

Reopening of Schools

Initial Plans

Board of Education Presentation

July 27, 2020



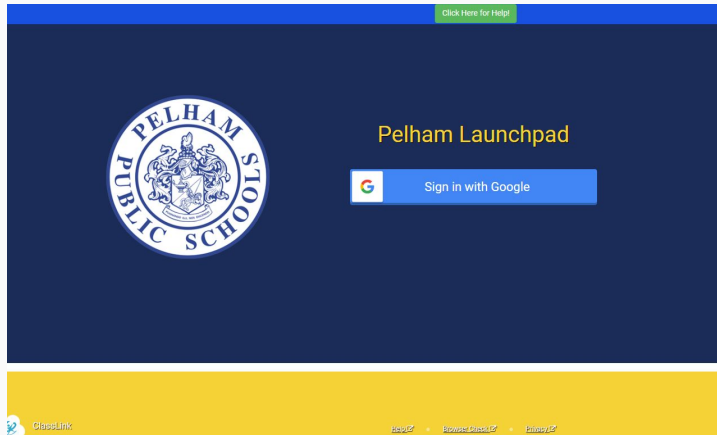
AGENDA

- **Welcome & Introductions**
- **Technology K-12**
- **Summary of Elementary & Secondary Subcommittee Recommendations**
 - **Elementary (K-5)**
 - **Secondary (6-12)**
- **Hybrid Approaches based on Feedback**
- **Social Emotional Well-being**
- **Special Education Services**
- **Health & Safety**
- **Questions**

Technology K-12



Technology Details



- Remote since March
- Google Suite for Education District
- Google Meet for virtual meetings
- Google Classroom as Learning Management System (LMS)
- Classlink (Single Sign-on application)



What we've done since

- Added remote support for children, parents, and teachers through LHRIC Technical Support Team and local technicians
- Provided tutorials and videos for parents and staff of ongoing changes and updates (parent handbook)
- Remote access for important personnel (business office, human resources, building clerical, etc.)
- Increased instructional software for student and teacher use
 - TI Calculator, Kami, HMH Math, NewsELA, Screencastify, FlipGrid, EdPuzzle, Dreambox*, etc.



Where we're looking to go

Infrastructure and support

- Upgrading the entire district wireless network (eRate project)
- Monitoring current bandwidth and expanding as needed
- Maintaining remote access for necessary personnel
- Utilize parent/student tech portal for remote support (if needed)
- Expansion of Infinite Campus parent portal to K-5



Where we're looking to go

Instruction

- Simplify log-in access for K-3 students to Classlink with QR codes
- Expanding our district's 1:1 Chromebook program
- Currently in grades 7-12 with a dedicated cart for each 6th grade class
- Expanding to 6th grade with dedicated cart in each 3-5 classroom
 - At the completion of 5th grade, students will keep devices to bring to middle school
- Providing Aver 4k document cameras for all instructional spaces in Pelham
- Expand instructional software titles as needed



Chromebook Replacement Cycle

- All students will hold on to current Chromebooks
- New devices for incoming 6th grade students
- Incoming 7th and 10th grade students will use same devices for the 2020-2021 school year
- Shifts current replacement cycle of every 3 years to every 4
 - From 7th and 10th grade to 5th and 9th
- Chromebook carts for every 3-5 classroom



Summary of Elementary and Secondary Subcommittee Recommendations on Reopening Schools



ELEMENTARY (K-5)



I. Background

The subcommittee met several times to discuss three possible reopening scenarios:

- Reopening the schools for full in-person instruction with additional safety measures that are consistent with state/local guidance
- A more robust distance learning plan for all learners
- A hybrid approach that provides a mix of in-person instruction and distance learning to allow for physical distancing within the buildings

From these discussions we will make recommendations to the larger committee, the Superintendent, and the Board of Education.



