



The Project School 2020-2021 Reopening Plan

Reentry and Response to COVID-19

Board of Directors Information



“Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations. These recommendations are provided acknowledging that our understanding of the SARS-CoV-2 pandemic is changing rapidly.”

-American Academy of Pediatrics (AAP)



The Project School 2020-2021 Reopening Plan is a living, changing, growing document. As we learn more, as data changes, and as guidance shifts, so will our plan.

As we all recognize, this is a time like no other, which gives us an opportunity to consider possibilities that we have never thought of before.

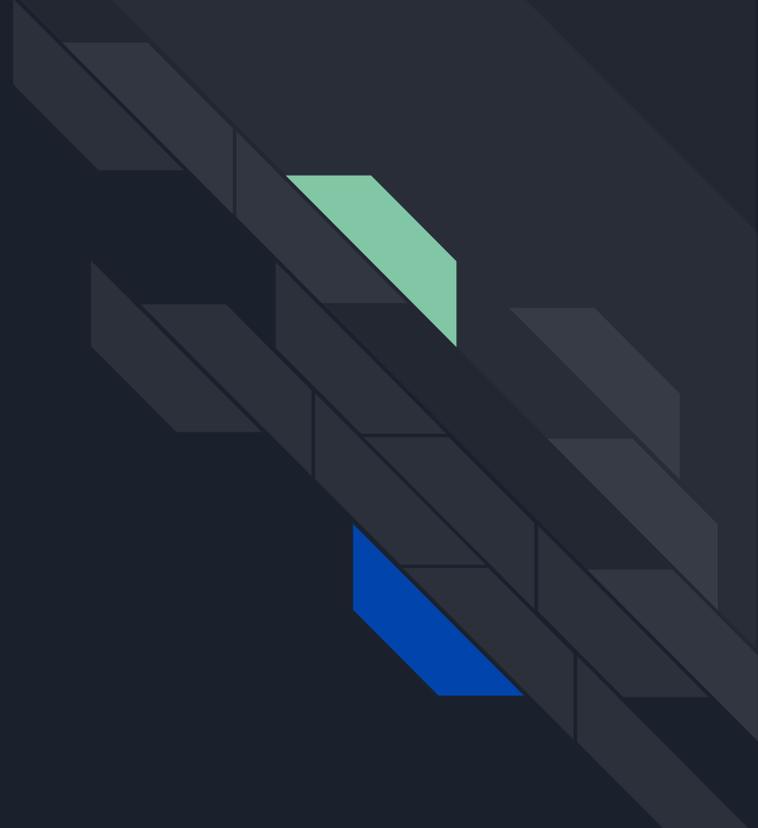
As a school, we will strive to meet the diverse needs of our community, knowing that this plan must shift as the world does.



Reopening Workgroup Member	Focus Group
	SEL (Social-Emotional Learning) is a focus of all three groups.
Baron Caudill, Heather	Instruction, Assessment, and Technology
Blackwell, Kristin	Facilities and Procedures
Burks, Terri	Facilities and Procedures
Conlin, Stacey	Facilities and Procedures
Diersing, Catherine	Floating
Irvine, Sara	Instruction, Assessment, and Technology
Jackson, Amy	Family and Community
Krothe, Kandi	Facilities and Procedures
Pell, Chelsea	Facilities and Procedures
Riley, Rene	Family and Community
Rock, Heather	Instruction, Assessment, and Technology
Sabaratnam, Kalei	Instruction, Assessment, and Technology
Searcy, John	Family and Community
Simpson, Cindy	Family and Community
Whaley, Sarah	Floating - tech support, communication
Wallace, Scott	Facilities and Procedures
Michael Beam	Instruction, Assessment, and Technology
Natasha Roe	Family and Community
Anne Leftwich	Instruction, Assessment, and Technology

The Project School would like to thank the members of the Reopening Workgroup for their commitment, time, and effort.

In addition, we would like to acknowledge the Monroe County Department of Health and Penny Caudill for their collaboration and guidance, the MCCSC district administration for welcoming our participation in their reopening group, Dr. McCormick, the Indiana Superintendent of Public Instruction, and the Indiana Department of Education for their invitation to serve on the Superintendent's leadership team for the development of the IN-CLASS document. All of these collaborative opportunities, along with many additional resources, served to inform the plan that has been created for The Project School.





