

*Educating Everyone
Takes Everyone
TOGETHER!*

A Meaningful Diploma For All Students

*BSCSD 2020-21 School Reopening Plans
DRAFT 1*

Reopening Plan Status – Thursday, July 30

As of Thursday, July 30, this draft plan meets the technical requirements as set forth by the NYS Departments of Health and Education on July 13 and 16 respectively. To make these plans operational, a number of details need to still be worked though based on parent survey responses, staff availability, and spacing available on our buses and in our buildings. Each week we anticipate posting an updated version of the plan which includes additional details generated from our District planning team subgroups, building-level workgroups, our parent survey results, feedback that we receive via our schoolopening@bscsd.org email box, and updates from the state and our attorneys. We thank you for your patience as we work through this process.

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District Mission, Vision, and Priorities

Our Mission:

- The Ballston Spa Central School District will provide an excellent education that maximizes the potential of each student.
- In partnership with the family and community, our students will become responsible and well-rounded adults.

Our Vision:

A Meaningful Diploma For All Students

A Meaningful Diploma For All Students

Means that our students will:

- ***Read, Write, Think, and Learn well*** – because we *intentionally, explicitly, and systematically* taught them to

ACROSS ALL CONTENT AREAS and IN A VARIETY OF SETTINGS

- ***Be well*** – physically, socially, emotionally, and mentally because we know and support our kids
- ***Be citizen-ready*** – because of the opportunities and experiences that we provide them both in school and in the community

BSCSD Priorities for 2020-2021

To ensure that each of our students has access to a variety of rigorous learning opportunities on their way to earning a meaningful diploma, the BSCSD Board of Education and the Administrative Council will prioritize work in the following areas for the 2020-21 school year:

- *Ensuring Student and Staff Wellness and Safety*
- *Providing Equitable Access to Learning and Advancement Opportunities for All Students and Staff*
- *Implementing a Diverse and Rigorous K-12 Curriculum Supported by High Quality Instructional Materials and Assessments*
- *Fostering a Culture of Support for Continuous Improvement in All Areas of Operation*
- *Utilizing Proactive, Transparent, and Substantive Two-Way Communications*

A Meaningful Diploma For All Students

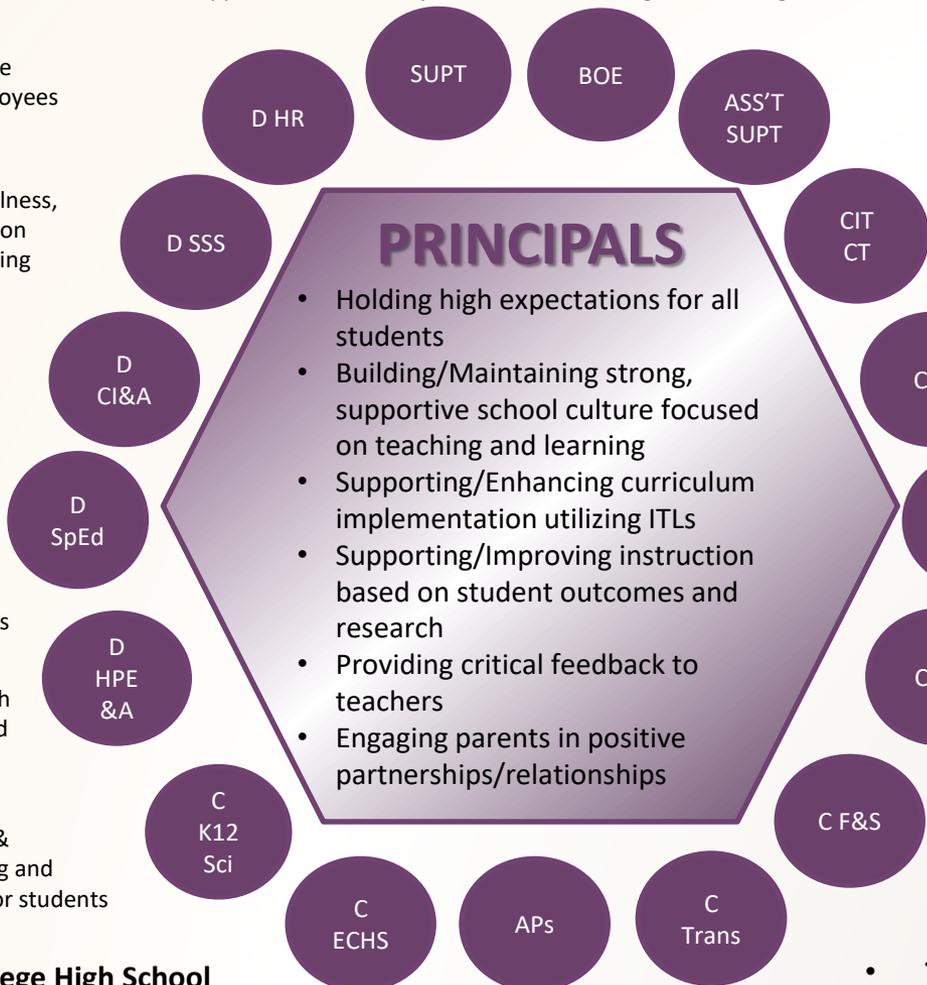
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D = Director C = Coordinator

To ensure that each BSCSD student graduates with a meaningful diploma regardless of our model of teaching and learning, our focus on student learning, strong instruction, targeted instructional support including professional learning, requires Structural Support of our Principals who in turn support our teachers and instructional staff

