
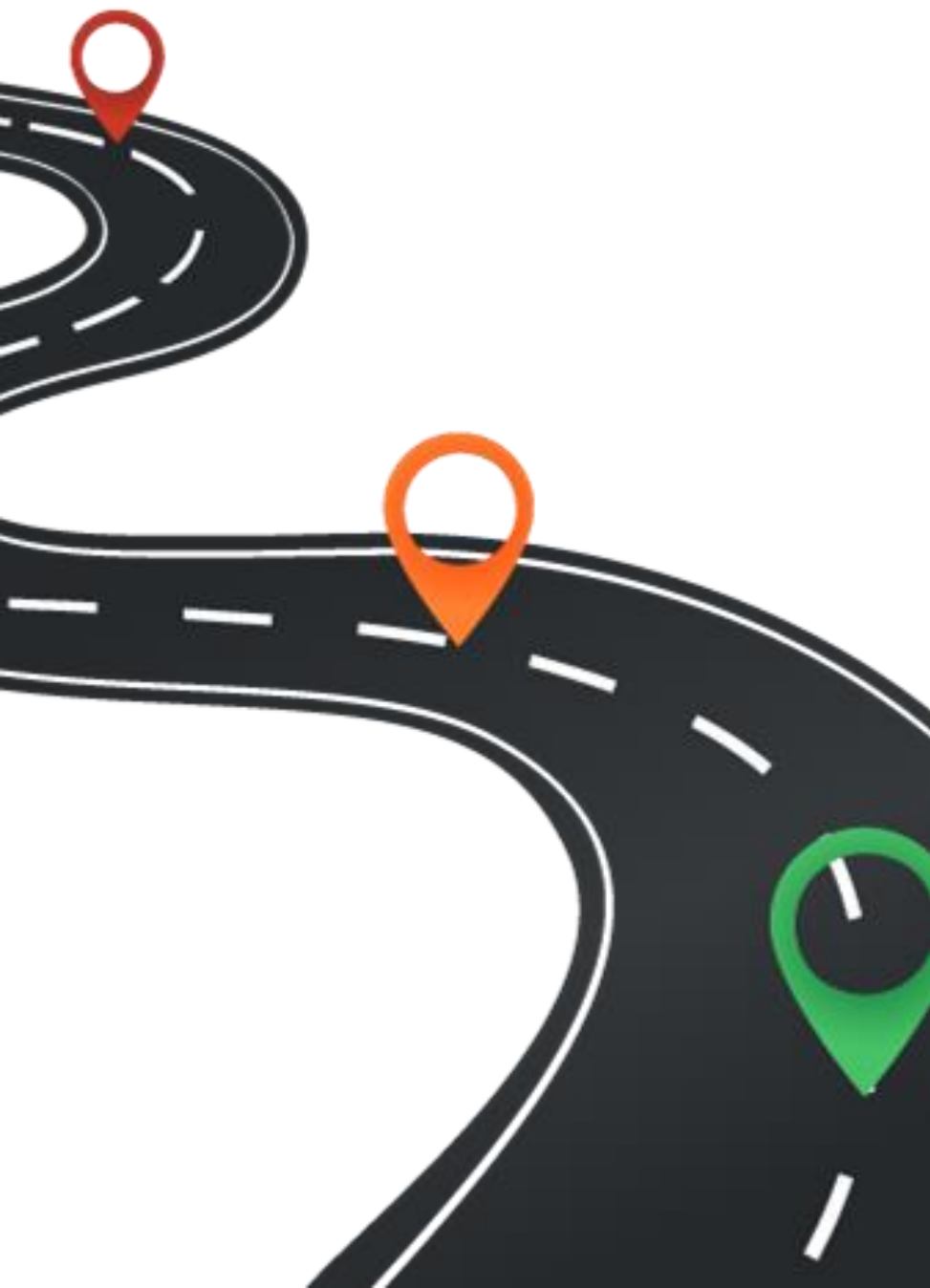




# Re-Opening OBEN Schools

# Re-Opening OBEN Schools

- Our goal is to re-open our schools safely for in person instruction every day for all students and staff in September.
  - The pandemic continues to be a highly evolving and quickly changing situation.
  - With that in mind, school districts must prepare for three possible scenarios for instruction: in-person, remote or a hybrid, meaning a combination of the two.
  - How do we get there?
- 
- A decorative graphic consisting of four thick, blue, curved dashes arranged in a curved path from the bottom left towards the top right.



