

Board of Education Meeting- Superintendent Update

December 16, 2021

Port Chester-Rye School District





Board Goals 2021-2022

Board Goals-

Goal 1- Improve Communication and Ensure Systemic Equitable Access to Information

Utilize multiple platforms and outlets to broadcast important information to celebrate and highlight the district's success stories

Collaborate and be inclusive more often to allow for meaningful discourse with key stakeholders. Include opportunity for student voice

Celebrate publicly our students' and staff's accomplishments

Goal 2- Foster A Sense of Community Connectedness and Pride in Ram Nation

Ensure that students, families, and district staff engage in meaningful and authentic interactions

Forge and sustain community partnerships to expand opportunities for students

Create District-wide opportunities for students and families to celebrate Port Chester Pride and a sense of "Ramily"

Goal 3- Increase Student Outcomes Through Multiple Pathways and a Data Informed Culture

Create a culture of student agency, where ALL students are exposed to multiple college and career opportunities across grade levels Pre-K-12

Utilize data, research, experience, and collaboration to inform instruction and strategic planning

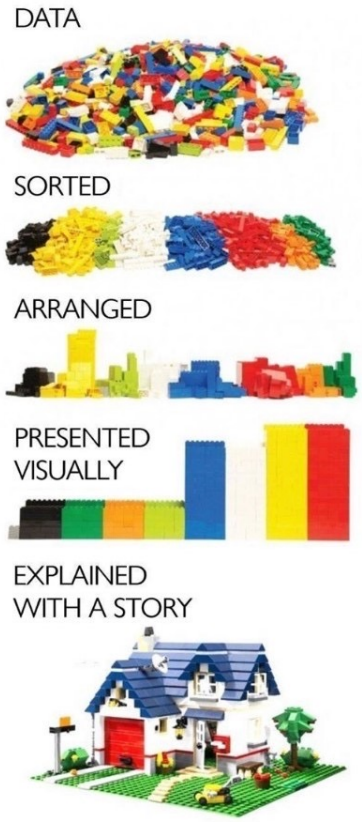
Openly share data, discussions, and goals for the future

Goal 4- Engage in Strategic Planning for Fiscal Responsibilities and Facilities

Collaborate for strategic planning to safeguard fiscal stability, while allowing for a proactive approach to improving and maintaining safe schools and well-maintained facilities and grounds for which our community can be proud

Review facilities, budget, and operations for long-term planning purposes

🎈 When someone says qualitative research is a waste of time.



What's happening?

Like all of Westchester County, over the past two weeks, the Port Chester-Rye Union Free School District has seen a rise in positive COVID-19 cases. The number of people testing positive in Port Chester is comparable to neighboring communities. When the district is notified of a positive case the protocol is as follows:

All contact tracing is first complete and close contacts are immediately notified that they need to quarantine.

Unaffected students in the class get a notification from the school.

A notice goes on the school website.

We remain vigilant in enforcing mask-wearing, physical distancing, and good hand hygiene. In addition, proper ventilation, regular cleaning of high-touch surfaces, daily disinfection of classrooms, and other measures remain in full force.

These actions are designed to reduce the threat of virus transmission in the school setting. Additionally, we encourage anyone who is not feeling well to stay home and seek medical attention as needed and not to come to school.

A reminder that the State tracks reported COVID-19 cases at https://schoolcovidreportcard.health.ny.gov/#/home where the cases for any school or municipality can be searched.

The District hosted a vaccine clinic on December 15, 2021, at PCMS for PC students ages 5-11 from 3:30 – 7:30. 111 students registered for appointments.

Test to Stay- Mr. Ritacco has been in contact with the Westchester Department of Health about requests for rapid tests. While we are completing necessary forms. There are still many challenges that are being discussed about this process. Tomorrow, we will continue our discussions about Test to Stay and whether or not it could work in a district of this size. We will extend the opportunity to discuss this with our COVID Reopening committee to explore all options.

TEST TO STAY OPTION

- Up to school districts to participate in
- Daily rapid antigen test conducted before the school day begins on those who would otherwise be quarantining in days 1-7 of quarantine; must be asymptomatic throughout, and must monitor symptoms through day 10.
- If daily test is negative, then individuals can attend classes but not extracurriculars or other activities.

TESTING OUT OF QUARANTINE

Quarantine until day 5 and get a PCR COVID test; if results are negative, then the person would be released from quarantine on day 7, must be asymptomatic, and must monitor symptoms through day 10.