- **Superintendent/BOE**

~ Developing mission, policy, and research-based goals which support continuous improvement in teaching and learning



- Holding high expectations for all students
- Building/Maintaining strong, supportive school culture focused on teaching and learning
- Supporting/Enhancing curriculum implementation utilizing ITLs
- Supporting/Improving instruction based on student outcomes and research
- Providing critical feedback to teachers
- Engaging parents in positive partnerships/relationships

- **Assistant Superintendent**

~ Managing financial and capital resources so as to maximize investment in program/student learning opportunities

- **Instructional Technology**

~ Providing research-based tools applications and network support to improve efficiency/effectiveness of teaching and learning

- **Chief Information Officer**

~ Initiating/providing data inquiries/reports to support key teaching and learning initiatives

- **Community Relations**

~ Providing timely communications and community outreach to support our students & schools

- **District Advancement**

~ Creating partnerships to provide support and external learning opportunities & experiences for students

- **Facilities & Security**

~ With assistance of SRO's (2), providing welcoming, safe, & secure learning spaces in our facilities and on our grounds

- **Transportation**

~ Providing safe travel to and from school and assisting in student behavioral management

- **Early College High School**

~ Implementing an Early College High School Model that provides multiple pathways for student learning and success

- **Assistant Principals (2 MS/3 HS)**

~ Assisting in the leadership and management of middle and high school programming

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*To ensure that each BSCSD student graduates with **a meaningful diploma**, our focus on student academic, social, and emotional learning and behaviors; explicit instruction and interventions; and targeted instructional support including professional learning requires a **Multi-Tiered System of Supports** for students and staff alike whether teaching and learning is in person or remote.*

- **Sustaining Our Focus**

Building and managing a long term plan based on the District's Vision, Priorities, and Goals with a strict focus on student outcomes

A Multi-Tiered System of Supports

- A well-defined **Tier 1** curriculum which supports academic and social/emotional learning and behavioral expectations
- Explicit instruction which meets learning and behavioral expectations
- Clearly defined, structured, and time bound **Tier 2 and 3** interventions for students who do not meet learning and behavioral expectations
- Clearly defined protocols for how a student enters **Tier 4** – referral for special education services and programs
- A **Code of Conduct** which directly aligns to and supports the learning and behavioral expectations while also detailing consequences for behavior that is disruptive to teaching and learning
- A detailed plan for student and staff **Health and Wellness** which supports and balances the academic and behavioral expectations

- **Acknowledging Limited Resources**

Time in particular, which requires that we base our choices/investments in scheduling, staffing, instruction, and intervention on the convergence of research and promising practices as to what works in teaching and learning

- **Developing Curriculum Selection and Review Processes**

Allowing students to meet and exceed the academic and behavioral expectations and which allow staff to improve their teaching abilities

- **Developing/Adopting Aligned Assessments**

Including screening, diagnostic, formative, and summative assessments that are directly aligned to the academic and behavioral expectations

- **Utilizing Accurate and Timely Data**

Managing transition to new standards & necessary changes to instruction; creating and providing new pathways/opportunities for students

- **Providing well-designed Internal and External Learning Opportunities**

Supporting Tier 1 instruction through course offerings, field trips, internships, externships, and related experiences

- **Designing Alternative Learning Spaces**

Addressing the learning needs of certain students who would be better able to meet the academic and behavioral expectations in alternative settings

Background to Reopening Plans

Background to the 2019-2020 School Closure and 2020-2021 Reopening Plans

On March 13, 2020, the Ballston Spa Central School District closed its buildings and facilities under order from the Governor due to the COVID-19 pandemic and the real and anticipated impact that it was having around the world. The Governor included in this order the requirement that school districts develop and file a *Continuity of Learning Plan* that would structure ongoing teaching and learning for all students during the period of closure. Based on this and subsequent orders, most of which were in two-weeks increments, the District developed an emergency Phase Plan for remote instruction that moved from review to new instruction, all of which was grounded in the District's adopted curricula, associated instructional materials, and approved technology applications and platforms. On May 1, the Governor announced that school buildings would remain closed for the year, and that teaching and learning were to be continued under a revised *Continuity of Learning Plan*.

Our District's *Continuity of Learning Plan* ended on June 18 and the District began planning for various reopening models and taking initial steps to order equipment and supplies that would be required for either an in-person model or an online model. Planning for specifics during this time was quite limited as we awaited direction for the Governor and guidance from the NYS Departments of Health and Education. This guidance was issued on [July 13](#) and [July 16](#) respectively and consisted of a combined 150 pages of substantive directions for districts to adhere to and consider in the filing of state-based surveys and posting of a reopening plan for all schools in the District. These plans are to include three different models for schools: fully open, fully closed, and a hybrid of the two. For the hybrid model, because of the limitations of space based on social distancing requirements (6 feet in most cases and 12 feet in specific cases (PE class, chorus, band, etc.), the [Department of Health Guidance](#) notes that districts are authorized to, "*Prioritize In-Classroom Instruction for Students that Need it the Most: Schools should include steps to facilitate face-to-face instruction as much as possible, with a particular emphasis on in-person instruction for younger students, low-income students, special education students, English Language Learners, and those with limited access to technology.*"

In addition to the challenges of an ever-changing environment noted above, both the Governor and the [Comptroller](#) have continued to warn of the dire fiscal environment in NYS and that, absent federal aid to schools, school districts need to prepare for a reduction of 20% in state aid for the coming year. This reduction may take place over the course of three "measurement periods" during the school year which has left us with a substantial amount of uncertainty given the amount of money that 20% represents for us.

