Ardsley Re-entry Task Force

Opening Update
Board of Education Meeting
August 11, 2020

Plans developed using the Curriculum and Learning Expertise of our administration, teachers and community input while ensuring we follow state guidance.

Focus on ensuring academic progress and success for every student.

Our ultimate goal is to open our campuses safely, keep them open, and expand the number of days we can be on campus.

Continue to be fiscally responsible while state aid is being reduced.

With the bulk of the "Big Picture" planning behind us, we can shift our focus to communicating and executing a Phased Opening of schools. Given that almost EVERY procedure and system is new or revised, there are a lot of details to communicate clearly and accurately. Please know that it will take us time to communicate all of the steps to teachers, staff, parents, and students; however, below is a timeline we will be following and subject matter. We thank you for your continued patience and partnership as we work to open schools safely for all learners.

Phase 1: Preparing for Students On-Campus and in the Hybrid Environment

Phase 2: Introducing Students and Families to Campus and Hybrid Learning

Phase 3: Hybrid Curriculum Fully Implemented

Phase 4: Assessment and Evaluation

Phase 1

Week of August 10:
- **Registration** for transportation, technology, and "Fully Remote Option". Parents will sign up based on their plans, preferences, and family logistics.

Week of August 17:
- **Safety Protocols and Transportation Plans Released**
- **District Forum - Tuesday, 8/18 Night (Time TBD)**
- **Registration** for the first 10 weeks (quarter) **closes**

Week of August 24:
- **Principals Q&A by Building**
- **Instructional Vision Shared by Building:**
- **The latest Blue/Gold Grouping released and explained**
- **Fully Remote Lists finalized**

Week of August 31
- **Virtual Building Orientation:** explaining arrival/dismissal, visitors, bathrooms, cafeteria, outdoor spaces, before the students arrive on campus.

During this phase, the curriculum will follow what we call "Priming Units". While some content will start, the emphasis will be on CONNECTIONS: connections to each other through SEL activities, connections to technology and other learning materials, and establishing the norms and expectations of hybrid learning on- and off-campus.

Week of September 7:
- **Introduction to Campus for Blue and Gold teams.**
- **Device distribution.**
- **Initial contact with remote learners.**
- **Parent orientations** including "best practices for safety, online learning, and resources.
- **Principals Q&A by Building.**

Week of September 14 and 21:
- **"Priming Units" begin** with students learning how to connect at school and from home. Regular schedules of classes begin
- **Parent orientations** for technology and connectivity continued
- **First Flex e-learning days** begin and schedule is "practiced"

Week of September 28: (note, this is a 4-day week) No Flex Day; Gold team will attend on Tue./Wed. and Blue team will attend Thur./Fri.
- Regular hybrid sessions will be fully implemented consistently.

Week of October 12:

- An initial student survey and parent survey will be completed and followed up by a community forum
- **Progress Reports** will go to all students (Oct 14)

We will be asking **every district family to register** for three things for the first marking period, starting this week

- If your child(ren) will attend split session hybrid *or* all-remote (off-campus)
- If your child(ren) will opt-in *or* opt-out for busing
- If your child(ren) have access to a chromebook or compatible device, *or* will need one for the start of school

Registration is for the first marking period (10 weeks); in about 8 weeks, we'll be asking you to confirm determinations for the second marking period.

