



**Shenendehowa**  
*Central Schools*

*Redefining Ready- Reimagining Shen*

**Maximizing Opportunities for  
In-Person Learning**

**Reopening Framework**



# **Authentic Learning...** **Inclusive, Diverse, Axiomatic**

## **Axiomatic**

What else do we need to do to ensure equity in outcomes, all students succeeding and realizing their full potential?

## **Assessing Needs Through an Equity Lens**

## **Inclusive**

What else can we do to make the school and classroom experience more relevant?

## **Diverse**

How can we be more responsive to cultural shifts and capitalize on emerging changes?

***Areas of Investment***



# Needed Parameters Within Which to Work to Maximize Capacity- A Work In Progress





# New York State Guardrails and Regulations

## Preparing K-12 School Administrators for a Safe Return to School in Fall 2020



### Governor's Orders and Guidelines

- **Formula:**
  - **Schools Open** - Daily infection rate of 5% or less over 14 days
  - **Schools Close** - Regional infection rate greater than 9% based on 7-day average after August 1
  - **Final Decision** - made during week of August 1-7
- **Guidance:**
  - Leave specific plans up to districts





# New York State Guardrails and Regulations

## **NYSED Regulation - Key Changes/Allowances**



- **Unit of Study** - at least 180 minutes (3 hours) of instructional time per week
- **Science Lab Experience** - 1,200 minutes can be met through hands-on and simulated lab
- **AIS** - not required to conduct two-step identification, no state assessments
- **Health Screening** - hearing, vision, scoliosis waived
- **Home Instruction** - Deadline extended to August 1
- **Incidental Teaching** - Assignment by Superintendent outside of certification for up to ten classroom hours per week



# More Regulations To Come



- [RECOVERING, REBUILDING, AND RENEWING: THE SPIRIT OF NEW YORK'S SCHOOLS- NYSED REOPENING GUIDANCE](#)

**Portal open- July 17 and Plan submission by July 31**



# New York State Department of Health



Department of Health

- [Interim Guidance For In-person Instruction At Pre-k To Grade 12 Schools During The Covid-19 Public Health Emergency](#)
  - People, places, process
  - Reopen Plan submission to DOH
  - [Mandatory vs Recommendations](#)
  - [Checklist](#)
  - [BOCES Summary of Reopening Guidelines](#)



# Survey Results

## 1,765 respondents

- Majority of respondents (81%) are parents

## Confidence in returning to school in the Fall 2020:

- Very confident, 17.14%
- Confident, 20.31%
- Unsure, 28.79%
- Not confident, 27.83%
- Will not be going back to school or sending my child(ren) back to school, 5.94%





# Survey Results

**When asked if they would be using the district's transportation services:**

- Yes, 44.03%
- No, 38.34%
- Not applicable, 17.63%

**When asked if their child had access to personal devices (laptop, etc.) at home:**

- Yes, 89.59%
- No, 7.85%



# Survey Results

## Summary of Comments

- Masks for all to be worn at all times
- Face shields for all
- Concerned about students/staff not cleaning their masks
- Impact on people wearing masks on very hot days with no air conditioning
- Air filtration/quality in the school buildings
- Hand sanitizer (touch free) usage and hand washing all day long for all
- Must use sanitizer upon entering a room
- Cleaning procedures need to be shared
- At high school, the chairs and desks need to be wiped down in between classes or teachers need to switch rooms, not students



# Survey Results

## Summary of Comments

- Temperature checks for all
- Need physical barriers between students
- Make sure one-way hallways
- Need sample schedule for secondary hybrid
- If the two days in school on the alternate school were the same days each week, it would be easier
- Commitment that children will be sent home when sick
- Realistic delays for drop off in AM and pickup in PM for those who are not riding the bus to school
- Faucets in school bathrooms turn off automatically - not effective for thorough hand-washing



# Survey Results

## Summary of Questions

- What will classrooms look like?
- How many kids will be in a classroom?
- What are the cleaning plans/precautions for restrooms?
- What are the parameters to close a building after reopening?
- How does this plan impact special education services?  
What about IEP or 504 plans? How do requirements affect these students? Violation of ADA rights?  
How are speech services going to happen without masks/in tight quarters?