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Ballston Spa

CENTRAL SCHOOL DISTRICT

Should such a reduction be imposed and if federal aid is not issued which would offset this reduction, our district would have to further reduce personnel and student programming, thereby further complicating plans for reopening. As of the date of this publication, federal aid appears likely, but there is no legislation in place at this time that might offer us specific details.

As we continue our planning throughout the summer and into the school year in whatever form that might take, it is critical that we pay close attention [to educational research](#) and cognitive (learning) science so as to ensure that our students do not miss out on every possible opportunity to learn and grow. These opportunities can, at times, be at risk if our work under an “innovation” or “reimagining education” model is not properly grounded. Unfortunately, the K – 12 education sector has a long history of various models of innovation that have been attempted, but that have otherwise left far too many students behind relative to the grade-level knowledge, skills, and abilities that students will need to be successful as they move throughout their school career and on to their post-secondary choices. We *must* be thoughtful and methodical about this work. This is not to say that new models should not be explored or even initiated. Instead, any new innovation or re-imagination must have grounding in *or at the very least* be well-supported by the research that tells us what works relative to improvements in teaching and learning. This will also allow us to report to our tax paying community with the necessary confidence to make any necessary changes, particularly those which might require additional funding.

These are unprecedented times in which expertise is currently quite limited, demands for teachers and schools to retool and retrain are high, and changes to information occurs often. Therefore, a great deal of learning is necessary for students and adults alike and our developed plans will include as much training as possible for students, teachers, staff, and parents. As we increase our learning, we will continue to refine our plans at scheduled “adjustment periods” throughout the school year based on what we have learned and based on the latest and most reliable information available. We will notify parents as far in advance as possible of any such adjustments and will provide as much flexibility as we can given the numerous challenges that we are all facing.

I look forward to working together to provide every advantage and opportunity that we can to our students during these times.

Ken Slentz
Superintendent of Schools

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**Reopening Plans Design Principles
And
Challenges and Constraints**

Reopening Plans Design Principles

The District Planning Team has been guided by the following principles in the development of our technical reopening plan:

- To ensure the health and safety of students and staff, particularly those with underlying physical and/or mental health issues
- To rely on expert guidance from the local, state, and national level in our decisions
- To keep action steps and planning as simple as possible
- To provide curriculum-based learning opportunities for all students which are grounded in or supported by educational and cognitive science research
- To progress methodically and consistently with all actions and to communicate frequently and clearly about action steps
- To measure progress against agreed upon metrics

Identified Challenges and Constraints to Reopening

- Maintaining health and safety of students and staff
- Maximizing learning/minimizing distractions
- Accommodating at-risk students and employees
- Addressing mental health/wellness needs of staff
- Accommodating parents' need for child care
- Ensuring that we have the number of certified (teachers and TAs), classified (aides, monitors), and licensed (school nurses) staff needed due to social distance requirements, school bus/school building arrangements, and at-risk accommodations
- Managing our bus fleet given limited seating/distancing requirements and the number of dedicated routes
- Being able to consistently clean/disinfect building spaces including restroom, hallway, common area, and classrooms to standard
- Ability to effectively address and manage distancing, wearing of masks, behaviors, and mental health needs for all students and for students with disabilities in particular
- Addressing our reopening needs under District and State budgetary constraints
- Identifying and negotiating limitations of bargaining unit (union) contract language
- Limits of State and Federal law/regulation

Key Components of Reopening Plans

“The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our schools and districts.

- **Social Distancing**

- The District will utilize the 6 feet rule wherever possible including in classes, on school buses, in hallways, and on school grounds.
- In cases of emergency, if the 6 feet rule must be violated for safety reasons, it will be put back in place as soon as safely possible.

- **Health Checks of Students and Staff**

- Parents will be required to certify each day that their child meets health requirements including temperature checks.
- Nurses may conduct random checks of temperatures at the direction of the District Physician and/or the Department of Health.
- Staff will be required to certify each day that they meet health requirements to be in the school buildings.

- **Cleaning and Disinfecting**

- The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19” and
- Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.



Health and Safety (1)
Plan Elements include:

- Social distancing
- Face coverings/Masks
- Personal Protective Equipment (PPE)
- Health checks of students and staff
- Health hygiene
- Cleaning and disinfecting

- **Communications**

- Staff will be notified by building announcements, email, School Messenger, social media, and the school website of any changes to the *Health and Safety* component of the District plan and of any positive cases within their building/department.
- Parents and students will be notified by email. School Messenger, social media, and the school website of any changes to the *Health and Safety* component of the District plan.

- **Face coverings/Masks and PPE**

- Students, staff and visitors to our schools will be *required* to wear face coverings in the school building.
- Students will be allowed to remove face coverings during meals and for short breaks so long as they maintain appropriate social distance.
- Students who are unable to medically tolerate a face covering will not be required to wear one.
- Masks will be provided for students and staff who choose not to bring their own.
- Training on face covering/masks wearing will be provided.
- PPE will be provided to all staff as required by the Department of Health and OSHA guidelines.

- **Health Hygiene Reminders and Training**

- Signage, reminders, and training will be provided regarding handwashing, respiratory hygiene/cough etiquette.
- Training on face covering/masks wearing and social distancing will be provided.
- The District will provide direction to staff and families for reporting symptoms of illness.

“The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our schools and districts.”

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- **Accommodations for At-Risk Students**
- Students who are considered “at risk” [by the CDC](#) for contracting the COVID-19 virus will be provided accommodations to protect their health and safety. Processes to determine this are under review.

