Welcome & Acknowledgements

Board of Education
Community
District Consultants
District Steering Committee & 10 Task Groups
Faculty & Staff
Parents
Students
Presentation Overview

Current Situation
Plan Requirements
Risk Mitigation
Review of Executive Summary
Evolution of eLearning
Student/Family Issues
Technology Access
Next Steps
The Current Situation

- We remain in a Public Health Emergency.
- Coronavirus continues to surge in many parts of the country.
- Science on COVID-19 is still uncertain.
- Phased reopening continues, but it has changed over time.
- Stated metrics for in-person learning for schools have been established:
  - Region must be in Phase 4
  - Daily infection rate at or below the following:
    - Rolling one week average must be below 9%
    - Rolling two week average must be below 5%
The Current Situation, II

State Guidance:
NYS Department of Health (with CDC) and NYS Education Department have both produced guidance for school districts. Both apply. Requirements include:

- 3 scenarios considered: all in-person, hybrid, remote eLearning
- Equity and access and the priority of vulnerable populations
- Risk mitigation: social distancing, masks, and barriers
- Technology needs
- Student considerations: attendance, mental health issues, etc.
- Space configuration and use

Governor:

- Facilitated work through Executive Orders.
- He will make the call (this week) on which models are permissible.
# Committee Work

## Steering Committee, 26 members:
- Administration
- Board Members
- Cabinet
- Teachers
- School Physician
- Support Staff
- Parents

## 10 Task Groups:
- Athletics
- Communications
- Facilities
- Food Service
- HR
- Medical/Nursing
- Mental Health
- PE & Health
- Transportation
- Technology

## Building Operations and Instructional Groups:
- Administrators
- Consultants
- Parents
- Support Staff
- Teachers
Guiding Principles

Vision
For District Restart Efforts

The Scarsdale Schools Restart efforts commit to providing an educational environment that is **physically and emotionally safe**; to establishing and **nurturing connections** within the full school community; and to **fostering meaningful learning opportunities** for each student regardless of the structure of schooling which takes place in the future.
The Administration supports the vision of the restart effort which is guided by the following beliefs. We believe:

- We must follow the applicable laws and guidance.
- COVID-19 emergency plans require stringent health and safety protocols to mitigate risks for all.
- In-person learning is generally preferable to remote learning for students, and that students benefit both academically and socially from in-person interactions with peers and teachers.
- Precautions needed for in-person learning will have an impact on the type of instruction delivered and will require regular and thoughtful adjustments.
- There are certain populations of students for which in-person learning is the best way to reasonably provide for their academic needs, as well as circumstances that might warrant limited or temporary in-person experiences that can best be fulfilled in that mode.
- COVID-19 pandemic and the necessary changes it causes in practice may make remote learning more appropriate to in-person learning.
Current Knowledge

Infections:
- Approx. 4.6 million cases nationwide, Approx 150,000 deaths
- Virus infections are surging in many areas of the country
- NYS rolling daily infection rates remain around 1.0%
- Children account for about 2% of Covid-19 cases

Transmission in Children:
- The current data on the transmission of COVID-19 among children suggests:
  - Children are less likely to have severe symptoms (a fractional percentage of children have had very severe symptoms)
  - Data is mixed on the whether children under 10 pose a significant risk for spread -- viral load vs. recorded data of spread
  - Data suggests children over 10 spread the disease similar to adults

Vulnerable Populations:
- People with underlying health conditions are at higher risk for serious complications from COVID-19 (including children)
Prerequisites for Opening:

Paramount in any reopening plan is the ability of an organization to implement strategies to effectively mitigate the risk for transmission of COVID-19

The CDC has classified risk simply in this way:
- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full-sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.
Risk Mitigation:

Personal and systemic risk mitigation are essential:

Personal:
- Mitigating the chance an individual will become infected with COVID-19.