II. Full Return to Buildings

A. Space, Movement and Flow

- a. Students remain in classrooms for all subjects and lunch
 - i. Special teachers bring student kits with them to classrooms (art)
- b. Students move for intervention and special education services
- c. Lunch for purchase could travel to students (box lunches)
- d. Outside space, auditorium and gymnasiums for classes & other uses
- e. Removal of extraneous supplies and furniture from classrooms
- f. Signage and tape on floors/walls are needed
- g. Bathroom protocol during the school day to prevent overcrowding
- h. Classrooms without sinks need extra access to bathrooms
 - i. Stagger arrival/dismissal (by cohort)
- j. Expand supervision or allow for more personnel to monitor entrances/halls/bathrooms



II. Full Return to Buildings

B. Curriculum, Instruction & Assessment

- a. Community-building and SEL a priority during the first few weeks of school
- b. Benchmark assessments in September/October - balance w/ SEL
- c. Partner work/group work - barriers
- d. Reimagine morning meeting, mini-lessons, & Kindergarten

C. Materials and Supplies

- a. Limit sharing - create classroom kits for each student
- b. Student belongings placed in bags/pouches/bag of chair
- c. Buckets for individual manipulatives and center materials
- d. Ensure classroom library books are placed in a “return box” for cleaning



Priorities and Focus:

- Make social-emotional learning a priority
- Increase teacher time with students
- Increase feedback loops through formative and summative assessments
- Provide a more consistent specials rotation
- Keep start time in line with secondary
- Be mindful of screen time (hour off for lunch and breaks throughout the day)
- Consider the supplies that students need at home
- Mirror our in-person master schedule to allow for smooth transition upon return
- Reimagine the kindergarten experience (screening, community building and school transition).



TIMES	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
9:00-9:30			I/E			Specials
9:30-10:00		I/E			Specials	
10:00-10:30	I/E			Specials		
10:30-11:00						
11:00-11:30						
11:30-12:00						
12:00-12:30						
12:30-1:00			Specials			I/E
1:00-1:30	Specials				I/E	
1:30-2:00		Specials		I/E		
2:00-2:30	I/E	I/E	I/E	I/E	I/E	I/E

Recommended Draft Schedule

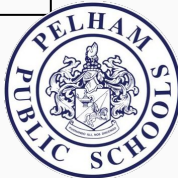
- Mirrors typical 6 day schedule with specials, intervention block & lunch
- Small group instruction may occur throughout the day
- I/E block from 2:00-2:30 is either for I/E services or for asynchronous work



Combination of Synchronous & Asynchronous Work

- Synchronous includes mini-lesson and small group work
- Asynchronous- independent work
 - Grade level dependent
 - K-2 stay on but muted
 - 3-5 option to stay on or hop off to complete independent work

Subjects:	Minimum Time
Morning Meeting	15-30 minutes
Reading	30 minutes
Writing	30 minutes
Math	30 minutes
Sci/SS	
Word Study	
Snack/Movement	



Highlights of the Virtual Learning Draft

- Students will see their teacher regularly.
- Students follow the same schedule as if they were in school
- Blend of synchronous and asynchronous learning for grades and subjects
- Students leave one meet to go to another with a different teacher (specials, services, FLES)
- Students go offline for 60 minute lunch/recess
- The draft meets requirements for special education services per week
- The draft allows for less screen time for students
- The draft maintains specials everyday
- Ensures movement breaks and check-ins for mood checks (SEL time built into schedule)
- Teachers can hold small groups and adjust instruction based upon class needs

Additional Virtual Learning Recommendations

- Training for students and parents (especially K-2) on technology skills such as toggling on and off to join a Google meet vs. muting.
- Google Classroom is the key platform for all classes including special areas. Create individualized schedules with links for students who receive services.
- Movement breaks between subjects.
- Clear expectations for virtual learning - communicated to parents and students.

For example:

- Be patient and supportive.
- Communicate often and effectively.
- Maintain an open, flexible, and positive mindset.
- Cameras remain on
- Have a routine and know that these are REAL school days.
 - Wake up at an appropriate time (don't rush to class or show up unprepared).
 - Dress appropriately (these are not "pajama days").
 - Work at your desk or table conducive to learning



Secondary (6-12)



I. Background

The Committee has a number of recommendations that it is proposing for consideration by the larger committee, the district, and the BOE. Those recommendations are based on three potential reopening/operating models:

- A. *Full Reopening with COVID Safety Precautions in Place*
- B. *Virtual Learning Informed by Our Experiences and Regional Best Practices*
- C. *Hybrid Learning Designed to Minimize Face to Face Student Density*

The model that is used will be informed by regional health determinations as outlined by Governor Cuomo, the Regents, and the Board of Health.