How Community Feedback Shaped Our Approach
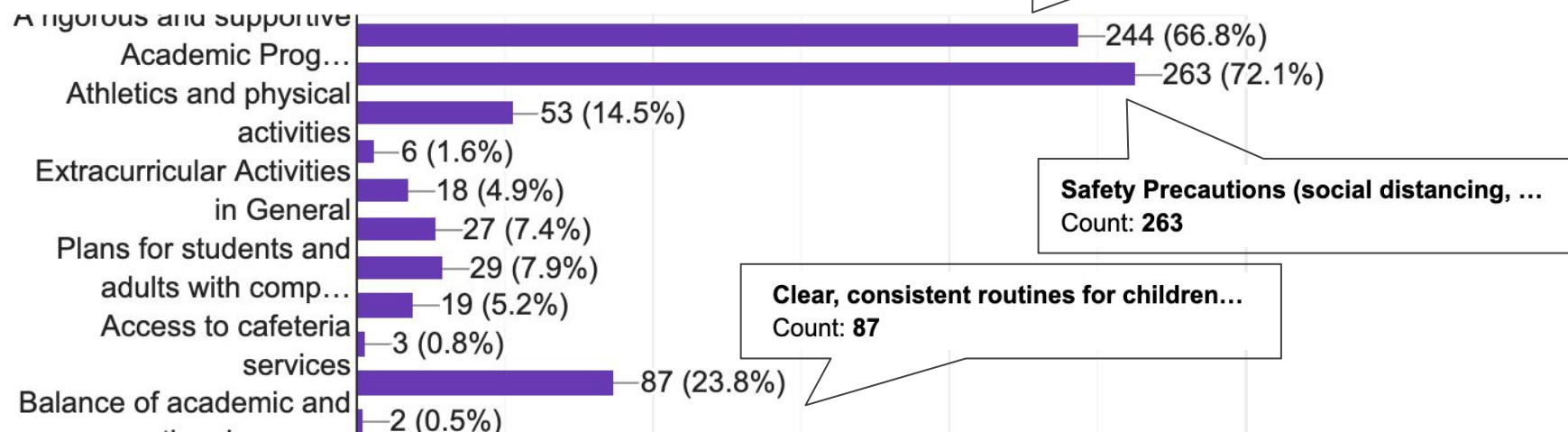
Survey Summary: 4 Trends

- The **frequency and nature of live sessions** has the biggest impact on the positive experiences of students. Small group structures.
- **Feedback:** Hugely positive when present, hugely negative when absent.
- Responses to other methods of independent learning (video, apps) varies. **"One size does NOT fit all."**
- **Organization and structure support independence.** Even then, some students struggle with independence while others are able to manage.
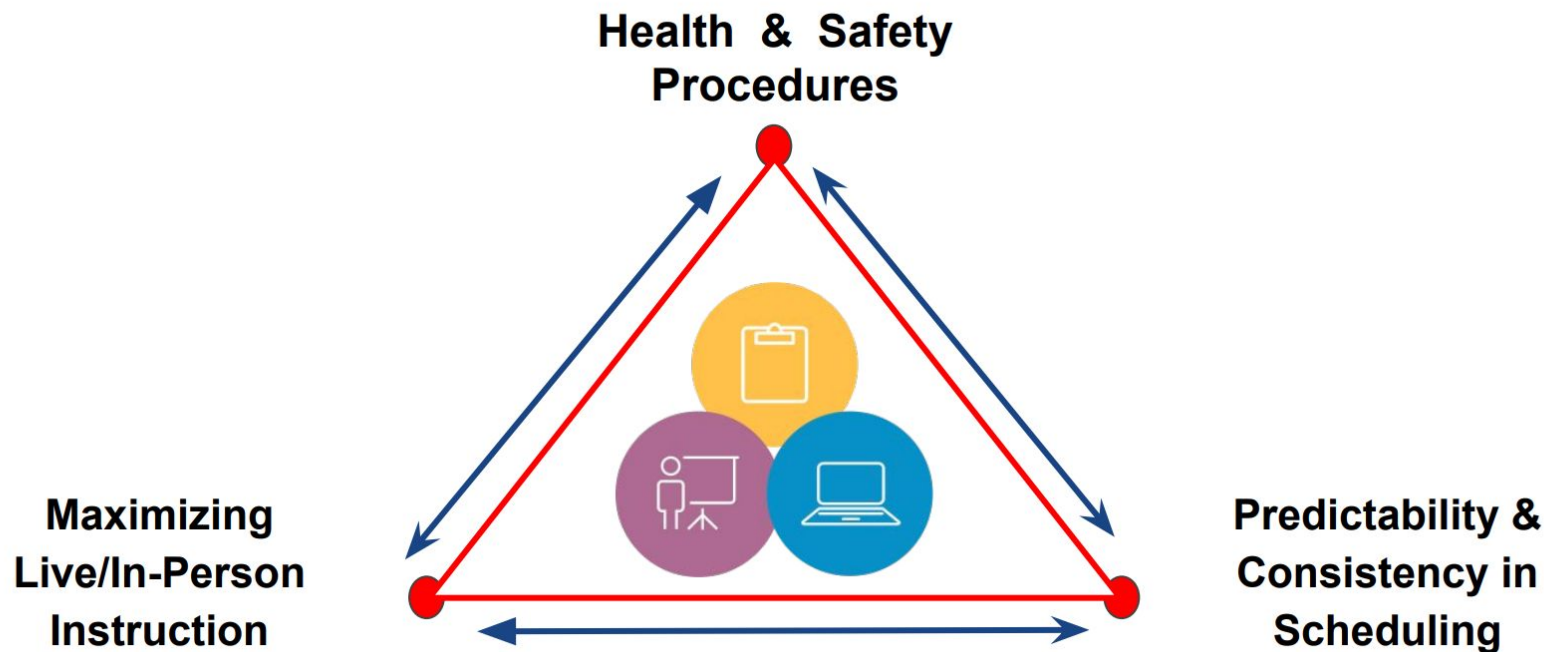
Which Concerns are the MOST important to you and your family as we develop our plans for the opening school in September? Please pick your TOP 2 concerns only.

