



Reopening Schools Update Board of Education Meeting

December 22, 2020



The IUFSO Took a Multifaceted Approach to Prepare for Reopening



Instructional Supports Implemented

- Learning Models
 - AM/PM Model for Grades K-1
 - AAFlexBB Model for all others
 - Option to select 100% distance learning
- Additional staff to provide appropriate supervision
- Targeted Professional Learning in Technology & Hybrid Learning
 - Instructional Coaches
 - Outside Consultants
 - Vendor Workshops



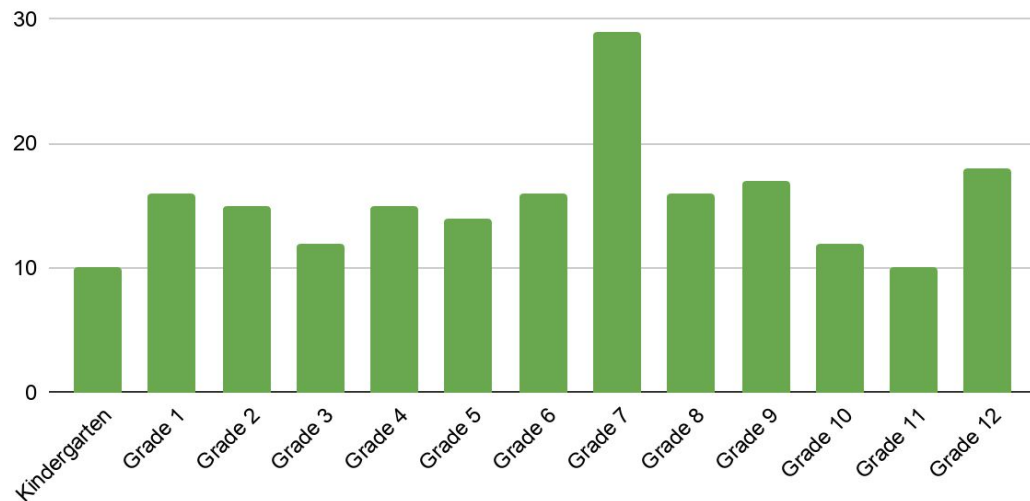
100% Distance Learning Option

100% distance learning enrollment as of 12/14/20:

- 1,724 District enrollment
- 196 students District-wide
- 11.4%

This is a slight increase from the 9.6% of students who were enrolled in 100% distance learning in September.

Students Enrolled in 100% Distance Learning as of December 14, 2020





Student Readiness in September

A review of fall benchmark assessments was conducted to provide insight into student readiness and the potential impact of distance learning last school year.

Cautions:

- Fall administration is intended to identify students in need of academic support
- Administration of the assessments varied from past years - reliability is uncertain
- Administration period was extended

Findings:

- Both F&P and Aimsweb show a similar percentage of K-8 students meeting September expectations in Math and ELA (most within 2 percentage points, outliers are -8 to +12)
- Consistency is seen year-to-year for both a grade level and for a cohort



The Benefit of Flex Wednesdays

- A single instructional model for all students allows for a common experience on Wednesday mornings.
- Dedicated time for professional learning ensures that teachers are not pulled from classes, maintains continuity of learning for students and lower substitute/period coverage costs.
- Teachers have blocks of time to collaborate on revising instructional materials for a hybrid/distance learning environment.



Fall Professional Learning Topics

- Safety Protocols- Review and Revision
- Google Meet
- Google Classroom
- SEL for Remote Learners
- Structures to Support Remote Learners
- Facilitation Tools and Strategies
- Providing Effective Feedback
- Culturally Responsive Classrooms and Education
- Individuality and Inclusion
- Meeting the Needs of Special Education Students in a Hybrid Environment
- The Art of Conferring
- Designing Differentiated Activity Lists
- Classlink
- NewsELA
- Swank EDU
- Nearpod
- Kami
- Newline Board Training
- Training Monitors to Facilitate Remote Instruction
- Curriculum Revision Meetings
- Data Review Meetings



