

PS/IS 180 Town Hall

Conversation with Families

Friday, July 24th

What does the data
reveal about parent
perspective?

Survey Results from families

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Return to School 2020 Survey for Families - Results Overview

03M180 - P.S. 180 Hugo Newman							
Response Rate							
	Overall	Rising Pre-K to Grade 2	Rising Grade 3-5	Rising Grade 6-8	Rising Grade 9-12+	Ungraded	Missing grade
Number of Family Responses	103	56	27	18	0	0	2
2020 Enrollment	513	232	136	145	0	N/A	N/A
Estimated % of Responses	20%	24%	20%	12%	N/A	N/A	N/A

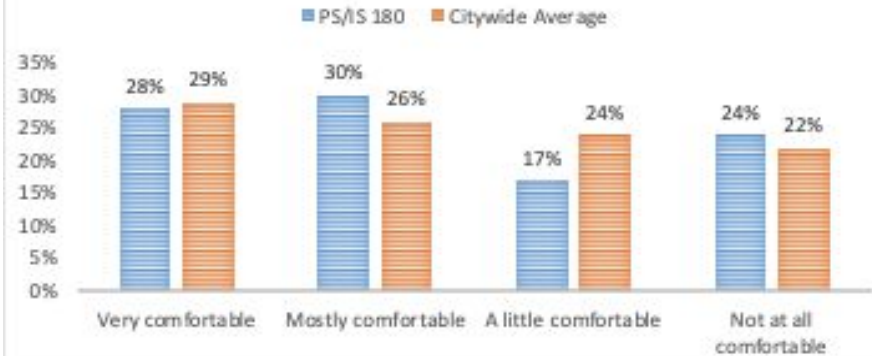


Prevention & Mitigation

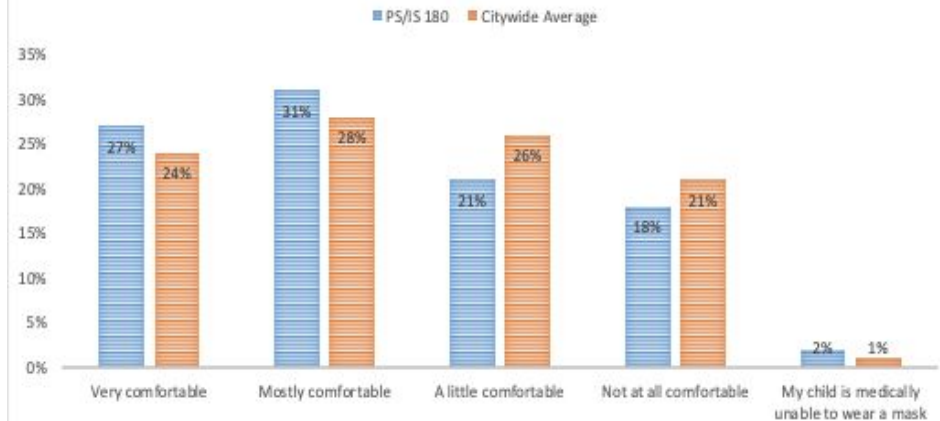
PS/IS 180 Families listed the top five precautions as the most important:

- Students and staff regularly wash hands.
- Hand sanitizer is provided in each classroom and frequently used.
- The school is thoroughly cleaned at least once a day.
- Students' and staff's temperatures are checked before entering the school.
- Visitors and volunteers are limited on campus.