365 responses

A rigorous and supportive Academic Prog…
Count: **244**

Safety Precautions (social distancing, …
Count: **263**

Clear, consistent routines for children…
Count: **87**

A rigorous and supportive Academic Prog… — 244 (66.8%)
263 (72.1%)
Athletics and physical activities — 53 (14.5%)
6 (1.6%)
Extracurricular Activities in General — 18 (4.9%)
27 (7.4%)
Plans for students and adults with comp… — 29 (7.9%)
19 (5.2%)
Access to cafeteria services — 3 (0.8%)
87 (23.8%)
Balance of academic and — 2 (0.5%)

Based on your feedback our focus is on:

Health & Safety Procedures

Maximizing Live/In-Person Instruction

Predictability & Consistency in Scheduling

- We know what did and did not work during spring continual learning
- The community has shared their priorities, concerns, and feedback

Our educational professionals needed to determine a model that:

- Maximizes in-person learning
- Keeps students, staff, and our community safe
- Provides a predictable and engaging schedule for our learners throughout the day
- Provides social emotional supports to our learning community as they transition into a hybrid learning culture that requires increased safety protocols

Scheduling and Logistics

On 7/13, the DOH released their 23-page guidelines for reopening schools.

On 7/16, the New York State Education department released their 145-page guidelines for reopening schools.

We are bound to these guidelines with regard to re-entry. They impact:

- The amount of people we can have in our facilities, and how we structure classes and school days logistically
- Cleaning and sanitizing protocols, and health procedures and protections
- How we transport children to school
- How we deliver instruction across a K-12 curriculum and address special needs and supports

We narrowed tens of various models internally through discussions and evaluation against logistical requirements from the state and DoH.

We shared six models with the public on 7/15, all indicating we were pursuing a full-day strategy when students are on-campus.

