

D3 Superintendent Christine Loughlin Response to CEC3 Questions:

Programming questions that need immediate answers

1. Under what circumstances will programming exemptions be granted?
 - a. Only in the following situations, may a school request an exception to the proposed programming models: The recommended models are not feasible given space, staffing, family choice and expected in-person attendance. Schools have unique programmatic needs that must be addressed, to better meet the needs of the community and the proposed exception has staff and parental support.
 - b. The District Review Team must review each school's model selection and articulate their approval or disapproval of each school's program, as well as the rationale for their decision, within the tracker. The District Review Team should consider additional information when determining the viability and approval status of the school's model selection...
 - i. The school model choice number or details for how the exception request meets the requirements laid out by the proposed models
 - ii. Why other model choices do not apply/reason for exception
 - iii. Number of children selecting 100% remote learning (as per Family Learning Preference surveys)
 - iv. Staff accommodations (number of staff requesting COVID-19 Reasonable Accommodations)
 - v. Requisite space and facilities-specific information, including square footage
 - vi. Efforts to address co-location challenges, including assurance from the campus council that the exception does not infringe on other schools in the building
 - vii. Explanation of how the proposed exception address specific needs based on student populations or programs (ASD Nest, MLL, CTE, etc.)
 - viii. Efforts to maintain COVID-19 safety and health guidelines
 - ix. Specific information about scheduling and programming
 - x. Confirmation that the exception plan can be funded within the existing school budget
 - xi. Consultation with B/CO Transportation Liaison regarding busing
2. Will there be flexibility in the length of the school day?
 - . Not specified
 - a. Currently, 6 hours 50 minutes for teacher; 5 hours 30 minutes for student
 - b. Any in-person activity that takes place after the regular school day should be limited on a daily basis to students who were in physical attendance on that given day within the same school building
3. What if schools don't have enough teachers to conduct in-building teaching due to health exemptions?
 - . There may be staff redeployed from Central offices to support in person instruction. Additional guidance on this is forthcoming.
 - a. Schools can also use their budget for the anticipated use of substitute teachers and substitute paraprofessionals within their regular allocations.
4. How will IEP mandates for 1:1 paraprofessionals be met?
 - . For IEPs: Families can make referrals for special education evaluations, and IEP meetings continue to be conducted remotely. Teachers were also required to reach out to families to create, discuss and adjust students' special education remote learning plans with parent input; a similar process will continue for both fully remote and blended learning.

- a. Students with an IEP will continue to be provided with the services listed on their IEPs by certified teachers. Whether families elected to experience remote learning or blended learning this fall, their children will receive the related services called for by the IEP.
- b. Additional guidance is forthcoming on Special Education Services.

5. What about additional services including occupational therapy, speech therapy and others?

[Manhattan BCO] As of now, all parents of students with a disability have received services regarding mandated related services such as Speech, OT, PT. The parents for our 12 month mandated students had the option of in person services at a REC, virtual services, or no services. Parents that chose the in person service, those services are currently being provided at our RECs with our own DOE providers. We have not received guidance on in person independent providers from our Central SEO. SETSS services are being provided virtually at this time, with guidance for independent SETSS providers forthcoming.

6. [New] If a significant percentage of a school's teachers have accommodation, will a school be able to move to 100% remote instruction?

[NOT CONFIRMED OR PUBLIC] Schools may propose 100% remote schooling as an exception request in unique situations, where schools may encounter programming challenges, including:

.Approved medical accommodations are too numerous, presenting challenges to programming in-person classes adequately; and/or

i.the local community has historically been greatly impacted by positive COVID-19 cases;

ii.Learning Preference Survey results demonstrate that at least 90% of the population would prefer remote instructional options.

a. Proposals for 100% remote schooling must clearly articulate how the school will work with the 1-10% of students who may prefer in-person schooling (i.e., providing some in-person option, even if extremely limited, for vulnerable student populations or students who request it).