# Road to Re-Entry

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- With the 2019-20 school year still in session last spring, OBEN laid the groundwork for re-opening schools in September.
- May/early June-A District wide Re-Entry Committee was formed and appointed. Several sub-committees were created.
- While waiting for formal guidance, the committees met regularly and took proactive steps to research and explore various topics and possible scenarios.



# Guidance Timetable

OBEN's careful and strategic planning, and collaborative efforts put the District ahead of the two week window Governor Cuomo gave school districts to submit re-entry plans after guidance was released.

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- July 8, 2020 - Governor Cuomo announced that he would make a decision on re-opening schools the first week of August.
- July 13, 2020 - Governor Cuomo announced conditions that determine if schools can open safely.
  - Regions with infection rate below 5% using a 14-day average can open.
  - Regions with infection rate over 9% after Aug. 1 must remain closed.
  - NYS guidance was released to public.
  - Schools were directed to submit re-opening plans by July 31.
- July 16, 2020 – NYSED releases formal guidance
- July 17, 2020, State FAQ Document with clarifications on guidelines on social distancing: Schools require one of the following: 6 ft. Social Distancing **OR** Barriers **OR** Face Coverings.
- On July 22, 2020, State FAQ Document provides another update: Schools must ensure that appropriate social distancing (i.e. 6 feet/barriers) is maintained.

# Re-Opening Plans Must Include Provisions for:

- Communication
- Health and Safety
- Facilities
- Child Nutrition
- Transportation
- Social and Emotional Well-Being
- School Schedules
- Attendance and Absenteeism
- Technology and Connectivity
- Teaching and Learning
- Special Education
- Bilingual Education and World Languages
- Teacher Principal Evaluation System
- Certification, Incidental Teaching & Substitute Teaching

# What We Have Done to Date

## Communication

- Communicated District's progress and State guidance to stakeholders, staff and community members through email blasts.
- Created and invited stakeholders to participate in surveys addressing virtual learning, social and emotional learning, transportation, health and safety, and learning schedules.
- Posted signage on health and safety protocols in buildings.
- Examined all State guidance including definition of social distancing