- **Accommodations for At-Risk Staff**
- Staff who are considered “at risk” [by the CDC](#) for contracting the COVID-19 virus or who live with someone at risk will be provided accommodations to protect their health and safety. Processes to determine this are under review.

Health and Safety (2)
Plan Elements include:

- Accommodations for At-Risk Students and Staff
- Mental Health Support for Students and Staff
- Visitors on campus
- Infection Control Strategies
- Illness Management of Students and Staff

- **Management of Mental Health Concerns with Students and Staff**
- Students who have been adversely affected by the extended school closure and/or with concerns for reopening will be provided assistance from our certified/licensed mental health team members.
- Staff members who have been adversely affected by the extended school closure and/or with concerns for reopening will be provided support from professional support groups that are associated with the District.

- **Communications**
- Staff will be notified by building announcements, email, School Messenger, social media, and the school website of any changes to the *Health and Safety* component of the District plan and of any positive cases within their building/department.
- Parents and students will be notified by email. School Messenger, social media, and the school website of any changes to the *Health and Safety* component of the District plan.

- **Response to a Positive Diagnosis of a Student or Staff Member**
- The District will work with the Department of Health and our District Physician on our response to a confirmed case of COVID-19.
- The District will ensure that no violation of student and staff HIPPA rights are violated.

- **Visitors to Campus**
- Visitors will be required to have an appointment in the school/office that they intend to visit.
- No walk-in visitors will be allowed unless for the health and safety of students or staff.
- Approved visitors must complete a health screening.
- **Management of Illness of Students and Staff**
- Students and/or staff who become ill during the day will be seen by a school nurse, isolated as necessary, and sent home in the safest manner possible.
- Students or staff who report symptoms before or after school are to remain home and consult a physician as soon as possible.
- Students or staff who have become ill or symptomatic and have been cleared by their doctor to return to school/work must first consult with their school nurse or supervisor before returning.
- Return to school/work protocol will be developed in collaboration with the Department of Health and our District Physician.



When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

- **Classroom Arrangements**

- Utilizing the 6 feet rule for distancing, our classrooms will be rearranged to safely accommodate students and staff.
- The District will not utilize tents for classrooms due to security and safety concerns.

- **School Safety Drills**

- Fire and Lockdown drills must continue to be conducted during in-person schooling.
- The District will develop plans to accommodate social distancing during these drills while continuing to remind students of what to do in the event of an actual emergency.

- **Cleaning and Disinfecting**

- The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19” and
- Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

- **Toilets, Sinks, and Drinking Water**

- The District will ensure that we have the required number of fixtures of each category and they are properly cleaned and disinfected as required.

Facilities

Plan Elements include:

- Classroom/Learning Spaces arrangements
- School safety drills
- Personal Protective Equipment (PPE)
- Ventilation in our schools
- Communications
- Cleaning and Disinfecting
- Toilets, Sinks, and Drinking Water

- **Ventilation In Our Schools**

- Few of our instructional areas have air conditioning.
- Current ventilation is being reviewed to ensure that it is Code compliant.
- MERV 11 filters will be utilized through the District
- Additional ventilation will be introduced by opening exterior windows and interior doors where safe to do so.
- Exterior doors will remain locked for security purposes.

- **Personal Protective Equipment**

- Will be provided to all staff as required by the Department of Health and OSHA guidelines.
- Staff will be trained on proper use and disposal of PPE.

- **Communications**

- Staff will be notified by building announcements, email, School Messenger, social media, and the school website of any changes to the *Facilities* component of the District plan.
- Parents and students will be notified by email, School Messenger, social media, and the school website of any changes to the *Facilities* component of the District plan.

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“Schools should include steps to facilitate face-to-face instruction as much as possible, with a particular emphasis on in-person instruction for younger students, low-income students, special education students, English Language Learners, and those with limited access to technology.”

- **Prioritizing our neediest learners**

- Our K-5, homeless (based on definition under the federal McKinney Vento Act) English as New Language, and Special Education students will receive our highest priority for in-person return. We will add other student groups as we are able.

Student Attendance
Plan Elements include:

- Prioritizing our neediest learners
- Accommodating as many students as possible within building and bus space constraints
- Adjusting our model at set times
- Parent/caregiver survey

- **Students In Grades 6-12**

- Students in grades 6-12 who are not in one of the prioritized groups noted will attend in-person on a rotational basis based on space availability on buses and in our schools. We are currently reviewing rotational models to try and maximize in-person attendance.
- When not attending in-person, all 6-12 students will attend classes via remote learning.