Systemic:
- Participating in collaborative efforts with local health officials to report and receive information and plan for public health intervention.
- Developing systems to assist in contact tracing should a positive case be encountered within the school.
Risk Mitigation

- Cohorting
- Health Screening
- Mask-wearing and social-distancing (all plans predicated on these)
- Arrival and Dismissal
- Management of ill individuals
- Health and hygiene management and education
- Building Readiness
- Cleaning and disinfection
- Ventilation
- Transportation
- Food Services
Cohorting (sometimes called podding) - a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19). These strategies work by keeping groups of students – and sometimes staff – together over the course of a predetermined period of time. Ideally, the students and staff within a cohort will only have physical proximity with others in the same cohort. (CDC definition)

Cohorting functions through decreasing opportunities for exposure or transmission of SARS-CoV-2 by:

- Reducing contact with shared surfaces
- Facilitating more efficient contact tracing in the event of a positive case
- Allowing for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measures in the event of a positive case or cluster of cases

Current school hybrid models are based around developing the reasonably sized cohorts on each level.
Risk Mitigation: Practices and Procedures

Health Screening Prior to Arrival:
- All families will be required to answer a health screening survey (which includes a temperature check) at least 30 minutes prior to the start of the school day.
- Any student who indicates that an affirmative answer to any of the survey questions will be restricted from attending school.
- If a family arrives at school without filling out the health survey, the nurse will administer the survey -- repeated failure to attend to the survey may result in exclusion from school.

Cloth Face Coverings:
- All students, faculty and staff will be required to wear masks while at school. Appropriate breaks will be provided for students and staff.
- Students unable to tolerate masks due to medical or emotional needs can seek a exemption through the administration.
- Face shields can be worn if students or faculty choose.
Risk Mitigation: Practices and Procedures

Social Distancing:
- All instructional spaces will be set up to maintain 6ft of distance in all directions between each student.
- Students will be instructed in social distancing practices and required to social distance during non-instructional time.

Health and Hygiene:
- Specific instruction for students in virus transmission and proper hand hygiene.
- Regular breaks to facilitate washing/disinfecting of hands.
- Positive behavioral strategies to incentivize younger children to practice appropriate hygiene.
**Risk Mitigation: Practices and Procedures**

**Management of Ill Persons:**

- Any students or staff presenting during the school day with symptoms will be immediately isolated and evaluated by the school nurse.
- All students showing symptoms will be sent home to seek medical advice.
- Students will need to follow the return to school protocols outlined in the reopening plan and procedures.
- The District will assist the Local Department of Health to contact trace any students or staff who test positive for COVID-19. Decisions about quarantine and isolation will be made by the Local Department of Health.
- Areas exposed to suspected or positive individuals will be closed and proper cleaning and disinfection will take place prior to the reopening of those spaces.
Risk Mitigation: Arrival and Dismissal

Each school is developing plan to stagger the arrival and dismissal of students through the use of:

- Separate entrances for grade level arrival and dismissal (parent drop off) in the Middle and High School.
- A staggered arrival time (parent drop off) by alphabet for the Elementary Schools.
- Buses will utilize a disembarkation procedure to maximize social distancing.
Risk Mitigation - Building Readiness

- Fire alarm systems will be tested to ensure all devices are working properly.
- Ensure all HVAC systems are operating properly.
- Ensure that all building PM (preventive maintenance) schedules are up to date.
- Water quality inspections for all drinking and cooking water supplies.
- Inspect flushing of hot water at plumbing fixtures.
- Raise hot water temperatures where possible.
- Flush hot water at all sinks (run for 5-15 minutes).
- Check water for proper pH and disinfectant levels (Village).
Risk Mitigation - Cleaning & Disinfection

Cleaning and disinfecting will take place daily as per CDC guidelines. Specifically:

- High touch surfaces will be cleaned throughout the day.
- Restrooms will be cleaned throughout the day and disinfected both during the day and at the end of the day.
- Elementary buildings will be disinfected at the end of the AM session and at the end of the PM session. Middle and High School will be disinfected at the end of each day.
- Buses will be cleaned in between each run and disinfected at the end of each day.

This cleaning and disinfecting plan will require the hiring of 9.5 additional cleaners at an estimated cost of $750,000 as well as costs associated with disinfectant of $160,000. To date, the District has spent over $200,000 on the procurement of PPE and other Co-Vid related non-personnel related expenses.
Risk Mitigation - Ventilation

Based on recommendations from the NYSDOH and BBS Architects and Engineers, the District is working with its contractors to increase ventilation and filtration in all occupied spaces through a variety of methods. The work plan to accomplish this is as follows:

- Identify and repair any current issues.
  - Fox Meadow and Edgewood Capital Projects
- Increase outdoor air ventilation intake rates to the maximum rates allowed by current systems.
- Replace filters with MERV-13 (maximum efficiency reporting value), where possible.
Risk Mitigation - Ventilation

- Bypass energy recovery systems
- Run exhaust fans 24/7 in order to keep building under negative pressure promoting additional ventilation air to be brought in

In addition, the District will encourage windows to be open when the weather cooperates and it is safe to do so.

