



Recovering, Rebuilding, and Renewing: the Spirit of New York's Schools

Reopening Guidance

Presentation to the Board of Regents

July 13, 2020



New York State
EDUCATION DEPARTMENT
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Development of the Guidance



Informed by five virtual regional educator and student forums, attended by over 1,000 parents, students, teachers, administrators, and stakeholders, representing New York's diversity.



The Region 2 Comprehensive Center, led by WestEd, provided a synthesis of the information gathered at the 4 Regional Task Force Meetings and the Student Forum.



P-12 program offices worked along with multiple SED program offices to develop draft guidance to best support students and schools.



Guidance is student centered; has equity and flexibility at the heart of the guidance.

Introduction to the Guidance

The 2020-2021 school year will be our time to recover, rebuild, and renew the spirit of New York’s schools.

Working together, educators, students, parents and communities will continue to address this challenge with resiliency, tenacity, and grit.

This document is intended to provide guidance to local educational agencies (LEAs) as they plan to reopen their schools – whether instruction occurs in person, remotely, or in some combination of the two.

New York is a large and diverse state – so there will be no “one size fits all” model for reopening our schools.



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**RECOVERING, REBUILDING, AND RENEWING:
THE SPIRIT OF NEW YORK'S SCHOOLS**
REOPENING GUIDANCE

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Health and Safety

Focused on preventive actions in schools:

Health Checks



- schools must instruct staff to recognize signs and symptoms of illness in students and staff, and health screenings per DOH guidance.

Health Hygiene



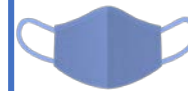
- schools must instruct students and staff in proper hand and respiratory hygiene and provide necessary supplies.

Social Distancing



- schools must develop plans to maximize social distancing whenever possible.

Face Coverings and PPE



- requires students and staff to wear face coverings (or PPE based on job functions), per DOH guidance.

Management of ill persons



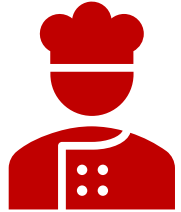
- requires persons with signs and symptoms of COVID-19 to be isolated until they can be sent home.

Cleaning and Disinfecting



- reviews cleaning and disinfecting procedures for the school in accordance with CDC recommendations.

Nutrition



Include school food service directors in reopening plan discussions.



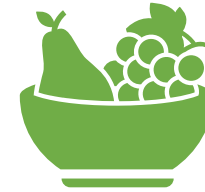
Provide all enrolled students access to school meals each school day.

- Students in attendance at school
- Students learning remotely



Address all applicable health and safety guidelines.

- Update standard operating procedures



Ensure compliance with Child Nutrition Program requirements.

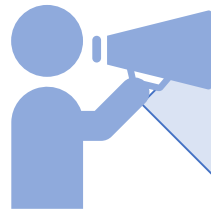
- Election and utilization of USDA flexibility waivers



Communicate with families through multiple means in the languages spoken by families.

Social-Emotional Well-Being

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.



Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.

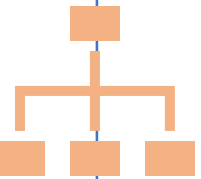


Identify or build a team to lead your implementation. Decide how students, staff, and family will contribute.

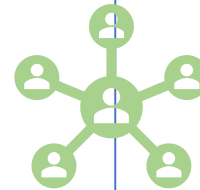


Consider a prolonged orientation or transition period to support the social and emotional well-being and resiliency before phasing in academic content.

Social-Emotional Well-Being



The district's school counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).



As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.



Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.



Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work.

Facilities

Promote social distancing while maintaining existing safety requirements that protect students from fire or other hazards:

Physical Footprint / Utilization of Space

- Districts may expand their physical footprint or change the way they utilize spaces.

Planning

- Many potential changes require that plans be submitted to NYSED's Office of Facilities Planning for fire/building code review. This includes leased space or temporary classroom units.

Fire and lockdown drills

- Must still be conducted – districts must plan to ensure that social distancing measures are considered.

Facilities

Ventilation

- Schools should continue to meet or exceed minimum ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

Plumbing Facilities

- Maintain minimum fixture quantities, access to drinking water.

Operations & Procedures

- SED will expedite review of COVID-19 Projects.

Transportation

- ✓ The school bus is an extension of the classroom and services need to be provided to all with consistency and equity.
- ✓ Each district will need to develop its own plan, considering its own geography, community resources, and resident student needs.



