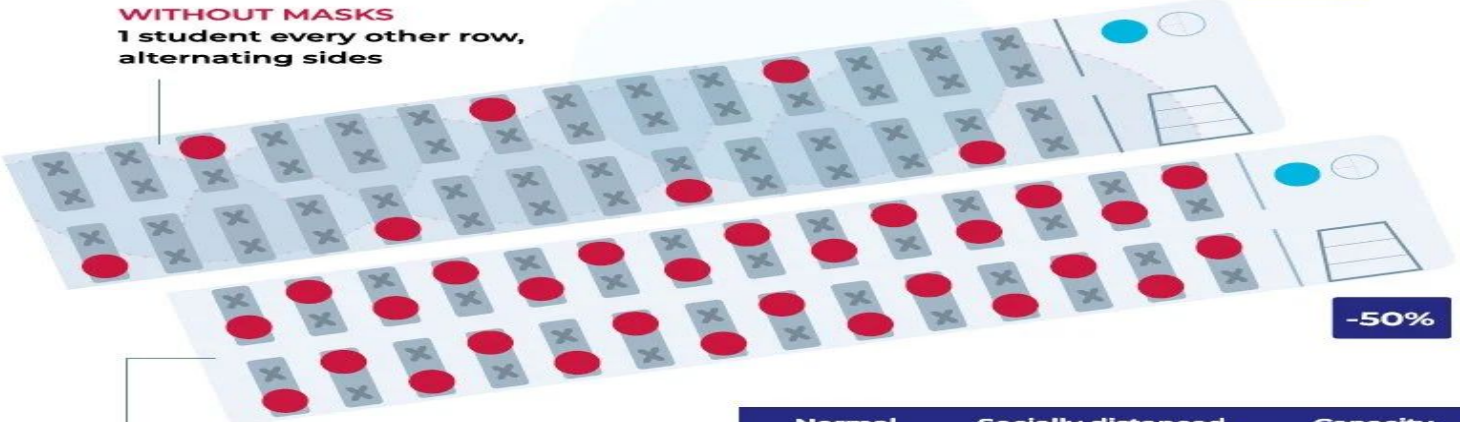
WITHOUT MASKS
1 student every other row, alternating sides

-50%

WITH MASKS
1 student per seat, alternating left and right positions

Normal capacity	Socially distanced capacity (no masks)	Capacity (with masks)
56	7	28

SOURCE: National Council on School Facilities and Cooperative Strategies

Finance/Operations: Technology
Scenario 1, 2, 3

➔ Simplified and uniform way of using Google Classroom

➔ Zoom and Google Meet

➔ Collaborating to provide access to the internet for all families

➔ Systematic way of distributing chromebooks (roll out plan for 1:1 devices)

◆ Students and Teachers

➔ Remote IT Support for everyone

➔ Bandwidth

Academics
Scenario 1, 2, 3

- ➔ Professional Development Institute (prior to student arrival)
- ➔ Assessment Calendar for District
- ➔ Reviewing priority/ focus standards/skills for each grade level
- ➔ Orientation
- ➔ Provide remediation and AIS for students who have gaps
- ➔ Provide enrichment for students
- ➔ Standardized attendance procedures for schools
- ➔ Responding to parents who are unable to send children to school
- ➔ Schedules that allow for planning time, check-ins and instruction communicated clearly to staff and families
- ➔ Use of Focus Skills to prioritize curriculum
- ➔ Professional learning in flipped classroom practices and project based learning
- ➔ Guidelines on grading/assessments
  - ◆ Use of student portfolios
  - ◆ Rubrics
- ➔ Balance of synchronous and asynchronous tasks
  - ◆ Prioritize skills/content

Social Emotional Learning
Scenario 1, 2, 3

Social and Emotional Well Being
(Pages 64-73 in NYSED -*Recovering, Rebuilding, and Renewing, 2020*.)

Orientation (Virtual or In-Person) for all Staff, Students, and Families on Model

Tier 1- SEL Curriculum Applications in classrooms-Community Circles

Tier 2-Groups counseling around areas of concern by CST/PST

Tier 3-Clinical intervention via small groups and/or individual counseling
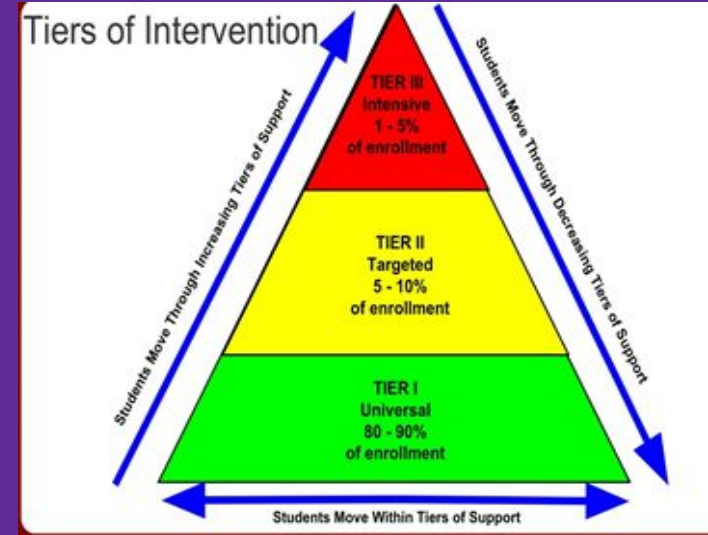
Parent/Family Component