The District will incur additional costs due to running systems 24/7 and will experience a higher rate of motor failures due to fans working harder to push the air through the higher density filters.
Transportation

In order to maintain social distancing, District buses will operate at reduced capacity and students and the driver will need to utilize Personal Protective Equipment. Specifically, the following **risk mitigations** will be implemented:

- Students should social distance (six feet separation) on the bus whenever possible.
- Students will sit one student per seat, alternating left and right positions limiting bus capacity.
- Students, school bus drivers, monitors, attendants and mechanics will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption.
Transportation

- Boarding children will occupy seats from back to front, where feasible.
- Weather permitting, drivers will increase bus ventilation by opening the top hatches of buses or opening windows.

Due to physical distancing requirements multiple shuttles may be required. As a result, the District will encourage parents to find alternative modes of transportation if possible (e.g., walking or parent drop off) to reduce bus occupancy.

In the am/pm model additional driver hours will be required on a daily basis. Projected added annual expense will be $300,000 offset somewhat by reduction in expenses related to athletic and field trips.
Food Services

Lunch, in general, will be available at all building levels as follows:

**Elementary** - Grab and Go bagged lunches to bring home at end of student's day. Pre-order will be necessary. Cold Options only.

**Middle School** - Bagged lunches will be available. Pre-order will be necessary. Cold options with the possibility of warm/hot options being offered.

**High School** - Grab and Go bagged lunches will be available for students as they leave for the day. Pre-order will be necessary.

*Detailed logistics and specific options are still being developed.*
Community Partnership

- No risk mitigation practices will be effective without partnership from the community.

- Without adherence to virus mitigation outside of school our in school protections are moot.

- We must act in a way that recognizes all of our actions add to or subtract from the community’s ability to maintain open schools!
## Review of Executive Summary

### Plans & Educational Priorities

- Nine plans (3 per level)
- Health and safety mandates for social distancing, masks, PPE, etc. assessed.
- Explored a wide range of options for each level.
- Benefits and concerns assessed for each level.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% in person, daily</td>
<td>100% in person, daily</td>
<td>100% in person, daily</td>
</tr>
<tr>
<td>Hybrid Learning</td>
<td>Hybrid Learning</td>
<td>Hybrid Learning</td>
</tr>
<tr>
<td>Remote Learning</td>
<td>Remote Learning</td>
<td>Remote Learning</td>
</tr>
</tbody>
</table>

### Key Benefit(s) and Concern(s) with each model

<table>
<thead>
<tr>
<th>In-person Learning</th>
<th>Hybrid Learning</th>
<th>Remote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Safety</td>
<td>Health &amp; Safety</td>
<td>Relationships, Learning, Community Building</td>
</tr>
<tr>
<td>Relationships, Learning, Community Building</td>
<td>Curriculum Coverage, Assessment, Grading</td>
<td></td>
</tr>
<tr>
<td>Curriculum Coverage, Assessment, Grading</td>
<td>Assessment, Grading</td>
<td>Community Building</td>
</tr>
<tr>
<td>Assessment, Grading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Scarsdale Public Schools seek to sponsor each student’s full development, enabling our youth to be effective and independent contributors in a democratic society and an interdependent world.
## Rationale for Emphasis on Hybrid Model

### 1. Risk
- **Lowest Risk**: Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk**: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.
- **Highest Risk**: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

### 2. Capacity
**Space**
- Finite building/classroom capacity.
- Leased space explored, site visit with architect raised insurmountable hurdles.
- Tents for instructional use explored, raised insurmountable hurdles.

**Instruction**
- Identifying enough Teacher Aides willing and able to supervise half an elementary class in a 2-classroom model was an insurmountable hurdle.

**Operations**
- Adequate cleaning and disinfection and mandated transportation challenges can be met for both A/B and AM/PM models, but at a cost.

### 3. Equity
**Opportunity**
- All students need the opportunity for some in-person learning, rather than some at the expense of others.
- We continue to look for space solutions enabling earliest learners more in-person instruction.

**Access**
- We seek to increase the frequency of in-person for vulnerable populations.
- Every level has unique populations - early grades, 6th graders, 9th graders, 12th graders - requiring access to in-person experiences.
- Social-emotional support is fundamentally different face-to-face.