Guiding Principles of The Project School Reopening Plan

- Recognizing that we will be providing learning through multiple formats, committing ourselves to developing learning opportunities that truly engage children, while allowing a myriad of responses, acknowledging student and family assets, and attempting to diminish the impact of challenges that we all face.
- Supporting children and families in dealing with multiple sources of recent trauma, TPS will prioritize social-emotional learning (SEL) upon school reentry and throughout the year. While this is not an unusual focus for TPS, the reality of trauma due to the pandemic and recent racial injustices make it even more critical to prioritize.

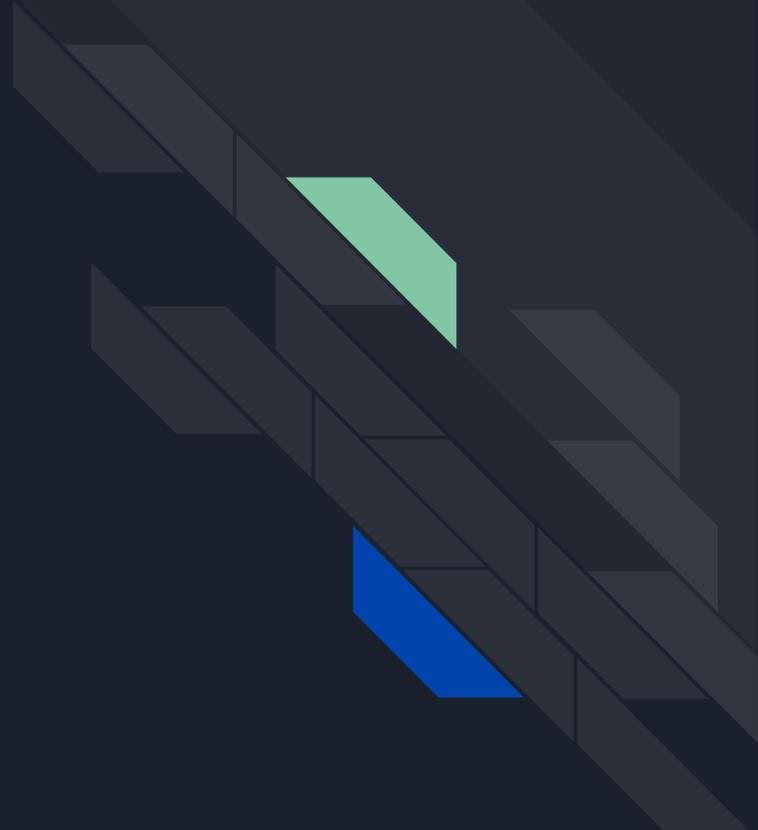


Guiding Principles of The Project School Reopening Plan

- Intentionally considering the feedback from families in making decisions about how learning options will look for the 2020-2021 school year.
- Making decisions based on what will support our community in being physically and emotionally safe and well.
- Recognizing and responding to the impact on our adult community by supporting our staff, including attempting, when possible, to meet the desires of our team members in terms of the location and format of their work.

Commitment to Establish and Follow Procedures to Mitigate Risk

As a school community, we will do all that we can to reasonably mitigate risks. Realistically, it is not possible to eliminate risks in any building where groups of humans gather - which we acknowledge - while planning for a successful and safe school reopening.





AAP Recommendations for Schools to Consider for Mitigating Risks

Higher-priority strategies:

- Children should wear face coverings when harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Seating should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).



AAP Recommendations for Schools to Consider for Mitigating Risks

Higher-priority strategies:

- Cohort classes should be developed to minimize crossover among children and adults within the school.
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Utilize outdoor spaces whenever possible.

