

# BCSD Reopening and Reimagining for 2020-2021

Community Forums - Parents

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# Guiding Principles

- The health, safety and well-being of the children and adults is paramount.
- Educational equity is a priority.
- Planning for school to re-open is not a one time event.
- Value stakeholder input.
- There may be differences between buildings based on differences in size of buildings and ages of students.



# Voice and Choice

As our leaders begin to plan for what school will look like in the near future, Pray for them!

😡 If school starts normally, people will be angry

😡 If school starts with restrictions, people will be angry

😡 If we wear masks, people will be angry

😡 If we don't wear masks, people will be angry

😡 If students sports are canceled, people will be angry

😡 If students sports are allowed to continue without spectators, people will be angry

😡 If we have a staggered start time, continue distant learning, or a combination of both.... people will be angry

Our leaders are in a lose/lose situation!! The choices they make over the next few weeks and months are completely uncharted territory for them. They are doing the best they can with the things they are being told.

Pray for them ❤️

Show them grace 💙

Have empathy ❤️

Stay Positive 💙



# Governor's Orders and Guidelines



## Guiding Rule:

- Facilities Open to Students - Daily infection rate of 5% or less over 14 days
- Facilities Closed to Students - Regional infection rate greater than 9% based on 7-day average after August 1
- Final Decision - made during week of August 1-7

## Guidance:

- Specific plans are developed by Districts



# NYS Commissioner's Regulations



## NYSED Regulation - Key Changes/Allowances

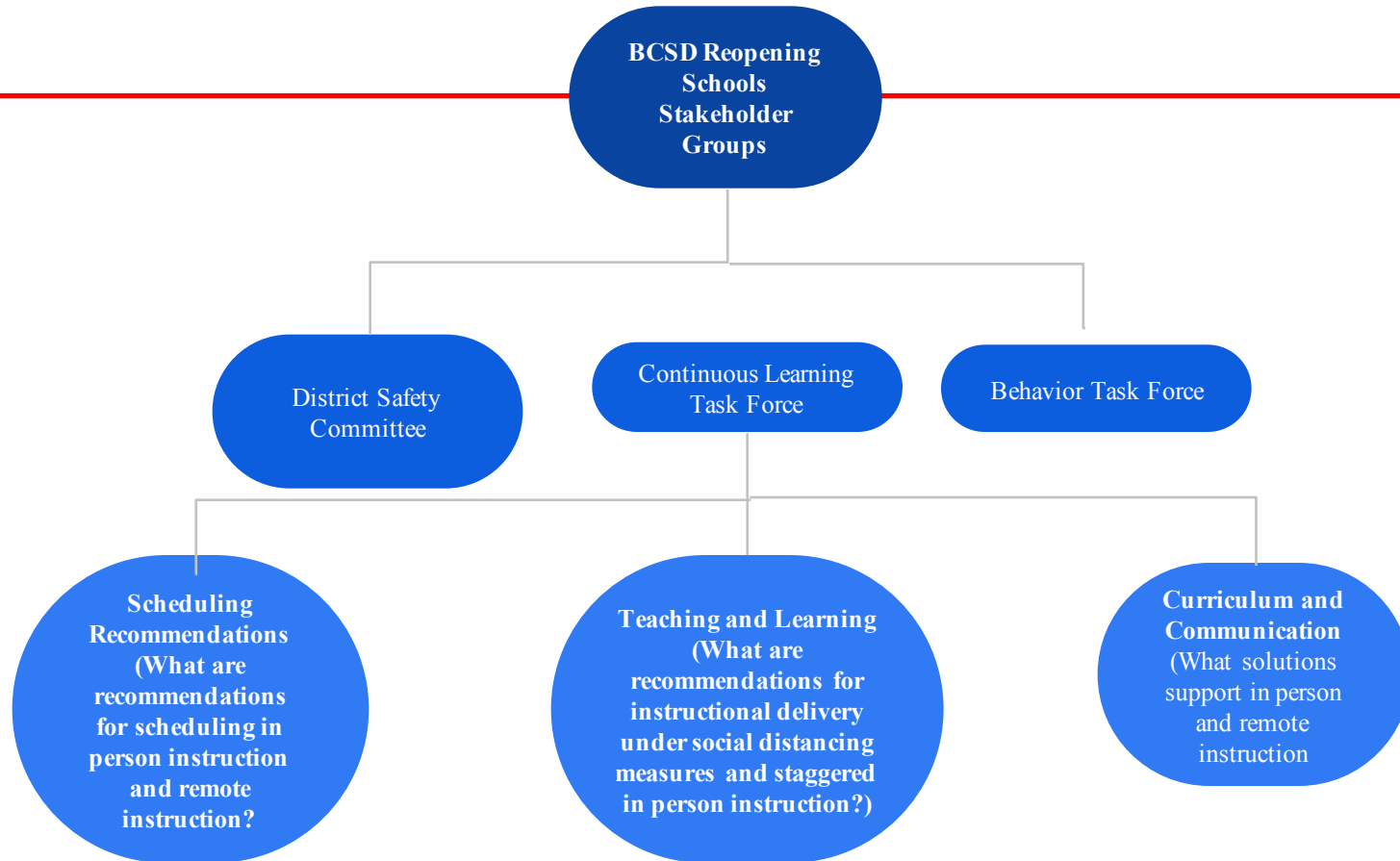
- Unit of Study - at least 180 minutes (3 hours) of instructional time per week
- Science Lab Experience - 1,200 minutes can be met through hands-on and simulated lab
- AIS - not required to conduct two-step identification, no state assessments
- Health Screening - hearing, vision, scoliosis waived
-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



