



School Reopening

2020-2021:

A Presentation for
District 26 CEC

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Queens North's Vision and Mission

Vision

In Queens North, we partner with ALL families, students, and communities to build and sustain an equitable and supportive environment that ensures high quality instruction that prepares students for college, careers, and beyond.

Mission

Queens North educators provide high quality instruction to all students, with attention to historically underserved populations. Through the Instructional Leadership and Supportive Environment Frameworks, Queens North schools provide accelerated learning in a nurturing and culturally responsive environment that develops students to become thriving and reflective 21st Century global citizens.

Queens North's Theory of Action

If we, through a shared vision that values high-quality instruction and equitable and supportive environments with attention to historically underserved populations and partnerships with all families, students and communities, commit to building the capacity of all Queens North educators whereby districts and/or schools ensure:

- > the specific needs of schools in our community and the specific needs of students, including academic, social-emotional, physical and behavioral, are supported;*
- > engagement in cycles of learning that promote best practices in creating and sustaining a learning environment to accelerate learning through culturally responsive sustaining practices are implemented;*
- > instructional leaders participate in professional learning cycles aligned to the citywide/borough wide and district vision and mission statements;*
- > the amplification of inclusive and shared curricula is rooted in research-based practices;*
- > systems and structures to routinely evaluate the impact of our practices on school growth, teacher practice and student outcomes are developed;*
- > families are empowered to partner with schools and be active participants in student learning*

Then, all Queens North students will graduate fully prepared to for success in college, careers and beyond.

Overview of Queens North

	District 26	ALL Queens North
# ALL Schools	28	169
# PK to 8 Schools	28	141
# Students	17,235	143,772
% ELLs	9%	17%
% Students with IEPs	15%	17%
% Students in Temporary Housing	2%	6%

Source: ATS, data as of August 2020

Top 5 Home Languages of ELLs

ELLs in District 26 speak a combined 44 languages.

- > Chinese (50%)
- > Spanish (18%)
- > Korean (8%)
- > Punjabi (4%)
- > Bengali (4%)

ELLs in Queens North speak a combined 79 languages.

- > Spanish (60%)
- > Chinese (21%)
- > Bengali (4%)
- > Arabic (3%)
- > Korean (2%)

Source: ATS, data as of August 2020

Available School Blended Learning Models

- > Schools selected 1 of several models for blended learning. If schools needed an exception, they could apply for an *exception* (alternative model).

Model 1

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 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

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

Schools' Blended Learning Models

 denotes highest % of selected model for the district

Model	Description	QN Total	Dist 26
Model 1A	Wk1: AABAB; Wk2: BABAB (5-day rotation)	20%	11%
Model 1B	Wk1: AAABB; Wk2: BAABB (5-day rotation)	20%	4%
Model 2	Wk1: ABABC; Wk2: BCABC; Wk3: CAABC (5-day rotation)	34%	57%
Model 3A	Wk1: ABCABC (6-day rotation)	4%	0%
Model 3B	Wk1: AABBCC (6-day rotation)	9%	11%
Exception	Varies	12%	18%

- > Each school selected a model that meets their specific communities' needs
- > Each district has different model breakdowns

Families' Learning Preferences

Learning Model	ALL Queens North	District 26
Blended	54%	49%
Remote	46%	51%

Blended Learning and Fully Remote Teaching and Learning

- > Students who are attending both in-person and remotely will receive blended instruction, comprising both remote and in-person instruction as outlined below:
 - Remote Instruction: Teacher is providing instruction remotely via a digital device, both synchronously and asynchronously.
 - In-Person: Teachers and students are present together in the school building and students are experiencing live instruction.
- > Whether learning remotely from home part of the week or every day, students will receive remote instruction in two different ways
 - Live interaction (“synchronous instruction”) with teachers, and independent learning (“asynchronous instruction”)

Families' Learning Preferences

- > Families can select between blended learning or remote learning.
- > Families can opt into 100% remote learning at any time using this [Learning Preference online form](#).
- > Families that choose 100% remote learning can opt back into blended learning on a quarterly basis during a set timeframe three weeks before the quarter begins.
- > Schools will have two weeks before quarters begin to program students accordingly and communicate to families their blended learning schedule.
- > Election day (November 3), and any days on which in-person instruction cannot be provided due to inclement weather or other emergency, will be fully-remote instructional days. Teachers will be expected to provide instruction and students will be expected to participate in remote learning on