COMFORT RETURNING TO SCHOOL



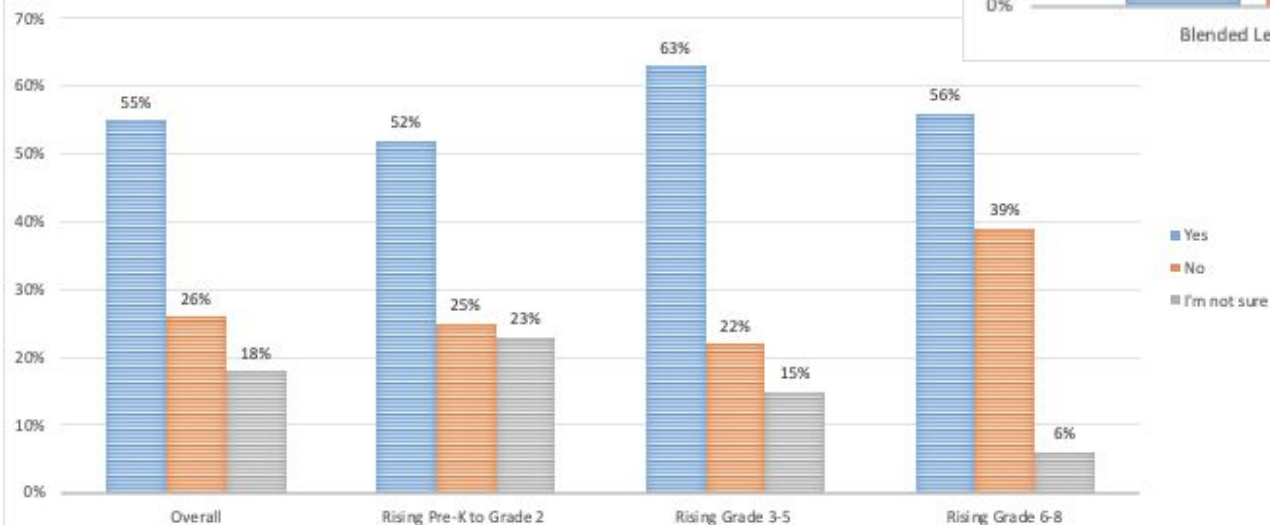
COMFORT WITH CHILD WEARING A MASK



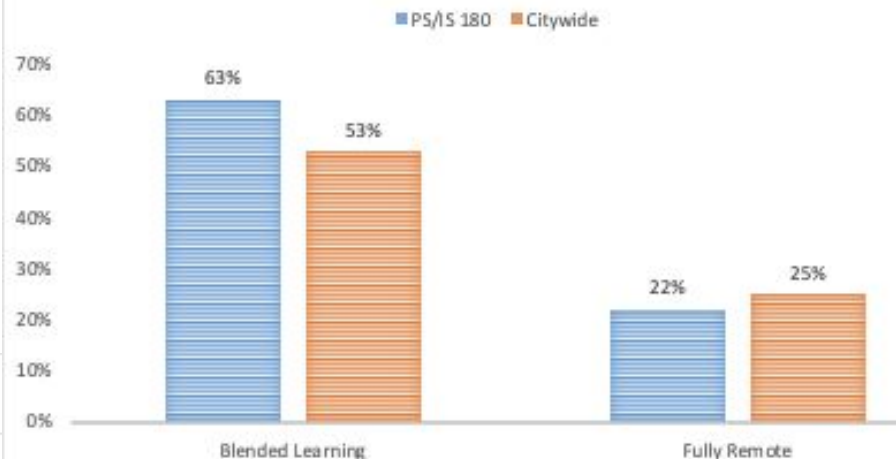


Preferred Schedules

ANTICIPATE NEEDING CHILDCARE



RETURN TO SCHOOL PREFERENCE





Student Experience

REMOTE LEARNING PRIORITIES	PS/IS 180	Citywide
A variety of ways to learn from home (paper packets, recorded videos, live teaching, one-on-one tutoring, small group work, etc.)	79%	69%
Live instruction at least once per day	68%	59%
More social interaction with classmates online	36%	37%
More access to teachers when your child has questions	31%	38%
An easier way for you or your child to monitor their progress in school	31%	33%
Hands-on materials like age-appropriate books, manipulatives, toys and games	23%	12%
Virtual extracurricular activities such as clubs	11%	19%

IN- PERSON PRIORITIES	PS/IS 180	Citywide
Instruction in core content areas like reading, writing, math, science, and social studies	66%	82%
Activities that build social-emotional skills like communication, collaboration, empathy, etc.	64%	53%
Classes like art, music, physical education (P.E.), and electives	58%	49%
Supports for students struggling in reading or math	39%	45%
Support services like counseling and/or therapy	24%	14%
Provision of in-person related services like counseling and/or speech, occupational, and physical therapy	5%	9%
Targeted behavioral supports	1%	2%

What are the
guiding principles
and key tenets for
re-entry?