II. Full Reopening Recommendations

A. **Limit Student Density**

1. Additional outside picnic tables
2. Consider buying/renting tents
3. Repurpose the MS computer labs (169 and 271)
4. Utilize the libraries/Alumni Hall for lunch and add'l classroom space
5. Consider eliminating bells with staggered starts and dismissals (for hallway passing time)
6. No lockers/limit backpack and supply requirements to essential resources

B. Instruction

1. Limit collaborative work in existing spaces (use tech to collaborate)
2. Shift science labs/music and art experiences to more demo based and virtual approaches
3. Restrict classroom movement
4. Create kits (rulers, colored pencils, etc.)/No sharing of manipulatives
5. Suspend field trips



C. Lunch/Study Halls

1. Consider expansion of open campus (HS)
2. Box lunches (two or three choices)
3. Create additional distribution areas for lunches
4. Designate areas for certain grades, levels, or cohorts
5. Expand supervision/more personnel to monitor “spread out approach”

D. Physical Education

1. Sneakers only (no requirement for changing/lockers)
2. Recommended sports only (i.e., soccer with no hand touches)
3. Utilize indoor/outdoor model for space maximization
4. Expansion of the sports education initiative
5. Teachers monitor equipment and sanitation of supplies



III. Virtual Learning

A. Lessons Learned

1. A five day model is preferred. Friday professional days have been removed from the newly proposed schedule.
2. For instructional consistency, a 9 period day is presented.
3. To limit excessive screen time:
 - Periods are shortened
 - Breaks are included
 - Asynchronous homework guidelines are suggested
4. Additional time for academy support is incorporated
5. Teacher professional learning is moved to an after school format



VIRTUAL LEARNING PERIOD SCHEDULE

0	8:30-8:55 am
1	9:00-9:25 am
Homeroom	
2	9:30-9:55 am
3	10:00-10:25 am
	BREAK
4	11:00-11:25 am
5	11:30-11:55 am
6	12:00-12:25 pm
7	12:30-12:55 pm
	BREAK
8	1:30-1:55 pm
9	2:00-2:25 pm
Academy	2:30-3:00 pm
Meetings/PD (No Mondays/Tues and Thurs PD/ Wed Building/Dept)	3:00 pm



ASYNCHRONOUS WORK

(Homework)

<i>Grade</i>	<i>Level based (minutes)</i>
6th	10
7th	20
8th	20
9th	30
10th	30
11th	45
12th*	45

***AP/Dual enrollment teachers may
assign an additional 45 minutes of
asynchronous work**



B. Highlights of the Model

1. Students will see their teacher regularly. There is no split day period schedule (model from the emergency closure).
2. Teacher/parent/student feedback informed the development of this model
3. The period schedule starts every half hour on the half hour. This makes the model easy to remember for teachers, parents, and students. It also should be easy to transition to and from if needed.
4. Breaks are long enough to be used flexibly for student supports.
5. This reflects a full school day while limiting excessive screen time for students.

C. Asynchronous Work (Homework)

1. Virtual learning is supplemented by asynchronous work to provide instruction. We use a scaled approach to homework to limit excessive assignment loads and screen time.
2. This approach takes developmental levels into account as it incrementally adds to total asynchronous assignment loads, from 6th grade to AP classes.



D. Additional Virtual Learning Recommendations

1. Require that student cameras be on
 - a. Background-masking options
 - b. Extenuating circumstances
2. Require district-provided devices so GoGuardian can be utilized
3. Set clear expectations for virtual learning
 - a. Appropriate environment
 - b. Student dress
 - c. Code of Conduct still applies
 - d. Casting or messaging at teacher direction only
 - e. Explicit classroom management directions (template)
 - f. Attendance protocol established
 - g. Expectations for parents and caregivers
 - h. Recording parameters
4. Expand menu-based professional development for virtual learning



V. Next Steps

- A. Continue to explore and develop the hybrid model
- B. Fully examine state guidance and assess alignment
- C. Begin conversations on student assessment and grading integrity within each model.
- D. Solicit additional stakeholder feedback
- E. Propose options for consideration to the larger committee