# Mandated Re-opening Requirements

- ***Social Distancing and Face Coverings*** - 6 feet; masks required of all
- ***Hygiene, Cleaning and Disinfection*** - Training, documentation, consistently reinforced practices
- ***Communication*** - Predictable plan for communicating with students, parents/guardians, and faculty/staff
- ***Screening and Tracking*** - daily temperatures, daily questionnaire, procedure for quarantine





# Parent Survey Results

- 2000 responses combining phone and online survey.
  - In-Person/Hybrid vs Fully Remote Preference:
    - PreK-5: 57% in-person/hybrid; 43% fully remote
    - 6-12: 53% in-person/hybrid; 47% fully remote
  - Comfort Level in Returning to School w/Safety Measures:
    - PreK-5: 64% “Somewhat Not or Not” Comfortable
    - 6-12: 65% “Somewhat Not or Not” Comfortable
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Phone survey respondents tended to support in-person schooling more than those who responded online. Overall, approximately two-thirds of total respondents expressed concerns about their child’s physical health, those in their household’s health, the ability for students to wear masks all day, and the building’s frequent cleaning and sanitation.





# Questions/Comments from Parent Survey

- Prioritize in-person learning for PreK-5 students and Special Education students.
- Concerns about students having to wear masks all day.
- Concerns that once schools are reopened, they will become COVID hotspots.
- Will children in the same household attend on the same day?
- Concerns for working parents to support a hybrid or fully remote model while also maintaining own jobs.
- How are students going to move safely in the hallways?
- Will there be extra cleaning protocols in the buildings?



# Faculty Survey Results

- 701 total responses; 433 responses self-identified as Teachers.
- In-Person/Hybrid vs Fully Remote Preference:
  - 70% supported full in-person or hybrid models; 30% supported fully remote.
- Comfort Level in Returning to School w/Safety Measures:
  - 49% “Extremely, Somewhat, or Quite” Comfortable returning to school.
  - 51% “Somewhat Not or Not” Comfortable returning to school.
- Two largest concerns if in-person schooling returns:
  - Building cleaning/sanitation: 57% “Somewhat Not or Not” Comfortable
  - Required Student PPE/Masks: 50% “Somewhat Not or Not” Comfortable

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In addition, 14% of staff indicated a personal health or family health reason that would preclude in-person schooling; also, 78% of staff indicated having no students of their own in Grades PreK-5 to consider if remote learning is mandated.



# Questions/Comments from Faculty Survey

- How will we enforce social distancing and mask wearing with students?
- Will all students and staff have their temperatures checked upon entering the buildings?
- Will the district be providing PPE and masks?
- What happens when a staff or student gets sick?
- Many comments about wanting to teach, but also being concerned for own health or family member's health.
- Concerns about own children being on a different school schedule than their own.