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Rationale for Emphasis on Hybrid Model

1. **RISK**
   - Safety means ability to conduct in-person learning with social distancing (six feet), limiting the number of students who can be in person at one time.

2. **CAPACITY**
   - Every student has access and opportunity to engage in person with their teachers, and some of their peers, with ongoing work to create more opportunity for vulnerable and unique populations.

3. **EQUITY**
   - Even in-person, this is NOT school as kids know it.
   - Breadth of learning will be compromised.
   - Not everyone will feel safe or deem this safe.
## Critical Factors and Current Unknowns

### Additional Factors

- **Agreements** - A plan our employees oppose is destined to fail.
- **Staffing** - Even with partnership and agreement, our ability to staff the school year adequately is an open question.
- **Space** - We are exploring the extent to which we can increase in-person instruction by using large spaces able to accommodate more students at social distance.

### Current Unknowns

- How many students will opt for remote-only learning?
- How many instructional staff members will qualify for a remote work accommodation under the ADA?
- How many instructional staff members will decide the risk is too great, and take a leave of absence?
District Hybrid Models
Elementary Priorities

- **In-person learning** due to a host of issues, ranging from independent technology use to the need for adult/teacher supervision and guidance in real time.
- Balancing **screen-time with teacher-time**.
- **Equity in access** to books, materials, and other resources.
- The importance of **connection and socialization** for young learners.
- **Differentiation** that includes support and enrichment as needed.
- The developmental need for structures and **predictability of schedules and routines**.
- Ongoing, real-time, and meaningful **formative assessments**.
- The need for “in the moment” **refocusing and redirection**.
- The importance of frequent student to **student conversations and interactions**.
- Coherent, appropriately adapted, and **common learning outcomes** by grade.
- This plan will continue to be refined and developed.

Scarsdale Public Schools  www.scarsdaleschools.org
K-2 Feedback from May Survey

The following represents a breakdown of the May Parent Survey results focusing on student and family challenges with eLearning in grade K-2. The comments were broken down into general categories and listed in order of frequency they were mentioned by parents (singleton comments were not included).

- Too high expectations for families
- Synchronous/Teacher real time connection
- Tech platform consistency, reliability and ease
- Scheduling and lack of predictability
- Consistent Feedback on Assignments
- Motivation/engagement
- Specials
- Workload balance
- Too much screen time/Zooms
- The desire for small group work
- Teacher Access

The following issues were identified by less than five respondents: Missing social aspects of school (3), Content specific concerns (3), Transparency of learning outcomes (3), Quality of synchronous (2), Inconsistency across classrooms (2)

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3-5 Feedback from May Survey

The following represents a breakdown of the May Parent Survey results focusing on student and family challenges with eLearning in grade 3-5. The comments were broken down into general categories and listed in order of frequency they were mentioned by parents (singleton comments were not included).

- Synchronous/Teacher real time connection
- Too high expectations for families
- Workload balance
- The desire for small group work
- Tech platform consistency, reliability and ease
- Too much screen time/Zooms
- Scheduling and lack of predictability
- Consistent Feedback on Assignments
- Specials
- Teacher Access
- Motivation/engagement

The following issues were identified by less than five respondents: Content specific concerns (4), Transparency of learning outcomes (2), Missing social aspects of school (3), Quality of synchronous (3), Inconsistency across classrooms (2), Family Communication (2)

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Models Explored

- **K-5- 100% In Person Model**
  - Utilizing teacher aides for direct supervision & facilitation
  - Space

- **Hybrid Model - AB/AB**
  - Larger block of instruction - 7 hours over 2 days in addition to synchronous opportunities with specials and synchronous touch points with the classroom on at-home days.
  - Teacher can set students up for at home learning before leaving for the Increased opportunity for teaching curricular content

- **Hybrid Model- AA/BB**
  - In-school instruction is separated by 5 days (3 school days + weekend)

- **AM/PM Model (Modified for 5 days)**
  - 2 hours and 15 minutes of in-person school time - 11 hours over 5 days
  - 30 minute synchronous specials during at-home time
  - When students are at home they will be engaged in independent work: homework, reading, and attending synchronous specials. There will not by synchronous contact with the classroom teacher.
  - Teachers will utilize large spaces for preparation and teacher lunch
## AM Sample Schedule