Each of the models proposed was selected to also deliver the following:

- **The ability to pivot to transition more freely between models, as the environment allows or demands.**
- **The ability to support students when parents choose an all-remote option.**
- **A Flex Day to support, health a safety, consistent days on camps, on-going professional learning and planning.**
- **Ensure more live interactions and engagement with teachers, while limiting the number of transitions for students in each learning day.**
- **Ensure consistency in the same stable and continuous learning environment for students on each learning day.**
- **Ensure we are implementing full safety protocols in a vigilant and authentic way.**

7/15 Hybrid Schedule Options for Consideration

	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Option A	GOLD	BLUE	GOLD	BLUE	GOLD	BLUE	GOLD	BLUE	GOLD	BLUE
Option B	GOLD	GOLD	GOLD	GOLD	GOLD	BLUE	BLUE	BLUE	BLUE	BLUE
Option C	GOLD	BLUE	FLEX E-LEARNING DAY	GOLD	BLUE	GOLD	BLUE	FLEX E-LEARNING DAY	GOLD	BLUE
Option D	GOLD	GOLD	FLEX E-LEARNING DAY	BLUE	BLUE	GOLD	GOLD	FLEX E-LEARNING DAY	BLUE	BLUE
Option C2	FLEX E-LEARNING DAY	GOLD	BLUE	GOLD	BLUE	FLEX E-LEARNING DAY	GOLD	BLUE	GOLD	BLUE
Option D2	FLEX E-LEARNING DAY	GOLD	GOLD	BLUE	BLUE	FLEX E-LEARNING DAY	GOLD	GOLD	BLUE	BLUE

Decision: Split Session Model

Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
GOLD A	GOLD B	FLEX E-LEARNING DAY	BLUE A	BLUE B	GOLD A	GOLD B	FLEX E-LEARNING DAY	BLUE A	BLUE B

Our chosen model meets the needs & priorities expressed by our community:

- **Safety**. Significant time between cohorts and ensures only one cohort is on-campus per day. Siblings will be in the same cohort.
- **Maximizing Live/In-Person Instructional Time**. Quality time with teaching staff on-campus for two full days per week for each cohort, plus live sessions daily with teachers while off-campus. These low residency models also support smaller student-teacher ratios, garnering more individual and small group attention in on-campus days.
- **Predictability & Consistency in Scheduling**. A predictable weekly and daily schedule for all students. Full days allow us to emulate the "normal" schedule 4 days per week: M,T, Th, F.

The ability to pivot. It is important to recognize the unpredictability of the current virus which necessitates growing and maintaining a strong virtual component in children's weekly learning. This will support integrating a more predictable and seamless transition if schools fully close again for any reason .

Consistency and predictability. The goal is to keep both school and virtual environments consistent for our children. Two full days in school **without** rapid changes in environment and then three remote learning provides stable continuity to ensure more meaningful outcomes.

Safety of Our Learning Community
Adhering to state and DOH guidelines. In addition to New York State mandates, we are mindful of being very vigilant about the health and safety of our school population. We need to ensure current sanitary and health protocols are complied with in a consistent and authentic way when compared to plans bringing in a second cohort of students on the same day which will comprise the fidelity of these procedures and increase risks.

Instructional Impact

Time in-person with a teacher (relationship building). Students in both models would be engaged in the same hours of learning on campus each week.

Instructional continuity. Two full days provides stable continuous learning and socialization and reduces multiple transitions in a short period of time. Additionally, this allows teachers to ensure developmentally appropriate practice by having adequate amounts of time for learning, exploration and peer interaction during these days.This would be significantly limited with half day models.

Social and emotional benefits. We recognize there is some social emotional value of the 4 or 5 ½-day model proposed in neighboring districts. In a ½ day model, there will be minimal to no support for the other half of the day from the classroom teacher, as teachers will be occupied teacheing the morning lesson to a separate afternoon cohort.

We acknowledge any plan will not fully satisfy all, but we are creating a balance of safety and instructional impact to meet diverse learning needs across our community. This connects to the needs assessment of our community: live connections, safety and predictability.