# NYS Health Department - Employee Return to Work Protocols

- Training
- Daily health screening
  - Daily screening questionnaire for employees
  - Temperature checks of employees and students prior to arrival at work/school **and** upon arrival
- 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



## 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
  - Minimal transitions Classroom capacity - 11-12 desks per classrooms
  - Elem Capacity ... MS Capacity ... HS Capacity
- Repurposing of spaces for instruction (gyms, libraries, computer labs)



## Employee Return to Work Protocols (continued)

- Physical barriers when six feet not feasible in spaces
  - Offices and workrooms
- Reduced transitions and congestion in hallways (no locker use)
- One-way directional and signage



# Employee Return to Work Protocols (continued)

## Health Services

- Single point person - Mr. Eric Wilson, Executive Director of Human Resources and Operations
- 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



# 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)
- 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)





# Employee Return to Work Protocols (continued)

## 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



# Transportation

## Transportation Allowance and Capacity

- Transportation Department Safety Protocols
- Mask required for students while on the bus
- Capacity ~25 - per bus
- Assigned seating - sibling sharing; otherwise, one per seat
- Staggered drop-offs
- Outside district runs
- Disinfecting after each run/route (video)
- Encourage parental transportation



## **Food Services**

- Serving capacity
- Socially-distanced seating
- Pre-packaged meals
- Small groupings...classroom deliveries
- Meal access for all enrolled students



# Continuous Learning - State Guidelines

## Teaching and Learning: Mandatory Requirements



Clear opportunities for equitable instruction for all students



Maintain continuity of learning when using any of the three instructional models (in person, remote, hybrid)



Standards-based instruction



Substantive daily interaction  
(teacher to students and students to teacher)



Clear communication plans between parents and schools

# Continuous Learning - State Guidance

## Technology and Connectivity

Sufficient access to a computing device and high-speed broadband is essential for educational equity.

Districts and Schools **must**:

Have knowledge of the level of access all students and teachers have in their places of residence.



To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.



Provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.



# Recommendations from Curriculum and Instruction Committees:

- A common district wide curriculum with prioritized standards and a baseline/time frame for what standards or expectations should be met at set points throughout the year-- \*\*Curriculum map\*\*
- Prioritized standards for each unit posted for parents at home to know what students are learning in each unit.
- One standard platform: Google Classroom for work flow (getting & turning in assignments)
- *Teacher-created lessons* with audio of own voice on Google Slides and/ or videos. (Teachers saw an increase in engagement when teachers started recording their own voices on slides they created and in their own videos.)
- Training for parents and teachers on new expectations, curriculum, how assignments are found and completed, & technology resources being used in the classroom (maybe a drive-in movie theater concept using NYSEG Stadium)
- Consistency in terms of work assigned, providing enough work for students who finish early, etc., and meaningful feedback provided to students