**Cohort A AM Sample Schedule (Student Perspective)**

<table>
<thead>
<tr>
<th>Cohort A</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-11:15 AM</td>
<td>Instructional Time</td>
<td>Instructional Time</td>
<td>Instructional Time</td>
<td>Instructional Time</td>
<td>Instructional Time</td>
</tr>
<tr>
<td>11:15AM-12:45 PM</td>
<td>CLEANING &amp; DISINFECTING</td>
<td>CLEANING &amp; DISINFECTING</td>
<td>CLEANING &amp; DISINFECTING</td>
<td>CLEANING &amp; DISINFECTING</td>
<td>CLEANING &amp; DISINFECTING</td>
</tr>
<tr>
<td>12:45-3:00 PM</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
</tr>
</tbody>
</table>
Elementary AM/PM Hybrid Model

PM Sample Schedule

<table>
<thead>
<tr>
<th>Cohort B</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00-11:15 AM</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
<td>Daily Independent Work &amp; Synchronous Special</td>
</tr>
<tr>
<td></td>
<td>11:15AM-12:45 PM</td>
<td>CLEANING &amp; DISINFECTING</td>
<td>CLEANING &amp; DISINFECTING</td>
<td>CLEANING &amp; DISINFECTING</td>
<td>CLEANING &amp; DISINFECTING</td>
</tr>
<tr>
<td></td>
<td>12:45-3:00 PM</td>
<td>Instructional Time</td>
<td>Instructional Time</td>
<td>Instructional Time</td>
<td>Instructional Time</td>
</tr>
</tbody>
</table>
Elementary Hybrid Model

This model meets these priorities

- The importance of connection and socialization for young learners
- The need for “in the moment” refocusing and redirection
- The importance of student to student interactions
- Ongoing and meaningful formative assessments
- Reflects special area eLearning improvements from experience based on research, planning, and revision from the spring
- It addresses families concern about school relying on parent facilitation of learning. All at-home assignments are to be done independently or involve synchronous connection with special area teachers.
Middle School Hybrid Model
Middle School Priorities

- Recognition that the middle school population shares developmental needs with both elementary and high school students.
- Recognition that 6th grade students need specific supports to transition to secondary education and need to develop in-person relationships with their teachers.
- Small group instruction and collaboration is a key component of a middle level education.
- Ongoing, in-person support services for middle school students.
- Opportunities for hands-on learning experiences for students who are moving from concrete to a more abstract understanding of content.
- Cohorting students by team maintains the “school within a school” model and supports students in their transition to the secondary level.
- Opportunities for students to build social skills and relationships during a period of tremendous transition (socially, emotionally, and physically).
- Opportunities for independent learning and the development of executive functioning skills through planning for and presenting individual and group projects.
Middle School Hybrid Model

<table>
<thead>
<tr>
<th>Group</th>
<th>Days</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A:</td>
<td>In-person</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
</tr>
<tr>
<td></td>
<td>Monday/Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group B:</td>
<td>In-person</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
</tr>
<tr>
<td></td>
<td>Tuesday/Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group C:</td>
<td>Certain special education and ELL students</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td></td>
</tr>
<tr>
<td>Group D:</td>
<td>Remote only</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
<td>SMS</td>
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</tbody>
</table>

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## Middle School Hybrid Model

### Sample Schedule: Single House

<table>
<thead>
<tr>
<th>Time</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:10</td>
<td>Staggered Arrival</td>
<td>Staggered Arrival</td>
<td>Staggered Arrival</td>
</tr>
<tr>
<td>Period 1:</td>
<td>House class</td>
<td>Quarterly</td>
<td>House class</td>
</tr>
<tr>
<td>8:10-8:47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:47-9:27</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>Period 2:</td>
<td>Quarterly Class</td>
<td>PE/Music</td>
<td>House Class</td>
</tr>
<tr>
<td>9:27-10:03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 3:</td>
<td>Reading/TAS/World Language</td>
<td>House class</td>
<td>Quarterly Class</td>
</tr>
<tr>
<td>10:03-10:39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 4:</td>
<td>Lunch</td>
<td>House class</td>
<td>World Language/TAS</td>
</tr>
<tr>
<td>10:39-11:09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 5:</td>
<td>House class</td>
<td>Lunch</td>
<td>PE/Music</td>
</tr>
<tr>
<td>11:09-11:55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 6:</td>
<td>House Class</td>
<td>World Language/TAS</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:55-12:21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 7:</td>
<td>House Class</td>
<td>House Class</td>
<td>House Class</td>
</tr>
<tr>
<td>12:21-12:52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 8:</td>
<td>House Class</td>
<td>House Class</td>
<td>House Class</td>
</tr>
<tr>
<td>12:52-1:23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 9:</td>
<td>PE/Music</td>
<td>House Class</td>
<td>House Class</td>
</tr>
<tr>
<td>1:23-1:54</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td></td>
</tr>
<tr>
<td>Period 10:</td>
<td>Staggered Dismissal</td>
<td>Staggered Dismissal</td>
<td>Staggered Dismissal</td>
</tr>
<tr>
<td>1:54-2:16</td>
<td></td>
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The Scarsdale Public Schools seek to sponsor each student's full development, enabling our youth to be effective and independent contributors in a democratic society and an interdependent world.
Middle School Hybrid Model