- Gold and Blue cohorts will be finalized after elementary class placements and middle and high school schedules are released. (8/21-24)
- Gold and Blue cohorts will initially be determined by last name, with siblings assigned to the same cohort. Adjustments to the first half/second half of alphabet will be finalized by end of August; we need to have all registrations (8/21) in to consider which students may be choosing an all off-campus option.

Tentative Calendar

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Schools Closed - Holiday	
Schools Closed - Teacher Conferences	
Gold Day	
Blue Day	
Flex eLearning day	

SEPTEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2,3,8,9 Superintendent Conference Days
7 Labor Day Break
10 Schools Open
28 Yom Kippur-Closed

Student Days: 14
Teacher Days: 18

OCTOBER 2020

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Columbus Day

Student Days: 21 (35)
Teacher Days: 21 (39)

NOVEMBER 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veterans Day-Closed
26-27 Thanksgiving Break-Closed

Student Days: 18 (53)
Teacher Days: 18 (57)

DECEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24-31 Holiday Break

Student Days: 17 (70)
Teacher Days: 17 (74)

We also learned that our families are all over the map with child care needs and attention to our learners on off-campus days.

As a district, we do not provide childcare; we provide education, but can support our community with balancing their needs, and make this more stable for our students and teachers.

Both parents working outside the home full time
154 (30%)

14.6%

8.9%

17.7%

13.6%

30%
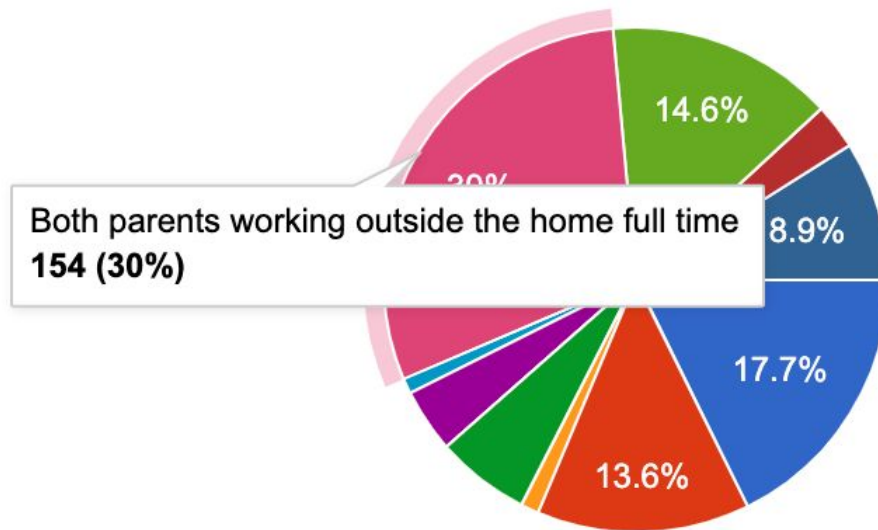
A local partnership with the House of Sports will provide the following new option for Ardsley families:

- This is primarily for Ardsley students and our staff's children
- Keeps Blue/Gold cohorts together on remote switch days
- Success of HoS with the Greenburgh camp set-up
- This is for a fee, but gives parents an option for their children on days they need to work

We're currently positioned to continue with ACC services at our facilities, once stringent safety measures are met.

Additional options are also being explored.

Instruction and Reopening

It's not the spring

- Spring 2020 was "emergency learning".
- Gold and Blue Days will follow a schedule similar to our "normal" school days; middle and high school will follow classes through a period-driven schedule.
- Our Wednesday flex days will incorporate live engagement with teachers, plus additional engagement including assemblies, group work, guidance connections, and deeper connections with our students who are all-remote. Flex days will look different at each building level.
- Classes are mandatory whether on-campus or off-campus, and when virtual, cameras must remain on.
- Off-campus engagement will use the ZOOM platform vs Google Meets to address technology challenges experienced in the spring.
- Traditional grading will resume as usual, not pass/fail. But provisions will be made for students who struggle in the hybrid platform.

