

Meeting #1: July 22nd

Goal: For community stakeholders to advise the Superintendent of Schools in the development of a Restart and Recovery Plan to reopen schools in September 2020 that best fits the needs of Scotch Plains - Fanwood to ensure schools reopen safely.

The health and safety of students and staff is the number one priority and guides all decisions of the final plan.

Agenda

1. Introductions
2. Background
3. Establish norms
4. Discuss scheduling options for the 20-21 school year
5. Divide into break out into task groups.
6. Next steps

Meeting Norms

- Stay focused on solutions
- Use “yes, and” thinking (Maintain a flexible and creative mindset.)
- Create productive questions out of concerns and frustrations.
- Acknowledge that your experience is your own; speak from your perspective.
- Be mindful of “air time;” encourage all voices to contribute. (3 minutes or less please!)
- Discussions in break out groups will be to generate questions and possible solutions

Givens

- **Plan A** - In person: All students return in person.
- **Plan B** - Hybrid of in person and at home learning: Students are divided into two groups. One group comes to school while the other group does virtual learning.
- **Plan C** - At Home Learning: Students have access as needed for specific reasons. All students access based on executive order

Meeting #2: July 29, 2020

Goal: For community stakeholders to advise the Superintendent of Schools in the development of a Restart and Recovery Plan to reopen schools in September 2020 that best fits the needs of Scotch Plains - Fanwood to ensure schools reopen safely.

- **Needed Considerations**
 - Health and safety: Students back in cohorts
 - Seamless Scheduling between 3 Models: Full time, Cohort, Virtual
 - Families are supported: Siblings in cohorts

- **Panel Discussion**

- **Subgroup Meetings**
 - Review information that was discussed last week.
 - Build on your conversation from last week and identify the three priorities that the district should focus on as it relates to your area of concern.

- **Report Out**

- **District Preparation**
 - Scheduling - Dr. Jocelyn Dumaresq, Principal Park Middle School
 - Restrictions of scheduling based on MS and HS
 - Professional Development - Noel Baxter, District Supervisor Social Studies
 - Special Education - Lisa Rebimbas, Director of Special Services
 - Pandemic Response Team - Dr. Karen Wetherell - Principal, Coles Elementary School

- **Good of the Order**

Meeting #3: August 10, 2020

Panel Discussion

- Teachers will speak on how the instructional model schedule will be successful
- Students will speak on how remote learning worked for them in the spring and what are their expectations for the fall

Instructional model:

- In-person
- Hybrid
- All on-line instruction
 - How the hybrid will look different this fall than in the spring

Challenges of the schedule:

- Emails received from parents

Share DOE Checklist

Task Groups	Guiding Questions
A) Health: Social Emotional Needs - Student/Staff	<u>What supports and checks need to be in place?</u>
B) Health: Safe Return and Safe Environment	<u>What protocols do we need to have in place to ensure all are coming to school well? How do we keep our schools safe?</u>
C) Virtual Learning - At Home Learning Structures at each level	<u>What have we learned from the Spring regarding At Home Learning that we want to apply moving forward?</u>
D) Facilities Preparations	<u>How do we prepare our buildings for the safe return of staff and students? How do we maintain that level of safety?</u>
E) Technology Supports Needed	<u>What do teachers, students and parents need to effectively utilize technology as a learning tool both while in school and at home?</u>
F) Policies Needed	<u>What policies must the BOE adopt related to COVID?</u>
G) Communication	<u>What, how and when do we need to with stakeholders as we move towards firm opening plans?</u>
H) Professional Development	<u>How do we support teachers to simultaneously deliver At Home Learning and communicate in-person learning?</u>

Task Group A: Health: Social Emotional Needs - Student/Staff
 Guiding Question(s): What supports and checks need to be in place?