Transportation: Mandatory Requirements

School Bus

- Regular Cleaning/Disinfecting



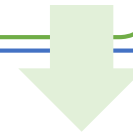
School Bus Staff

- Must be trained and supported



Routing Considerations

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



Student Riders

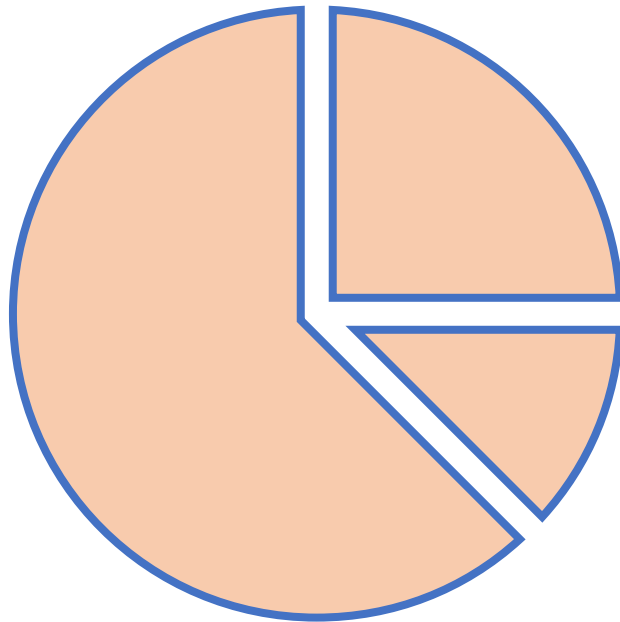
- Training to social distance at stops, at unloading times
- Wearing masks, per DOH guidance



School Site Loading/Unloading

- Safety, Separation, Staggered

Budget and Fiscal



All existing state aid reporting requirements and deadlines must be maintained.

The content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Attendance

Attendance for State Aid purposes

- Districts will continue to report attendance for state aid purposes through SAMS Form A, in accordance with the guidelines for instruction. Charter schools should continue to follow applicable guidance.

Attendance for instructional purposes

- Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

Attendance for reporting purposes

- Attendance of any student of compulsory age, who resides in the district or is placed in another public school district, a charter school, or in an educational program outside the district, must be reported in SIRS.

Chronic Absenteeism

School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school.



Critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

Before initiating Educational Neglect or PINS processes, schools and districts should collaborate with local Departments of Social Services.



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.

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

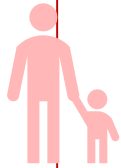


Substantive daily interaction
(teacher to students and students to teacher)



Clear communication plans between parents and schools

Teaching and Learning: Flexibility



Flexible student/staff ratio requirements in Prekindergarten



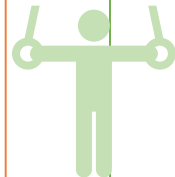
Extended time for Prekindergarten and Kindergarten screening to be completed



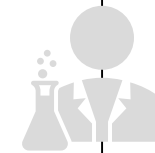
Waiver allowing districts to convert UPK seats from full-day to half-day



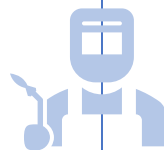
Flexibility with the 180 minutes per week Unit of Study requirement



Flexibility in the delivery of Physical Education



Allowance for a blend of hands-on and virtual science laboratory experiences



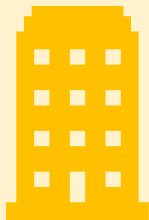
When appropriate, schools may utilize remote or virtual work-based learning experiences for CTE and CDOS programs

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.



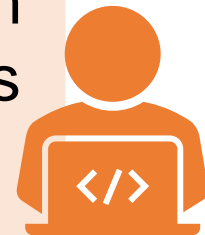
Technology and Connectivity

Districts and schools **should provide:**

Instruction on using technology and IT support for students, teachers, and families.



Professional Development for teachers and leaders on designing effective online/remote learning experiences and best practices for instruction in online/remote settings.



Special Education: Mandatory Requirements



Provision of a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services

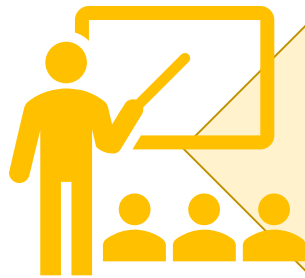
Meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child

Collaboration between the CSE/CPSE and program providers representing the variety of settings where students are served

Access to the necessary instructional and technological supports to meet the unique needs of students

Documentation of programs and services and communications with parents

Special Education: Recommended Elements



Consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible; and



Consider contingency plans developed by the CSE/CPSE to address remote learning needs in the event of intermittent or extended school closures.

