Restart Planning Steering Committee
What do we know?

- Schools are part of the phased NY State restart plan as a Phase 4 opening.
- All schools will be required to submit Reopening Plans for approval by the State. Gov. Cuomo has indicated he will release guidance some time in June and the plans will be due to the State in July.
- The virus will dictate the process of reopening.
- Scarsdale will need to adapt to any guidance quickly but exercise local control to ensure student/staff safety and appropriate education.
Expectation Setting:

● No one will be happy.

● It will not be business as usual.

● Change will be a constant.

● Actual decisions cannot be made until State guidance is received.

Mitigation NOT Elimination
How?

Successful restart plan which is flexible, responsive, and well understood by the students, faculty, staff, and community.

Steering Committee and Task Specific Groups

Scenario Planning
Working Assumptions: 3 Structures

1. Full capacity: Everyone back physically (virus risk - low)
   a. restrictions on large group activities and shared spaces
   b. No groups larger than a full class

2. Hybrid Model: Mixed groupings (virus risk - moderate)
   a. Reopening at 50% class capacity
   b. Reopening with no groups larger than 10 students

3. eLearning: Remote learning (virus risk - high)
   a. Limited/no opportunity for in person learning
Design Thinking:

- **Empathize**: Clearly articulate the problem you want to solve.
- **Define**: Develop a deep understanding of the challenge.
- **Ideate**: Brainstorm potential solutions; select and develop your solution.
- **Prototype**: Design a prototype (or series of prototypes) to test all or part of your solution.
- **Test**: Engage in a continuous short-cycle innovation process to continually improve your design.
Shared Vision I:

Importance of Perspective:

Student Experiences

Teacher and Staff Experiences

Family Experiences
Shared Vision II:

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.
Planning Structure:

Restart Steering Committee

Building Operations and Instruction

Special Education

SHS

SMS

Elementary

Building Groups

Task Specific Groups:

Communications
Facilities
Food Service
Human resources
Medical/Nursing
Mental Health
Transportation
Technology
Planning Structure:

Steering Committee:
● 26 members including representation from:
  ○ Cabinet, Building Administration, Teachers
  ○ Parents
  ○ School Physician

Task Groups:
● Area specialists with representation from administration, teachers and parents (where appropriate)
● Building Operations and Instruction - sub group structure with parent representation
Timeline:

June 2020

- Develop Structures for Planning
- Start initial planning and task group meetings
- Inform community of structure
- BOE presentation on initial planning
- Launch web presence for community information

July 2020

- Early July: Task groups to provide specific recommendations for all scenarios
- Provide community initial plan for reopen (if State guidance is received) or recommendations for scenarios
- Submit plan to State for approval (assumed)

August 2020

- Release specific reopening plan
- Train Faculty and Staff as needed
- Provide resources and training to community
- Prepare facilities for return.
3 Structures for Re-opening:

1. Reopen at full capacity with restrictions on large group activities and shared spaces

2. Hybrid Model:
   a. Reopening at 50% class capacity
   b. Reopening with no groups larger than 10 students

3. eLearning
   a. Limited/no opportunity for in person learning
Structure 1: Full Capacity with Restrictions

Schools will open at full capacity with restrictions:

- Develop Health and safety plans for screening, PPE, and symptomatic students and staff.
- Social distancing will restrict groups to no larger than a class.
- Student and staff groupings must be as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Restrict mixing between groups.
- Encourage to the extent possible social distancing in the regular flow of the school day.
Structure 1: Full Capacity with Restrictions

Work to date:
● Groups are preparing their recommendations for the Steering Committee

Major Factors:
● HS - Mixing of groups vs. student choice
● MS - Out of team classes
● ES - Specials, PPE management, in-class practices
● All - Health and safety protocols
● Mitigation vs. elimination of risk
● Staffing and student attendance
● Busing
Structure 2: Hybrid Model

**Schools will open at limited capacity with restrictions:**
- Develop Health and safety plans for screening, PPE, and symptomatic students and staff.

**50% Capacity:**
- Social distancing will restrict groups to no larger than half of any given class.
- Student and staff groupings must be as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Restrict mixing between groups
Structure 2: Hybrid Model

Work to Date:
● Groups are preparing their recommendations for the Steering Committee

Major Factors:
● Schedule - 5 day cycle
● Equity vs. equal
● Virtual component
  ○ Synchronous vs. Asynchronous
  ○ Teacher workload - 2 places at once
  ○ Tech solutions
● Childcare - Teachers and Families
● Busing
Structure 2: Hybrid Model

No groups larger than 10:

- Social distancing will restrict groups to no larger than 10 students.
- Student and staff groupings must be as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Restrict mixing between groups.
Structure 2: Hybrid Model

Work to Date:
- Groups are doing initial thinking about recommendations.

Major Factors:
- Instruction vs. support model
- Equity vs. equality
- Management of groupings - coordination with virtual component
- Scheduling and busing
- Teacher workload - 2 places at once
- Human resources and student attendance
Structure 3: eLearning

**eLearning:**
- Limited or no opportunity for in person learning

**Major Factors:**
- Parent roles and equity of support
- Creating structures of sustainability and planning for educators
- Content Alignment
- Student engagement, assessment, and accountability
- Scheduling
- Flexible summer planning- through a prism not a tunnel
- Communication of clarity of expectations
Structure 3: eLearning

Work to Date:
- Large-Scale Action Research: “The Hard Part”
  - Feedback loops
    - Students
    - Teachers
    - Parents/Families
    - Outside experts
Structure 3: eLearning

Work to Date:

- Analysis of themes “connecting the dots”
  - An Attention to Health, Wellness, and Fun
    - Student-student (clubs, extra-curricular)
    - Special Areas
  - Predicable Structures and Schedules
  - Regular “Live” (Synchronous) Connections with Students
  - Small Group and Individual Engagement
  - Meaningful and engaging asynchronous activities and projects
  - Transparency of student and parent expectations
  - Cohesive Feedback and Assessment
QUESTIONS?