# Survey Results

## Summary of Questions

- If a vaccine becomes available, will it be mandatory to attend school?
- A lot of the details in the plan are vague. When will they be more specific?
- How will you handle sick teachers? Online education or sub? Will subs be screened?
- Why keep kids in school so long wearing masks? Why not have shortened days?
- How will you ensure that masks are worn correctly throughout the day?
- Who is responsible for enforcing social distancing?
- Will staff be present in the halls to ensure social distancing?





# Survey Results

## Summary of Questions

- How are you going to address non-compliance of masks/social distancing?
- What about social/emotional issues, helping kids transition to this new idea of school?
- Will teachers and staff be screened each day?
- Can you provide one teacher per grade level to do online teaching for parents who don't want to send their kids?
- If someone in a class tests positive, does the entire class need to quarantine? What is the plan/protocols?
- Will there be a virtual option for students who test positive and must be quarantined?



# Survey Results

## Summary of Questions

- Will we be made aware when someone in the classroom tests positive?
- Is there a testing and contact tracing plan?
- Can children be with the same classmates all day long to avoid coming into contact with too many different people?
- What will you do about students not keeping up with online learning?
- Will students be using the lockers? Will they be spaced apart and cleaned?
- Why isn't elementary school on the same schedule as high school? We should have alternative days for elementary as well.



# Survey Results

## Summary of Questions

- Will siblings have the same two days on the alternative schedule?
- The two days on/two days off alternative schedule, what is done on the fifth day?
- How will block scheduling work when teachers have received 0 training?
- What is going to happen with band and orchestra, art, tech?
- What about safety drills?
- Will seniors be allowed to drive to school?
- How do you keep younger students socially distanced (physically)? How do we expect younger students to wear face masks the entire time?



# Survey Results

## Summary of Questions

- Contact tracing and activity outside of school - how do you check?
- Is there specific COVID-19 related sick time for staff?
- Eating lunch in the classroom means sitting without a mask (obviously) - how do you prevent spread then?
- Already existent shortages for subs/nurses/bus drivers - how will you have adequate coverage under COVID circumstances?



# New York State Department of Health



Department of Health

- **Employee Return to Work Protocols**
  - Shen ESY
  - Training
  - Daily health screening
    - Daily screening questionnaire for employees
    - Temperature checks of employees and students prior to arrival at work/school
  - Daily sign in for contact tracing and disinfecting
  - PPE provision to staff
  - Capacity for all employees to provide remote services from an on-site location





# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (con't)*
  - Face covering required by students and staff
    - Except meals, instruction, short breaks with appropriate social distancing
  - Spatial relationships- maximize social distancing
    - “Cohort” Model (Esp. K-6) - minimal transitions
    - Classroom capacity- 18 desk per classrooms
      - [Elem Capacity](#) ... [MS Capacity](#) ... [HS Capacity](#)
    - Repurposing of spaces for instruction (gyms, libraries, computer labs)



# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (continued)*
  - Physical barriers when six feet not feasible in spaces
    - Offices and workrooms ([HSE](#)) ([HSW](#))
  - Reduced transitions and congestion in hallways (no locker use)
  - One-way directional and signage



# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (continued)*
  - **Health Services**
    - Single point person- Rebecca Carman (Jill Bush)
    - Training to recognize signs and symptoms (plan)
    - Training health hygiene - students and employees (video)
    - Vulnerable populations - increased risk for severe COVID-19 illness
      - Additional PPE
      - Work/educational modifications
      - Capacity for isolation/containment of people with symptoms
    - Contact Tracing Protocols



# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (continued)*
  - **Health Services**
    - Capacity for isolation/containment of people with symptoms
    - [Return to school/work protocols after COVID case \(DOH\)](#) - Shen plan
      - Health-care provider evaluation
      - COVID-19 diagnostic test
    - **School Closure**
      - Triggers to reduce in-person capacity
      - Isolation of potentially infected area - 24-hour period
      - Operational pivoting to virtual environments
    - **Mental Health Supports** (staff & students)



# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (con't)*
  - **Disinfecting and Cleaning of Facilities**
    - Daily disinfection of all spaces protocol
    - Specialized equipment for sanitizing spaces and buses (video)
    - Provision of resources for cleaning personal space
    - Cleaning of frequently touched areas and items
    - Touch-free paper towel dispensers
    - Maintenance and grounds protocols
    - Filtration and ventilation meet or exceed
    - Contracted Services and Contractors Protocols





# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (continued)*
  - Contracted Services and Contractors Protocols
  - **Movement and Deliveries**
    - Limited entry into buildings
    - Designated delivery areas
    - Separate ingress and egress



# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (con/t)*
  - Transportation Allowance and Capacity
    - Transportation Department Safety Protocols
    - Mask required for students
    - Capacity 50%, 75% (36-40) - per bus
    - Assigned seating - sibling sharing
    - Staggered drop-offs
    - Outside district runs
    - Disinfecting after each run/route (video)
    - Encourage parental transportation



# New York State Department of Health



Department of Health

- *Employee Return to Work Protocols (continued)*
  - **Food Services**
    - Serving capacity
    - Socially-distanced seating
    - Pre-packaged meals
    - Small groupings...classroom deliveries
    - Meal access for all enrolled students



# Equity in Opportunities and Outcomes

- **Authentic Approach to Learning**
  - In-person, Remote, or Hybrid models
  - Early grades daily on-site
  - Engaging the disengaged students
  - Special Education (FSD, ISD, MOVE, 7-12 daily)
  - ENL



# Equity in Opportunities and Outcomes

- **Online learning options for vulnerable populations**
  - Tapping into regional instruction and instructional resources
  - In-district instruction and instructional resources
  - Maximizing synchronous and asynchronous capacity
  - Homeschool- formal process
- **Ubiquitous Access to Technology**
  - Service and support for students/parents and employees
- **Prioritized Curriculum - Standards-based Instruction**
  - High value lessons and activities





# **Equity in Opportunities and Outcomes- Authentic Approach to Learning**

- **Grading for Learning - Standardized Rubric**
  - Standardized grading rubric
  - Grading guidance document
  
- **Shen Standard for Online Learning**
  - What approach provides the best experience for students? (synchronous/asynchronous)
  - Integration of social/emotional learning and culturally responsive teaching/equity
  - Address when to record and post Google Meet videos (when teacher is teaching)



# Equity in Opportunities and Outcomes- Authentic Approach to Learning

- **Shen Standard for Google Classroom Set-up**
  - How should Google Classroom be set up for ease and clarity of use for students?
  - Common talking points in response to teachers questions
  - Introduction to Google Classroom for parents at grade levels 4-12.
- **Professional Development**
  - Teaching in a block
  - Social emotional well-being
  - Virtual learning capacity - Google Classroom (Gr. 4-12) and Seesaw (Gr. K-3)



# Establishing the Tent Posts

- **Elementary**
  - K-6 all onsite with teacher specialization and integrated virtual
    - Time guidelines
    - Synchronous vs Asynchronous - maximizing contact time
    - Attendance/Learning Experience/Delivery/Grading for Learning
  - Analysis of Capacity
    - Cohort Model
    - Space
    - Staffing



# Hybrid Alternate Day Schedule

## Public Health

- Reduces transitions of students
- Less daily contact exposure for teachers/student (contact tracing ability)
- Provides for less students in each classroom space each day- social distancing
- Establishes more of a cohort approach

## Relationships and mental health

- Time for SEL and relationship building

## Ability to pivot from hybrid to virtual

- Developing a schedule conducive to both



# Establishing the Tent Posts

- **Middle Level**
  - Grades 7-8 Hybrid- alternate day/block schedule
    - Time guidelines
    - Synchronous vs asynchronous- maximizing contact time
    - Attendance/Learning Experience/Delivery/Grading for Learning
  - Analysis of Capacity
    - Space
    - Staffing