- Students will engage in **rigorous curriculum** that is **developmentally appropriate**
- Identify **best practices** for in-person instruction (class discussions, student feedback, hands-on learning activities)
- Remote learning days will be **largely asynchronous** (pre-recordings, assessments, hands-on learning activities)
- Focus on **skills**
## Middle School Hybrid Model

<table>
<thead>
<tr>
<th>Student, Parent, &amp; Faculty Feedback</th>
<th>Responsiveness of Hybrid Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need more small group instruction and interaction with their teachers.</td>
<td>The plan builds in two days per week for in-person instruction in small groups. It also includes virtual opportunities for individual or small group extra help on Wednesdays and during the week.</td>
</tr>
<tr>
<td>Students and parents seek a consistent schedule each week</td>
<td>Students will have the same schedule each week helping with family structure and organization.</td>
</tr>
<tr>
<td>Students would like to see more opportunities for extracurricular activities and conversations that support their social-emotional well-being.</td>
<td>Students will be able to participate in clubs and Core during the week. This will give them the opportunity to pursue their passions and meet with faculty.</td>
</tr>
<tr>
<td>Students, parents and faculty miss the hands-on learning experiences including science labs.</td>
<td>Students will have the opportunity to participate in hands-on learning while they are learning in and out of the building.</td>
</tr>
<tr>
<td>During eLearning, students and faculty saw growth in the students’ abilities to work independently.</td>
<td>Students will continue to build their independence through the hybrid model of instruction within-person and virtual checkpoints.</td>
</tr>
</tbody>
</table>
High School Hybrid Model
High School Priorities

- Student choice in scheduling (students can take the electives, selectives, and programs they want to the greatest extent possible)
- Student differentiation through scheduling (placing students in classes best matched to their academic interests and needs)
- Grouping students heterogeneously in the humanities for the first two years of high school
- Scheduling different levels of each subject individually, with one choice in one subject not affecting choices in other subjects (i.e., not tracking students)
- Movement for students between levels of classes during the school year (i.e., the opportunity to try one level of a subject and move to another level during the school year)
- Providing teemed programs (Civ Ed, Freshman Seminar, American Studies)
- Attention to students with special needs, such as incoming 9th graders, seniors in the college admission process, and students with learning differences
- Opportunities for students and teachers to meet in tutorial sessions (office hours) for differentiated instruction and to develop meaningful relationships
- Opportunities to engage in athletic and extracurricular activities that allow students to pursue their interests and develop leadership skills
# High School Hybrid Model

<table>
<thead>
<tr>
<th>COHORT A</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>8:00-12:05</td>
<td>At home for asynchronous instruction</td>
<td>At home for asynchronous instruction</td>
<td>In school for synchronous instruction</td>
<td>At home for asynchronous instruction</td>
</tr>
<tr>
<td>8:00-12:05</td>
<td>In school for synchronous instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>12:50-3:05</td>
<td>At home for remote synchronous instruction</td>
<td>Virtual and in-person small-group meetings and teacher tutorials</td>
<td>At home for remote synchronous instruction</td>
<td>At home for remote synchronous instruction</td>
</tr>
<tr>
<td>12:50-3:05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COHORT B</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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<td>At home for asynchronous instruction</td>
<td>In school for synchronous instruction</td>
<td>At home for asynchronous instruction</td>
<td>At home for asynchronous instruction</td>
<td>In school for synchronous instruction</td>
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<td></td>
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<td></td>
</tr>
<tr>
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</tbody>
</table>
High School Hybrid Model

