

# SCHOOL BUILDING RE-OPENING PLAN



## BRIEFING ON PRELIMINARY PLANS

July 8, 2020



**Department of  
Education**

# PROGRAMMING MODELS

## CONTEXT

To accommodate health and safety measures, as well as staffing and capacity constraints, we are planning for a cohort-based approach whereby students rotate between in-person and remote learning.

## KEY TENETS OF PLAN

### Families & Students

Families will be able to opt out of in-person instruction and choose remote learning full-time; there will be defined time periods for parents to opt back in.

### Split Models

- Based on their local constraints, schools will determine a split model from a set of choices.
  - School should aim to provide in-person instruction to at least 33% of students. Central will work with schools unable to reach this baseline.
- Schools will be able to request modifications within certain parameters.

### Space

- With social distancing, median range of 9-12 students per classroom (actual number varies by size).
- Plans to repurpose space within schools and re-allocate space if needed to meet baseline.

## Model 1

### EVERY OTHER DAY WITH ENRICHMENT MONDAYS TWO IN-PERSON COHORTS



**Option for:** Elementary, Middle and High Schools

#### Summary:

- Two in-person cohorts, one remote.
- Groups A and B will rotate attendance on Mondays.
- Option to program for each group to be in-person every other day (Model 1A), or in-person two days and remote for three days (Model 1B).
- Model 1A is "Chancellor Recommended"
- **Group A, Group B:** in-person learning on two consistent days per week; remote learning for non-in person days.
- **Group D:** remote every day; consists of students who opt out of in-person instruction.

#### Model 1A

| Week | Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    |
|------|------------------|---------|---------|---------|---------|
|      | Group D (Remote) |         |         |         |         |
| 1    | Group A          | Group A | Group B | Group A | Group B |
| 2    | Group B          | Group A | Group B | Group A | Group B |

#### Model 1B

| Week | Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    |
|------|------------------|---------|---------|---------|---------|
|      | Group D (Remote) |         |         |         |         |
| 1    | Group A          | Group A | Group A | Group B | Group B |
| 2    | Group B          | Group A | Group A | Group B | Group B |

## Model 2

### 1-2 DAYS PER WEEK WITH ALTERNATING WEEKS THREE IN-PERSON COHORTS



**Option for:** Elementary, Middle and High Schools

#### Summary:

- Three in-person cohorts, one remote.
- Provides regularity on days per week with some variation by week (e.g. Group A is in-person every Wednesday, as well as on Monday in week 1 and Tuesday in week 3).
- Because this model provides the greatest degree of regularity among the three-cohort models, it is the only option available for elementary schools and is "Chancellor Recommended" for middle schools that must program for 1/3 of their students.
- **Group A, Group B, Group C:** in-person learning 1-3 days per week (5 days every 3 weeks); remote learning for non-in person days.
- **Group D:** remote every day; consists of students who opt out of in-person instruction.

#### Model 2

| Week | Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    |
|------|------------------|---------|---------|---------|---------|
|      | Group D (Remote) |         |         |         |         |
| 1    | Group A          | Group B | Group A | Group B | Group C |
| 2    | Group B          | Group C | Group A | Group B | Group C |
| 3    | Group C          | Group A | Group A | Group B | Group C |

## Model 3

### 6 DAY ROTATION WITH 1-2 DAYS PER WEEK THREE IN-PERSON COHORTS



Option for: Middle and High Schools

#### Summary:

- Three in-person cohorts, one remote.
- Option to program for each group to be in-person one day and remote two days (Model 3A), or in-person two days and remote for four days (Model 3B).
- **Group A**, **Group B**, **Group C**: in-person learning 1-2 days per week (twice in a 6-day rotation); remote learning for non-in person days.
- **Group D**: remote every day; consists of students who opt out of in-person instruction.

