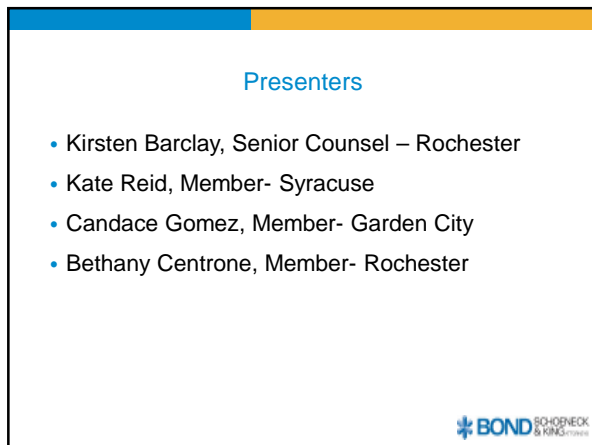
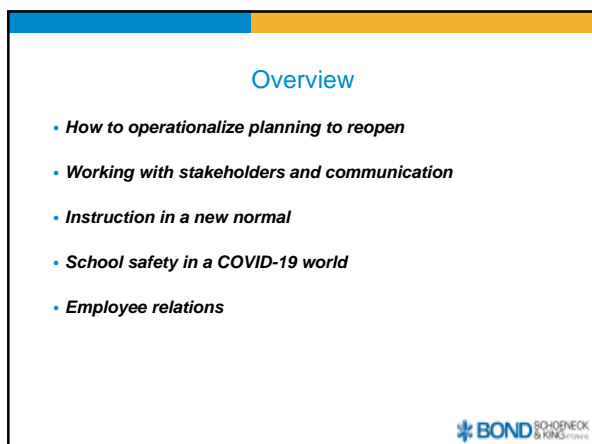




1



2




3

How to operationalize planning to reopen

#1. Develop 2021 Vision and Theory of Action

ex. "By understanding and attending to the academic, social emotional, and physical needs of each student and family, and the health and well-being of our staff, our students will meet or exceed NYS learning standards through rigorous, safe, responsive, and flexible methods of instructional delivery throughout 2021."




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How to operationalize planning to reopen

#2. Identify Stakeholders and their Roles

- Parents, Students and Families
- Instructional and Non-Instructional Staff: Teachers, Nurses, Transportation, Food-Service, Custodial
- Unions
- Specialized Staff: Social Workers, Counselors, Special Educators, ELL Staff
- CBOs/Partners and Local Governmental Agencies




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How to operationalize planning to reopen

#3. Develop Organizational Structure to Operationalize Reopening

- Assign a Project Manager – Data, Communications, Accountability, Information, and Support
- Assess Capacity of Existing Committees and Identify New Committees
- District-Level and School-Level Roles and Responsibilities
- Define Needed Committees and Establish Goals/Deliverables:
 - Instructional Recovery & Delivery - Operations
 - Student Safety and Well-Being - Staff Safety and Well-Being
 - Communications




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Working with stakeholders and communication

#4. Develop a Two-Way Communication Strategy

- What information do committees need and from whom; how should it be collected, analyzed, and disseminated; and how often?
- To whom do you need to communicate, how often, and what tools/methods/staff should you use?
- What specialized communication needs do your stakeholders have?
- How will you collect and organize documentation of all communications? With whom can you share this information?




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Working with stakeholders and communication

Timeline:


- By June 1: Develop and Articulate Vision, ID Stakeholders, and Launch Committees**
- By July 1: Develop and Launch High-Level Re-Opening Plan and Solicit Feedback**
- By August 1: Communicate Detailed Back-to-School Plans**



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Instruction in a new normal


- Instructional questions prompted by Executive Order 202.28, issued **last night:**
 - Last day of the 2019-2020 school year?
 - Summer distance learning?
 - Modes of delivery of instruction when schools are re-opened?
 - Learning gaps and next year's standards?
 - Future mandate relief?



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Instruction in a new normal

- Determining student academic status of students at the end of the 2019-2020 school year
- Planning for different learning modalities and gaps in instruction when schools re-open
- Addressing IEP service implementation and compliance when schools re-open




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Instruction in a new normal – Unit of Study

Online Instruction?


Blended Instruction?