7. [New] Will after school programming be available to schools with existing programs, and what programs have plans to deliver programs considering social distancing and cohort guidelines?

. Afterschool programming guidance released next week

8. [New] How will parents know what after school programs are available?

9. [New] What are families' needs and how will schools work with them collaboratively?

10. [New] How will student progress be assessed?

Remote learning questions

11. [New] How many hours of screen time will be required of students?

a. Depends.

b. Students need regular breaks throughout the school day. Breaks are proven to increase overall productivity and improve focus. There are also benefits associated with physical activity on children's cognitive development and overall academic success. Whether in person or blended, teachers should provide students, especially younger learners, with regular breaks that incorporate movement activities.

c. In elementary schools, class schedules should vary where subjects are scheduled at different times of the day during the week (e.g. reading might occur in the morning on Monday and in the afternoon on Tuesday).

d. Young learners often struggle with staying focused for long periods of time. Teachers should be mindful of this when designing instruction in both all-remote and blended settings. This means synchronous instruction should be delivered in short intervals (e.g., 15-20 minutes) throughout the day, and can increase based on developmental appropriateness and grade-level. Teachers should also be mindful of the number of times young students are logging in for live instruction and determine what is manageable and appropriate based on factors such as developmental appropriateness, the content being taught, student readiness and feedback from families.

12. [New] How long can a fully-remote family assume their student will be engaged with remote learning? What expectations will be set?

. A student has a 5.5 hours instructional day.

a. Remote instruction for all students will include both synchronous and asynchronous instruction, with synchronous instruction occurring daily.

b. For students learning in a remote-only setting, synchronous instruction will be directly tied to the synchronous learning activities in which they engage to promote continuity of instruction and meaningful, connected learning experiences

13. [New] How many hours required of teachers; especially teachers with families?

A teacher's day will be 6 hours and 50-minutes.

i. Includes 30-min instructional coordination period in the morning, 30-min prep period at the end, and 20-min "office hours" during the day

a. A teacher's day will be 6 hours and 50-minutes. Since teacher schedules will follow a traditional 6 hour and 50-minute day, schools will have one faculty and one grade or department conference per month (40 minutes each). These meetings will occur at the end of the school day, immediately prior to the teacher's 30-minute prep. During this time teachers can engage in administrative duties or professional learning as assigned by the principal. We understand there is a need for continued professional learning as an integral part of supporting adult learners. More information about professional learning will be forthcoming.

14. [New] How will the day be structured, grade by grade and from subject to subject?

. Varies by school and teacher?

15. [New] What subjects can accommodate a fully digital experience? What subjects cannot?

. Varies by school and teacher?

16. [New] What should younger students be doing digitally which is considered age appropriate?

. Varies by school and teacher?

17. [New] How will the DOE support students with IEP's and ensure students with IEPs engage with their related service providers?

. Students with an IEP will continue to be provided with the services listed on their IEPs by certified teachers. Whether families elected to experience remote learning or blended learning this fall, their children will receive the related services called for by the IEP.

a. Additional guidance is forthcoming on special education services

18. [New] Will DOE implement a policy as to which virtual platform related service providers utilize?

. Google Hangouts and Microsoft Teams still an approved platform for tele-therapy and synchronous teaching

19. [New] How will parents/caregivers be supported with technology issues?

. DIIT Support Portal: <https://itsmdoe.nycenet.edu/CherwellPortal>

- a. By August 14, families who borrowed iPads from the DOE will receive an email or text about preparing DOE-loaned devices for the first day of school. Families will be asked to take action to ensure that their child's iPad is updated and ready to be used for remote learning, including: Turning on the iPad; Reconnecting to internet; Making sure content-filtering is enabled (Zscaler); Signing in to the Learn at Home app; and Using the iPad as a Wi-Fi-enabled, personal hotspot.
- b. School level support
- c. Manhattan BCO trainings
- d. Parent University by central