## Recommendations from Communication Committee

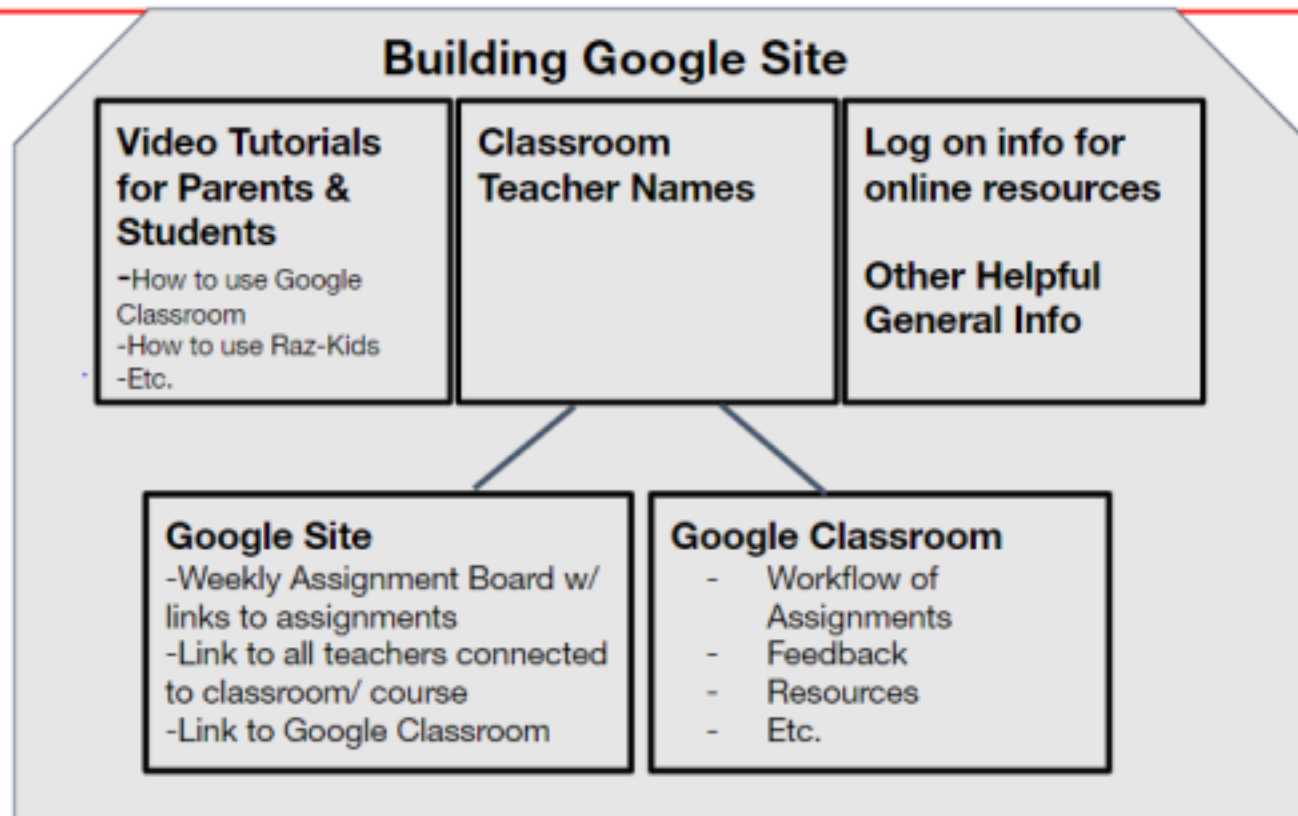
**Google Site for each building** (with common district wide elements) for **single point of access for curriculum and assignment information for students and parents**

- Elementary Level- All teachers working with a classroom are linked to main Google Site for that Classroom
- Middle Level- All teachers are linked to main Google Site for Grade Level Team
- High School Level- All teachers are linked to Department Google Site

**Common way to record weekly assignments** (i.e. the weekly organizers) posted on teacher Google Site and/or team Google Site (all assignments are linked to Google Classroom)



# Streamlining Access to Assignments & Information





## Recommendations from Communication Committee Cont

Use common ways to communicate from staff to parents among teachers that share similar students (i.e. Remind app, etc.)

Use different modes of communication from district to parents when new information comes out, email, posted to BCSD app, and then a robo call.

Post a video on the district home page showing parents how to navigate Google Sites

“B” app for all families - building specific & District communications on a set schedule helped

Have videos available for those who can't attend family PD

Have an email where people can submit questions



# Options for instruction

- Parents may request to have their child engaged with full remote learning at the start of the school year.
- Buildings are calling all parents now to identify these students.
- Letters of commitment with an assignment of teacher will follow.
- Parent can re-evaluate mid-year by January 31st.



# Elementary Scheduling Considerations

- Analysis of Capacity
  - Cohort Model
  - Space
  - Staffing
- Reduce transitions of students (i.e., specials pushing into classrooms)
- Exploring the capacity to have as many grade levels as possible to access in person instruction daily...with priority given to early grades.
- Daily time guidelines will be provided when remote learning is in place. Teachers will be teaching remotely from school building.
- Synchronous vs Asynchronous - maximizing contact time
- Daily Attendance is to be taken



# Hybrid Alternate Day Schedule

## Public Health Perspective

- Reduces transitions of students
- Less daily contact exposure for teachers/student (contact tracing ability)
- Provides for fewer students in each classroom space each day/promotes 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