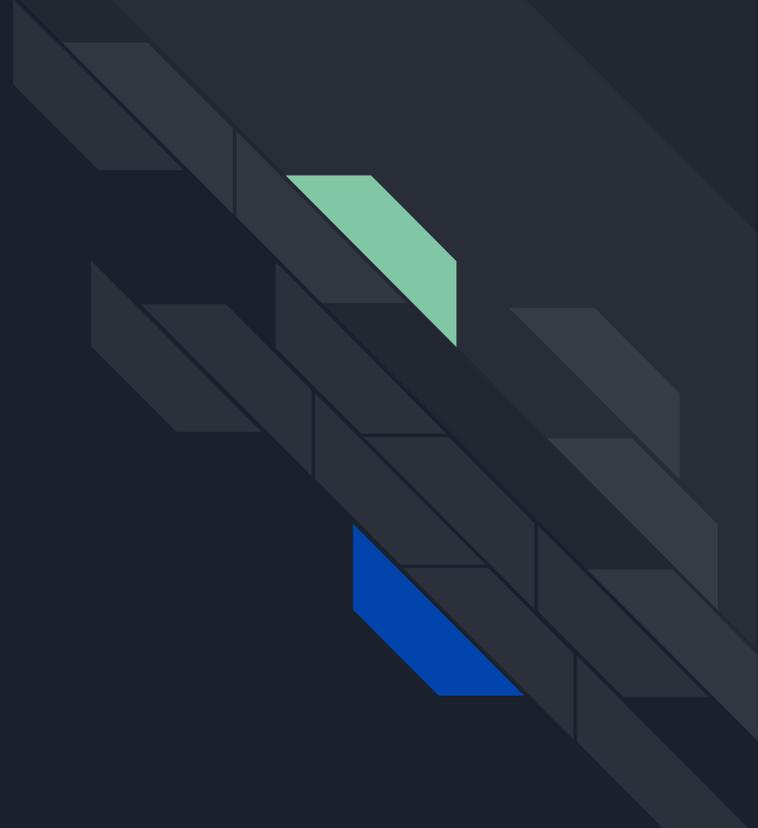


AAP Recommendations for Schools to Consider for Mitigating Risks

Lower-priority strategies:

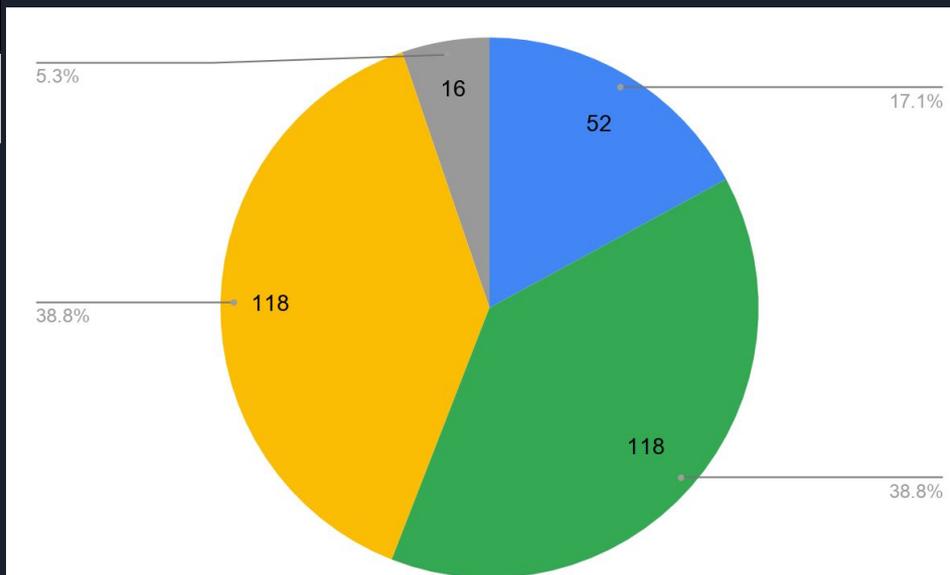
- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

TPS Family Survey Data



	Virtual	Hybrid	F2F	Unknown
K	4	4	16	2
1-2	11	38	27	2
3-4	8	20	24	2
5-6	17	15	22	2
7-8	12	41	29	8
Total	52	118	118	16

Whole School



	At school	At home
K	18	6
1-2	46	30
3-4	34	18
5-6	29.5	24.5
7-8	49.5	32.5
Total	177	111

Students by location - assuming one half of students in “hybrid” are present at TPS at a time (does not account for unknowns, will automatically update as new data is entered for students whose first choice is currently not known).