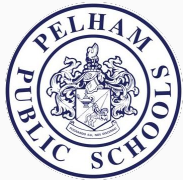


HYBRID APPROACH



HYBRID - Density Reduction

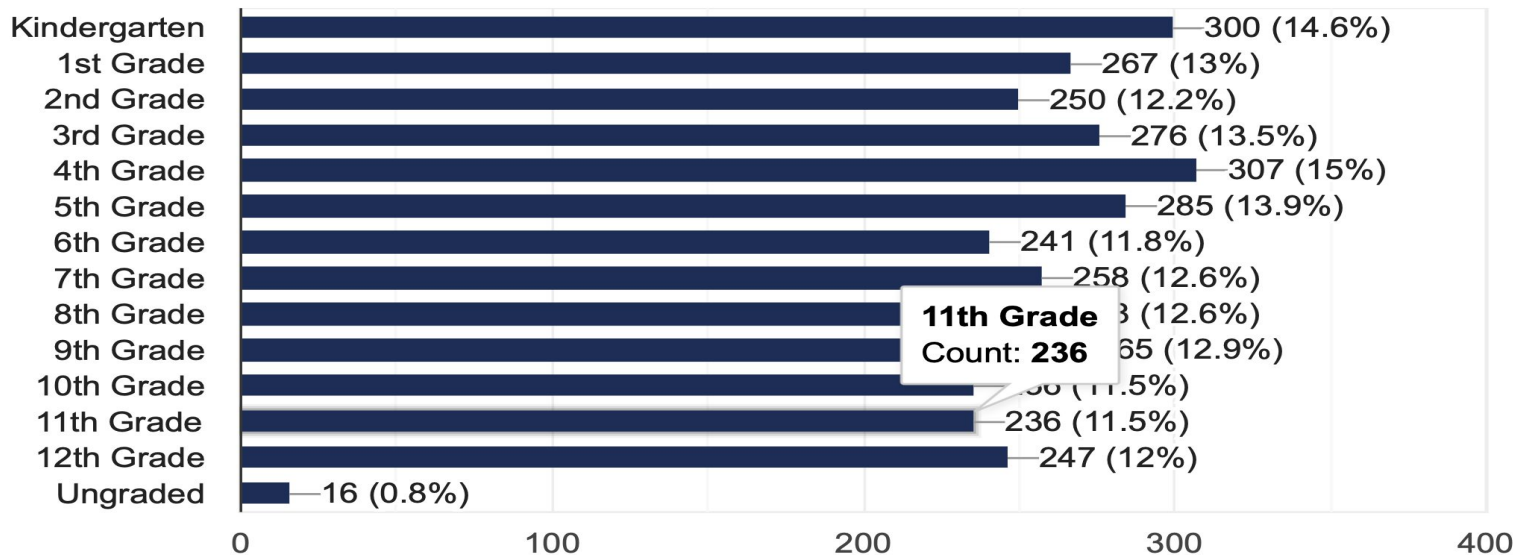
- Allows for some in-person instruction while others learn remotely
- Multiple models considered
 - Alternating every other day
 - Alternating every other week
 - Students split into AM/PM sessions
 - Elementary in-person spread across all buildings and MS/HS using distance learning



Hybrid-Parent Survey

What grades are your children in? (check all that apply)