Flex Wednesdays Considerations

- Teachers and staff benefit from and need the dedicated professional learning and collaboration time
- Consideration: student attendance on alternating Wednesdays
- Determination:
 - Remote Wednesdays provide the single day with common access and experience
 - Scheduling at the secondary schools would have introduced needs for additional changes due to shared staffing
 - Maintain existing model



Operational Supports Implemented

- Physical Plant changes
- PPE Distribution and use by all
- Pre-screening with Covid/Health Survey
- 1:1 Chromebook Distribution
- Contact tracing/DOH coordination for positive cases
- Hired extra staff - monitors
- Transportation changes
- Food Services changes
- Added Reopening webpage and frequent community communications Reopening@IrvingtonSchools.org



What We've Learned

- No known spread within the schools
- Operations are fragile
- Scheduling adjustments, where possible, to limit interactions
- Steps taken to reduce exposure don't eliminate the need for quarantine
- Operational needs present the biggest challenge
- Cohorting students greatly reduces quarantine impacts on students
- Hybrid instruction is extremely challenging for students and teachers at all levels - particular difficulties at the younger grades



Let's Hear From Our Principals



Looking at the Dows Lane Schedule

- Adjustment made for Grades K and 1 in September
- Original Survey of Dows Lane Community
- Community Forum in November
- Follow-Up Survey in December
- Forum with Grade 2 and 3 Teachers in December



Looking at an AM/PM Model for Grades 2/3

BENEFITS:

- More consistent contact with teacher and peers
- More instructional time in core content areas
- Reduced screen time
- Reduced exposure to others over a 48-hour period

DRAWBACKS:

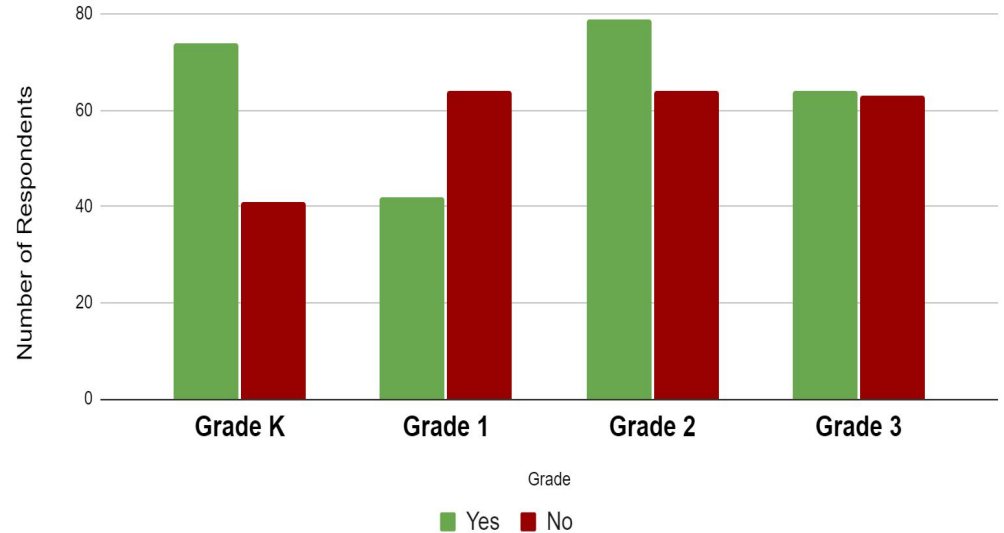
- Increased risk of quarantine
- Decreased social time with peers (lunch/recess)
- Disruption to established family schedules
- Increased cost for additional cleaning and busing



K-3 November Parent Survey Results

Dr. Harrison sought 75% support to immediately shift grades 2 & 3 to the AM/PM attendance model. While this was not a vote as to whether the model would be implemented, it was critical to understand whether such a change would pose a hardship for parents.

As the response did not support moving forward, the Administration sought to review relevant educational data to inform decision making.