6 committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
How can we build relationships between students and teachers?	Establishing relationships at the beginning of the school year or before school begins, if possible (responsive classroom, team building activities, virtual games) Provide talking points and active listening strategies to help address students' questions around school safety and/or personal concerns.
In what ways are social and emotional strategies already being implemented to engage and meet the needs of students and their families-in-person and across distance learning?	Consistent check ins with students, focusing on their SEL needs (questionnaires, face to face) Finding creative ways to engage with students
How can we help our students feel safe so they can be present for learning?	Lessons to help them feel comfortable with a pivot to AHL Take it slow and have patience Consistency
How can we have transparency in our plans?	Communicate to parents and students early and often PSAs for the community Take videos of the building so they can see what's changed
How can we help our students regulate their emotions?	Consistency with rules to help them feel safe with flexibility Skill-based classroom lessons
How do we ensure all students have a connection with an adult in their school?	Relationship mapping and identification of at-risk students
How do we address certain students' proclivity toward school avoidance? How can we remove barriers to attendance issues?	Attendance tracking, student incentives and a tiered system of supports to address issues
How do we preserve staff's emotional well-being?	Ongoing PD in self-care strategies, warning signs of secondary trauma, stress and burnout, teacher check-in surveys
How do we create trauma-sensitive schools?	SEL curriculum development, staff training, making safety (physical, social, emotional) the number one priority

<p>*How can we guarantee more face to face with students to screen emotional well-being? How can we do that simultaneously when leading instruction?</p>	<p>Technology limitations District expectations of students being visually present Importance to observe students to emotionally connect and to assess changes in affect or behavior</p>
<p>*What kinds of data driven and perception data can be accessed to identify effective strategies our schools will build on this fall to continue or improve student support? What types of emotional assessments can be administered?</p>	<p>Data trends from Spring, attendance tracking Assess periodically (parents and staff) and assess students on a regular basis at all levels (emotional screenings) Protocols to report to counseling staff</p>
<p>*How can we provide the SEL practices/skills necessary to teachers in a timely manner so this will be helpful to teachers and students opposed to further overwhelming teachers?</p>	<p>Lesson Structure: Inclusion, engaging and optimistic closure practices to maximize interaction and reflection (do-nows, morning meetings, responsive classroom, brain-breaks,</p>

Task Group B: Health: Safe Return and Safe Environment

Guiding Question(s): What protocols do we need to have in place to ensure all are coming to school well? How do we keep our schools safe?

5 committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
How can we screen kids on their way to school?	<ul style="list-style-type: none">• Use of Google Forms/Quiz to report symptoms. Parents electronically submit that the student has not shown symptoms (this would be a set checklist) and attest that there has been no known COVID exposure. (Any student that has any questionable responses would need to be seen by the nurse)• Actual at school temperature screening (maybe not feasible for every kid on a daily basis)• Thermoscan devices in buildings unless purchased for all entrances would require funneling all entering students to one door.• Nurses and other staff to do spot screening in buildings.• Staggered start times has proven helpful at athletic practices.
How will we handle illnesses in the building? Exclusion criteria	<ul style="list-style-type: none">• Nurses have been brainstorming and advised to work with their building principals to create isolation spaces for both students and staff.• Nurses have also been working on setting up health office so that students presenting with illness, do not share a space with students needing care for other medical needs (ie. diabetes, medication administration)• Students with symptoms consistent with COVID-19 would remain in this safe isolated spot (supervised) until someone can pick them up.• Out of caution, stricter criteria for symptoms that would require school exclusion. (Work with Dr. Kaye regarding protocol)• Nurses are working on a flow chart that may be followed by teachers to keep minor concerns out of the health office.
After kids are sick, when/how can they return?	<ul style="list-style-type: none">• Still need to consider this. Will work with Dr. Kaye to set school protocol, in line with CDC guidelines, for COVID symptoms and or +COVID diagnosis.• Doctors are writing specific return notes.• Diagnosed non COVID illness may return per standing protocol.
Faculty with illness/exposure and mandated quarantine. (Will	<ul style="list-style-type: none">• Possibility that staff may continue to work remotely.