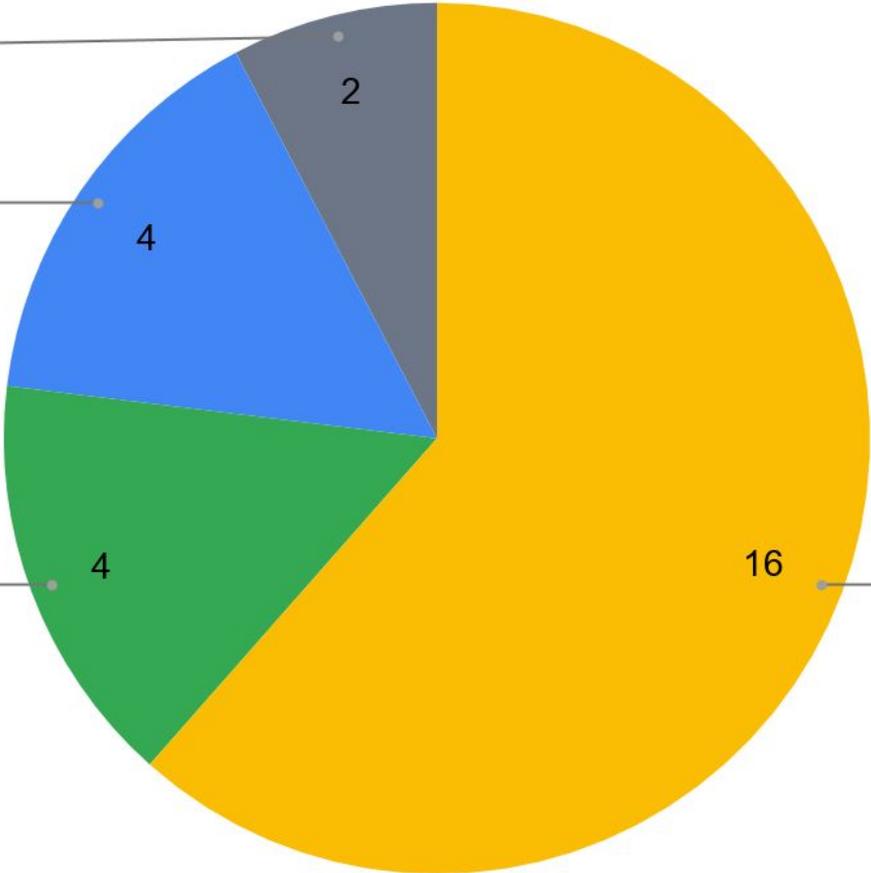
Kindergarten 1st Choice Option

Unknown
7.7%

Virtual
15.4%

Hybrid
15.4%

F2F
61.5%



1-2 First Choice

Unknown

2.6%

Virtual

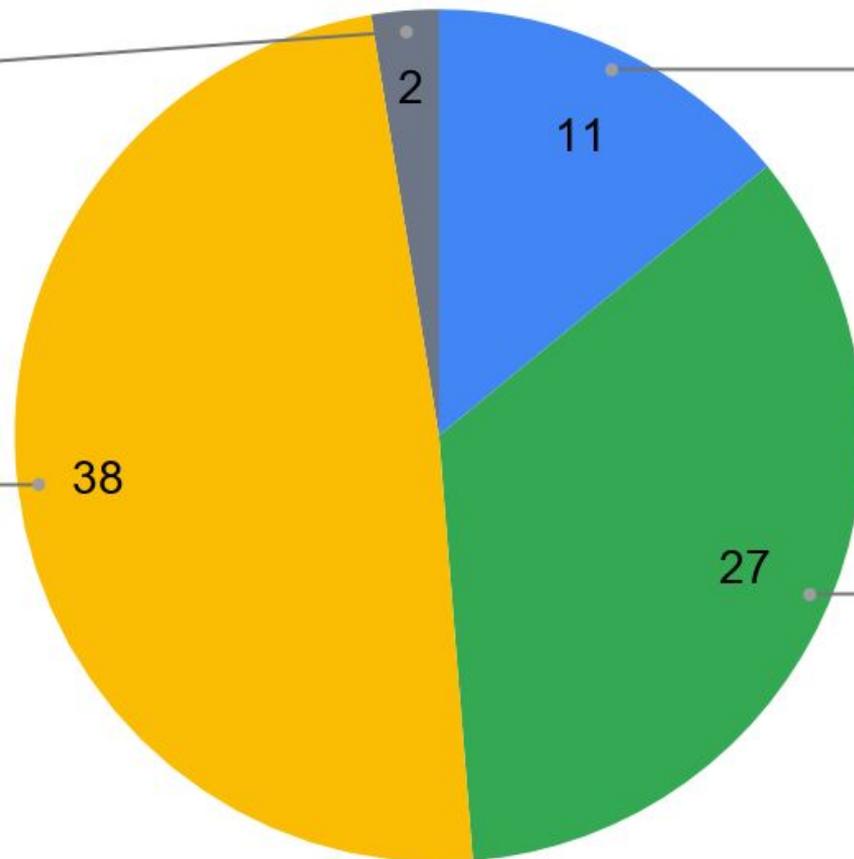
14.1%

Hybrid

48.7%

F2F

34.6%



3/4 First Choice

Unknown

3.7%

Virtual

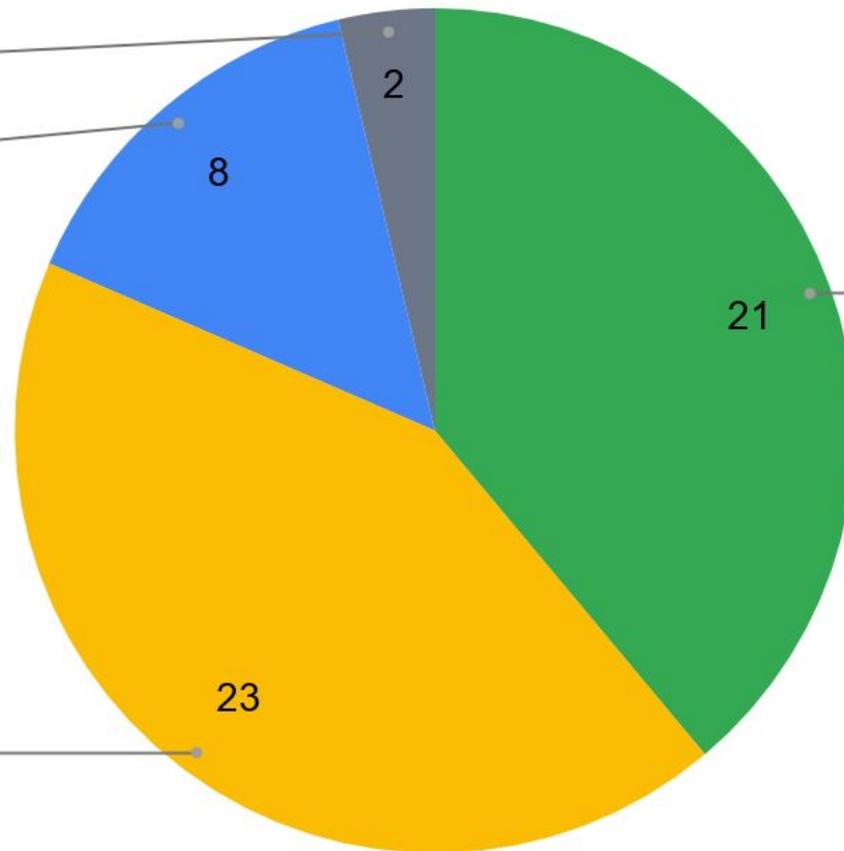
14.8%

F2F

42.6%

Hybrid

38.9%



5/6 First Choice

Unknown