- **Scheduled Plan Adjustment Periods**

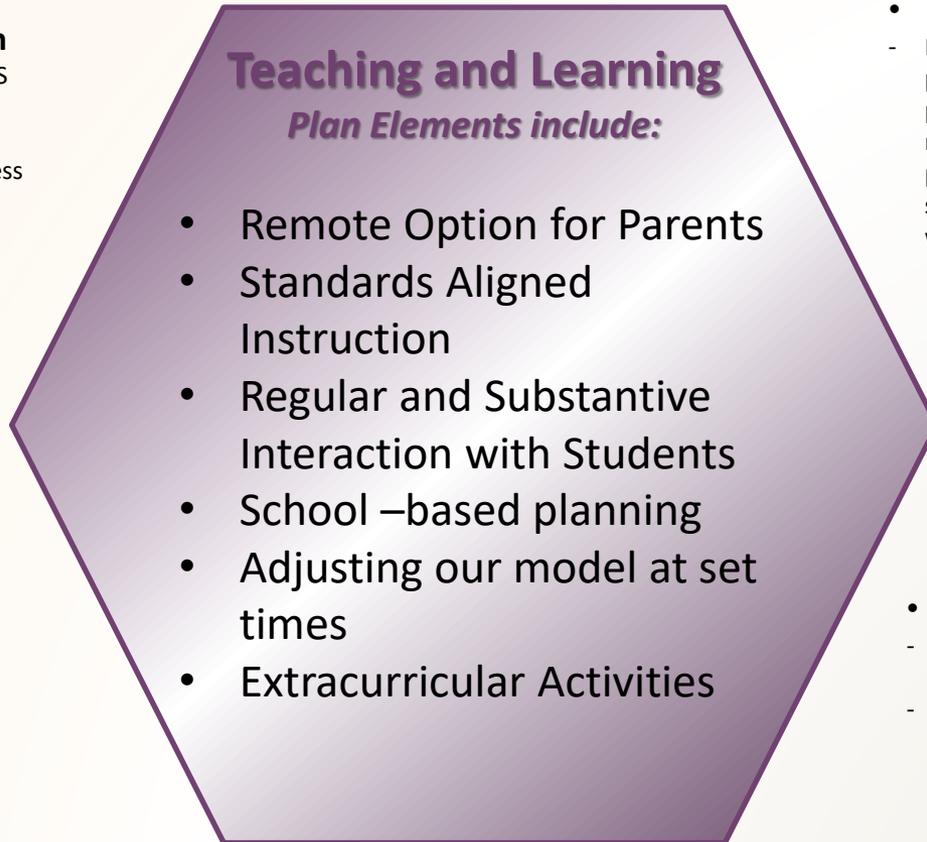
- We are currently planning to make adjustments to bussing, building capacity, and other needed changes at the two, six, and ten week marks.
- To the extent possible, adjustments will be made on Fridays of the noted weeks for implementation on the following Monday.

- **Communications**

- Staff will be notified by building announcements, email, School Messenger, social media, and the school website of any changes to the *Student Attendance* component of the District plan.
- Parents and students will be notified by email, School Messenger, social media, and the school website of any changes to the *Student Attendance* component of the District plan.

“All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two.”

- **Providing Parent Option for Remote Learning**
 - Parents will be given the option of remote or in-person instruction.
 - Parents will need to commit to this decision for a 6-week period.



- **School-based Planning**
 - Principals will be reaching out to staff and parents to assist in the operational planning and preparation for our hybrid model and will facilitate a Day in the Life process to generate questions, suggestions, processes, and protocols for what the day looks like for our students.
- **Scheduled Plan Adjustment Periods**
 - Adjustment period will include adjustments to instruction as we go through the first several weeks of school learning from our own model as well as that of other school district.
- **Extracurricular Activities**
 - No in-person extra-curricular activities will be allowed until further notice.
 - Virtual meetings of team, clubs, and recognized student groups will be allowed.

- **Standards Aligned Instruction**
 - All of our instruction will be based on NYS Standards-aligned curriculum and instructional materials.
 - Assessments utilized will measure progress against the standards.
- **Regular and Substantive Interaction with Students**
 - Whether in-person or remote, instructional staff, student support staff, and administrators will establish regular opportunities for interactions with our students and families.

- **Communications**
 - Staff will be notified by building announcements, email, School Messenger, social media, and the school website of any changes to the *Teaching and Learning* component of the District plan.
 - Parents and students will be notified by email, School Messenger, social media, and the school website of any changes to the *Teaching and Learning* component of the District plan.

Elementary Level Attendance *Proposal*

- **Facilities: Buildings & Classrooms**
 - K-3 in “home” school buildings
 - 4th/5th in Middle School*
 - Classroom space allocations per recommended guidelines
- **School Day**
 - K-5 will attend in-person Monday – Thursday and Remote Learning on Fridays
 - Families will choose in-person or remote learning
- **Staffing**
 - Most classes are split between two classrooms/ spaces
 - Homeroom teachers assigned an additional certified staff member for “other” classroom
- **Curriculum and Instruction**
 - District-selected curricular materials
 - Literacy and Math priority for in-person instruction

**Pending transportation and remote learning requests*

Secondary Level Attendance *Proposal**

- **Facilities: Buildings & Classrooms**
 - Grades 6-12 will be primarily located in the High School

- **School Day**
 - Specific grades would meet weekly (M-TH) on a three week rotation.
 - Week 1: Grades 6/11/12
 - Week 2: Grades 7/8
 - Week 3: Grades 9/10
 - Secondary is exploring a modified 4x4 block scheduling option
 - 90 minute blocks
 - Periods 1-4 meet on “purple day”
 - Periods 5-8 meet on “gold day”

- **Staffing**
 - Courses of 15 or more students will be split in two rooms
 - Instruction will be provided through a combination of technology and instructional personnel

- **Curriculum and Instruction**
 - Based on current course structure

**Pending transportation and remote learning requests*

***P-TECH Proposal* for TEC-SMART**

- **School Day**
 - Monday- Thursday Rotation based on College Pathway
 - Staggered arrival times in order for HVCC to do temperature checks & screening
 - 11th Grade
 - 1 day of college class
 - 2 days of in person high school class
 - 1 day of remote learning for high school
 - 1 day of remote learning for college
 - 12th Grade
 - 2 days of college class (labs in person)
 - 2 days of in person high school class
 - 1 day of remote learning for high school

- **Staffing**
 - 2 classrooms per grade level; 6-10 students in each 6 feet apart; rotate teachers not students