Lessons learned during a successful Extended School Year (ESY) program will guide our planning.

We realize how important individualized services and support for students with IEP's and 504's who attend mainstream classes are to their education.
Their related services will be built into their daily schedules on the Gold/Blue Schedule.

The Flex Day will also be available for support and related services.

A detailed description of the Special Education Plan will be provided by Jeanne Farruggio and Susan Seda as part of our upcoming Forum on Instruction.

3 Design Teams

- At the end of July, Design Teams of classroom teachers and special educators from all three buildings worked to plan the structures of lessons, days, and weeks for students both at school and at home.
- This work will be shared with all teachers and will shape the 4 days of professional planning in early September before the students come.
- Before student arrive on campus, all teachers (including new hires) will have had 6 days of training and planning in Hybrid learning to support students on-campus and remotely. Over 40 teachers took part additional professional learning on their own through various online classes this summer.

Ardsley High School: Will run a 9-Period Bell Schedule including a lunch period and "Period 9" Extra Help sessions on all Blue/Gold Days.

Ardsley Middle School: Will run a 9-Period Bell schedule Including a lunch period and all quarterly specials, PE, and music on all Blue/Gold Days.

Concord Road: Students will have multiple instructional "lessons" with their classroom teacher (eg Reading, Math and Social Studies) that includes a whole group element and guided practice. They will also have a special class, lunch, recess, and movement breaks each day on all Blue/Gold Days.

There are many potential advantages to incorporating a flex e-learning day into our split schedule:

- **Instructional:**
  - Working with small groups for review and support
  - Time to connect with at-risk students
  - Broader "school-wide" assemblies
  - Small group assessment time

- **Health and Safety:**
  - Off-campus stretches allow for safer identification of illness by families

- **Professional Development and Collaboration:**
  - Time for teachers to expand and hone skills which enhance students' remote learning experience

- Flex eLearning days are scheduled days of live contact and instruction.
- The contact time is shortened to allow for teacher professional planning time.
- All students will have scheduled contact with teachers.
- The structure of the Flex days will be reviewed each quarter and adjusted as needed.

Version A:

Time	Teachers	Students
Approx: 8:30-10:20	**Professional Learning and Collaboration Block:** Meetings by grade level, department, and vertical teams. (To replace "Curriculum Hour" in all schools)	**Community Time:** • Virtual Assemblies • Class Meetings • Guidance Focused Time • Possibles 1:1 Related services • Elementary Grades: Whole-Class/Grade Activities in Reading, guest speakers, performances.
	Lunch/Break	
Approx: 11:00-3:00	**Small-Group Instructional Opportunities for:** • Review • Makeup Lessons • Office Hours • Extended Projects • Small-Group Support • Assessment • Connecting with Remote Only Students • Elementary Whole Group Lessons	

Version B:

Time	Teachers	Students
Approx: 8:30-12:20	**Small-Group Instructional Opportunities for:** ● Review ● Makeup Lessons ● Office Hours ● Extended Projects ● Small-Group Support ● Assessment	
	Lunch/Break	
Approx: 1:00-3:00	**Professional Learning and Collaboration Block:** Meetings by grade level, department, and vertical teams. (To replace "Curriculum Hour" in all schools)	**Community Time:** ● Virtual Assemblies ● Class Meetings ● Guidance Focused Time ● Possibles 1:1 Related services ● Elementary Grades: Whole-Class/Grade Activities in Reading, guest speakers, performances.

- **Is the curriculum being adapted for a hybrid model?** Yes.
- **Is there professional development for remote learning delivery?** Yes.
- **Will remote classes be taught by the same teacher as in-person?** Yes. A remote student is assigned to a class, and that teacher teaches the whole class.
- **Are teachers GOLD or BLUE?** No. They teach both cohorts of the same classes, but focus on engagement with the on-campus group for that day.
- **Are there tools that will be used for assessments? How will tests and quizzes be handled?** Yes. We will be using a combination of our traditional assessment tools in additional to some online new tools.