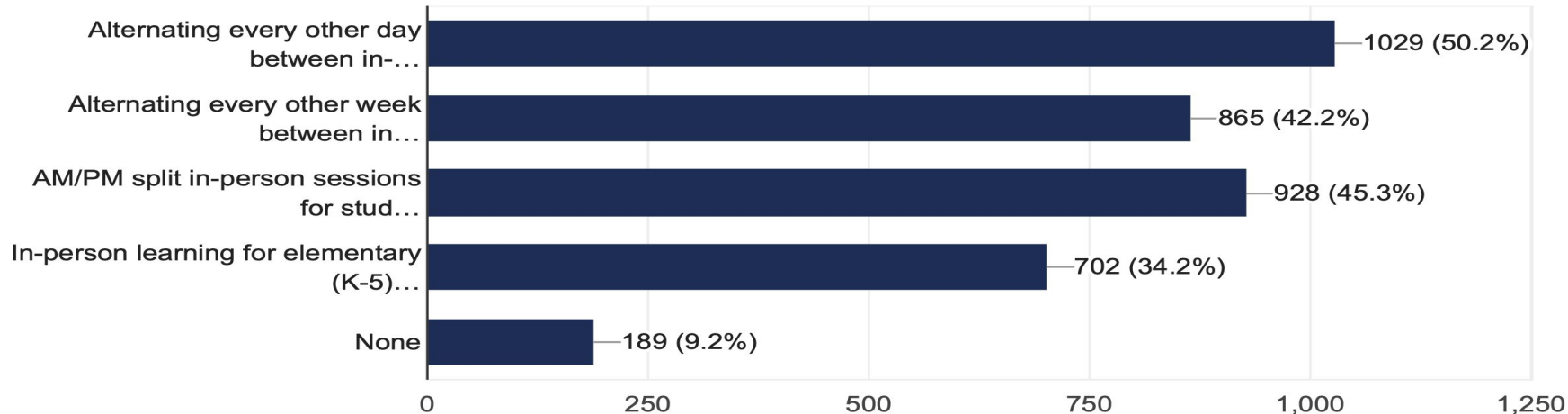
2,050 responses



Hybrid-Parent Survey

If a regular schedule of full in-person learning is not possible due to physical distancing, which of the following options would be feasible for your family. (Check all that apply)

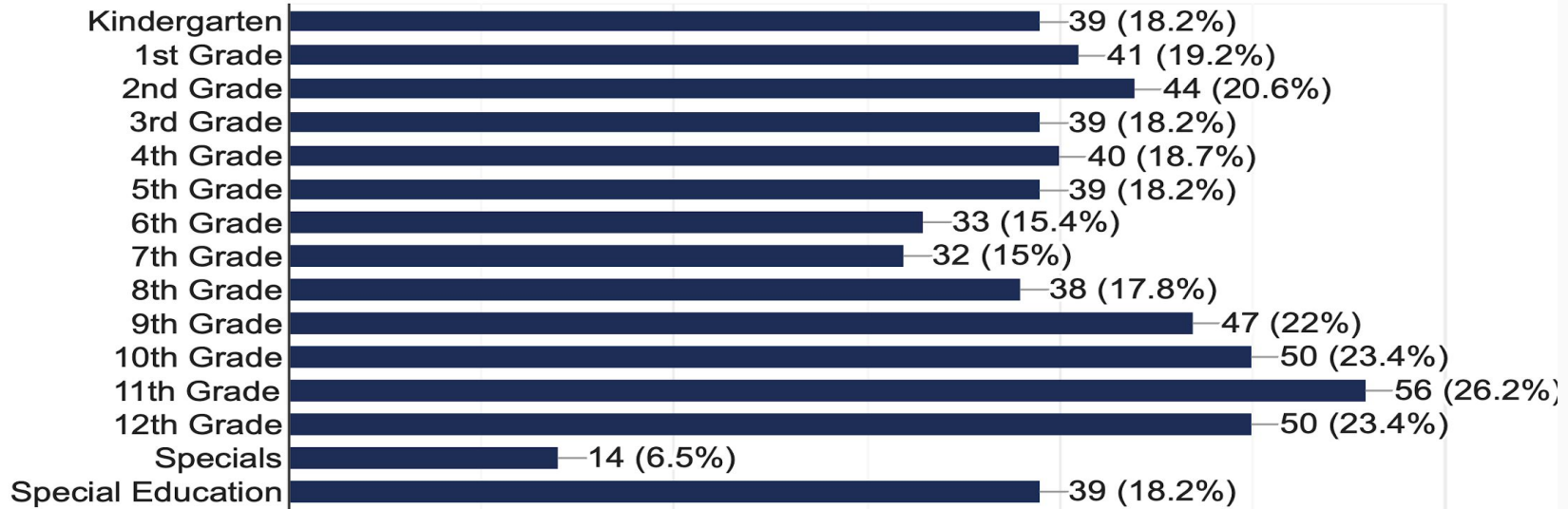
2,050 responses



Hybrid-Staff Survey

Please indicate which grade level/groups you work most closely with. (Check all that apply)