- **Curriculum and Instruction**
 - Adapt current group work problem based learning

Ballston Spa Pre-K Programs Proposal

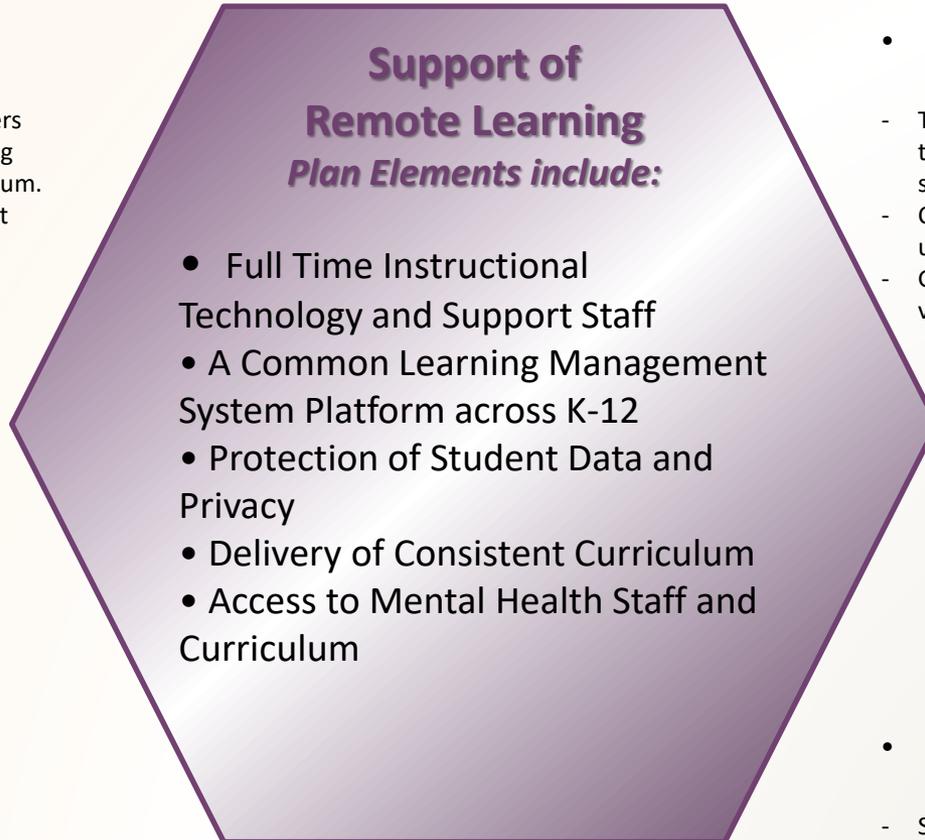
Universal Pre-K Sites	Health & Safety	Instruction	Staffing
BACC	<ul style="list-style-type: none"> • Pick-up/Drop off Health Screen and staggered arrival • Hygiene • Temperature Check • Student assigned materials, individual play/no buddy system 	<ul style="list-style-type: none"> • In-person (Small Group) • Hybrid (4 days – 50%) • Virtual (Teacher created videos/materials + weekly 1-1 Google Meets 	<ul style="list-style-type: none"> • 15 Students per classroom • 1 Teacher per classroom • 1 Teacher Assistant
YMCA Malta	<ul style="list-style-type: none"> • Pick-up/Drop off Health Screen and staggered arrival • Hygiene • Temperature Check • Student assigned materials/individual play/no buddy system 	<ul style="list-style-type: none"> • In-person (Small Group) • Hybrid (Online platforms, small group) • Virtual (Teacher created videos/materials + weekly 1-1 Google Meets /phone 	<ul style="list-style-type: none"> • 15 Students per classroom • 2 Teachers per classroom
Head Start	<ul style="list-style-type: none"> • Pick-up/Drop off Health Screen and staggered arrival • Hygiene • Temperature Check • Student assigned materials/individual play/no buddy system 	<ul style="list-style-type: none"> • In-person (Small Group) • Hybrid (Online platforms, small group) • Virtual (Teacher created videos/materials + weekly 1-1 Zoom /phone 	<ul style="list-style-type: none"> • 15 Students per classroom • 1-2 Teachers per classroom • 1 Teacher Assistant • 1 Teacher Aide

DRAFT Opening Day Schedule

- **September 8** – All staff return
- **September 8-9** – Legally mandated and reopening trainings for staff
- **September 9-10** – Reopening orientation, Chrome book pickup, classroom connections
- **September 14** – *First day of class for students*
- **September 25** – Reopening Plan *Adjustment Period 1* for implementation on September 28
- **October 23** – Reopening Plan *Adjustment Period 2* for implementation on October 26
- **November 20** – Reopening Plan *Adjustment Period 3* for implementation on November 30
- **TBD** – *Adjustment period 4*

“The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections.”

- **Providing Parent Option for Remote Learning**
 - Parents will be given the option of remote or in-person instruction.
 - Parents will need to commit to this decision for a 6-week period.



- **Common Learning Management Platform**
 - The District will be utilizing and training on the Schoology platform instead of using the split model of Schoology/Google Classroom.
 - Common templates will be built for ease of use by teachers, students, and parents.
 - Google Meet will still be utilized for our video conferencing.
- **Access to Mental Health Staff and Curriculum**
 - Students will have access to our certified/licensed mental health team in remote setting utilizing Google Meet to check in/meet.
 - K-5 students will begin to utilize Second Step, our newly adopted Social-Emotional Learning curriculum.
- **Delivery of Consistent Curriculum**
 - Students in remote learning will utilize the same standards-based curriculum and curriculum resource materials as students attending in-person.