Grades 2-3 December Parent Survey

As the initial survey, did not garner significant parent support, an additional survey was administered to grade 2 and 3 parents who did not support the change in attendance model to better understand their thoughts and needs.

The survey was sent to 141 families.

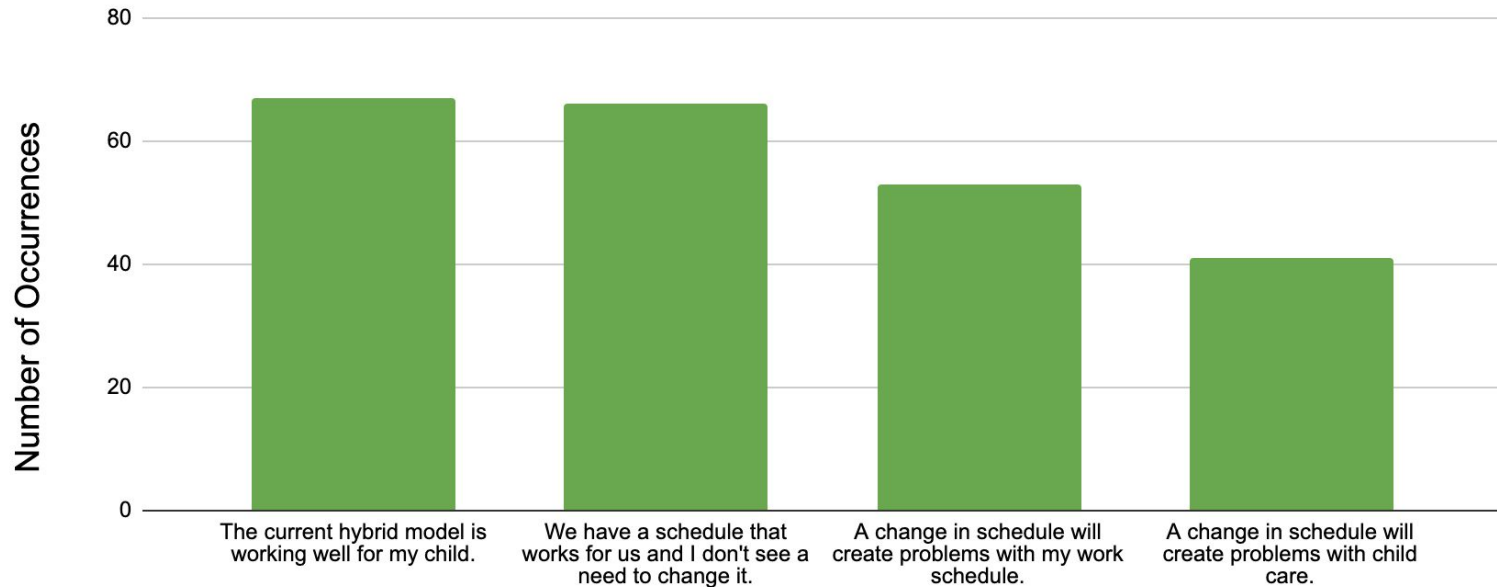
We received 87 responses.