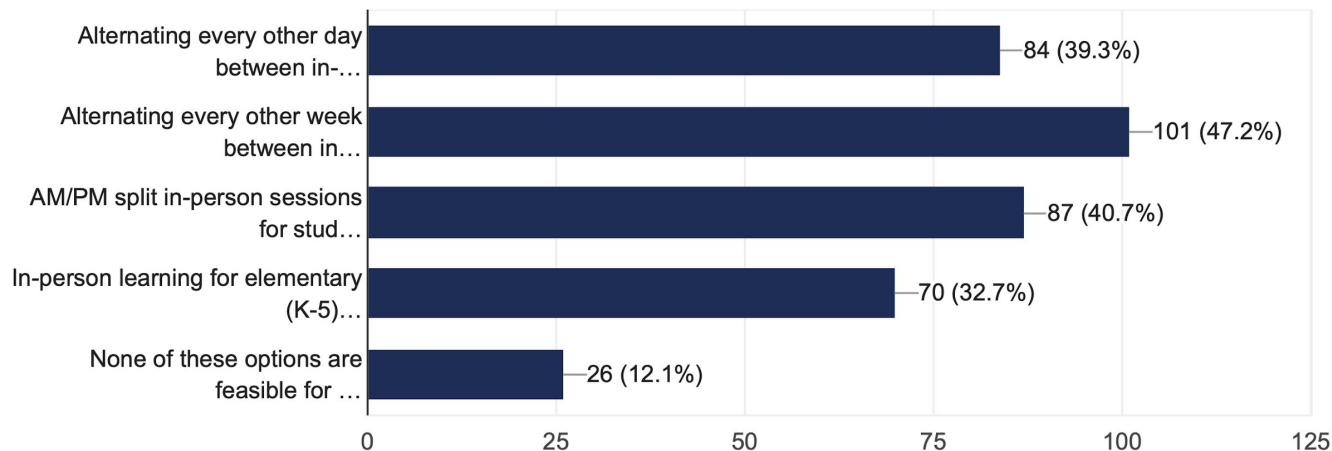
214 responses



Stakeholder Feedback

If a regular schedule of in-person learning is not possible due to physical distancing requirements, which of the following options would be feasible for you. (Check all that apply)

214 responses



Hybrid-Decision Analysis

- Meets NYSED and DOH Requirements
- Provides for health and safety of students and staff
- Provides for the social and emotional needs of students
- Addresses the developmental needs of students
- Provides continuity of instruction across models
- Feasible to schedule and manage financially
- Feasible for families of students and staff
- Aligned with the region to the degree possible



Hybrid-Initial Model

- Initial DA results led us to the every other day as the best fit for the criteria
- Further discussion presented a number of challenges and concerns and led to a proposal for a variation
- Two Day AB rotation model where one cohort is in-person and the other is watching class at home via live stream



Hybrid-Proposal

- AA, A/B, BB rotation model
- Students divided into 2 cohorts with family grouping at the elementary level , alpha at the secondary level, to the extent possible
- Cohort A attends in person on Mondays and Tuesdays
- Cohort B attends in person on Thursday and Fridays
- Wednesdays would be used as another rotating in person day so A gets 3 in-person days in some weeks and B gets 3 in-person days in some weeks



Hybrid-Proposal

- Example:
 - Week 1 - AAABB
 - Week 2 - AABBB
 - Week 3 - AAABB
 - Week 4 - AABBB



Hybrid-Proposal

- Follows NYSED Guidance
- Takes advantage of cohorting of students
- Only one transition between cohorts each week, so deep cleaning can be targeted to transition day and weekends
- Assures all students of in-person instruction week to build relationships and make learning community connections
- Provides continuity of in-person instruction for 2(+) consecutive days for all weekly
- Works with current school schedules
- Provides consistent days of the week for parents to arrange for work and child care
- Follows similar approach to schools in the region



Special Education Services



Thoughtexchange Results about Distance Learning:

- Students needed more contact time with teachers and related service providers
- Small group instruction worked best
- Supporting a student with disabilities at home was difficult
- Lack of structure was challenging

Reopening Plans:

- Hybrid model will provide priority for high-needs students
- Online programs for reading and various accommodations
- Tips, strategies and resources for parents of students with disabilities and also for general education teachers
- Regular parent feedback opportunities
- Meetings will remain virtual
- In-person evaluations will start next week



Social Emotional Well-being



Supporting Students' Mental Health:

- Focus on the transition back to school for grades K-5, 6, 9
- Videos by nurses on health and safety
- Providing resources/training to teachers on trauma sensitivity
- Students' Mental Health Survey / Mental health assessment tool

Supporting Adults' Mental Health:

- Survey to gather information about their concerns, and preferences for various types of supports such as weekly mindfulness sessions, community circles, and stress-reduction/work-life balance



Health and Safety



Health Questionnaire:

- Students: Parents will need to provide assurances by completing the health questionnaire including taking the temperature of students the night before school
- Adults: All adults will be required to fill out the health questionnaire
- Visitors: Visitors will be limited. All visitors will have their temperature checked and follow all health and safety guidelines when in the building.