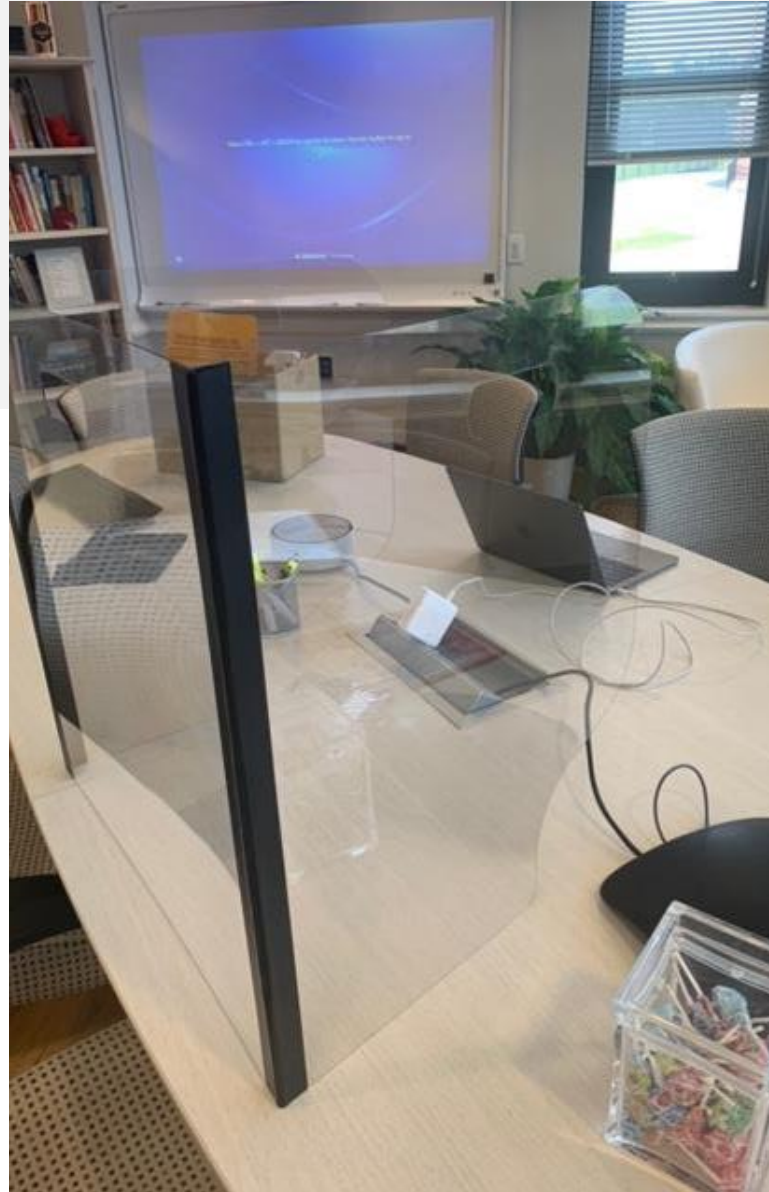
## Health and Safety

- School cleaning and disinfecting protocols in accordance with CDC guidelines are in action; additional hand-sanitizing stations installed.
- Ordered PPE and face coverings for students and staff – Face coverings are required when social distancing cannot be maintained.
- Developed protocols with health staff for signs of illness, daily temperature screenings, screenings for visitors, and instructions for parents/guardians to observe for signs of illness in their child.
- Developed action plan with health staff for suspected COVID-19 cases detected in school and protocol that complies with DOH and CDC guidelines for returning to school.
- Signage on correct hand washing and respiratory hygiene.



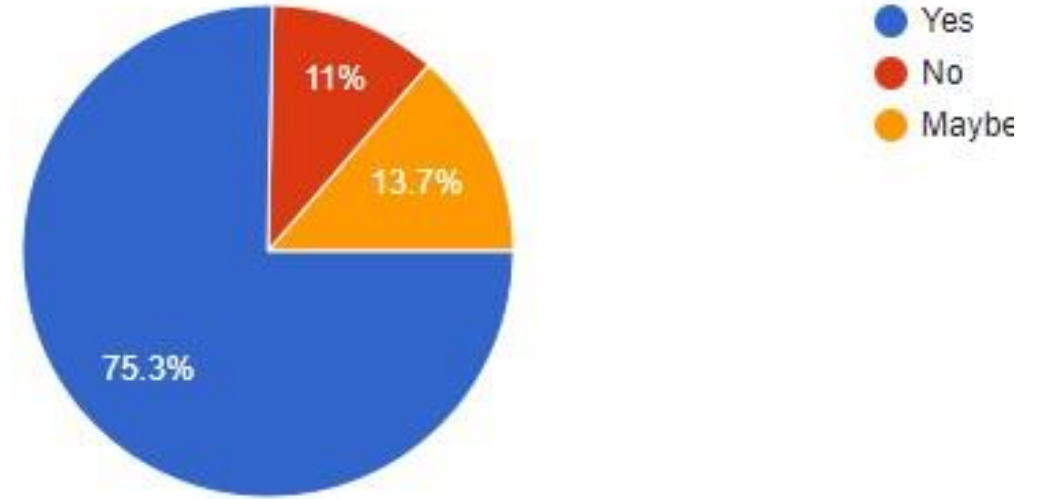
## Facilities

- Ordered protective materials for facilities, including three-sided desk guards for student and staff desktops, standing partitions, portable sinks at Vernon for hygiene, and additional hand-sanitizer stations.
- Broke down areas, such as computer labs and cafeterias, to avoid having students touch common areas and spaced out each classroom for social distancing. Tents were ordered for extra space.
- Ordered rolling partitions to divide larger spaces.