- **Dedicated Instructional Technology and Support**
 - Full time Instructional technology teachers to assist in teaching, training, and utilizing our remote instruction tools and curriculum.
 - Full-time help desk employees to support student, teachers, and parents
- **Technology Devices and Connectivity for All Students**
 - Under a remote or hybrid plan, the District will make available Chromebook devices to each student and, where needed, connectivity for students who currently do not have it.
- **Protection of Student Data Privacy**
 - Only District-approved technology platforms, programs, and applications which meet the student data privacy and security requirements of NYS Education Law 2-D will be utilized.

“The school bus is an extension of the classroom and services should be provided to all students with consistency and equity.”

• **Bus Rider Rules**

- Parents must certify that their child meets health screening requirements each day.
- Students are required to socially distance at bus stops.
- Students, drivers, and monitors/attendants will be required to wear masks.
- Masks will be provided to students if they forget theirs.
- Students will be seated and must remain seated at 6 feet distances.
- Students may have to stay on the bus for slightly longer periods upon arrival to allow for staggered entry into our buildings.
- Bus monitors and attendants having to have physical contact with certain students will wear Personal Protective Equipment to keep students and themselves safe.
- Windows will be opened to increase air circulation if the temperature allows for this.
- Hand sanitizer **will not** be available on our buses.

• **Changes to Bus Capacity**

- Bus capacity will be designed based on 1 student per seat with alternating seating to provide distancing.
- Bus and driver availability, and distancing arrangements will determine how many students we are able to transport each day.

Student Transportation
Plan Elements include:

- Changes to Bus Capacity
- Bus Rider Rules
- Bus Cleaning and Disinfecting
- Parent Drop off Option
- Traffic Pattern Challenges
- Provision of Transportation

• **Parent Drop Off Option**

- Parents will be asked to commit to utilizing school bus transportation or dropping students off/allowing students to drive to school.
- Designated drop off points will be determined.
- Parents will likely experience wait times due to the need to stagger our student entry.

• **Traffic Pattern Challenges**

- Areas that are typically congested (Ballston Ave entry to MS/HS) will experience greater congestion.
- We are working with the Town of Ballston and the Sheriff’s Office to assist with traffic control measures.
- Community members not dropping off students will be asked to use alternate routes during school arrival and dismissal times.

• **Bus Cleaning and Disinfecting**

- Buses will be cleaned and disinfected before and after each bus run.
- Drivers and attendants will be required to follow handwashing and respiratory/coughing etiquette.

• **Provision of Transportation**

- Transportation must be provided to all students including homeless (McKinney-Vento), foster care, with disabilities, and who attend non-public /parochial schools.
- Changes to transportation will be made to the extent possible at identified “adjustment periods” so as to allow parents and our transportation planning staff as much predictability as possible.

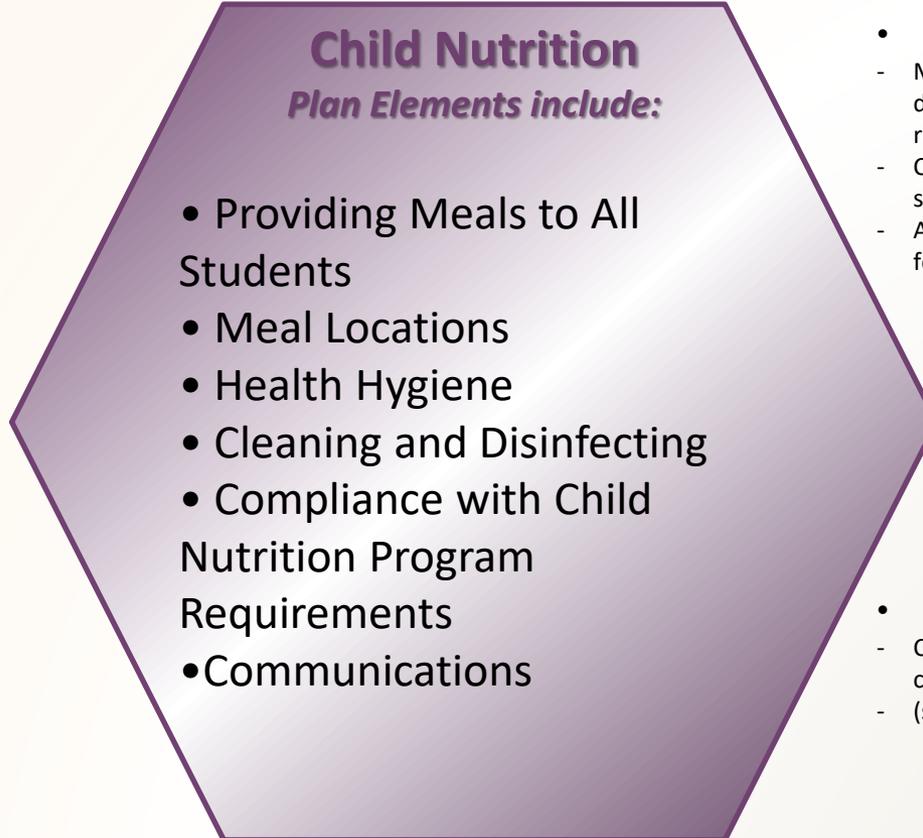
“A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished.”