Grades 2-3 December Parent Survey

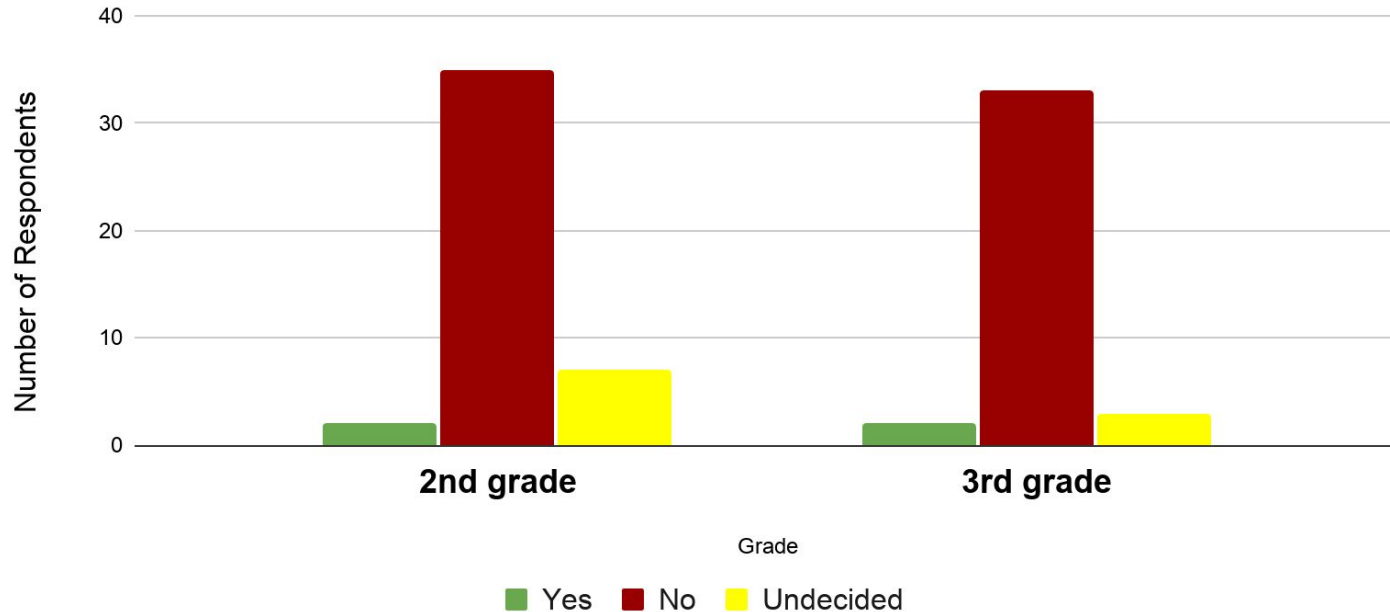
What was the reason for not supporting this change on the prior survey?





Grades 2-3 December Parent Survey

Do you now support the proposed am/pm model for grades 2 and 3?





Grade 2-3 Recommendation

After reviewing all related data and considering the feedback from faculty, administration and parents, it has been determined that the District will not extend the AM/PM Model to grades 2 and 3.

Rationale:

- Health and safety considerations - increased chance of larger quarantines
- Shift would introduce hardship for too many parents
- While the shift is believed to benefit students, there is no quantifiable data to support a current change
- Re-evaluate at mid-year to consider:
 - Mid-Year Benchmark Data
 - Department of Health Guidelines
 - Analysis of Community and Student Surveys



K - 12 Moving Forward

In the coming weeks, we will seek opportunities to enhance student experience through:

- Where DOH guidelines and local conditions permit, increase student attendance
- Review survey data for opportunities for improvement
- Increase technology support District-wide
- Continue to identify instructional resources that will enhance student learning
- Introduce new community resources to support families



Update: Reopening Expenses



Reopening & COVID-Related Budget Update

<u>Unbudgeted Costs for 2020-21 - COVID Related</u>	<u>Amount</u>
PPE and cleaning supplies	\$122,120
Technology (less reallocated funds)	\$54,354
Transportation for K-1 midday runs	\$56,768
Kept monitors on buses - cut 2 from budget	\$45,000
Facilities - Additional Custodial Staffing	\$54,208
Monitors to cover remote teachers/support K-1	<u>\$163,990</u>
Subtotal	\$486,440



Reopening & COVID-Related Budget Update

<u>Unbudgeted Costs for 2020-21 - Other</u>	<u>Amount</u>
NYU Services for Diversity & Equity Initiative (offset by IEF, PTSA, IFA donations)	\$22,000
<u>Request under Consideration</u>	
Additional Technology staff (3-5 days per week)	\$67,000 - \$105,000
<u>Possible Testing Costs - if Yellow Zone</u>	
Assumes 2 - 4 sessions would be needed, 8 health care workers for 3-5 hours	\$4,100-\$10,700
If District had to pay for tests, if not available by DOH, for 2 sessions	+\$10,000 to above
<u>Ongoing Pool Testing 100 individuals/Session - 2 week intervals</u>	\$ 3,900 per session