## Transportation

In May voters approved a transportation referendum to reduce eligibility limits to zero or universal transportation for grades K-6 and .50 for grades 7-12, thus significantly increasing the number of students eligible to take transportation to and from school. Concerned about the ability to transport students safely, we conducted a survey and found that out of 500 respondents more than 75% of respondents would be willing to walk or drive their children to school if limited bus transportation becomes an issue. For students who need to take transportation, we are working with our transportation company to ensure that the safety protocols in the chart at right are met:



### Transportation: Mandatory Requirements



#### School Bus

- Regular Cleaning/Disinfecting

#### School Bus Staff

- Must be trained and supported

#### Routing Considerations

- Sharing, Municipal, Piggybacking, Parents, Students with Disabilities, Foster Care, Homeless, Nonpublic, and Charter School Students

#### Student Riders

- Training to social distance at stops, at unloading times
- Wearing masks, per DOH guidance

#### School Site Loading/Unloading

- Safety, Separation, Staggered



**Child Nutrition:** Food services will provide meals. While the location where lunches are eaten will change, expectations for food safety and nutrition, handwashing, and food allergy safety all remain intact during meals.

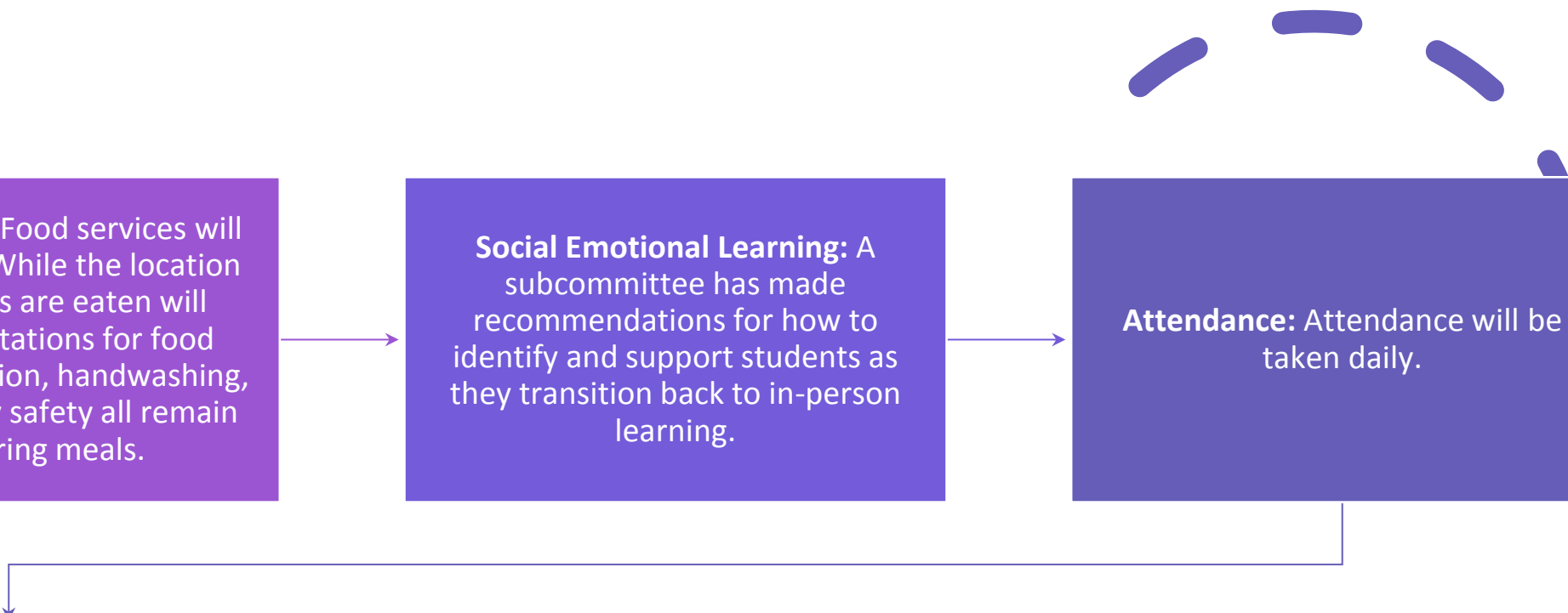
**Social Emotional Learning:** A subcommittee has made recommendations for how to identify and support students as they transition back to in-person learning.