#### Model 3A

| Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    | Mon.    |
|------------------|---------|---------|---------|---------|---------|
| Group D (Remote) |         |         |         |         | Group D |
| Group A          | Group B | Group C | Group A | Group B | Group C |

6-Day Rotation

#### Model 3B

| Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    | Mon.    |
|------------------|---------|---------|---------|---------|---------|
| Group D (Remote) |         |         |         |         | Group D |
| Group A          | Group A | Group B | Group B | Group C | Group C |

6-Day Rotation

 In-Person Instruction

## Model 4

### EVERY OTHER WEEK TWO IN-PERSON COHORTS



Option for: District 75 Schools

#### Summary:

- Two in-person cohorts, one remote.
- Each group receives a week of in-person instruction every other week.
- **Group A, Group B:** in-person learning every week; remote learning for non-in person days.
- **Group D:** remote every day; consists of students who opt out of in-person instruction.
- Alternate model (4B) that includes a group of students (**Group C**) that would be full-time in-person.

#### Model 4A

| Week | Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    |
|------|------------------|---------|---------|---------|---------|
|      | Group D (Remote) |         |         |         |         |
| 1    | Group A          | Group A | Group A | Group A | Group A |
| 2    | Group B          | Group B | Group B | Group B | Group B |

#### Model 4B

| Week | Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    |
|------|------------------|---------|---------|---------|---------|
|      | Group D (Remote) |         |         |         |         |
|      | Group C          |         |         |         |         |
| 1    | Group A          | Group A | Group A | Group A | Group A |
| 2    | Group B          | Group B | Group B | Group B | Group B |

## Model 5

### 2-3 DAYS PER WEEK (ROTATING MONDAY) TWO IN-PERSON COHORTS



Option for: District 75 Schools

#### Summary:

- Two in-person cohorts, one remote.
- Groups A or Group B receives a third day of in-person instruction every other week.
- **Group A, Group B:** in-person learning on two consistent days per week plus alternative Mondays; remote learning for non-in person days.
- **Group D:** remote every day; consists of students who opt out of in-person instruction.
- Alternate model (5B) that includes a group of students (**Group C**) that would be full-time in-person.

#### Model 5A

| Week | Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    |
|------|------------------|---------|---------|---------|---------|
|      | Group D (Remote) |         |         |         |         |
| 1    | Group A          | Group A | Group A | Group B | Group B |
| 2    | Group B          | Group A | Group A | Group B | Group B |

#### Model 5B

| Week | Mon.             | Tues.   | Wed.    | Thurs.  | Fri.    |
|------|------------------|---------|---------|---------|---------|
|      | Group D (Remote) |         |         |         |         |
|      | Group C          |         |         |         |         |
| 1    | Group A          | Group A | Group A | Group B | Group B |
| 2    | Group B          | Group A | Group A | Group B | Group B |

In-Person Instruction

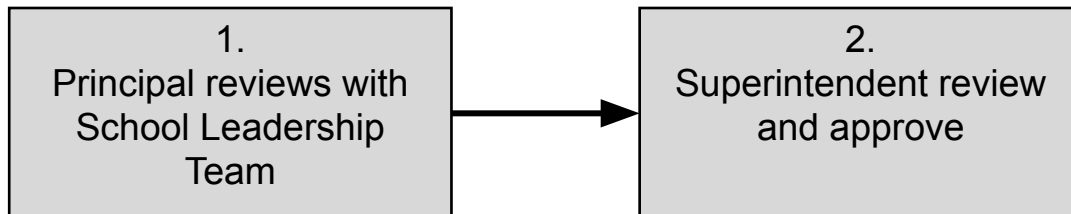


## EXCEPTION PROCESS

### Reasons for Exception to the Programming Model

|   |                    |   |
|---|--------------------|---|
| 1 | <b>Feasibility</b> | Programming models are not feasible given the combination of the below: <ul style="list-style-type: none"> <li>• Space</li> <li>• Staffing</li> <li>• Family choice for opting-in to Remote Learning</li> </ul> |
| 2 | <b>Innovation</b>  | <ul style="list-style-type: none"> <li>• Principal and school community identify a model which works exclusively for their community.</li> <li>• Must have staff and parent support.</li> </ul>                 |