# Hybrid Schedule

## Grades 7 & 8

- All students assigned to Group 1 or Group 2
- Students attend school on two consecutive days; attending am classes on Day 1 and pm classes on Day 2
- When not in school, students will will work on assignments/extensions from previous learning
- Students will have staggered release times to travel to and from classes

Group	1	1	2	2	1	1	2	2
Classes	Blocks 1-4 CLASSES" (A day)	Block 1-4 CLASSES" (B day)	Block 1-4 CLASSES" (A day)	Block 1-4 CLASSES" (B day)	Blocks 1-4 CLASSES" (A day)	Blocks 1-4 CLASSES" (B day)	Blocks 1-4 CLASSES" (A day)	Blocks 1-4 CLASSES" (B day)



# Grades 7 & 8

<b>DRAFT SCHEDULE</b>
BLOCK 1 + Advisory
BLOCK 2 + Lunch <i>{Lunch - before, middle or end of block}</i>
BLOCK 3
BLOCK 4

~10 minutes of passing time between classes



# Grades 7 & 8

A Day		B Day	
	Advisory		Advisory
	Passing Time		Passing Time
1	Math	1	Math
	Passing Time		Passing Time
2	Study Hall	2	Band
	Passing Time		Passing Time
3	English	3	English
	Passing Time		Passing Time
4	Lunch	4	Lunch
	Passing Time		Passing Time
5	Science	5	Science
	Passing Time		Passing Time
6	Spanish	6	Spanish
	Passing Time		Passing Time
7	Tech	7	Tech
	Passing Time		Passing Time
8	PE	8	Study Hall
	Passing Time		Passing Time
9	Social Studies	9	Social Studies



A Day		B Day	
	Advisory		Advisory
1	Math	1	Spanish
	Passing Time		Passing Time
2	Study Hall/Band	2	Tech
	Lunch		Lunch
	Passing Time		Passing Time
3	English	3	PE/Study Hall
	Passing Time		Passing Time
4	Science	4	Social Studies



# Establishing the Tent Posts

- **High School**
  - Hybrid- alternate day/block schedule
    - Time guidelines
    - Synchronous vs asynchronous- maximizing contact time
    - Attendance/Learning Experience/Delivery/Grading for Learning
  - Recommendations pros and cons
    - Space
    - Staffing
  - [Extracurricular and the Performing Arts](#)
    - 12-foot distancing in all directions (music, PE)
    - No field trips



# 9-12 Hybrid Schedule

**Potential student rotations at 50% (can adjust to capacities)**

Group	1	1	2	2	1	1	2	2
Classes	Blocks 1-4 CLASSES" (A day)	Block 1-4 CLASSES" (B day)	Block 1-4 CLASSES" (A day)	Block 1-4 CLASSES" (B day)	Blocks 1-4 CLASSES" (A day)	Blocks 1-4 CLASSES" (B day)	Blocks 1-4 CLASSES" (A day)	Blocks 1-4 CLASSES" (B day)





# 9-12 Hybrid Schedule

<b>DRAFT SCHEDULE</b>
BLOCK 1 + Advisory
BLOCK 2
BLOCK 3 + Lunch <i>{Lunch - before, middle or end of block}</i>
BLOCK 4

~10 minutes of passing time between classes



# 9-12 Hybrid Schedule

A Day	
	Advisory
	Passing Time
1	College DDE
	Passing Time
2	Study Hall
	Passing Time
3	Algebra IH
	Passing Time
4	Global 9
	Passing Time
5	Lunch
	Passing Time
6	English 9
	Passing Time
7	Spanish 2
	Passing Time
8	PE
	Passing Time
9	Earth Science