**Attendance:** Attendance will be taken daily.

**Technology & Connectivity:** Devices are provided to students and teachers. Connectivity support is provided as needed.

**Teaching & Learning:** All New York State Learning Standards will be followed.

**Bilingual/World Language:** Regulations for provided services for English Language Learners will be followed.



# School Schedules: What are our Options?

**Our goal is to open  
our schools safely  
for all students and  
staff for in-person  
instruction every  
day.**

## School Schedules

Schools must create  
a comprehensive  
plan for a schedule  
that includes:



In-person Instruction



Remote Instruction



Hybrid Instruction  
(in-person and remote)

Plans should be clearly communicated with as much advanced notice as practicable to students, families/caregivers, and staff.

# Our Goals

- Learners will feel connected to the school, their teachers, and to each other.
- Instructional experiences, when considered as a whole, are comparable in rigor, scope and magnitude to a traditionally delivered education.
- Transitions between in-person and remote learning will be made seamlessly.

# Our Parameters and Constraints

- Guidelines
- Physical Resources- Primarily Space
- Human Resources- Number of People & Ability to Hire Additional Personnel

# Our Process



Determine What is Possible Given the Constraints

Operationalize Scenarios

Iterate and Improve

# Remote Instruction

If we experience another school closure, students will:

- Follow a schedule that mirrors a typical school day.
- Participate in live meetings with their teachers and classmates throughout the day.

\*These schedules have been developed based upon the feedback provided.



# Schedule for Oyster Bay High School

**This schedule  
will be utilized  
in any scenario:  
remote, hybrid  
or in-person.**

36 Minute Classes		
Period	Start	End
Arrival	7:40	8:00
1	8:00	8:36
Transition (7min)		
2	8:43	9:19
Transition (7min)		
3	9:26	10:02
Transition (7min)		
4	10:09	10:45
Transition (7min)		
5	10:52	11:28
Transition (7min)		
6	11:35	12:11
Transition (7min)		
7	12:18	12:54
Transition (7min)		
8	1:01	1:37
Transition (7min)		
9	1:44	2:20

# Elementary Digital Learning Survey

352 Responses

Question #4: How would you like your child to receive "live" instruction?

12.3%- 100% live and 0% independent

24.2%- 80% live and 20% independent

13.1%- 60% live and 40% independent

25.9%- 50% live and 50% independent

Additional summary notes for short responses:

- Reduce number of links to different websites
- Appreciated timely teacher communication and feedback
- Appreciated teachers posting to-do lists & daily schedule
- Would like a more structured schedule, consistency, routine
- More time for small group instruction (TR)
- Would appreciate more teacher created videos and less You Tube videos



# Virtual Schedule for Vernon Grades 3 & 4

Vernon Virtual Schedule					
Block	Time	Min	3rd Grade	4th Grade	
Arrival	8:10-8:25	15	Extra Help	Extra Help	
1	8:30-9:15	45	CTT	CTT 2	
	9:15-9:30	15	Break	Break	
2	9:30-10:15	45	Enrichment special: Art, PE, Technology, Music, Library, PE	CTT	
	10:15-10:30	15	Break	Break	
3	10:30-11:15	45	CTT 2	CTT	
	11:15-12:00	45	Lunch/Recess	Lunch/Recess	
4	12:00-12:45	45	CTT	CTT 1	
5	12:45-1:00	15	Break	Break	
6	1:00-1:45	45	CTT	Enrichment special: Art, PE, Technology, Music, Library, PE	
	1:45-2:00	15	Break	Break	
7	2:00-2:45	45	CTT 1	CTT	
	2:45-3:10	25	Extra Help	Extra Help	
CTT- Classroom Teacher Time (Math, ELA, Science, Social Studies)					