Healthy Hygiene and Practices:

- Nurses are preparing videos

Management of Ill Students/Staff:

- Any student/staff will be sent to the nurse to be assessed and sent home if any symptoms of COVID are observed



Facilities

- In accordance with CDC guidance, each school's Head Custodian will maintain a daily cleaning and disinfecting checklist. Building staff will also regularly address high touch surface areas such as doors, railings, countertops, handles, phones, cafeteria tables, bathrooms etc. throughout the day. Outside use of school facilities will be extremely limited (e.g., before/after school care).
- Facilities will provide hand sanitizer for greeters, nurses, offices and all classrooms where usage can be supervised in accordance with the NYS Fire Code.
- Facilities will provide PPE (masks, gloves, gowns, face shield, thermometer etc.) as needed to schools and administrative offices as requested.
- The District is exploring the use of tents. Tents would need to be located in secure fenced in areas, have at least 2 open sides, a floor and would not be outfitted with electricity or mechanical heating or cooling. Each tent would accommodate approximately fifteen (15) students and one staff member using a six foot social distance barrier. Prior to use and installation the District needs approval from the NYSED Dept of Facilities and meet all appropriate building codes.
- The District is installing at least one touch free faucet and auto-feed paper towel dispenser in all bathrooms. (Faucets are on backorder until Aug. 15)
- Drinking fountain spouts are being "locked off" so that only the bottle filling option can be used. Disposable cup dispensers will be installed adjacent to the fountain.
- The District is working to maintain adequate, code required ventilation (natural or mechanical) as designed. Due to the vintage of most district facilities this mainly entails making sure windows are open.
- District is installing code compliant plastic dividers throughout the District in areas presently identified and is preparing to be able to react and install additional dividers as needed.
- District will use electrostatic sprayers for use in the school. Approved products will be used in the sprayers which allow the disinfecting product to aggressively attach to surfaces applied.
- Robust public education signage and six foot social distance markings will be posted throughout the District as constant reminders.

Transportation

The Pelham School District provides “yellow bus” school transportation to Pelham students administered through a BOCES cooperative program which minimally will include:

- All buses will be cleaned/disinfected once a day and high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.
- Buses, drivers and/or monitors will NOT be equipped with hand sanitizer due to its combustible composition.
- Bus drivers, monitors and/or attendants must wear a face covering along with optional face shield and be trained on the proper use of social distancing.
- The District will provide Personal Protective Equipment for monitors (including gloves if in direct physical contact) and students (as needed).
- Students must wear a mask on a school bus if they are physically able and will not be denied transportation if they do not have one.
- Students that are provided public transportation passes to commute to school will also be provided masks if needed.

Child Nutrition

- All meals (breakfast & lunch) served will be distributed fully packaged.
- Alternative meal distribution sites within the HS/MS cafeteria are being explored.
- All students who need meals will continue to be provided with meals. For hybrid and remote schedules, each building will have a designated location/plan where families can pick up breakfast and lunch every day.
- In order to keep students with food allergies safe, we will ensure that staff (teachers/monitors) are aware of those students within their supervising areas and will have access to emergency EpiPen.
- Monitors supervising the eating areas will remind students to wash their hands before and after meals, maintain social distancing and not share food.
- Code Complaint plastic dividers will be used as needed at lunch tables to accommodate < 6' compliance.

Safety Drills

- Education Law requires eight (8) evacuation drills and four (4) lock down drills with modifications due to COVID-19 for 2020-2021
- Strict instructions must be given at the start of the school year so that staff and students know what to do when a drill is ANNOUNCED and the proper actions to take if it is not.
- The District's Safety Committee will discuss our drills and make recommendations as to what is feasible for us to do under the circumstances.
- The District will have scripts to be read prior to a fire drill and a lock down drill.
- ALL drills whether they be evacuation drills or lock down drills will be announced so that social distancing guidelines can be followed and most importantly so there is no confusion if there should be a real event.

Questions?