- Logistical Challenges
  - Availability of tests? (The County says they will only have a limited supply of tests)
  - Where to conduct tests? (must be outdoors to be safely conducted for proper ventilation, and winter is coming)
  - May take hours to conduct on a large volume of people (at least 15 minutes for each test; how many can be safely done as quickly as possible given resources available?)
- Human Resource Challenges
  - Unreasonable and unfeasible for current nursing staff to conduct these tests each morning before school starts and still perform their other necessary duties
- Public Health Challenge
  - In a time of rising transmission rates, it may not make sense to enable COVID close contacts to remain in a population where they can possibly spread the disease

What's happening?

The apparent Snapchat post regarding December 17th, contained information concerning a school shooting. The post appears to have been shared numerous times making it virtually impossible to track the source. The post appears to be similar to numerous other viral posts that have been circulated nationally over the past several weeks that have been determined to originate out of the country and deemed to be not credible. While the Port Chester School District was not specifically mentioned in the post, we have been in contact with our police department regarding this matter. We will continue to work with our local, state, and federal law enforcement partners to monitor any future communications and investigate them accordingly. The District takes the safety of all students and staff very seriously and recognizes the need to be transparent regarding incidents that may impact our school community. We will always act out of an abundance of caution to ensure all our students and staff are safe both inside and out of our buildings.

For accurate information about the school district, please continue to check the website, not various accounts on Twitter and Facebook. There are a number of pages that use our clocktower logo, but they are not posted on behalf of the school district. As always, please do not hesitate to contact us if you have a questions or concerns.



School Year	Private	Home Schooled	Left US
2022	26	4	12
2021	40	5	28
2020	31	2	27
2019	16	2	30
2018	30	3	22

Exit Data



Residency Verification

Education Law **§3202**—Residency is established based on two factors: physical presence as an inhabitant within the district and intent to reside in the district.

Routine Residency Verifications—All incoming students from Pre-K and K through Grade 12 have their residency verified via submitted documentation AND a physical check of their alleged residence by a school official whose job it is to check residency.

Ongoing Random Residency Verifications—Ten percent of all previously enrolled students from K through Grade 12 are verified every few months on an ongoing basis via a physical check of their alleged residence by a school official who verifies each family's residency.

Targeted Residency Investigations—Based on tips from the public, residency investigations are conducted regularly at the alleged residence of families suspected of not residing in the bounds of the Port Chester Public School District.

} 1007 Student Residency Verifications Done

McKinney-Vento Homeless Assistance Act

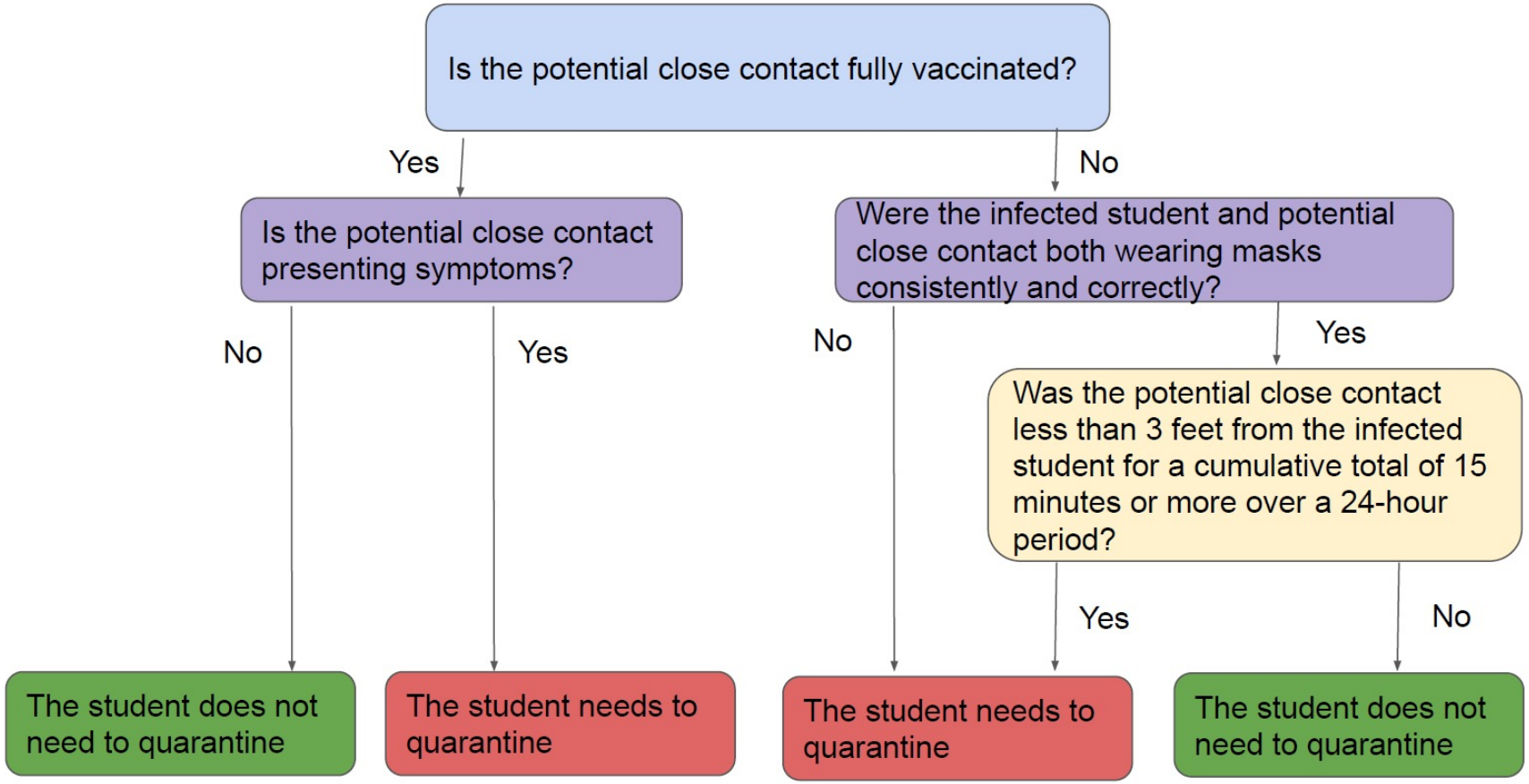
Homeless/
Person Experiencing Homelessness/
Person in Temporary Housing