Guiding Principles

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We will adhere to the following guiding principles as we plan, prepare and open schools for the 2020-2021 academic year:

- **Physical and mental health** of our students, teachers, staff, and families
- **Greater equity among students** with respect to the education they receive and the learning environment in which they receive it—whether virtual or in-person
- **Academic achievement** for students through high-quality instruction, tailored enrichment, and culturally responsive educational practices
- **Social-emotional and trauma-informed support** for all students
- **Community** and continuity all year among students, and between students and teachers/staff
- **Frequent, consistent, and transparent communication** with families and staff
- **Commitment to continuous improvement; flexibility** in response to evolving public health, budgetary, and environmental conditions; and sustained fulfillment of the needs of students, families, and staff

School re-entry scenarios

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A decision on reopening of NYC schools will be made in August by Governor Cuomo (Date TBD).

At this time, we are actively preparing for three possible re-entry scenarios.

Scenario

01

IN-PERSON
LEARNING



Scenario

02

DISTANCE
LEARNING



Scenario

03

HYBRID
LEARNING





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What primarily brought you to this town hall today?

027

School Schedule



Blended Learning Model & Instructional Priorities



Health & Safety Guidance



Building Space & Movement Logistics



Other



Purpose of Our Town Hall

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Today, we are discussing our planning and preparation for Blended Learning, which is a combination of brick and mortar and online learning. Our town hall conversation will focus on our preferred Program Model and Blended Learning type. This way educators and families can begin to prepare for re-entry, as well. Future town hall discussions will have additional foci, such as Health & Safety.

Thank you in advance for your flexibility as plans are constantly evolving as updated guidance from the city/ state is released daily.

*Stay tuned
for
more details!*

CONTEXT

Plans will need to be flexible to adapt to the changing health and policy landscape.

We are working closely with the Department of Health and Mental Hygiene (DOHMH) to coordinate efforts and ensure that we are ready for a coordinated school reopening.

The key tenets of NYCDOE's plan align to CDC guidance on school reopening. In addition to these public health protocols, we are prioritizing mental health, social-emotional learning and trauma-informed supports for all schools.

KEY TENETS OF PLAN

A

Promoting Behaviors that Reduce Spread

- Physical Distancing
- Personal Protective Equipment
- Hand Hygiene
- Signage and Floor Markings

B

Maintaining Healthy Environments

- Changes to School Building
- Cleaning and Disinfection
- Food Services Considerations

C

Maintaining Healthy Operations

- Screening & Entry/Dismissal Protocols
- Movement Protocols
- Testing
- Staff Utilization
- School Programming
- Partnerships
- External Health Services

D

Preparing for When Someone Gets Sick

- Stay Home When Sick
- Responses to Symptoms or Positive Case
- Notification Processes & Communications
- Contact Tracing
- Coordinate with Health Authorities

FOUR CORE ACTIONS FOR PREVENTING THE SPREAD OF COVID-19



Stay Home if Sick

Only leave for essential medical care and testing or other essential errands.



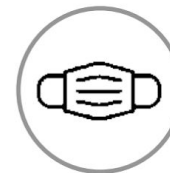
Keep Physical Distance

Stay at least 6 feet away from other people.



Keep Hands Clean

Wash your hands often with soap and water. Use hand sanitizer if soap and water are not available.



Wear a Face Covering

You can be contagious without symptoms. Protect those around you by wearing a face covering.

These core actions will remain in place until a vaccine is developed or daily transmission levels are close to zero. These core actions have implications for school reopening.

How many days per
week will my child
attend school
in-person?



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Are you familiar with the NYC programming models?

027

Yes, I've seen the models



No, I am unaware of the citywide programming model options



CONTEXT

To accommodate health and safety measures, as well as staffing and capacity constraints, we are planning for a cohort-based approach whereby students rotate between in-person and remote learning.

KEY TENETS OF PLAN

Families & Students	Split Models	Space
<p>Families will be able to opt out of in-person instruction and choose remote learning full-time; there will be defined time periods for parents to opt back in.</p>	<ul style="list-style-type: none">• Based on their local constraints, schools will determine a split model from a set of choices.<ul style="list-style-type: none">• School should aim to provide in-person instruction to at least 33% of students. Central will work with schools unable to reach this baseline.• Schools will be able to request modifications within certain parameters.	<ul style="list-style-type: none">• With social distancing, median range of 9-12 students per classroom (actual number varies by size).• Plans to repurpose space within schools and re-allocate space if needed to meet baseline.