<p>they be deemed essential workers and therefore not held to same guidelines</p>	
<p>Dissemination of Information regarding + COVID Students/Staff</p> <p>How will this be handled at Middle and High School where students are exposed to many other students and staff.</p>	<ul style="list-style-type: none"> • Maintaining confidentiality, protocol should include notifying appropriate staff and school community. • As guided by the health department, for possible need for quarantine, possible need for brief school closures. • Spoke with the health department 7/22/20, Nurse with known +COVID staff/student in building must notify the health department. If a person infected cannot identify all contacts (In the case of students in classroom) Schools would be looked to provide guidance on building contacts, (Names) to assist contact tracers.
<p>PPE for Nurses/Special Education Teachers</p>	<ul style="list-style-type: none"> • Nurses will be assessing students at close proximity therefore requiring appropriate PPE, including both N95 masks/shields to wear while caring for ill students/staff. • Special Education staff working with students that have disabilities that would hinder their abilities to wear masks, should ideally wear N95 masks. When N95 mask is unavailable, surgical mask with face shield is current CDC guidelines.
<p>FSPYMCA offsite childcare</p>	<p>Will they be providing cohorts in the facility??</p>

Task Group C: Virtual Learning - At Home Learning Structures at each level
 What have we learned from the Spring regarding *At Home Learning* that we want to apply moving forward?

4 Committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
Can we have more live stream instruction?	All classes have live time
Can we have more teacher facetime?	
Can we mirror what was happening in the classroom? Can we follow a similar schedule?	
Can live lessons also be recorded?	
Can we look into Project Based Learning?	Activities that build on knowledge and take several days - create, design
Can we use the computer for more projects?	Google Slides, YouTube, Animation Use the power of technology to bring activities/assignments to the next level
	Small groups preferred over large groups for Google Meets
How can we have accountability?	Assignments are due Feedback is given Routine Homework
How do assess students virtually?	Quiz and Tests given live Younger grades - assessments given 1:1 or in small groups
How do we tap into the teachers who were able to successfully engage students?	
Can there be one person to oversee the virtual learning platform?	
Three Priorities: Live Instruction with recording Accountability/Feedback Online submission of work	

Task Group D: Facilities Preparations

Guiding Question(s): How do we prepare our buildings for the safe return of staff and students? How do we maintain that level of safety?

6 committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
How can we increase air flow in buildings?	Improve filters Open windows Install UV lights Take auto setting off to ensure more constant outside air intake overnight. No fans in interior spaces.
How can we communicate to people in the buildings?	Signage that is kid friendly CDC signage that addresses many topics and is available for different ages/populations. Place at all entrances, exits, stairwells, restrooms, lobbies and throughout halls. Reduce competing signage in halls and classrooms. Floor/wall signage where appropriate for spacing; indicate travel directions to assist with flow of foot traffic. Capacity limits for classrooms / restrooms. Signage on areas that are not to be used. Within classrooms for cleaning protocols to be followed by teachers/staff, students and facilities team. Audio reminders during passing times for spacing, staying to one side of hall. Create a way for students, teachers and staff to submit feedback/concerns.
Training staff for safety protocols	Proper usage, application removal of all PPE (masks, gloves, goggles) Proper cleaning / Disposal of PPE Proper usage of chemicals including dwell times. Storage of chemicals within classrooms to be used by teaching staff. Post SDS sheets for commercial cleaners. Retrain facility staff for proper use of COVID killer, EPA registered chemicals. Saline stations with posted instructions to be accessible to all staff using chemicals to address chemical contact with eyes. Steps to take to report suspected illness to medical staff while maintaining privacy. Surface cleaning before and after use of shared desks, chairs. Keep record of attendance of staff at all trainings.
Spacing (social distancing?)	Furniture should be placed and floor marked for easy replacement after cleaning. Remove excess furniture.