Survey to Students and Families given out Day 1 in September

Continuous formative assessments in all schools

Pivot to Equity Training and CRE

Clear guidelines (Mandates) for Special Education teachers' assignments and responsibilities
(Pages 112-122 in NYSED -*Recovering, Rebuilding, and Renewing, 2020*.)

MTSS Tiered Plan I-II-II

(Percentages will be greater, post COVID)

Social Emotional Learning
Scenario 1, 2, 3

Tier 1

Rethink Curriculum for ALL classrooms/grades

1. Research Based and Standardized
2. Measurable Data Collection and Analysis
3. Formative and Summative Assessment
4. Prescribed Lessons for Teacher Convenience

Circles

1. Community Building Circle
2. Responsive Circle
3. Anti-Racism Circles

In Person-Virtual Lesson and Circles

Tier 2

MTSS-School Counselors, Social Workers, Psychologists.

Work directly with classroom teachers identifying any questionable behavior

Providing positive supervision and safety, and social supports (MTSS principles are key here)

Providing attractive, well-designed and structured recreational, enrichment and academic support activities and mindful moments.

Responding to problems that arise in real time and framing them as teachable moments.

Considering referrals to school mental health professionals. If needed, these individuals may need to make referrals to community-based behavioral health agencies to assess the mental health needs of students

In Person-Virtual Counseling and Support

TIER 3

MTSS-School Social Workers and Psychologists

Respond appropriately to the MTSS system for mandated and non-mandated cases.

School Social Workers and Psychologists will provide counseling for students encountering mental, emotional, social, behavioral, and/or familial barriers to academic performance,

This may be in the form of individual or group session.

School Social Workers and Psychologists will typically be first personnel (Clinically) to minimize harm to students, address the psychological ramifications of traumatic events, and support other school staff members in dealing with the crisis.

In Person-Virtual Counseling and Support

Staff Culture & Well Being

Scenario 1, 2, 3

- ➔ Proper guidelines on sick days, leaves, etc.
- ➔ Access to resources for well-being
- ➔ Necessity for community building - time to plan, work together, share
- ➔ Guidelines on APPR, observations, evaluations, etc.
- ➔ Employee Assistance Program
- ➔ Quarantine Leave / FMLA/FFCRA
- ➔ Consider issues that arise due to child care
- ➔ Resource page for staff to support social/emotional well-being
- ➔ Individual plans developed on a case by case basis
- ➔ Handling adults in crisis
- ➔ Mindfulness/yoga techniques
- ➔ Larger substitute pool

Distance Learning Feedback

Close to 500 responses

- More instructional time, especially live classes (synchronous learning). Some felt there were too many recorded/asynchronous assignments.
- More project-based learning and more interactive activities.
- More consistency among high school and middle school schedules.
- Attention on CAMPEL (computer, arts, music, physical education and library) activities.
- More one-on-one time between teacher and student, or virtual office hours for teachers.
- Adapt the program to address the needs of special needs students.
- More small-group learning and more targeted instruction.
- More training for teachers in distance learning.
- Training for parents and students on instructional software and platforms, including parent information sessions.
- More opportunities for teachers to collaborate so that they may create, curate and share resources in teams.

Academics: All Schools
Scenario 3

PK - Grade 8

	Monday	Tuesday	Wednesday	Thursday	Friday
	Team A - In-Person	Team B - In-Person	Synchronous & Asynchronous	Team A - In-Person	Team B - In-Person
	Team B - Asynchronous	Team A - Asynchronous		Team B - Asynchronous	Team A - Asynchronous

High School

	Monday Day 1	Tuesday Day 2	Wednesday	Thursday Day 3	Friday Day 4	Monday Day 5	Tuesday Day 6	Wednesday
	Team A - In-Person	Team B - In-Person	Synchronous & Asynchronous	Team A - In-Person	Team B - In-Person	Team A - In-Person	Team B - In-Person	Synchronous & Asynchronous
	Team B - Asynchronous	Team A - Asynchronous		Team B - Asynchronous	Team A - Asynchronous	Team B - Asynchronous	Team A - Asynchronous	

What are the next steps?

- July 21- July 31
  - Preparing district and building plans based on guidance
- July 29, 2020
  - Town Hall
- By August 7, 2020
  - Governor's announcement
- Through School Opening
  - Final September Opening preparations
- Late August
  - School Specific Parent Information Sessions