- **Providing Meals to All Students**

- Students attending in-person and via remote instruction will be offered meals.
- Students who do not qualify for Free and Reduced Lunch will be required to pay the School Lunch price established by the Board of Education.
- Families whose circumstances have changed since last school year and who now may qualify for Free or Reduced Lunch should contact the Business Office at 518-884-7195 for information on the application process.
- Students with food allergies will continue to have meals available as they would during a typical school year.
- Students will not be allowed to share food.

- **Compliance with Child Nutrition Program**

- All meals will be pre-packaged for health and safety and will comply with all standards set by the NYS Child Nutrition Program.



- **Meal Locations**

- Meal location options will vary depending on the grade and building rules established.
- Classrooms, cafeterias, and other large spaces will be utilized.
- All locations will be arranged to allow for 6 feet of distancing.

- **Health Hygiene**

- All students, staff, and cafeteria staff will be required to wash hands before and after lunch is eaten.

- **Cleaning and Disinfecting**

- Cleaning of meal locations will be completed after each setting.
- (subgroup details)

- **Communications**

- The School Cafeteria Services website will be updated to provide additional information for parents and families.
- Parents and students will be notified by email, School Messenger, social media, and the school website of any changes to the *Child Nutrition* component of the District plan.

“With all the uncertainty surrounding COVID’s spread and its impact on local communities, communication and family engagement will be more important than ever this year.”

- **Communications Tools**

- The District Communications Committee has identified email, in-person/virtual meetings, social media, the District website, phone calls or texts, direct mailings, and video messaging as the tools we will utilize to connect with stakeholder groups.

- **Communicating with Parents and the Community**

- The District has developed a dedicated portion of our website to provide parents and the community access to our planning documents, Frequently Asked Questions document(s), and, as they evolve, our District and building-based plans. This was announced on July 24.
- The District has developed a dedicated mailbox for parents and community members who have questions, concerns, suggestions, or ideas related to our reopening. This was announced on July 24.

- **Surveying our Parents**

- We will utilize parent surveys that are as timely and convenient as possible to assist in the development of data sets on which to base our decisions.
- Where specific data is needed (e.g., will your child ride the bus?), surveys will require a name and email address. Where we are seeking information on what is working (e.g., our approach to remote learning), surveys will be anonymous.

Communications
Plan Elements include:

- Technical Plan Development
- Operational Plan Development
- Identified Stakeholders
- Use of Parent/Caregiver Survey(s)
- Types and Frequency of Communications to Stakeholders

- **Technical Plan Development**

- The District continues to use its communications protocol and periodic *Updates from the District Office* to keep stakeholders apprised of the ongoing development of both our closure plans as well as the development of our technical reopening plan which is being designed to meet the requirements of NYSED and NYSDOH.

- **Operational Plan Development**

- The District will utilize building-based workgroups which will include representatives from our identified stakeholder groups to build out the operational plan for each of our school buildings.
- Recommended changes to the technical plan will be provided from the workgroups to the District Planning Team for consideration.

- **Identified Stakeholders**

- The District Communications Committee has identified the Board of Education, Administrative Council, Bargaining Unit Leaders, staff, Parents, PTA leadership, students, District partners including civic groups and our Chamber of Commerce, and the media as stakeholders for communicating with.

DRAFT

BSCSD Process for Changing Plans

Full Closure: Should the Capital Region experience an increase in positive cases of COVID-19 and the Governor directs that our schools are to close, the District will:

1. Notify all stakeholders included in our communications plans of the directed change
2. Utilize “adjustment period” and/or staff conference day(s) to ensure that our systems and staff are ready to move to our remote plan
3. Determine if adjustments to accommodations are needed for students and staff who previously required them
4. Continue to provide training to parents on how to best utilize the remote structure for their child (ren)

Full Reopening: Should the Governor direct that all schools are to fully reopen, the District will:

1. Notify all stakeholders included in our communications plans of the directed change
2. Utilize “adjustment period” and/or staff conference day(s) to ensure that our systems and staff are ready to move to our fully open plan
3. Determine if adjustments to accommodations are needed for students and staff who previously required them
4. Determine additional staffing needs based on the accommodations required/requested

Before and After School Programs

Protocol:

1. Although under the direction of the NYS Office of Children and Family Services, these programs will be required to follow the District protocol for screening of employees, social distancing, wearing of face coverings/masks, practicing hand and respiratory/cough hygiene.
2. Cleaning/disinfecting will take place prior to and after program times.
3. Additional licensing may be required if programs are to be housed in other school buildings.

Partners

- **YMCA**: The YMCA provides before and after school programs at the Wood Road and Milton Terrace Elementary Schools
- **BACC**: The BACC provides before and after school programs at Gordon Creek Elementary School

Next Steps

Next Steps (as of July 29)

- Complete required NYSED and NYSDOH Surveys (*July 31 deadline*)
- Post *first draft* plan (July 31 deadline)
- Determine facilitation protocol for building-level work groups (*July 29*)
- Establish and begin meeting with building-level workgroups (*TBD*)
- Administer Parent Survey (*July 30*)
- Await the Governor's decision on reopening (*August 1-8*)
- Revise posted plans and FAQ weekly
- Establish adjustment periods on school calendar (*tentatively at two, six, and ten weeks*)
- Continue to work with employee organizations to establish common understandings and expectations
- Respond to questions from schoolopening@bscsd.org

Reopening Planning Resources

Key References

- [State Education Department FAQs base on June 16, 2020 Guidance Document](#) (July 22, 2020)
- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)

Additional References

- [District Frequently Asked Questions and planning documents](#)
- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Center for Disease Control](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)