# Vernon Virtual Schedule for Grades 5 & 6

Block	Time	Min	5th Grade Odd	5th Grade Even	Block	Time	Min	6th Grade Odd	6th Grade Even
Arrival	8:10-8:25	15	Extra Help	Extra Help	Arrival	8:10-8:25	15	Extra Help	Extra Help
1	8:30-9:15	45	5-1 Science; 5-2 Social Studies; 5-3 Social Studies; 5-4 Social Studies; 5-5 Science	5-1 Social Studies; 5-2 Science; 5-3 Science; 5-4 Science; 5-5 Social Studies	1	8:30-9:15	45	Enrichment Special: Art, PE, Technology, Music, Library, PF	Enrichment Special: Art, PE, Technology, Music, Library, PF
	9:15-9:30	15	Break	Break		9:15-9:30	15	Break	Break
2	9:30-10:15	45	5-1 Science; 5-2 Social Studies; 5-3 Social Studies; 5-4 Social Studies; 5-5 Science	5-1 Social Studies; 5-2 Science; 5-3 Science; 5-4 Science; 5-5 Social Studies	2 & 3	9:30-11:00 (2-periods of instruction for 40 minutes each + 1-10 minute break to be given by the instructor)	90	6.1 ELA; 6.2 Math; 6.3 ELA; 6.4 Math; 6.5 Social Studies	6.1 ELA; 6.2 Math; 6.3 ELA; 6.4 Math; 6.5 Science
	10:15-10:30	15	Break	Break					
3	10:30-11:15	45	Enrichment Special: Art, PE, Technology, Music, Library, PE	Enrichment Special: Art, PE, Technology, Music, Library, PE		11:00-11:15	15	Break	Break
	11:15-12:00	45	Lunch/Recess	Lunch/Recess	4 & 5	11:15-12:45 (2-periods of instruction for 40 minutes each + 1-10 minute break to be given by the instructor)	90	6.1 Math; 6.2 Science; 6.3 Social Studies; 6.4 ELA; 6.5 ELA	6.1 Math; 6.2 Social Studies; 6.3 Science; 6.4 ELA; 6.5 ELA
4	12:00-12:45	45	5-1 Math; 5-2 ELA; 5-3 ELA; 5-4 ELA; 5-5 Math	5-1 ELA; 5-2 Math; 5-3 Math; 5-4 Math; 5-5 ELA					
5	12:45-1:00	15	Break	Break	6	12:45-1:30	45	Lunch/Recess	Lunch/Recess
6	1:00-1:45	45	5-1 ELA; 5-2 Math; 5-3 Math; 5-4 Math; 5-5 ELA	5-1 Math; 5-2 ELA; 5-3 ELA; 5-4 ELA; 5-5 Math	7 & 8	1:30-3:00 (2-periods of instruction for 40 minutes each + 1-10 minute break to be given by the instructor)	90	6.1 Science; 6.2 ELA; 6.3 Math; 6.4 Social Studies; 6.5 Math	6.1 Social Studies; 6.2 ELA; 6.3 Math; 6.4 Science; 6.5 Math
	1:45-2:00	15	Break	Break					
7	2:00-2:45	45	5-1 ELA; 5-2 Math; 5-3 Math; 5-4 Math; 5-5 ELA	5-1 Math; 5-2 ELA; 5-3 ELA; 5-4 ELA; 5-5 Math					
	2:45-3:10	25	Extra Help	Extra Help					