Reopening & COVID-Related Budget Update

<u>2020-21 Approximate Budget Variances</u>	<u>Amount</u>
Transportation - favorable bid results, lack of field trips, less athletic busing	(\$398,000)
Unemployment charges	\$75,000
Special education tuitions - fewer students out of district	(\$150,000)
Health Insurance premiums - lower retiree cost than forecast	(\$102,000)
Total	(\$440,000)

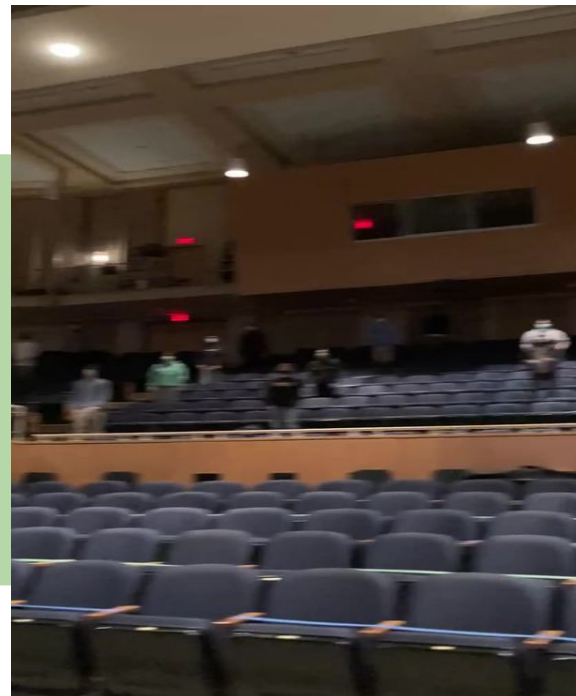
These variances are from preliminary analyses and it is still early in the year. Situations change monthly. Students move in or out. There may also be some positive variance opportunity in salaries from leaves which have not yet been analyzed.