- Individuals who lack a fixed, regular, and adequate nighttime residence
- Those sharing the housing of other persons due to the loss of housing, economic hardship, or a similar reason
- Those living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
- Those living in emergency or transitional shelters
- Those whose nighttime residence is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Those living in cars, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migrants living in any of the above conditions

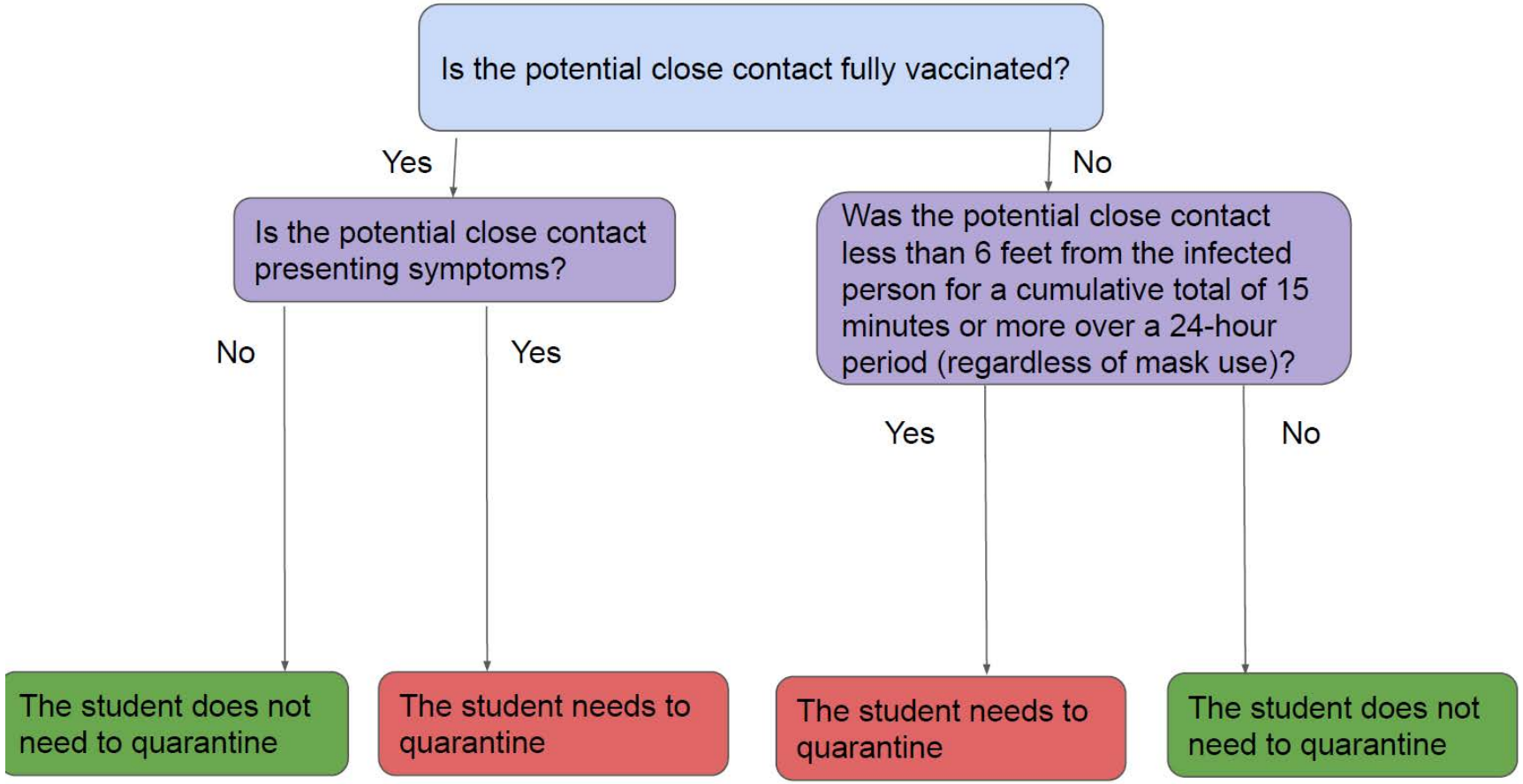
Year	Students Experiencing Homelessness
2018-19	121
2019-20	112
2020-21	129
2021-22	88