**THEODORE ROOSEVELT SCHOOL  
FIRST GRADE VIRTUAL LEARNING SCHEDULE  
2020-21**

TIME	SESSION/SUBJECT	MON:	TUES:	WED:	THURS:	FRI:
9:00-9:20 (20)	Google Meet Whole Group Community meeting					
9:20-9:40 (20)	Math Whole Group Lesson					
9:40-10:20 (40)	Small Group Sessions-To Be Determined by Teacher <i>*Service Provider Intervention Block</i>					
10:20-10:40 (20)	BREAK <i>*Service Provider Intervention Block</i>					
10:40-11:00 (20)	ELA Whole Group Lesson					
11:00-11:40 (40)	Small Group Sessions- To Be Determined by Teacher <i>*Service Provider Intervention Block</i>					
11:40-12:40 (60)	LUNCH					
12:45-1:15 (30)	ASYNCHRONOUS TEACHING/Small Group Sessions <i>*Service Provider Intervention Block</i>					
1:25-1:55 (30)	SPECIAL	Library: PE: ART: SCIENCE: MUSIC:	Library: PE: ART: SCIENCE: MUSIC:	Library: PE: ART: SCIENCE: MUSIC:	Library: PE: ART: SCIENCE: MUSIC:	Library: PE: ART: SCIENCE: MUSIC:
1:55-2:15 (20)	BREAK <i>*Service Provider Intervention Block</i>					
2:15-2:45 (30)	ASYNCHRONOUS TEACHING/SMALL GROUP SESSIONS <i>*Service Provider Intervention Block</i>					

# Sample Roosevelt Schedule

### Color Key for Virtual Learning Schedule

*\*Synchronous Teaching-”Live with Teacher and Whole Class”*

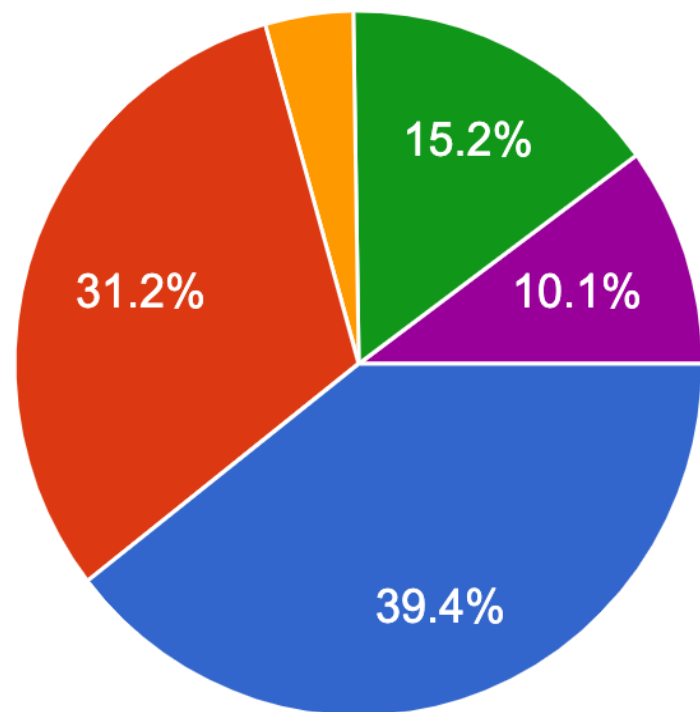
*\*Asynchronous Teaching-”Learning on the See Saw Virtual Platform”*

*\*Flex time to use for Small Group Sessions or Intervention blocks with Service Providers (Synchronous)*

*\*Time during breaks could be flex time at the discretion and collaboration of the parent/s, teacher/s and service providers*

9) If the District is required to use a hybrid approach to learning, meaning part in-school and part remote learning, which of the following would be your preferred approach?

507 responses



- Students attend school every day: some students in class, others remotely in alternate building spaces with restricted movement within building
- Students attend school on alternate days: some students in class, others remotely at home
- Students attend school on alternate weeks: some students in class, others remotely in alternate building spaces with restricted movement within building
- Students attend school on alternate weeks: some students in class, others remotely at home
- Students have split schedules: attend partial day in school, partial day remotely at home (This option will be considered if transportation schedules and guidelines can be met.)

# Elementary Options

# Elementary Options for All Returning

## **OPTION A:**

### **All Students in School with 6 Feet Distancing**

- All students return to school
- Program altered dramatically so that all available adults can provide supervision in alternate locations
  - Band, Orchestra, and Lessons
  - Atlantis
  - Science Lab/Integration

## **OPTION B:**

### **All Students in School with Desk Guards**

- All students return to school.
- Students would have a full day with their teachers as in a typical year.
- Most specials would be taught in the classroom to minimize movement around the building
- Space would be available to continue music lessons

# Elementary Experience w/6 Feet Distancing

- Each class will be split into 2 sections.
- Students will alternate spending time in the typical classroom and overflow spaces.
  - Gymnasiums (\*no air conditioning)
  - Cafeterias (\*no air conditioning at TR)
  - Special Area Classrooms
- Classroom teachers will split their time between the classroom and the alternate locations.
- Alternate locations will be supervised by certified teachers, teaching assistants, and monitors.
- Lunch & specials will also take place in alternate locations.
- The numbers are very tight. We cannot tell how many students will require instruction from home or homeschool or number of new entrants.