	<p>Signage and Barriers at entry / Exit points. Remove furniture in common areas to prevent congregation. Monitoring by staff, security via presence in areas and review of cameras.</p>
Arrival time	<p>Staggered. Reduce congestion at arrival via staggering, use of multiple secure entry points closest to destination.</p>
Health screening	<p>App Health / Fever Screening prior to arrival. Training families / students not to arrive when answers reflect exposure, possible illness. Notify school nurse, ask if in doubt.</p>
Health offices and isolation spaces - bigger room? Different room(s)?	<p>Separate Nurse’s office from “sick” room. Establish protocols for disinfecting room after ill student / staff leaves the building. Develop pathways that reduce indoor exposure.</p>
Restrooms	<p>Limit capacity. Signage to wait in hall if in use over established occupancy. Reminders to never take masks off in restrooms. Provide hand sanitizer in hall near restrooms with directions to use it after touching faucets, doors, etc.</p>
Supply chains for chemicals	<p>Increase stock of PPE, Covid killers, hand sanitizer, batteries. Vet all chemicals against EPA registry. Maintain EPA registry and records of facility staff training for proper use. Continue to stock, use non-covid chemicals for cleaning. Consider establishing multiple sources to hedge against shortages as other states become hotspots.</p>
Additional supplies of masks	<p>Should be readily available in case of need for replacement. Should be provided for all staff- steady supply of disposable or 1-2 cloth per employee. Develop policy to allow staff to wear a personal mask as long as it is worn appropriately. Have disposable masks available in main offices and refuse entry as necessary for failure to comply.</p>
Hand sanitizer stations in every room	<p>Staged throughout halls. Ensure that product is not spilling to floor creating hazardous slip and fall conditions, use floor mats as necessary.</p>
Reasonable expectations for mask wearing - process for mask breaks	<p>Identify safe locations (indoors / outdoors) and protocols for staff and students. If internal areas are deemed safe zones, ensure social distancing, limit capacity and increase outdoor airflow. Increase cleaning and disinfection of designated area by facility staff.</p>

<p>How to encourage all staff are active participants in supporting protocols</p>	<p>Provide training, clear written instructions, “what to do if” protocols, and clear process to communicate feedback and request support. If staff understand protocols, the reason for them, they will more likely be active supporters. Communicate proper chain for parents to follow to address concerns - should the individual teacher communicate with parents on these topics, or should the school level or district level administrator be charged with that? Reduce threads of dialogues and provide consistent messaging.</p>
<p>Emergency close</p>	<p>Establish plan for future sudden close and communicate protocols to staff and students.</p>
<p>Use of outdoor space as instructional space.</p>	<p>Identify possible outdoor spaces for instructional space. Address security issues and appropriateness of space for instruction. Establish protocols and cleaning schedule to incorporate space.</p>

Task Group E: Technology Supports Needed

Guiding Question(s): What do teachers, students and parents need to effectively utilize technology as a learning tool both while in school and at home?

Priorities:

- Teacher training
- Utilizing technology to enhance engagement and maximize learning
- Supporting students and parents

4 committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
How can we ensure more consistency among teachers regarding knowledge and use of digital tools?	Can we have more tech-savvy staff help to train the teachers who don't have as much knowledge of digital tools?
How can we ensure all teachers are using digital tools to engage students?	All teachers will have access to training about Google Tools including Google Classroom Students can collaborate in small groups using digital tools (not just listen to a teacher for the class period)
How will we distribute one-to-one devices to all students?	The district has purchased additional iPads in addition to existing Chromebooks and MacBooks All students will have a device for the school year
Will teachers need different training based on the type of devices being used at each grade level?	
What level of live streaming of lessons is optimal for student engagement?	
How can we provide structure for students via virtual instruction?	More accountability with schedules and assignments
What will the expectations be for students and teachers in their use of digital tools?	
How can we maximize our use of digital tools to ensure students are making appropriate academic growth?	
What additional support can we give to students?	Can older students act as buddies for younger students?
How will we address privacy concerns when using virtual platforms?	We will need to provide clear expectations for participating in online discussions

<p>How do we ensure students are not exposed to inappropriate things if we are live streaming lessons?</p>	<p>We can provide additional recommendations to make the experience as safe and productive as possible (use of headphones, use of backgrounds, etc.) Everyone needs to understand that there will be the potential for these problems (seeing something in the background that may be inappropriate)</p>
<p>How can parents help to support learning at home? What information or resources can we suggest or provide for extending learning at home?</p>	<p>Providing additional resources for support, remediation, extension, enhancement</p>
<p>How do we make the experience cohesive in and out of the classroom, rather than a tiered experience if you are fully virtually or hybrid/in-person?</p>	<p>Will this require cameras? Or other forms of technology?</p>
<p>How can we support virtual learning for students who have varied levels of support at home, or from different grade levels?</p>	
<p>Will the afternoons be more live instruction? How do we provide a full day of instruction? How can technology help us do that?</p>	

Task Group F: Policies Needed

Guiding Question(s): What policies must the BOE adopt related to COVID?