Are masks required? What's a mask break? Yes, they are required for all students, please get your child used to wearing a mask. A "mask break" will vary from building to building, so more to come on that. Sorry, face shields cannot replace a mask.

What happens if someone falls ill during school? Our nurse's offices have been recalibrated to include isolation rooms for children, until they are able to be picked up.

We have to confirm our child(ren)'s temperature each morning? Yes. In the coming weeks, we'll share a form or app that allows each family to log a clean bill of health in for their students each morning.

What if a child doesn't feel well? Families should exercise more caution than usual; if you have any symptoms at all (even the sniffles), students should *stay home*.

How about outdoors? Our schools will be taking advantage of outdoor space as much as possible, but the cost of leasing/erecting tents, wiring electricity, and safety and hygiene concerns create more logistics than can be achieved within budget and timeline, and create additional instructional challenges at various grade levels. Windows will be open in classrooms when possible.

What about changes with ventilation?

Hallways and transitions? We are incorporating barriers and one-way pathways to keep contacts at transitions to a minimum. You'll see more at building-level virtual tours.

Busing? Yes. However, capacity will be cut from 66 to 22 per bus. You will register to opt-in and we'll be grateful if some volunteer to opt-out to reduce costs. Schedules may change a bit, but you'll be notified through the transportation portal.

Lunch? Lunch will mostly take place in classrooms, and during a set period at AMS and AHS. Children will be encouraged to bring lunch, but grab-and-go will be available.

Will CRS and AMS still have recess? Yes. When children are on-campus, they can enjoy the outdoors, weather permitting. We encourage our remote learners to get out on those days, too!

How will arrival and dismissal work? It's different at each building, but that will be shared during building-level meetings or virtual tours. Changes will be made to reduce congestion.

Sports? Varsity and JV Sports are postponed until January; it's planned for the three seasons to occur between January-June. A decision on modified sports are on hold until a determination is made with Varsity and JV.

What about Art, Music, Gym? They are part of curriculum, so they are important. Some we know, some we don't quite yet. Working on chorus and band solutions, which are the biggest challenge.

What about clubs and extracurriculars at AMS and AHS?

How long will this last? When can we return to normal? We wish we knew. We can return to regular in-person schooling five full days a week when state requirements are lifted, and the transmission rate is deemed safe.

Next Steps:
What can families do to prepare?

Phase 1 was the main focus of tonight's Opening Plan Forum. Additional forums will be held and communication will continue to be provided in a variety of ways.

Phase 1: Preparing for Students On-Campus and in the Hybrid Environment
Phase 2: Introducing Students and Families to Campus and Hybrid Learning
Phase 3: Hybrid Curriculum Fully Implemented
Phase 4: Assessment and Evaluation

What to Prepare

- Get your child(ren) **masks** and get them **used to wearing them**.
- Make sure your household has a **thermometer**. You will need to check your student's temperature each morning and **submit in a daily health screening questionnaire.** This must be submitted via an app or form prior to entering a bus or entering school.
- Prepare your child to **charge their chromebook and carry** to and from school, whether they already have one or will be borrowing one from the district.
- Set up an **work area** in your residence for your child(ren) to engage in learning.
- Practice Safety - **Do not congregate unsafely** and **do not travel to NYS "hot spot" banned states**, especially as we approach the start of school.

We will be asking **every district family to register** and commit to at least the below three things for the first marking period. **A survey will be sent with a link this week**. There will be approximately five days to complete and a due date, **likely Wednesday, 8/19/20**.

- If your child(ren) will attend split session hybrid *or* all-remote (off-campus)
- If your child(ren) will opt-in *or* opt-out for transportation (busing)
- If your child(ren) have access to a chromebook or compatible device, *or* will need one for the start of school

FYI - District Forum - Tuesday, 8/18 Night (Time TBD)