### Process for Exception



# CALL TO ACTION

**\*DATES TENTATIVE -- SUBJECT TO CHANGE\***



## JULY

July 8

### Round 1 of School Guidance

- Schedule Models
- Initial Health Guidelines
- Initial School Budget Allocation

July 15

### Family Sign-Up on Remote Only Launches (target)

### Projected Launch of School-Based Staff Reasonable Accommodation Application

July 16

### Round 2 of School Guidance

July 23

### Revision of School Guidance

Pending New York State Guidance

### Schools Submit Initial Programming Model Choice

Begin weekly updates to principals of staff with accommodations to work remotely

## AUGUST

August 7

### Family Sign-Up for Remote Only Closes

August 14

### Schools Submit Programming Model Choice

August 21

### Superintendents Approve Exceptions

*TBD in August: Parents Notified of Child's Schedule and Group, Staff Training*  
*Ongoing: Health & Safety Metrics Monitoring*

SEPTEMBER...First Day of School

# APPENDIX

In June the NYCDOE launched online, anonymous surveys to all DOE families (3K-12) and students (grades 6-12). There were 300,000 families and 118,000 students who responded, providing essential feedback for plans to re-open school buildings in the fall. Key findings include:



## Prevention & Mitigation

Nearly all family and student respondents (>**90%**) identified the importance of having cleaning supplies, such as hand sanitizer, available to students and staff.

When families were asked how comfortable their child would be wearing a mask to school, the level of comfort varied by grade level: **43%** of families with a student in PK-2 reported being very or mostly comfortable compared to **51%** for grades 3-8 and **62%** for grades 9-12.

**48%** of students in grades 6-12 reported that they were very or mostly comfortable wearing a mask to school every day.



## Preferred Schedules

**53%** of families reported feeling very or mostly comfortable sending their child to a school building every day this fall.

**56%** of students reported feeling very or mostly comfortable going to a school building every day this fall.

Among options for re-opening in the fall, over half of families (**53%**) identified alternating school days as their most preferred option compared to learning at home every day (**26%**) or alternating weeks (**19%**).

Students similarly identified alternating days as their most preferred option (**48%**), compared to learning at home every day (**25%**) or alternating weeks (**25%**).

## CONTEXT

Plans will need to be flexible to adapt to the changing health and policy landscape.

We are working closely with the Department of Health and Mental Hygiene (DOHMH) to coordinate efforts and ensure that we are ready for a coordinated school reopening.

The key tenets of NYCDOE's plan align to CDC guidance on school reopening. In addition to these public health protocols, we are prioritizing mental health, social-emotional learning and trauma-informed supports for all schools.

## KEY TENETS OF PLAN

### A Promoting Behaviors that Reduce Spread

- Physical Distancing
- Personal Protective Equipment
- Hand Hygiene
- Signage and Floor Markings

### C Maintaining Healthy Operations

- Screening & Entry/Dismissal Protocols
- Movement Protocols
- Testing
- Staff Utilization
- School Programming
- Partnerships
- External Health Services

### B Maintaining Healthy Environments

- Changes to School Building
- Cleaning and Disinfection
- Food Services Considerations

### D Preparing for When Someone Gets Sick

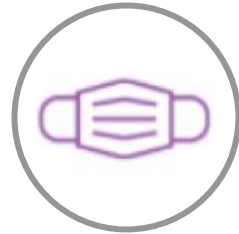
- Stay Home When Sick
- Responses to Symptoms or Positive Case
- Notification Processes & Communications
- Contact Tracing
- Coordinate with Health Authorities

## A PROMOTING BEHAVIORS THAT REDUCE SPREAD



### Physical Distancing

Strongly Recommend all people in schools to remain at least 6 feet apart and create conditions for compliance.



### Wear a Face Covering

Require face coverings while inside buildings.

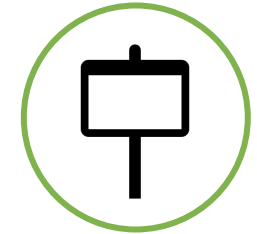
Exceptions will be developmentally appropriate and will be paired with heightened PPE for staff.

Provide disposable face coverings to students and staff.



### Keep Hands Clean

Provide increased access and multiple opportunities to wash hands or use hand sanitizer.



### Signage and Floor Markings

Ensure schools have adequate signage that upholds the DOHMH Four Core Actions for Prevention.