NYC Programming Models for K-8 Schools

Model 1A

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 1B

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
	Group D (Remote)				
1	Group A	Group A	Group A	Group B	Group B
2	Group B	Group A	Group A	Group B	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

Program Model

— — —
Group A, Group B, Group C: in-person learning 1-3 days per week (5 days every 3 weeks); remote learning for non-in person days.

Group D: remote every day; consists of students who opt out of in-person instruction.

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

FIRST CHOICE RATIONALE:

- Provides regularity on days per week with some variation by week
- Less people in building on a given day to allow for maximum social distancing
- Conservative planning for anticipated staffing challenges
- Chancellor preferred model for schools that need to program a $\frac{1}{3}$ of students in building

*NOTE: This is our initial thinking, and it is pending city/district approval.

Program Model

— — —
Group A, Group B: in-person learning on two consistent days per week; remote learning for non-in person days.

Group D: remote every day; consists of students who opt out of in-person instruction.

Model 1B

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
	Group D (Remote)				
1	Group A	Group A	Group A	Group B	Group B
2	Group B	Group A	Group A	Group B	Group B

SECOND CHOICE RATIONALE:

- Should we have a HIGH number of families opt for remote learning only (Option D) and/or a LOW number of staff receive approved accommodations to work from home, we will be able to move forward with Option 1B which allows for greater regularity with two in-person cohorts. At this point in time, please know that we are planning and preparing for Program Model #2. Final decision will be made by August 14th when we have a clearer picture of our numbers.

*NOTE: This is our initial thinking, and it is pending city/district approval.

Building Utilization

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- Pre-K and K Classrooms at 180: Average total capacity allowed (students plus staff) is 8-10 people (actual numbers vary per room)
- Grades 1-8 Classrooms at 180: Average total capacity allowed (students plus staff) is 11-13 people (actual numbers vary per room)
- Total # of students on site in Model #2 is 170 students

	PK	K	1	2	3	4	5	6	7	8
TOTAL register	TBA	61	66	45	39	43	38	25	43	54
Average number of students per classroom in Model #2	6	8	7	8	7	7	6	8	7	9

Outdoor Learning

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Total on-site daily in Model #2 = 170 students. Our plans must account for delivery of indoor instruction with appropriate 6ft. social distancing regardless of outdoor space.

School yard use is being planned for the following purposes:

- Modified arrival/ dismissal procedures
- Physical Education classes (weather permitting)
- Outdoor learning for rotating groups to the extent possible (weather permitting)

Working with D3 colleagues and Office of Space Mgmt to establish best practices

CEC3 Proposal on 7/22: [Green Schools Outdoor Learning Resolution](#)

What is Blended
Learning, and what
will it look like at
PS/IS 180?

Blended learning is...



a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace



and



at least in part at a supervised brick-and-mortar location away from home.

TRADITIONAL

~ TIME-BASED ~

* ALL STUDENTS...

└ get material

└ are tested

└ move on

... AT SAME TIME

REGARDLESS of

INDIVIDUAL PERFORMANCE

or GAPS in KNOWLEDGE

BLENDED

~ MASTERY-BASED ~

* ACKNOWLEDGES that

SOME STUDENTS...

└ need more time

└ need less time

* GIVES AS MUCH TIME
as NEEDED

ONLINE CONTENT

* MOVE AT OWN PACE

~ FAMILIAR → FASTER

~ UNFAMILIAR

↳ PAUSE

↳ REWATCH

↳ OTHER RESOURCES



* ENGAGE WHEN MOST ALERT

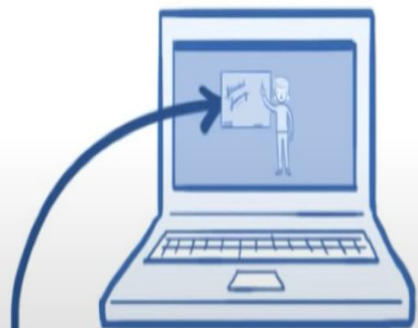
~ EARLY or LATE

* TAKE BREAKS WHEN NEEDED

ONLINE
RESOURCES

+

IN-PERSON
INSTRUCTION



CONSUME at
HOME

GUIDE
on the
SIDE



STUDENT
FOCUSED

IN-CLASS
ACTIVITIES

=

MORE
PERSONALIZED
LEARNING
ENVIRONMENT

Blended Learning Model at PS/IS 180

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Enriched Virtual

The Enriched Virtual model is an alternative to full-time online school that allows students to complete the majority of coursework online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher. Unlike the Flipped Classroom, Enriched Virtual programs usually don't require daily school attendance; some programs may only require twice-weekly attendance, for example.



