ALL PRINCIPALS MEETING

SCHOOL BUILDING RE-OPENING PRELIMINARY PLAN

July 8, 2020
Welcome

Chancellor’s Opening Remarks

Blended Learning

Programming Models

Call to Action
BLENDED LEARNING
The Instructional Leadership Framework (ILF) interweaves Advanced Literacies and Culturally-Responsive Sustaining Education to support leaders in planning, organizing, and streamlining their schools’ work in order to ensure that every student in NYC experiences rigorous instruction in a supportive and affirming learning environment.

As we continue to create culturally responsive, student-centered learning environments to nurture students in the development of their critical thinking skills and advanced literacies, the three instructional priority areas, outlined in the ILF, will continue to be the foundation of learning excellence that inform our instructional practices in the classroom and in the remote environment.

The blended learning framework complements the ILF by adding technology, resources, and flexibility to personalize instruction while maximizing learning time as more digital content and innovative data resources become available.
The DOE is working to provide professional learning resources to help prepare educators to leverage blended learning models. Supports will emphasize inclusive approaches that consider students' cultural, linguistic, and differently-abled assets.

**Blended Learning Instructional Models**
- The DOE is identifying digitally accessible curricular resources that are aligned to NYS NGLS and CR-SE Framework.
- Providing a sequence of priority learning standards across the year.
- Schools are encouraged to implement coherent curriculum across grades/subjects.

**Learning Platforms**
- Schools can choose between two existing online platforms (iLearnNYC or Google Classroom) to provide a cohesive and consistent student experience.
- Will be implemented in a phase approach.
- The platforms will enable schools to track student engagement, personalize learning, and readily share quality curricular resources and digital content.

**Shared and Inclusive Curriculum**
- The DOE is identifying diagnostic resources to determine students' academic readiness.
- Schools are encouraged to leverage information from common screeners, periodic assessments and other curriculum embedded information to personalize core instruction, interventions and enrichment.

**Data-informed Decision-making**
- DOE is identifying diagnostic resources to determine students' academic readiness.
- Schools are encouraged to leverage information from common screeners, periodic assessments and other curriculum embedded information to personalize core instruction, interventions and enrichment.

**CONTEXT**
SY 2020-21 poses unprecedented challenges in addressing unfinished learning. In order to support schools in ensuring the continuity and acceleration of learning and instruction for every student, the DOE is looking to provide schools with the tools and skills needed to be successful in a blended learning environment.

Newly improved and enhanced existing online platforms will be available to schools and the DOE will provide training on:
- Blended learning models that support core instruction to ensure continuity of learning.
- Knowing every student well by using diagnostic tools and other data to efficiently personalize and accelerate learning.
- Sequencing the teaching of priority standards through the use of shared and inclusive curriculum to provide continuity of learning from in-person to remote instructional settings that is culturally responsive and sustaining.

---

1 Both iLearnNYC and Google Classroom allow for integration of third-party apps, Office 365 and many other digital tools school communities currently use.
Advancing the academic achievement of every student is part of all planning and decision-making

Supporting Multilingual Learners
All schools will provide English as a New Language (ENL) instruction as mandated by Commissioners Regulations (CR) Part 154 which requires units of study according to each students’ English language proficiency (ELP) level. ENL is taught by teachers certified in English to Speakers of Other Languages (ESOL); home language supports are embedded into this instructional model. Students who are served in a bilingual education program will continue to be provided with the required components which include ENL, Home Language Arts, and bilingual content areas as required by CR Part 154.

Therefore, schools should continue to provide scaffolded instruction to all multilingual learners that will ensure their engagement with grade level instruction. In a blended learning environment, we can expect multilingual learners to be afforded opportunities for the development of language and content in all classrooms.

Supporting Students with Disabilities
Delivering high quality Special Education programs and related services, providing accessible curriculum and interventions, student accommodations and specially designed instruction remain at the forefront of the planning to meet the individual needs of students with disabilities in a Blended Learning environment.
The SAMR (I. Substitution, II. Augmentation, III. Modification, IV. Redefinition) Model was developed as a framework to select, use and evaluate technology in education. The steps of the SAMR Model helps districts, school leaders and educators think through the transformation towards student-centered learning that technology facilitates. There are four tiers of the SAMR Model, with each tier representing a level.
**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**

<table>
<thead>
<tr>
<th>Families &amp; Students</th>
<th>Split Models</th>
<th>Space</th>
</tr>
</thead>
</table>
| 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. | • 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. | • 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. |

**PROGRAMMING MODELS**
**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**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>2</td>
<td>Group B</td>
<td>Group A</td>
<td>Group B</td>
<td>Group A</td>
<td>Group B</td>
</tr>
</tbody>
</table>

**Model 1B**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
</tr>
<tr>
<td>2</td>
<td>Group B</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group A</td>
<td>Group B</td>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
</tr>
<tr>
<td>2</td>
<td>Group B</td>
<td>Group C</td>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
</tr>
<tr>
<td>3</td>
<td>Group C</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
</tr>
</tbody>
</table>

In-Person Instruction
**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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group D</td>
</tr>
<tr>
<td>Group A</td>
<td></td>
<td>Group B</td>
<td></td>
<td>Group C</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>Group C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group C</td>
</tr>
</tbody>
</table>

**6-Day Rotation**

### Model 3B

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group D</td>
</tr>
<tr>
<td>Group A</td>
<td></td>
<td>Group A</td>
<td></td>
<td>Group B</td>
<td>Group B</td>
<td>Group C</td>
</tr>
<tr>
<td>Group C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group C</td>
</tr>
</tbody>
</table>

**6-Day Rotation**

**In-Person Instruction**
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**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
</tr>
<tr>
<td>2</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
</tr>
</tbody>
</table>

**Model 4B**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
</tr>
<tr>
<td>2</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
<td>Group B</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group D (Remote)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
</tr>
<tr>
<td>2</td>
<td>Group B</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
</tr>
</tbody>
</table>

### Model 5B

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group D (Remote)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Group A</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
</tr>
<tr>
<td>2</td>
<td>Group B</td>
<td>Group A</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
</tr>
</tbody>
</table>
### Reasons for Exception to the Programming Model

<table>
<thead>
<tr>
<th></th>
<th>Feasibility</th>
<th>Programming models are not feasibility given the combination of the below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>• Space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staffing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Family choice for opting-in to Remote Learning</td>
</tr>
<tr>
<td>2</td>
<td>Innovation</td>
<td>• Principal and school community identify a model which works exclusively for their community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Must have staff and parent support.</td>
</tr>
</tbody>
</table>

**Process for Exception**

1. Principal reviews with School Leadership Team

2. Superintendent review and approve
**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

### 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**