- It preserves **student choice and differentiation** in the schedule;
- It **limits the amount of times students change classes**, from 7 periods per day to 5;
- It **avoids having student eat lunch in school**, as students go home at 11:35 or 12:05;
- It **reduces the number of times we would have students** with free periods to only three times per day;
- It **allows teachers who are unable to come to school to teach their assigned classes remotely**
- It **allows students who are unable to come to school to have a largely equivalent experience** by allowing them to connect to the in-person meetings and share the virtual meetings that all other students have for a given course; and
- It **allows for a smoother transition** from hybrid to full remote to full in-person than other models because the schedule remains consistent and the amount of time per teaching block is consistent regardless of the plan we are operating (full, hybrid, or remote).
Plan Implementation Recap

- We share the common goal of getting all students back into school as soon as it is safe and feasible to do so.
- All 3 Plan types are continual works in progress.
- Governor Cuomo will determine which plans are feasible to implement in the fall.
- We anticipate moving in and out of plan types, based on changing health conditions, both locally and Statewide.
- Cohort families on hybrid models on the elementary level and across the Middle and High Schools.
- Teaching and Learning -- Teachers are entering a new profession this year.
Evolution of eLearning

- Planning and PD efforts since March
- Curriculum changes/focus
- What students and parents can expect
- How to resolve instructional issues?
Planning and PD Efforts Since March

- Feedback
- Action Research
- Sharing
- Assessment
- Training
Curriculum Changes and Focus

- Alignment
- Adaptations
- Opportunities
- Iterations
What Students and Parents Can Expect

- Connections
- Norming
- Transparency
- Structures of Support
Choosing the Remote eLearning Option

Elementary School:

- The District will be setting up at-home, virtual classes on each grade level.*
- District teachers not teaching in-person classes will teach classes.
- Each class will be made up of the cross-District students who opt for at-home learning.
- Students changing to or from eLearning throughout the year may transfer to different classes.
Choosing the Remote eLearning Option

Middle and High School:

Student remote eLearning will be scheduled with one of the hybrid cohorts, according to their normal schedule. During the live instruction scheduled for that cohort the students will remotely access the live classroom and observe the class. They will also participate in all of the asynchronous and synchronous experiences for their assigned cohorts.
How to Resolve Instructional Issues

- When developmentally appropriate, student should express their needs/concerns/questions directly to the teachers.
- Parents/Guardians reach out to teachers directly.
- Reach out to building leadership
Special Programs

Special Education/504 (Hybrid):

- Students in Special Class programs (8:1:2, Bridge Class, and Parallel) will receive instruction 4 days a week to accommodate learning needs.
- Planning is still being developed to prioritize in-person and synchronous opportunities for:
  - Integrated Co-taught classes (elementary)
  - Resource Room (all levels)
  - Related Services (all levels)
  - Scarsdale Support Program
- IEP/504 accommodations and modifications will be honored in all learning structures, but may need to be adjusted in form given the situation.
Special Programs

Special Education/504 (Remote):

- Special education services will be delivered in a full remote model in individual or group formats a practical.
- Frequency and duration of the the services may be different that the IEP mandates but the District will make every effort to provide direct services in line with IEP mandates.
- Special education teachers and administrators will work with families to adjust services during remote instruction to facilitate access to the curriculum and most pressing challenges.
Social Emotional Interventions

Guiding Principles:

● The goal is complete mental health, to be achieved via a dual factor model which focuses on fostering well-being skills and strengths as well as the amelioration of mental health problems.
● Implement multiple methods of assessment and intervention which are adaptive, flexible and fluid in order to meet anticipated logistical and bandwidth challenges.
● Implement a universal 3-tiered framework to meet the varied needs of students and staff.
● Timing of assessments and interventions will be ongoing and fluid.
● Mental health staff will continuously monitor and review utilization and efficacy of assessments and interventions.
● Staff mental health is essential for both staff and student well-being.
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Technology

● Student access to technology/devices
  ○ Student health and safety are a District priority, so sharing of devices is minimized when students have access to a personal device.

● Student access to online services
  ○ The District invested in a number of additional online services to support blended learning.

● Support for students
  ○ Common Online Platforms (by level)
  ○ Parent and Student Online Tech Support Portal
Next Steps

- Focus efforts on Hybrid models for the moment
- Details, details, details
- Address questions and concerns
- Public Forum Thursday, August 6th
- Board Meeting, August 6th
- Submit Plans to the State, August 7th
- Board Meeting, August 11th
- Ongoing communications to parents
Thank You for your Support and Understanding of this Work