Exciting, Enriching Days in IUFS



World Language & Music Programs Engage



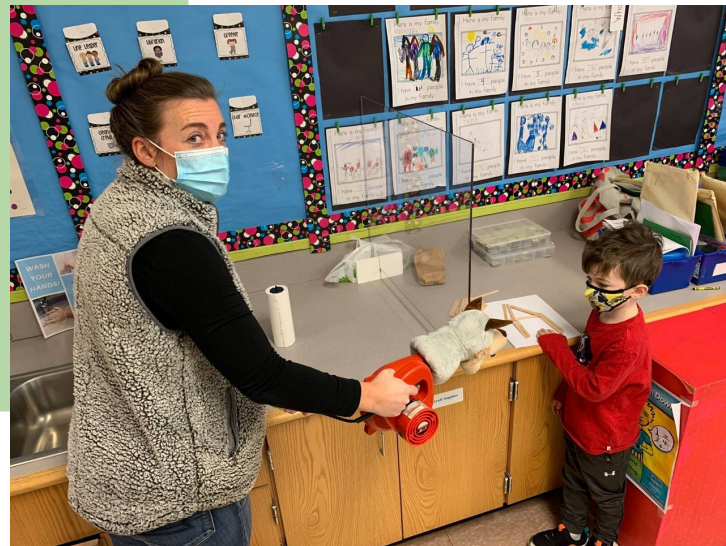


Learners Connecting With Each Other and Experts



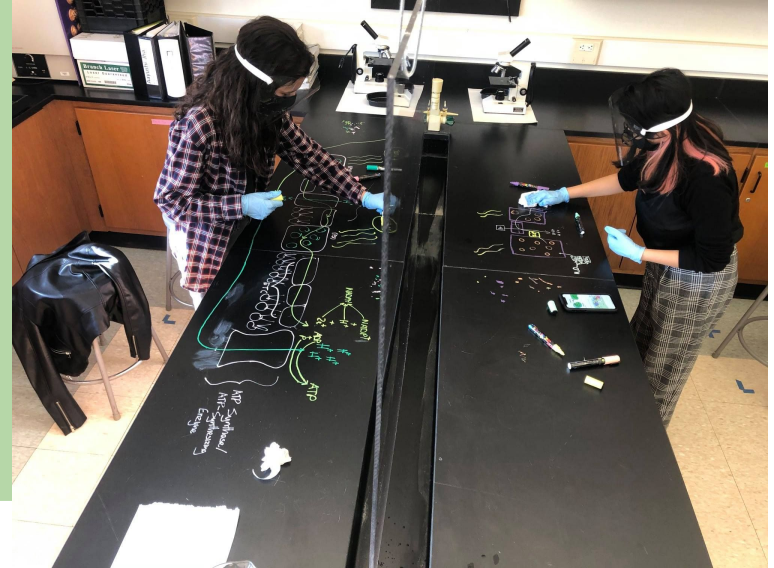
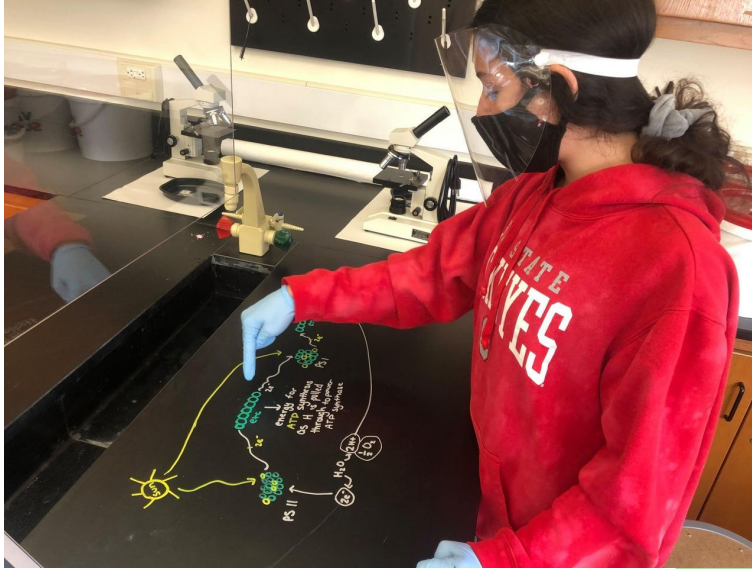


Personalized Learning the COVID Way





Science Lab Exploration



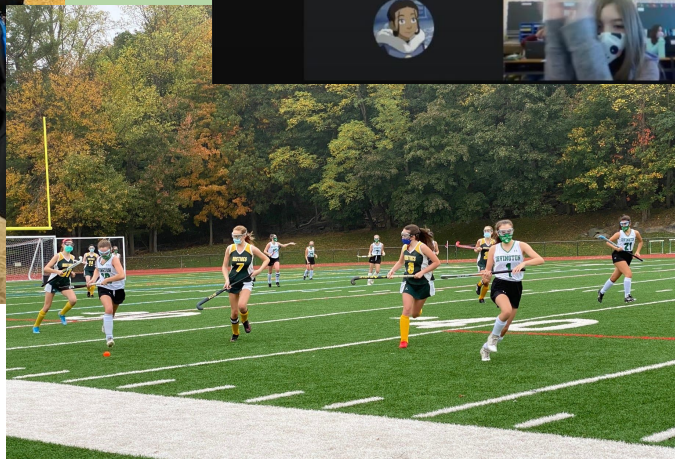


Extending Learning





School Culture & Spirit Maintained





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If you have a question, please type it in the Q & A



Thank you!

The logo of the Irvington Union Free School District is a circular seal. It features a large, stylized letter 'I' in the center. The word 'IRVINGTON' is arched across the top, and 'UNION FREE SCHOOL DISTRICT' is arched across the bottom. At the very bottom, the Latin motto 'PER ASPERA AD ASTRA' is written in a smaller font.

Every Student, Every Day!