4 committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
How can we reduce the number of students on the bus?	Survey families to see who will need busing Don't offer subscription busing
How can we ensure social distancing on buses?	Assign another staff member to ride
How can we screen kids getting on buses?	Screening beforehand
3 priorities:	Other necessary policies/procedures:
Policy for screening students/staff	Policy for contact tracing
Policy for when someone tests COVID positive	Policy for re-admittance to school
Procedures for symptomatic student/staff with isolation protocol	Procedures for cleaning and disinfecting
	Procedure for short-term closure if COVID+ person was in a building

Task Group G: Communication

Guiding Question(s): What, how and when do we need to communicate with stakeholders as we move towards firm opening plans?

4 committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
Who is the designated point person to communicate with stakeholders?	There should be one focal point of communication. Letters going out for Dr. Mast or Principals for each school.
What will the format be and when can we expect update?	Set specific times for updates. Ex. Every Friday, etc. Where should people look for information. Emails, websites, etc. Special section of website. Quick Links on various topics. Contact Tracing, Opening Day Essentials, etc.
	One stop shopping at district website. When updates posted on website it should be pushed to Twitter, Facebook, etc. Ensure parents have access to SwiftK12, etc. The link should direct people back to the hub/website.
Do we have someone on staff that can translate communications for parents and students?	Tap staff that can translate, specifically Spanish.
Will we communicate our plans and status to other districts, towns?	As plans are communicated share them via email with other districts, etc.
Do we have a process to consider questions, concerns, complaints?	Set-up a dedicated email address or google form that people can submit questions to. Then the questions and answers can be posted on the website for everyone to view. Notifications can go out when the FAQ is updated. Have a standard turnaround time so people know when to expect responses (ex. 72 hours). One person should monitor the central hub and know who to reach out to get the answers.
What information should be communicated?	Opening Day essentials. Students must wear masks. Changes to the curriculum. If someone has COVID, what happens, what is the notification process.
Communicate as a Public Service Announcement	Masking, Sanitizing, and Social Distancing. Maybe the students can develop their own ways to communicate this out to their peers and the community.
Will students be comfortable wearing the masks in school?	Acclimate the kids to wearing masks at home so they are used to them when they return to school.

Task Group H: Professional Development

Guiding Question(s): How do we support teachers to simultaneously deliver At Home Learning and in-person learning?

5 committee members took part in this group

Use the table below to generate questions and, if possible, ideas and answers to them.

Questions	Possible ideas and answers
How do we provide teachers with time to prepare for and plan within a hybrid model?	Anchoring teachers in a set school day schedule. Teaming Teachers (One virtual expert and one in-person expert) Summer professional development workshops - Flex PD
How do we assist teachers who may be anxious about starting the school year? How can our PD take this into account?	Training and providing resources. Identify and possibly adopt tools that may be more effective than Google Classroom. Provide a set of established Expectations (teachers, students, parents). Curated resources. Additional Surveying specifically about hybrid model teaching and PD needs specific to this. Training for teachers on secondary trauma and trauma-informed schools.
How do we help teachers to re-acclimate to “doing school” again?	Providing opportunities for PD on how to develop connections before delving into content.
How do we connect with “remote only” students?	Serving SEL Needs first. Tutoring Connecting students beyond the classroom.
How do we help teachers to consider issues of equity and how home situations may impact learning.	Training on issues of equity for teachers to consider as they work with families of various backgrounds with various needs to consider how home situations may impact learning and participation etc. sorry just thought of this important point....
PD beyond Google	More PD on Interactive Slides, Interactive PDFs, interactive games and activities

	Balancing independent student work and what they can do independently (age appropriate activities)
What are the most engaging activities for students in a virtual environment? What will capture and maintain students' attention? For example, length of time of videos, wait time during a video to give students time to think, even in a virtual world? The length of time of instruction in a virtual environment (age-appropriate).	List of best practices for the virtual environment. (small group interactive, lesson length, wait time during pre-recorded videos)
	Community building activities
<p>Top 3</p> <ol style="list-style-type: none"> 1. Technology - getting teachers prepared to deliver instruction in a meaningful way, explore platforms, and keep up with one another. (Continuity of technology) 2. Support for Teacher Anxiety 3. Student Social Emotional Needs 	Flexible access to workshops