# Hybrid Schedule at Elementary Level

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Cohort A</b></p> <p>Full day of in-person instruction</p>	<p><b>Cohort A</b></p> <p>Full day of in-person instruction</p>	<p>Remote Learning for Cohort A &amp; B for half-day; Possible Cohort D who attends 3 days per week.</p> <p>Teacher Collaboration and Preparation Time</p>	<p><b>Cohort A</b></p> <p>Full day of remote learning with some instruction synchronous</p>	<p><b>Cohort A</b></p> <p>Full day of remote learning with some instruction synchronous</p>
<p><b>Cohort B</b></p> <p>Full day of remote learning with some instruction synchronous</p>	<p><b>Cohort B</b></p> <p>Full day of remote learning with some instruction synchronous</p>		<p><b>Cohort B</b></p> <p>Full day of in-person instruction</p>	<p><b>Cohort B</b></p> <p>Full day of in-person instruction</p>
<p><b>Cohort C</b></p> <p>Full day of in-person instruction</p>	<p><b>Cohort C</b></p> <p>Full day of in-person instruction</p>	<p><b>Cohort C</b></p> <p>Half-day in-person instruction</p>	<p><b>Cohort C</b></p> <p>Full day of in-person instruction</p>	<p><b>Cohort C</b></p> <p>Full day of in-person instruction</p>



# Secondary Scheduling Considerations

- Analysis of Capacity
  - Cohort Model
  - Space
  - Staffing
- Reduce transitions of students (i.e., possible change in number of periods of instruction each day; teachers traveling to classrooms)
- Daily time guidelines will be provided when remote learning is in place. Teachers will be teaching remotely from school building.
- Synchronous vs Asynchronous - maximizing contact time
- Daily Attendance is to be taken.
- Common grading expectations will be established.



# Middle School - Hybrid Model (7th grade example)

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<b>Monday Day A</b>	<b>Tuesday Day B</b>	<b>Wednesday</b>	<b>Thursday Day A</b>	<b>Friday Day B</b>
Block 700/7A All in-person	Block 700/7A All in-person	All 7th grade students remote, synchronous instruction for half-day; Teacher preparation and collaboration in afternoon	Block 700/7A All remote, synchronous instruction	Block 700/7A All remote, synchronous instruction
Block 750/7B All remote, synchronous instruction	Block 750/7B All remote, synchronous instruction		Block 750/7B All in-person	Block 750/7B All in-person

Note: All remote teaching is occurring from the school building.



# Hybrid Schedule at High School Level

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A Full day of in-person instruction	Cohort A Full day of in-person instruction	Remote Learning for Cohort A & B for half-day.	Cohort A Full day of remote learning with <i>some</i> instruction synchronous	Cohort A Full day of remote learning with <i>some</i> instruction synchronous
Cohort B Full day of remote learning with <i>some</i> instruction synchronous	Cohort B Full day of remote learning with <i>some</i> instruction synchronous	Teacher Collaboration and Preparation Time	Cohort B Full day of in-person instruction	Cohort B Full day of in-person instruction

Students who are being provided full remote instruction will be assigned a schedule that will provide a mix of synchronous and asynchronous instruction.





# Behavior Task Force

- Draft additions to Code of Conduct to address expectations for remote/virtual learning and pandemic safety behaviors for in-person instruction - aligned to grade levels (PreK-1; 2nd-5th; 6th-8th; 9th-12th)
- Create PBIS presentations that explicitly teach behavior expectations regarding remote/virtual learning and safety protocols and procedures for pandemic related behaviors (social distancing, face masks, hygiene)
- Create visuals to support PBIS initiatives across the district



# Time-line Moving Forward

- District plan will be posted to district and school websites **July 31st**. Q & A document based on these webinars will also be posted.
- **August 1-7**: Governor will announce if our facilities will be open to students.
- **August 3-7**: Parents will receive confirmation of commitment to remote instruction.
- **August 24-28**: District will announce Cohort membership
- **August 31-Sept. 4**: Student specific schedules announced.
- **Superintendent Conference Days** are anticipated to be added to start of the school year - September 8, **9 and 10** ...placing first day of school on Friday, September 11th.