3.6%

Virtual

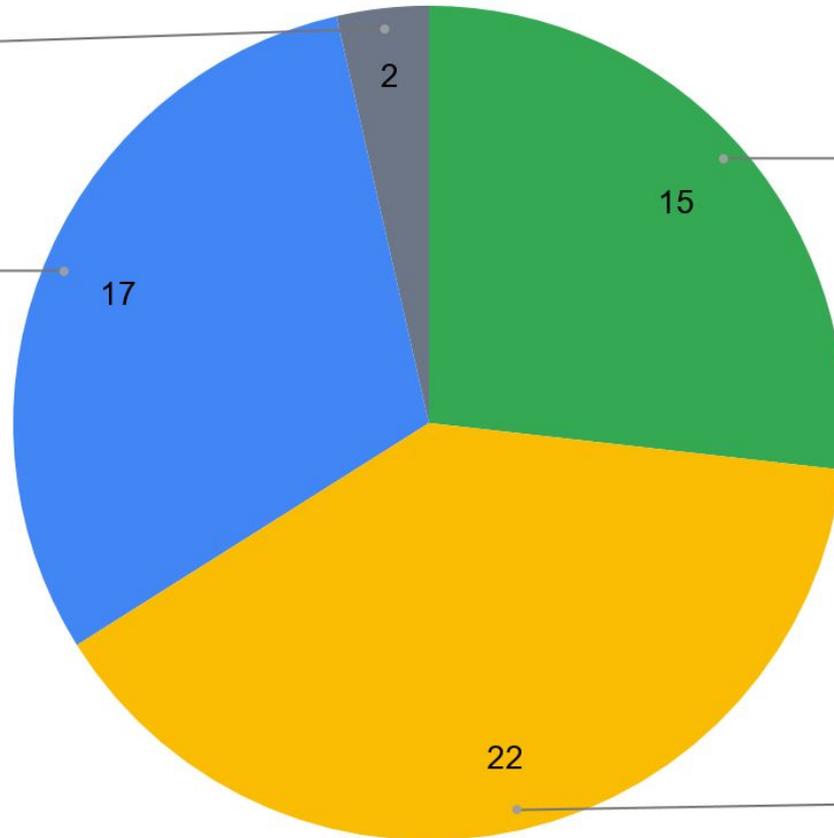
30.4%

Hybrid

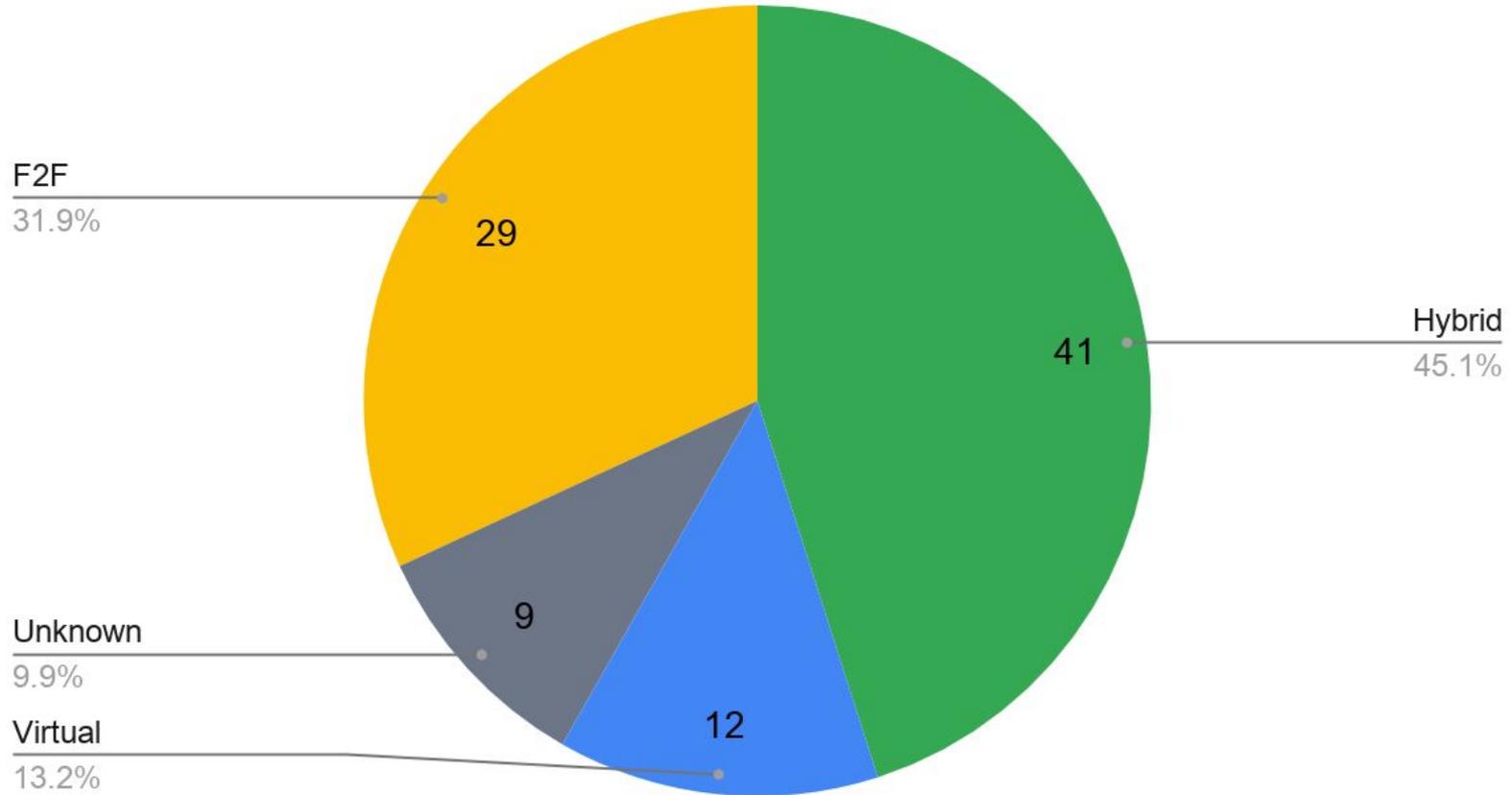
26.8%

F2F

39.3%



7/8 First Choice





TPS Recommendations of Learning Formats for Fall 2020

TPS will offer three formats (Face-2-Face [F2F], Hybrid, All-Virtual) as we work to respond to the needs of all TPS families. While the local district is offering F2F and Virtual, the Hybrid option tied in numbers with F2F for our families, indicating that it is a critical option for TPS to offer. In addition, there will be systems for intermittent virtual participation when a student must be out for extended periods of time. A permission acknowledging the risks involved in students attending school will be included in the enrollment process for all students.