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Instruction in a new normal – Unit of Study

- Blended / Online Credit
 - Instruction through digital media or combination of digital and classroom
 - Under the direction and supervision of certified teacher
 - Regular and substantive interaction between student and supervising teacher
 - Must fulfill unit of study requirements for seat time (180 minutes/week)



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Instruction in a new normal – Unit of Study

- April 2020 Emergency regulations relaxed the unit of study requirement and **during the school closure**
 - “. . . a student may be exempted from any requirement(s) for units of study . . . if such student is unable to meet such unit of study requirement due to a school being closed pursuant to an Executive Order(s) of the Governor pursuant to the State of emergency for the COVID-19 crisis where such student **otherwise achieves the learning outcomes for the portion of such unit of study completed.**”



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Instruction in a new normal – Unit of Study

- The relaxation of the unit of study requirement applies to the COVID-19 closure.
- Plans for online or blended learning **after** re-opening should be compliant with the regulations governing the conferral of credit (in particular, seat time and appropriate direction and supervision by an appropriately certified teacher)



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Instruction in a new normal – Regents Examinations

- ***Cancellation of June Regents examinations has resulted in modifications to assessment requirements***
- ***Generally, a student may qualify for an exemption if he/she:***
 - ***“is currently enrolled in a course of study culminating in a Regents Examination and will have earned credit in such course of study by the end of the 2019-20 school year”***
- ***Regents credit can be given even if student is not in terminal year of high school***



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Instruction in a new normal – Student Achievement

- *Accountability determinations have been delayed one year*
- ***But**, students may be expected to meet next year's New York State learning standards, notwithstanding gaps in instruction during the COVID-19 closure*
- *Instruction will need to be scaffolded to fill in gaps to ensure that students can meet next year's learning standards*
- *McKinney-Vento considerations*



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Instruction in a new normal – Student Achievement

- Scaffolding learning plan
 - Identify the standards that were missed
 - Of those that were missed, which standards need to be addressed in order for students to master next year's standards?
 - Determine how you will incorporate those necessary standards into next year's curriculum
- Prioritization of foundational standards vs. remedial instruction



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Instruction in a new normal – Special Education

- Secretary DeVos has declined to recommend any waivers of IDEA during the COVID-19 pandemic
- Now is the time to plan ahead in order to meet the needs of special education students upon re-opening



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Instruction in a new normal – Special Education

- Is your district documenting evaluation decisions where timelines cannot be met?
- Is your district tracking progress for SPED students / collecting benchmark data? Will you be able to prove progress was made?
- Is your district benefiting from the relaxed HIPAA standards for tele-health (allowance of Medicaid reimbursement for IDEA services)?
- Do you have a plan for the delivery of extended school year services to students with 12-month IEPs (ESY)?



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Instruction in a new normal – Mandate Relief

- Administrative Procedures Act 204-a – Waiver by the Commissioner (or any other state agency) of any regulatory mandate
- 8 NYCRR 175.5(e) – “an experimental or alternative program involving daily sessions consisting of fewer hours than would otherwise be required by the provisions of subdivision (c) of this section.”



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School Safety in a COVID-19 World

During Governor Cuomo's May 1st Press Conference, the Governor highlighted that to "reimagine schools", school reopening plans should consider:

- *How can schools monitor the spread of COVID-19?*
- *How do we instill parent confidence and reinforce student safety?*
- *When, and how, will extra-curricular activities reopen?*
- *Do protocols for special student populations change?*
- *What steps need to be taken to ensure student mental health?*
- *Would any alternative academic calendars work?*



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School Safety in a COVID-19 World

- Schools, working together with local health departments, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff, and visitors from throughout the community.
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>



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School Safety in a COVID-19 World

- Information about COVID-19 in children is somewhat limited, but the information that is available suggests that children with confirmed COVID-19 generally had mild symptoms. Person-to-person spread from or to children, as among adults, is thought to occur mainly via respiratory droplets produced when an infected person coughs, sneezes, or talks. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19.
- However, a small percentage of children have been reported to have more severe illness. Older adults and people who have serious underlying medical conditions are at highest risk of severe illness from COVID-19. Despite lower risk of serious illness among most children, children with COVID-19-like symptoms should avoid contact with others who might be at high risk for severe illness from COVID-19.
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>



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School Safety in a COVID-19 World

- CLEANING / PPE PROTOCOLS**
- Practice routine cleaning of frequently-touched surfaces.
 - Provide easy access to hand sanitizer stations, hand washing stations, gloves, masks, PPE
 - Provide laundry access for students and staff who may not have convenient laundry access at home to wash clothes, cloth masks, etc. at school



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School Safety in a COVID-19 World

