Re-opening Task Force Subcommittee Reports 7/13/2020

All groups should send survey questions to Bill and Christine by Wednesday afternoon.

Health & Safety - spokesperson:
- Recommendations - educate and remind
- Signs for reminders
- Temperature - not only indication; discussion about having a negative COVID -19 test before returning to school
- School shutdown - protocol needs to be developed
- Communicate with parents re: handwashing, mask wearing; if we have to move to remote learning
- Isolation room discussion
- Drop off place for student's stuff in between doors
- Visitors by appointment only
- Employee code instead of name on sign in
- Subs come in each day
- Sick days if C19 related questions
- Sub coordinator - talked with subs about who is comfortable and ensuring they have access to protocol
- Should we take temperatures? Is this a false sense of security
- Educate parents about not sending sick kids; send home if not feeling well
- Next steps: awaiting guidelines from state; look at Epping specific; building protocols; communication with parents and kids
- Questions/comments:
    - Sending kids with a fever home has been an issue in the past, please be clear about wording with fever; ensure plan is consistent
    - Any research about ventilation? Are our systems working properly? Bathroom ventilation working properly? Music spaces are supposed to have twice as much ventilation. Should we use AC or open windows? What about classrooms with no windows?
    - Cohort tracking if someone is being tested? Would they remote teach? Paid leave? What happens if they are out? Is this part of sick leave?
        - You don't teach if you are out sick
        - Use sick days; after the number of days they would need doctor's note
        - Contract implications
    - How will sanitizing work - students? Custodians?
    - Would 14 day quarantine come out of sick day use? FMLA?
    - Any flexibility to work remotely if waiting for results?
    - What about staff who have kids in other districts who need to be home?
    - Hallway traffic patterns?
- Ask Amy Newman to make signs?

Operations - spokesperson:
- Reviewed drop off/pick up procedure; Sandy from First Student - asking for survey about kids riding bus; should bus go to each door - no go in as a unit since there will be
- Ask police for assistance with morning drop off
- Bus has cleaning solution for monthly deep cleaning; high touch areas ongoing (between runs)
- Will bus drivers help sanitize hands getting on bus; bus drivers would remain in seat
- Bus drivers will wear masks except when they are driving; bus company will look into the shield
- Recommend not having anyone in front seat to create space between driver and students
- CDC bus diagram
- There is no bleach in clorox wipes - 4 minutes to sanatize
- Questions/comments:
    - Cleaning and disinfecting - does the custodial staff have enough members to keep up with cleaning protocols? Have buildings and grounds crew come in and help.
    - Who wipes down desks, etc.
    - Can parents be notified that bus is not going to require students to sanitize hands before they answer the survey question
    - Bus drivers allowed to have their own kids on the bus?
    - Need to think about preschool and specialized transportation
    - Could we have a bus monitor?
    - How can we enlist the help of the greater community?
    - Could hs students who need volunteer hours help?
    - Plan for communication about when the cleaning is done
    - Some kids want to be able to wipe their own areas
    - Consider time intervals of cleaning products - write on bottle; 67 products that are one minute, but you need to clean first and then disinfect; Can we get them? Cost?

SEL - spokesperson:

- Goal - promoting a positive message about reopening and ensure all feel safe
- Communication - positive messaging; psa videos - student led; templates for scenarios; use humor; hs GYA - great youth alliance
- Welcome back
    - PD Days
    - Kids - celebrating being back together
    - Closure from last year

- SEL Supports for students

- ○ Mental breaks throughout the day
- ○ Including mindfulness strategies
- ● SEL Supports for teachers
  - ○ Lesson plan for helping kids
  - ○ PD around trauma; signs;
  - ○ PD how to talk to students about it
  - ○ Supporting teachers needs
  - ○ How to promote social connection
  - ○ Mindfulness PD
- ● SEL Supports for parents
  - ○ Signs your child is struggling
- ● Mental health screening to determine who might need more support
- ● Preparing to return to remote learning
  - ○ What can we put in place this fall to build the foundation
  - ○ Building relationships
  - ○ Caring for SEL needs for all
- ● Contracts to sign re: code of conduct re: masks, etc.
- ● Questions/comments:
  - ○ What do students need to process their experience of online learning
  - ○ Racial injustice issues that have happened since March
  - ○ Flexibility for staff working remotely
  - ○ Epping masks for all?
  - ○ Scripts for teachers to use with students
  - ○ Can kids go back to old classrooms for the first day or two?
  - ○ What do we do about first day at elementary school
  - ○ Utilize social media
  - ○ Put information in bathrooms and locker rooms for the kids to read
  - ○ Mask companies - how much for masks? $5 - give away one for each person
  - ○ Survey question - is your child wearing a mask now and how long can they tolerate it?
  - ○ Mask breaks
  - ○ Support around current events - scripts
  - ○ Families with financial issues; homelessness
  - ○ People kids know who have passed
  - ○ Training kids on executive functioning skills