General Information

- Face-2-Face: Students will attend school face-to-face everyday.
- Hybrid: Students will attend school in-person two to three days each week and will participate in school from home the other days of the week. Students will attend every Monday and Wednesday or Tuesday and Thursday, with Friday being a flex day based on decisions that are still being determined.
- All Virtual: Students will attend TPS off-site 100% of the time.



General Information

- The initial family commitment to a format will be for the 2020 portion of the 2020-2021 school year.
- There will be staff dedicated to the format the students participate in, with the likelihood of some overlapping staffing.
- TPS devices will be provided and utilized for all school-based work in grades 1-8.
- Agreements for the hybrid and virtual options will be put in place for families to consider and commit to when making a final decision for their children.



Special Education

Every child and adolescent with a disability is entitled to a free, appropriate, public education and is entitled to special education services based on their individualized education program (IEP). TPS Inclusion teachers will work to provide the support articulated in every child's IEP. The Case Conference Committee for each child may consider changes in the IEP reflecting the format for the instruction that the family selects.



Focus on Social-Emotional Learning (SEL)

SEL is one of the most important considerations as we are making decisions. Given the individual and collective trauma felt throughout our communities from stay-at-home orders, daily data (and personal connections) displayed on illness and death rates, the cancellation of in-person school, and the national increase of racial violence, this must be our first priority.



Facility Alterations

The following facility alterations will be completed in the summer of 2020 and will help to mitigate risks:

- Windows added to allow groups to separate in upstairs classrooms
- Door added to first floor classroom for additional walking path
- Outside door replaced with windowed door for additional entry/exit
- Front office altered to allow for COVID-19 isolation space



Face Coverings

All students and staff will be required to wear face coverings (ie. masks, face shields). TPS will work in collaboration with families and community agencies to meet the needs for face coverings through a combination of bulk covering purchases and volunteer face covering creation, face covering care, and plans for laundering. There will be times within the day when students will be outside and/or when social distancing can be effectively accomplished inside so that face coverings can be taken off safely. As is true for all procedures at TPS, this will be taught through interactive modeling.



School Supplies

All school supplies will be for individual students and will not be shared.

Supplies will be provided for all students who are unable to provide their own.

Supply lists are being reduced and revised in consideration of the financial challenges created for many families due to the pandemic.



Health Office: Facilities, Practices, and Procedures

- **Health office space usage:** There will be a separate space for any student who exhibits COVID related symptoms.
- **Pre-screening:** A plan for the Health Aide to screen students before arriving in the health office will be in place prior to the start of school.
- **Immunizations:** Existing school immunization requirements will be maintained and not deferred because of the current pandemic.



Health Office: Facilities, Practices, and Procedures

Additional Personal Protective Equipment (PPE) for Health Office Staff:

School health office staff will be provided with appropriate medical PPE to use as needed.

This PPE will include N95 masks, disposable gloves, clothing coverings, and face shields.

Health office staff is aware of the CDC guidance on infection control measures.



Daily, Individual Health Screenings of Students and Staff

- The recommendation from the Indiana and Monroe County Health Departments is to do home screenings due to the risks and time involved for students and staff when screening large numbers of individuals on-site.
- All families and staff will be provided a screening tool that reflects the guidance of the CDC and the state and local health departments. Families will be provided thermometers as needed. The expectation of following the guidance is part of being a member of a community.



Daily, Individual Health Screenings of Students and Staff

- If a student or a staff member fails the health screening due to any number of criteria, they should not attend school and should communicate their reason for absence through the appropriate absence procedure, as indicated in the family or employee handbook.



Exclusion from Attending School

If a student or a staff member is unable to attend school or is sent home from school due to COVID-19 like symptoms, they are encouraged to immediately contact their health care provider to discuss testing and medical care. In the absence of testing, they are presumed positive until such time as a healthcare provider determines the illness is caused by something else and provides a written statement releasing them to return to school. Without a healthcare provider's release, they would need to stay home for 10 days and be fever-free for 72 hours without use of fever-reducing medication, based on the guidance of the Indiana Department of Health.

Consideration of Exclusion from School: A student who resides with an individual who is quarantined due to an exposure would not have to be quarantined unless the student was also directly exposed to the positive individual. "A contact to a contact is not a contact." -Penny Caudill



Intermittent School Closures

If a case of COVID-19 is diagnosed and connected to TPS, we will consult with the Monroe County Health Department immediately to determine need for and the length of any needed closure. We will communicate with families, following the requirements of confidentiality through FERPA.