Data on Students Experiencing Homelessness

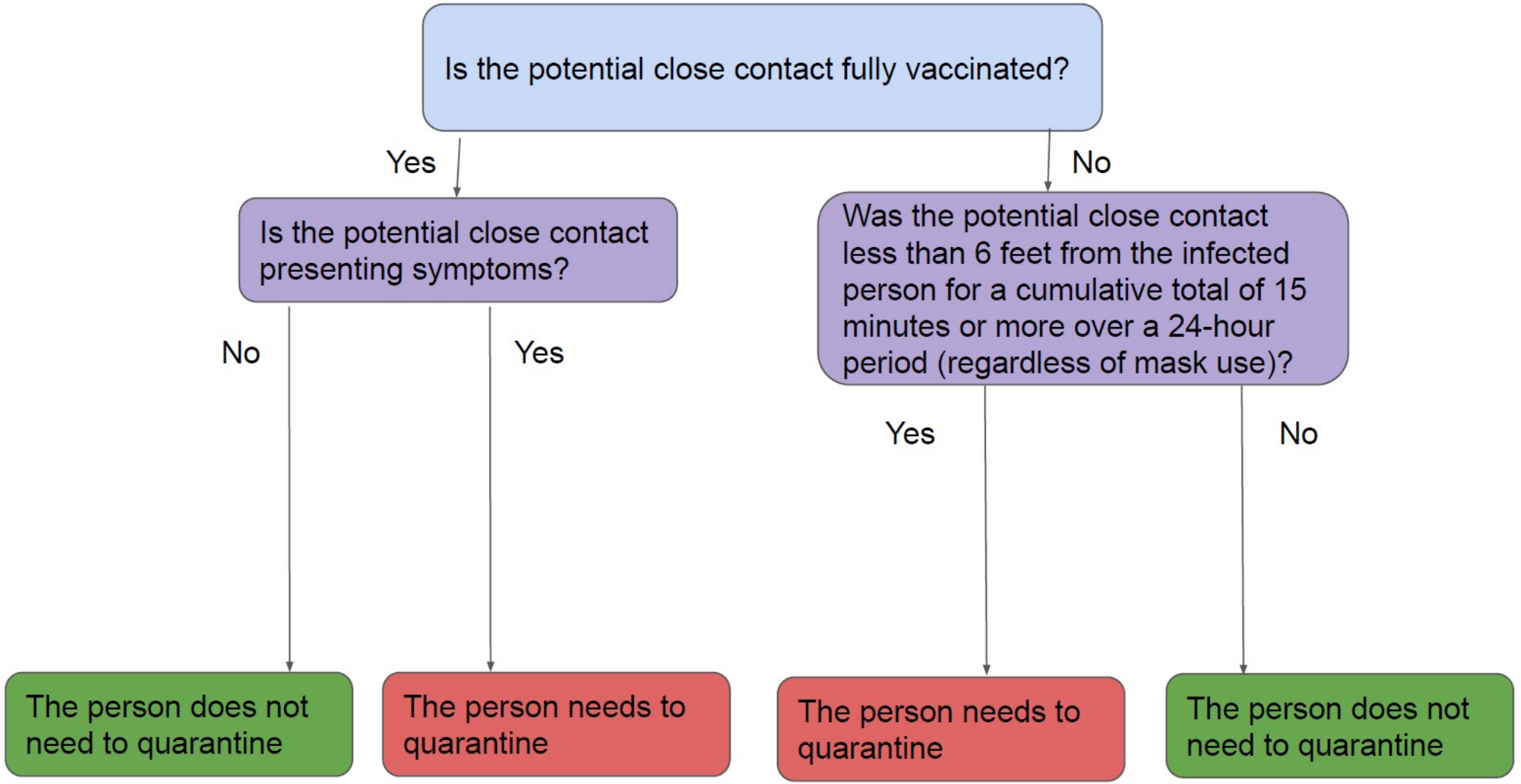
Potential Close Contact between two students in the K-12 School INDOOR CLASSROOM Setting