Key Dates

Date	Notes
September 8	Teachers report to schools.
September 9-11 and 14-15	Chancellor's Conference Days for staff development. Students not in attendance.
September 16-18	Fully remote partial school days for students. Remainder of teacher workday dedicated to professional development activities.
September 21	Students and teachers begin their regular schedules, blended learning commences.
September 28	Yom Kippur, schools closed.
October 12	Columbus Day, schools closed.
November 3	Election Day, fully remote instructional day for all students.

https://www.schools.nyc.gov/calendar?event_categories=1|Key%20Dates

Families Encouraged to Create NYC Schools Account

- > Parents/guardians are highly encouraged to create a [NYC Schools Account](#) (NYCSA) so that they can view their student's
 - Attendance
 - report card grades
 - transportation information
 - reading levels
 - assessment scores
 - progress towards graduation for high school students
- > NYCSA allows parents to use the information provided to collaborate with their child's teachers and formulate strategies to support the student's academic success.

Arts Education Considerations for In-Person and Remote Instruction

- > The DOE requires that every school will:
 - Provide arts (dance, moving image, music, theater, and/or visual arts) to ensure every student meets New York State Instructional Requirements in the Arts.
 - Modify instruction as needed to provide standards-based arts education in whatever space is available.
 - Maintain certified arts teachers

Blended Learning Environment 2020-2021 Special Education Policy

Integrated Co-Teaching (ICT)

Describes the delivery of Integrated Co-Teaching (ICT) programs to achieve compliance and instructional effectiveness in a Blended Learning Environment.

Program Adaptations Document (PAD)

The PAD lists the current special education program and paraprofessional services recommended on the student's IEP and describes for the family how these will be delivered through in-person and remote methods, including any adaptations specifically for the student.

Special Education Evaluations

A Comprehensive Data Driven Assessment Model that does not require virtual or face-to-face assessments.

Related Services

Upon return in September, schools will be expected to plan for the delivery of related service (PT, OT, counseling) IEP recommendations in full. Therefore, student's instructional time is prioritized on days when students are in person.

ELL Services

- > In the 2020-21 school year, ELLs will be served according to their 2019-20 level of proficiency.
- > ELL students will continue to receive English as a new language (ENL) and/or bilingual services, if eligible.
- > Schools must continue to design instruction that supports all students with English language development needs.
- > During the first 20 days of school, schools have additional time to properly assess and determine ELL status of newly entering students.
 - Time extended from 10 school days to 30 school days.
- > Free over-the-phone interpretation services are available 24/7 in 350+ languages, for all school staff to communicate with families who speak languages other than English.

Athletics and Extra-Curricular Activities

- > DOE requires that every school will:
 - Provide physical education (PE) which is a required subject, as part of every student's academic program, including students required to receive Adapted PE
 - Modify instruction as needed to provide standards-based PE in whatever space is available
 - Whenever possible, outdoor space is strongly recommended for PE
 - If PE instruction is fully remote, the PE teacher should provide safety guidelines for at-home PE and include physical activity components as much as possible.

COVID-19 Testing

- > Health and safety is our utmost priority.
- > All staff are encouraged to get tested for COVID-19 before their first day returning to DOE buildings and then monthly throughout the year.
- > DOE staff will have priority access for testing at city-run testing locations, and tests will be provided free of charge and with expedited results
- > DOE COVID-19 Testing Site
 - These sites are administered by the following organizations: Health + Hospitals (H+H), Department of Health and Mental Hygiene (DOHMH), and BioReference
- > List of testing sites:
 - <https://www1.nyc.gov/site/coronavirus/get-tested/doe-employee-testing.page>

Daily Health Screening for Staff

- > A health screening (including temperature checks and random checks beginning October 1) must be completed by all students, staff, and visitors before entering DOE school facilities--[preferably at home](#). This health screening must be completed each day. School-based staff, visitors, and families cannot enter the building if they have:
 - experienced any symptoms of COVID-19, including a fever of 100.0°F or greater, a new cough, new loss of taste or smell or shortness of breath, within the past 10 days;
 - in the past 10 days, received a positive result from a COVID-19 test that tested saliva or used a nose or throat swab;
 - to the best of their knowledge, in the past 14 days, been in close contact (within 6 feet for at least 10 minutes) with anyone who tested positive for COVID-19 or who has or had symptoms of COVID-19; and/or
 - traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Situation Room

- > Launched on Monday, September 14.
- > A multi-agency partnership to support a swift, organized response to positive COVID-19 cases among students and staff in DOE schools; partnership includes:
 - NYC DOE
 - [NYC Test + Trace Corps](#) (T2)
 - NYC Department of Health and Mental Hygiene (DOHMH)
- > A “one-stop shop” for handling COVID-19 cases in schools and designed to support schools by providing all essential assistance for a potential or confirmed case, including verifying cases and providing communications for schools to share with their communities.
- > Principals can call the Situation Room with any cases where their staff or students have self-reported a positive test of COVID-19 in their school communities.