The recommendation is for closures of 2-5 days. Multiple criteria will be utilized to determine the length of closure needed to mitigate all possible issues.



Physical/Social Distancing Measures

The Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic.



TPS Plans for Reasonable Physical/Social Distancing

- One-way hallways
- The use of physical guides
- Keep students in the classroom and rotate teachers
- Utilize additional entrances/exits
- Assign and monitor students at lockers/cubbies
- Begin the school year by prohibiting all non-essential outside visitors
- A physical barrier, such as plexiglass, will be added to the front desk area
- 15-minute exposure - this will be considered as staff work to have reasonable physical/social distancing in place when working with students



Expectation of Adult Physical/Social Distancing

- Physical distancing among adults is also strongly recommended. TPS will support this expectation.
- Family members will only be allowed to enter the building in cases of emergency.
- Fall conferences will be done virtually.
- Gathering of adults in shared spaces will be discouraged.
- Staff meetings may take place virtually.



Hand Sanitizing Procedures to Assist with Mitigation

- Restroom and handwashing breaks will be scheduled and supervised.
- All hands will be sanitized prior to selecting books from classroom libraries.
- All hands will be sanitized before and after recess, before lunch, and after restroom breaks.
- Hand sanitizing stations will be placed throughout the building.



The Use of Instruction

- Creating a culture of care
- Training staff to look for possible symptoms
- Teaching how to correctly wear face coverings
- Teaching how to care for our face coverings
- Effective hand washing/hand sanitizing techniques
- What social/physical distancing looks like and how can we do our best to follow it
- Recognizing a growth mindset



Foodservice Planning

- Students will eat lunch in assigned spots in designated areas, such as their classrooms. For students who get school lunch, we are currently deciding between delivering lunch to the classrooms or picking up lunch in a staggered, socially distanced way.
- Based on the nature of our lunch preparation, students will continue to receive a hot lunch, rather than a bagged lunch. The format of our food service allows for the safety procedures recommended when suggesting a bagged lunch.



Foodservice Planning

- Plans are still being developed for the distribution of school breakfast.
- Students who attend in the hybrid model and want school lunch and/or breakfast for their off-site days will be able to pick up the food on a day that they are on-site.
- Students who attend the all virtual model will have a designated time during each week for food pick-up.



Foodservice Planning

- 100% of students who want to participate in the school food service program for school breakfast and/or lunch, regardless of the format that they utilize for school, will have the opportunity to do so.
- Options for water availability throughout the day are still being considered. As a part of the plan, all students and staff will be asked to bring a full water bottle (for repeated use or recyclable) to school each day. Alternatives for filling water bottles as needed throughout the day are still being evaluated. No regular water fountains will be available.



Use of Outside Spaces/Recess

Enforcing physical distancing in outside spaces is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in specific spaces and/or activities. Outdoor transmission of virus is known to be much lower than indoor transmission.

- Hands will be sanitized when exiting and reentering the building.
- Recesses will be scheduled throughout the school day, eliminating large groups passing due to back-to-back recesses.
- Outside areas will be considered and utilized for various learning opportunities.
- Fencing is being pursued for the South Washington Street lot to give greater flexibility for safe use.



Cleaning and Disinfecting

Daytime Sanitation Services: Needed daytime sanitization practices are being determined by the facilities workgroup. Regular cleaning of shared spaces will be a necessary component of this role. As numbers of students and staffing are finalized, the implementation of necessary daytime sanitation practices and how these will be accomplished will be determined.

Evening Custodial Services: Cleaning at night will continue to be provided by Harris Cleaning, which has been researching and training on the strongest COVID-19 cleaning responses, using EPA approved chemicals, since the onset of the virus. Harris cleans all student involved, such as classrooms, and shared spaces, such as the front office and all restrooms, daily. The finalizing of the evening protocol is currently being determined.



Proposed Calendar Changes

Consideration to move the early dismissal day from Wednesday to Friday:

In order to successfully accommodate the hybrid schedule, a recommendation is being considered to move the early dismissal day from Wednesday to Friday. To finalize this consideration, family input should be sought and considered to determine that this does not place an undue burden on families.



Proposed Calendar Changes

Fall Break:

The majority of families and staff supported maintaining at least one week for fall break. This seems especially important considering the challenges that our educators and families will be facing in the beginning of this particular school year. Reducing to one week allows for five (5) flex days that can be cancelled as needed throughout the year.