B Day	
	Advisory
	Passing Time
1	College DDE
	Passing Time
2	Study Hall
	Passing Time
3	Algebra IH
	Passing Time
4	Global 9
	Passing Time
5	Lunch
	Passing Time
6	English 9
	Passing Time
7	Spanish 2
	Passing Time
8	Earth Science Lab
	Passing Time
9	Earth Science



A Day	
	Advisory
	Passing Time
1	College DDE
	Passing Time
2	Algebra IH
	Passing Time
	Lunch
3	Global 9
	Passing Time
4	Earth Science

B Day	
	Advisory
	Passing Time
1	English 9
	Passing Time
2	Spanish 2
	Passing Time
	Lunch
3	Study Hall
	Passing Time
4	Earth Lab or Physical Education



# Completely Virtual Learning (CVL)

## Completely Virtual Learning (CVL)

*For families who have concerns about their child's health or impact on a family member with high risk factors qualified as a COVID 19 Vulnerable Population (DOH guidance doc) may elect CVL during COVID*

- Substantive educational experience
- Not equivalent to onsite/in-person/hybrid model
- Shen instruction and instructional resources and/or regional instruction and instructional resources.
- Potential of limited course offerings (e.g., electives)
- Mix of asynchronous and synchronous instruction



# Completely Virtual Learning (CVL)

## **At Elementary:**

- Focus on ELA, math, science and social studies, synchronous & asynchronous
- Asynchronous, multi-age weekly lessons for art, music & PE

## **At Middle School:**

- Focus on core courses, synchronous & asynchronous

## **At High School:**

- Focus on courses required for graduation with limited elective offerings, synchronous & asynchronous



# Completely Virtual Learning (CVL)

- Guidelines for CVL in process of being developed *including process for families to notify the District* .
- Families that opt their child into CVL will remain in CVL through
  - Elementary- End of first trimester
  - Secondary- End of first semester
- Information on opting into the completely virtual instructional (CVL) will be distributed by the respective principals prior to the official start of school, yet to be determined.

**Homeschooling** - information outlined on district website.





# Fiscal Capacity

- **State Budget - Potential cuts in state aid**
  - Implications on staffing and fund balance utilization
- **Unforeseen Reopening Costs and Mandate Driven Expenditures**
  - Contingency for staff shortage
  - Technology access/availability
  - Professional development- virtual content development and instruction delivery
  - Transportation- multiple routes
  - Retrofitting buildings for upgraded filtration
- **Public Use of Facilities and Grounds**
  - Must be subjected to the same guidelines required for all other school operations



# Next Steps

## Meeting with Collective Bargaining Units

- Representative members
- Logistics and Contract Implications
- CSE, STA, SUSA, SAA- Mid-August

## Finalization of Plan

- Ad Hoc Committee on 7/21, 7/27 and 7/29
- Ongoing details and specifications in August and September

## Special Study Session BOE Meeting

- Review plan prior to submission-Tuesday, July 28 at 5:30



# Next Steps

## **Plan Submission to NYSED July 29**

- Communication of plan to public
- Website, SIS, Social Media, Building-based messages

## **Governor's Decision on School Reopening**

- August 1-7

## **School Opening in September**

- Target Google Meets- Topic Focused
- Staff training and student orientation



**Shen is in  
All in Together**



# Best Practices Resources

- [Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#)
- [RECOVERING, REBUILDING, AND RENEWING: THE SPIRIT OF NEW YORK'S SCHOOLS- NYSED REOPENING GUIDANCE](#)
- [Occupational Safety and Health Administration](#)
- [Interim Guidance For Public Transportation Activities During The Covid-19 Public Health Emergency](#)
- [New York State Contact Tracing](#)
- [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)
- [Interim Guidance for Sports and Recreation During Public Health Emergency](#)
- [CDC Vulnerable Population](#)
- [NYS Interim Guidance for Food Service](#)





# Best Practices Resources

- [American Academy of Pediatrics](#)
- CDC Guidance and [CDC Guidance on Testing](#)
- [AASA Plan](#)
- [Capital Region BOCES Regional Plan](#)