Teaching & Learning - spokesperson:
1. **Discussed general recommendations for moving forward with a "Phase I" everyone returns to school approach**
   a. Most classes under 20 at this point.
      i. Identify any classrooms that cannot safely accommodate 20 students and 1 teacher/1 para.
      ii. Identify areas that could be used for larger class sizes (ie. media centers).

b. Will need to determine how to utilize furniture already in the classrooms to meet the spacing needs.
    i. 6 ft apart whenever possible, 3 ft minimum. Find visual representations for students to use (ie. pool noodles marked with 3 ft/6 ft measurements.).
    ii. Look at instructional strategies that won't require all students to be at tables at the same time.
c. Use of masks (Safety subcommittee)
    i. What is the recommendation
    ii. Face shield vs. masks
    iii. All teachers will wear masks
    iv. Clear mask option? Especially for teachers, interventionists and special ed students. (kids need to see teacher's mouth for certain instruction)
    v. Introduce masks to K-1
    vi. Grades 2-12 will wear masks at all times discussion.

2. **Student Supplies**
   a. Plexi screens - separating spaces in classrooms with tables
   b. Clear mouth masks for pre-k to 1 teachers
   c. Face shields supplied to pre-k to 1 students
   d. Dots for floors and cafeteria seats to show distancing (like grocery stores)
   e. Wipes if kids clean desks multiple times a day
   f. Pool Noodles to teach younger students 6 ft visually
   g. Basic Student Supply Backpack
       i. Purchase and distribute backpacks with general school supplies for each student. These are anywhere from $3-$10 and have a variety of different supply packages to choose from.
       ii. UA (such as Art) can add to the pack as needed
       iii. All teachers should review and revise the supply list sent out to parents to reflect the new items that may be needed.
   h. Headsets for every student. Students will no longer be able to share headsets.
       i. Headsets will need to be purchased for all Elementary school students.
       ii. Students can opt to bring their own headsets/earbuds.

3. **Instructional/Scheduling considerations**
   a. In preparation for the chance we have to go back to remote learning, grade level teams should work towards making sure 80% of instruction is using Google Classroom.
   b. Majority of assignments in MS/HS are digital to reduce the need for binders/textbooks.
   c. Live streaming of classes? All or nothing?
       i. Google Meet?
       ii. Considerations for students being recorded? Permission
       iii. Discuss further when hybrid planning takes place - Phase II
   d. Students remain in the classroom in the same groups (ES/MS)
   e. Small groups for Title I and Interventions - space may be an issue

    i. Use the music room the 2nd half of the day if music is on the cart.
  f. Shorter class times to allow for more movement breaks outside to take masks off.
    i. Weather considerations
  g. Increase transition times between classes to allow for sanitizing and moving from one place to another in a new traffic pattern.
    i. Stairways one direction
  h. For scheduling considerations - rotate grade levels weekly for lunch in the cafeteria. For example: Week 1 grade 1 in the classroom, K in cafeteria

4. **Unified Arts considerations**
  a. HS Band - consider using HS gym - students can sit on bleachers to spread out
  b. ES - Music, Technology, Science travel to classrooms
    i. ES Band can utilize the music room for band practice (library conference room doesn't have enough space to socially distance appropriately)
    ii. Science - considerations for not sharing tools/observation items, etc.
  c. PE - outside whenever possible. Dots on floor for spacing requirements
  d. Art and Library students will travel to the specified rooms
    i. Use of walkies to announce when classroom is ready for students to arrive (other class has left / sanitizing done)
  e. Library - Tabled until next week's meeting.

5. **Other Suggestions -**
  a. EES 1st Day Celebration
    i. Cancel?
    ii. Stagger the start times or days by grade levels (ex. Grades 1 & 4 at one time/day - then 2&5 -then 3)
  b. EMS - 6th grade/9th grade start a day early
  c. If needed - 7-12 remote learning, PK-6 use all 3 buildings to social distance.

- Questions/comments:
  - Scheduling handwashing
  - Book boxes? How long to quarantine them?
  - Playground - not being sanitized in between recess?
  - Should grade 1 use the k playground?
  - Breaks in between recess?
  - Should we increase outdoor time?
  - Back to school - begin right away training/preparing students for a return to remote learning
  - Look at each event and ask if it increases the threat
  - How do we manage parent volunteers?
  - Grouping kids - siblings, assigned seats, cohort groups for tracking purposes
  - Junior and senior privileges