Potential Close Contact between two students in the K-12 School NON-CLASSROOM Setting



Potential Close Contact with an adult in the K-12 School





Port Chester-Rye UFSD

Preschool Development to Universal Prekindergarten



History of the Early Childhood Program

- 2015-2019: The Port Chester-Rye UFSD receives a grant from the State Education Department to develop a preschool program. The district partners with a community-based organization WestCOP (Westchester Community Opportunity Program) which operates the village's Head Start Program. The partnership was a good fit as the requirements to qualify for Head Start were similar to those of the preschool grant. The program enrolled just over a 100 needs-based children in its first year, expanding enrollment each year with the largest enrollment being about 265 children.
- 2019-Present: The Preschool Development Grant ended and the Port Chester-Rye UFSD was awarded the Universal Prekindergarten Grant for 210 children to attend a high-quality early childhood program. The district currently partners with the Archdiocese of Westchester which allows for all children who are or will turn 4 years-old on or before December 1st and residents of the Port Chester-Rye school district to attend prekindergarten.
- Tentative award from the Office of Early Learning to expand our UPK enrollment

Creative Curriculum in Pre-K



The Creative Curriculum for Preschool is a comprehensive, research-based curriculum designed to provide a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

There are 38 research-based objectives that are the heart of the curriculum. They include predictors of school success and are aligned with state early learning guidelines and Early Learning Framework. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition.

The curriculum reinforces the belief that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. The Creative Curriculum® for Preschool provides encouragement and support for every type of learner and address all the important areas of learning.

Creative Curriculum: a Framework Highlights



SOCIAL EMOTIONAL: REGULATES OWN EMOTIONS AND BEHAVIORS



PHYSICAL: DEMONSTRATES TRAVELING SKILLS



LANGUAGE: LISTENS TO AND UNDERSTANDS INCREASINGLY COMPLEX LANGUAGE



COGNITIVE: DEMONSTRATES POSITIVE APPROACHES TO LEARNING



ENGLISH LANGUAGE ACQUISITION

- **Literacy: Demonstrates phonological awareness**
- **Mathematics: Uses number concepts and operations; Counts**
- **Science and Technology**
- **Social Studies: Demonstrates knowledge about self**
- **The Arts: Explores the visual arts and music**
- **Movement: Gross and Fine motor development**

Teachers and Teaching Assistants

Our classrooms are staffed with New York State Certified teachers in Early Childhood, some hold more than one certification such as:

- Bilingual certification
- Literacy certification
- Special Education certification

Many of the teaching assistants hold a CDA (Child Development Associate) certificate. The **Child Development Associate** Credential is the most widely known and valued credential in early childhood education. It is an opportunity for educators working with children from birth to age 5 to demonstrate and strengthen their knowledge, understanding, and practices when teaching in early education.





Assessments

October: DIAL 4 Assessment

January: Early Literacy Profile Assessment

May/June: Early Literacy Profile & DIAL 4 Assessment

Content and administration

DIAL-4 is administered in a one-to-one setting. Use the tool by presenting stimuli one at a time using manipulatives and other materials. The results are comprehensive and provide an overall picture for all five early childhood areas.

Motor area
Gross Motor items include catching, jumping, hopping, and skipping. Fine Motor items include building with blocks, cutting, copying shapes and letters, writing, and a popular finger touching task.