CLASSROOMS

- Consider classroom layout/physical space limitations
- When possible, rearrange student desks to at least six feet apart
- Consider portable “sneeze shields” between desks, particularly when sufficient spacing between desks is not possible
- Reduce use of shared equipment (e.g., computers, tablets, art supplies, physical education equipment, science lab equipment) or properly sanitize between uses



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School Safety in a COVID-19 World

SWITCHING CLASSES IN HALLS

- Reduce crowding (e.g., modify bell schedule to allow students to change classes in smaller groups)
- Consider limiting/eliminating the use of shared lockers
- Consider one-way hallways to reduce potential physical contact
- Reduce density at exit/entry points



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School Safety in a COVID-19 World

COMMON AREAS

- Identify common areas where crowds may gather (e.g., student cafeterias, staff break rooms, conference rooms, gymnasiums, lobbies, entrances, exits) and limit the number of persons able to access these space at the same time



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School Safety in a COVID-19 World

Transportation

•Per Governor Andrew Cuomo's Executive Order 202.17: Any person utilizing public or private transportation carriers or other for-hire vehicles, who is over age two and able to medically tolerate a face covering, shall wear a mask or face covering over the nose and mouth during any such trip; any person who is operating such public or private transport, shall likewise wear a face covering or mask which covers the nose and mouth while there are any passengers in such vehicle.



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School Safety in a COVID-19 World

Transportation (cont.)

- As much as possible, students should follow social distancing on the school bus.
- Encourage parents/guardians to transport students to and from school to limit the number of students on buses.
- Rearrange bus routes or student arrival/departure schedules so there are fewer students on the bus.
- Ensure buses are thoroughly cleaned in between runs.
- Review bus cleaning protocols and update accordingly.



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School Safety in a COVID-19 World

Board Policies to Review/Consider:

- Allocation of Space
- Alternative Instruction
- Attendance
- Buildings and Grounds
- Bus
- Code of Conduct (which may include dress code)
- Health and Safety




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School Safety in a COVID-19 World

Board Policies to Review/Consider:

- *Communicable Diseases*
- *Dress Code*
- *Emergency Closings*
- *Emergency Plans*
- *Extra-curricular Activities*
- *Facilities*
- *Field Trips*
- *Food Services*




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School Safety in a COVID-19 World

Board Policies to Review/Consider:

- *Grading*
- *Health and Safety Committee*
- *Homebound Instruction*
- *Immunizations*
- *Individualized Education Program (IEP)*
- *Insurance*
- *Interscholastic Athletics*
- *Meals*




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School Safety in a COVID-19 World

Board Policies to Review/Consider:

- *Safety*
- *Staff Complaints and Grievances*
- *Student Complaints and Grievances*




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School Safety in a COVID-19 World

Board Policies to Review/Consider:


- **Transportation**
- **Use of School-Owned Materials and Equipment**
- **Use of School Facilities**
- **Visitors to the Schools**
- **Wellness**



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Employee Relations


- Capacity
 - Capacity of the workforce
 - Capacity of the individuals
 - Capacity of the organization
 - Capacity of compassion



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Employee Relations

- Capacity of workforce
 - Flexibility of current workforce
 - Location of work
 - Entrances
 - Level of service
 - Schedules
 - Workday
 - Work year
 - Duties
 - E.g., meals in classrooms, monitoring students, monitoring employees, enforcing facemask rules...
 - Staffing levels
 - Workload



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Employee Relations

- **Capacity of Workforce (con't)**
 - **Attendance/absenteeism**
 - Substitutes vs. rotational schedules
 - Process
 - **Compensation**
 - FFCRA - Emergency Paid Leave (exp 12/31/20)
 - Emergency FMLA (exp 12/31/20)
- https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf
- NYS Corona Virus Sick Leave (14 days)
 - NYS Paid Sick Leave (does not apply to governmental agencies begins 9/30/20)
 - CBAs
 - Sick banks



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Employee Relations

- **Capacity of Individuals**
 - Can the individual perform the work?
 - Resources
 - Equipment
 - Technology
 - Skills
 - Training
 - Will the individual perform the work?
 - Physical/Emotional Health
 - ADA/HRL
 - Non-discrimination
 - Accommodation
 - FMLA



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Employee Relations


- **Capacity of Organization**
 - Collective bargaining agreements
 - Policies
 - Procedures
 - Practices



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Employee Relations

- Capacity of Compassion
 - Funds
 - Staffing
 - Discipline



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Questions??



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