Cleaning

- > Schools will have enhanced cleaning and disinfection of surfaces
- > Throughout the school year, the DOE will continue the rigorous practices used to prepare buildings for reopening, including:
 - Providing adequate cleaning and disinfection supplies or plan to procure those supplies.
 - Requiring deep cleanings to be completed on a nightly basis, including with the use of electrostatic sprayers.
 - Improving HVAC systems to ensure proper ventilation.
 - Setting-up enhanced cleaning in classrooms, bathrooms, and for high touch areas such as doorknobs and shared equipment such as laptops.
 - Providing teachers with cleaning supplies for classrooms.

Health Protocols

- > Each building will be deep cleaned on a nightly basis with electrostatic sprayers which dispense disinfectant so that it adheres to surfaces without the need to physically touch them and will have improved HVACs for ventilation.
- > Every classroom will have hand sanitizer and disinfectant.
- > Face coverings will be required for all students, staff, and visitors while inside buildings; disposable face coverings will be provided to students and staff who need them.
- > Students and staff will have increased access to handwashing and sanitizer; schools will be supplied with additional cleaning supplies, including hand sanitizer and disinfectant wipes.
- > All schools will identify a space to be equipped as an Isolation Room in the event a student or staff member becomes ill while at school.

Building Response Team (BRT)

- > A school-based team that is activated to manage health and safety incidents or emergencies.
- > Provides school communities with the necessary incident support required during an emergency, including managing school-related emergencies until first responders arrive.
- > Each school must have a BRT.
- > BRTs are responsible for managing and supporting the school's response to any incidents related to the COVID-19 pandemic.
- > All BRTs were trained August 24 to 26.

Bridge to School: Social-Emotional Learning (SEL) Resources

- > A multi-part, asynchronous [Trauma-Informed Care professional-learning series](#) for all school-based staff.
- > Principals identify one staff member to support school-based SEL/trauma-informed care planning:
 - Resources that offers strategies and activities to help strengthen community and foster resilience during the first days and weeks of school.
 - In addition to social-emotional learning (SEL) and wellness activities, the resources also include a facilitators guide, planning template, and activities and resources to support robust trauma-informed care and SEL work beyond the first few weeks of school.

Learning Bridges Program

- > Free childcare options on the days when students are scheduled for remote-learning instruction
- > Priority given to
 - Families in temporary housing, including shelters and hotels
 - Children of NYCDOE school and program staff
 - Families residing in NYCHA developments
 - Children in family foster care or receiving other child welfare services
 - Students with disabilities
 - Children whose parent/guardian is an essential worker or was previously enrolled in a Regional Enrichment Center (REC)

Learning Bridges Program

- > The Learning Bridges programs will:
 - Be operated by community-based organizations and other partners
 - Provide opportunities for children to connect to remote-learning activities
 - Include time for art, recreation, and other age-appropriate activities
 - Follow the same rigorous health and safety precautions as schools
- > Flyers and registration information available in 10 languages at <https://infohub.nyced.org/working-with-the-doe/early-childhood/early-childhood-summer-fall-2020-readiness>

Food Services in School

- > Breakfast and lunch will be in classrooms to minimize interaction between groups of students.
- > If the cafeteria must be used, schools should maintain appropriate physical distancing.
- > Grab-and-go meals will be delivered to students in 3K to K classrooms, and pickup points within the school will be designated for grades 1-12.

2020-21 SY Attendance Policy

- > The DOE will track and follow up upon the attendance for every student every day (Monday through Friday), regardless as to whether those students are engaged in remote or in-person learning
- > The definition of “present” will be defined as:
 - In Person: Student is physically present in the classroom / school learning environment for instruction during the scheduled school day.
 - Remote: Student is virtually present in a virtual learning environment for synchronous instruction during the scheduled school day.

School Visitors

- > In an effort to limit the number of visitors in a school at any given time, schools are encouraged, where possible, to address all visitor and parent concerns by phone or computer.
 - Principals and designated staff should conduct meetings remotely where possible (e.g. Zoom, MS Teams, Google Meets)
- > When it is necessary to hold a meeting in person, all visitors are required to follow the visitor control protocols, including temperature checks, complying with physical distancing requirements and wearing a face covering
- > Non-essential individuals should not be allowed to enter school buildings
- > Practices must be developed to eliminate the need for families to enter school buildings to drop off or pick up children

FOR MORE INFORMATION

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<https://QueensNorth.StrongSchools.nyc/>