Bilingual Education and World Languages: Mandatory Requirements



Communications and translations to parents/guardians must be in their preferred language and mode of communication.



Instructional Units of Study must be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including Former ELLs.

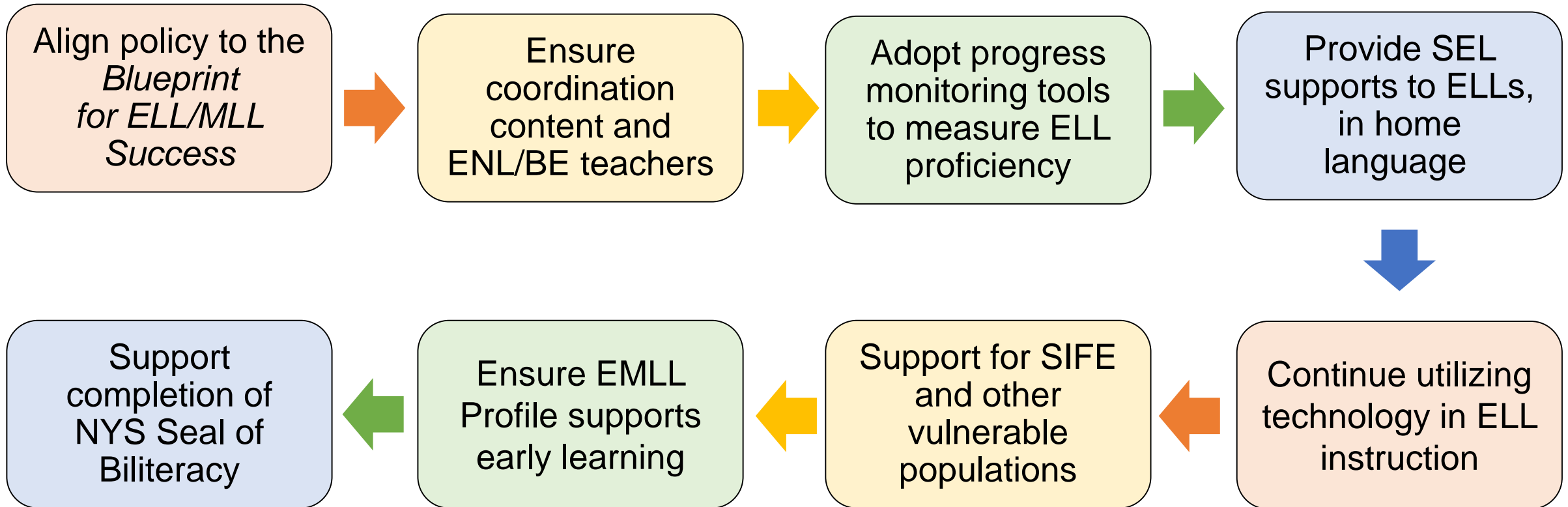


Update to the Identification timeline, including proposed regulatory change for newly enrolled students during COVID-19 closures as well as newly enrolled students within the first 20 school days of 2020-21 re-opening.



Professional learning opportunities for all teachers need to cover topics that support best practices and an equitable instruction for ELLs and help address the learning gaps caused by COVID-19 school closures.

Bilingual Education and World Languages: Considerations and Best Practices



Staffing and Human Resources

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. As LEAs create their plans for the 2020-2021 school year, they:

Must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.

Can continue to utilize incidental teaching when determining how to staff their classrooms.

Can also employ substitute teachers to address staffing needs for the allowable amount of days, given their qualifications and teaching assignment.

Should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction.

Should consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote, or hybrid instructional model.

Guidance and Portal Timeline

Wednesday, July 15th Dissemination

- Guidance will be ready for dissemination on Wednesday, July 15, 2020.

Friday, July 17th Portal Opening

- The School Reopening Plan Portal will open on Friday, July 17, 2020.

Friday, July 31st Submission Deadline

- School Reopening Plans must be submitted to the Portal by Friday, July 31, 2020.

Submitting Reopening Plans to the Portal

- All districts and schools are required to create Reopening Plans at the school level.
 - ✓ Plans should be posted on the LEA's public website.
 - ✓ Plans must contain mandatory elements outlined in NYSED's School Reopening Guidance Document.
- By July 31, 2020, districts and schools must provide to NYSED
 - ✓ Live, public links to reopening plans for every school under their responsibility.
 - ✓ Assurances that their plan contains all mandatory elements outlined in NYSED's Reopening Guidance Document.



Thank you!