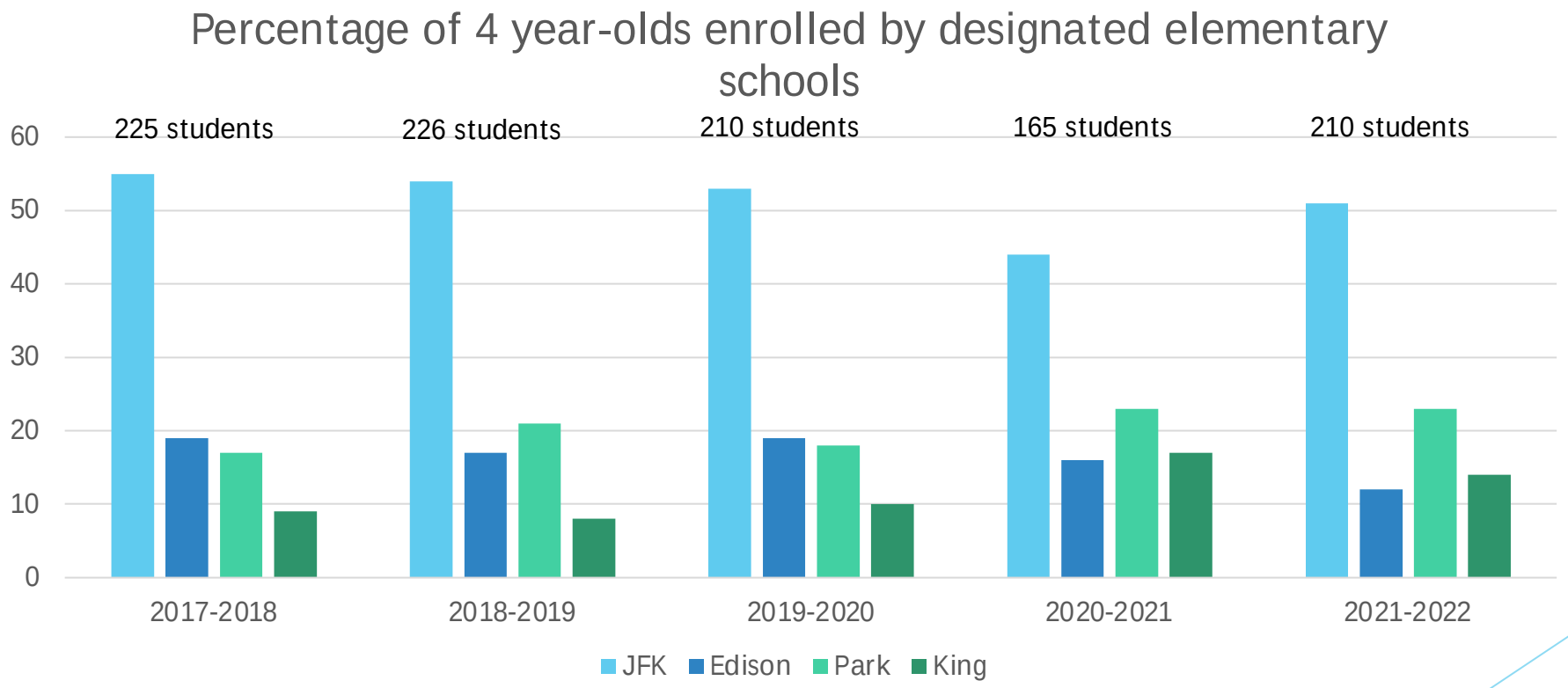
Language area
Items include answering simple personal questions (name, age, and sex), articulation, naming (expressive) or identifying (receptive) objects and actions, plus phonemic awareness tasks such as rhyming and "I Spy."

Concepts area
Items include pointing to named body parts, naming or identifying colors, rote counting, counting blocks, identifying concepts in a triad of pictures, and sorting shapes. Includes an item that assesses automatic naming of objects, a skill that is associated with potential learning disabilities.

Self-help development
Looks at the child's development of personal care skills related to dressing, eating, and grooming.

Social development
Looks at the child's development of social skills with other children and parents, including rule compliance, sharing, self-control, and empathy.

Preschool Enrolled by Zone









Universal Pre-K 2022-2023

- Expansion of the program to service all eligible 4-year-olds in the Port Chester-Rye school district
- Continue collaboration with the Committee for Preschool Special Education to ensure services for our youngest learners
- Strengthen community-based partnerships to support and grow early childhood programs