# Additional Considerations:

- Kindergarten would be ½ day in-person and ½ day remote.
- Individual Education Plans (IEPs) need to be considered.
- Spaces previously used for ensembles and music lessons would be used for alternate locations.
- Every available faculty member would be needed to supervise, which would provide fewer options if teachers are absent.
- A typical classroom would need all furniture removed except the desks.



# What Will Instruction Look Like?

When the teacher is with the other section, students will:

- Access the lesson via live streaming
- Utilize asynchronous resources (i.e. pre-recorded materials or online resources)
- Complete independent or collaborative group work
- Take assessments that do not require the teacher

# OPTION A: All Students in School with 6 Feet Distancing

## Pros

- All students return
- Students are with their teacher for  $\frac{1}{2}$  of the day
- Six feet distancing

## Cons

- $\frac{1}{2}$  day Kindergarten
- Buildings become a “sea of desks”; undesirable spaces become classrooms (gym, cafeteria, etc.)
- $\frac{1}{2}$  the day is remote
- Significant program changes
- Requires the largest number of faculty and staff to operationalize

# OPTION B: All Students in School with Desk Guards

## Pros

- All students return
- Students are with their teacher all day
- Program continues with modifications (For example- band lessons continue, but ensembles are very different)

## Cons

- Restricted movement
- Less distancing

# High School Options

# Cohorting 7<sup>th</sup> & 8<sup>th</sup> grade

- Limits student movement
- Lowers class size
- Large ensembles are split into 4 groups and can still experience a modified band and chorus experience.

# High School Options:

## **OPTION A:**

### **All Students in School with Desk Guards & Masks (< 6 ft)**

- Students attend classes each day with their assigned teacher.
- Modifications needed for ensembles and physical education.
- Students would travel throughout the day with their Chromebook, books, and desk guards.
- Full enrollment/student density throughout day

## **OPTION B:**

### **HYBRID- Used to Maintain 6 feet of Social Distancing**

- Students in grades 7 & 8 attend every day.
- Students in Grades 9-12 attend on an alternating day schedule.
- Goal: When students are in the building, they would be in the classroom with their teacher.
- All legal requirements are met in meeting needs of identified student sub-groups.


# Additional Considerations

- Additional overages make it possible for more classes to stay together on more days.
- Access to lockers may be limited.



# What Would Instruction Look Like When Students Are Learning From Home?

When a student is learning from home, he/she will:

- Access the classroom learning via synchronous live engagement
  - Utilize asynchronous resources (i.e. pre-recorded materials or online resources)
  - Complete independent and/or collaborative group work
- 



# OPTION A: All Grade 7-12 Students in School Daily, Less than 6 feet distancing, With Barriers

## Pros

- All students return to school daily.

## Cons

- Restricted movement
- Students carry materials and desk guards
- Numerous rooming modifications needed
- Does not reduce student density

## OPTION B: HYBRID- Students in grades 7 & 8 in school every day; Students in grades 9-12 attend school on alternate days

### Pros

- Six-foot distancing
- Maintain master schedule
- Less student density across day
- Mitigates need for “overflow” rooms

### Cons

- Students in grades 9-12 attend on alternate days  
(Parents with children in multiple grade levels have requested that this be done according to the alphabet, rather than by grade level.)
- Restricted movement for grades 7 & 8

# Calendar Changes for Consideration

- Add additional Superintendent's Conference Days for professional learning & required training



# Home-School Partnership

- Health and Safety
- Transportation
- Two-way Communication



## In Closing...

- Next Steps/Timeline
- Questions/Discussion
- Thank you!