School: Face-to-face
Supplementation



Home: Online
Instruction and
Content

Blended Learning Model at PS/IS 180

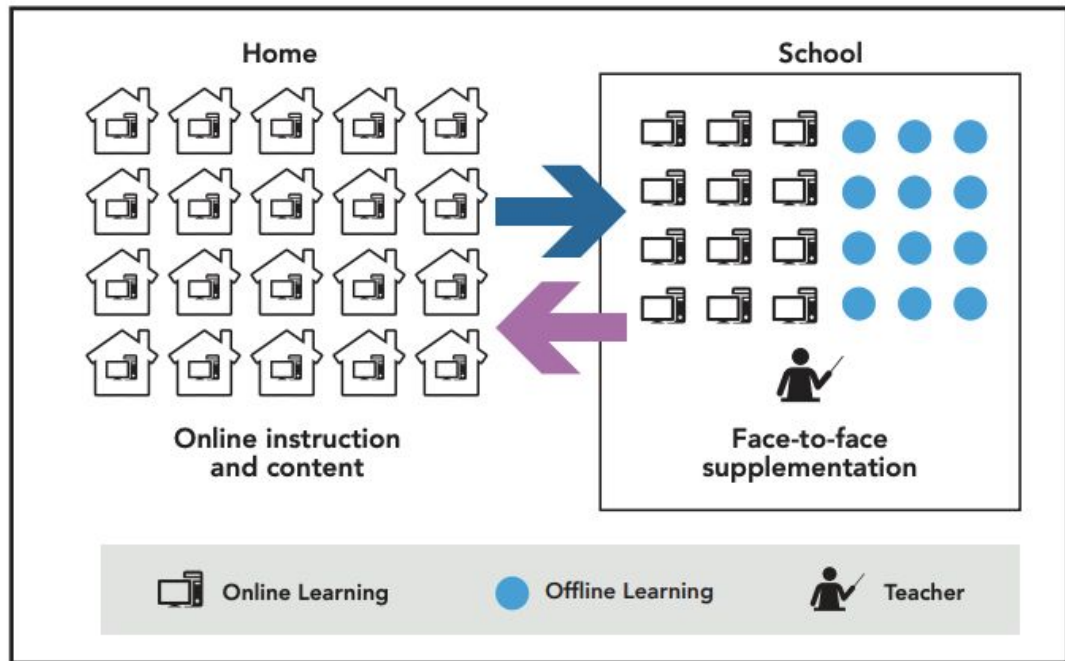


Image source: Clayton Christenson Institute



Enriched Virtual model

In the enriched virtual model, all learning occurs online and mostly in a remote location, away from the brick-and-mortar school. In this model, learners participate in face-to-face sessions, but these sessions are usually not every school day.

Benefits:

- Instructional Equity for Groups A-D on five days per week
- Prioritizes Personalized Learning
- Students will have receive face-to-face support

Considerations:

- Requires schedule modifications
- Complete shift from the traditional school setting
- Students need access to devices daily and internet at home

Our Focus in a Blended Learning Environment at 180

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Coherence & Connectivity



Share one way we can act out the values of Coherence & Connectivity in your child's classroom

020

Ensure some connection between students and staff during remote activities - something needs to be consistently synchronous and give kids the opportunity to interact with each other and teachers/counselors/support staff.

Consistent class wide live check ins

One on one attention from teachers

Share scope and sequences/unit and long term plans at the beginning of each quarter so families know in advance where curriculum is going

For our students to have more “face time” and personal interaction with teachers when learning remotely.

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Share one way we can act out the values of Coherence & Connectivity in your child's classroom

020

Share milestones that each student should achieve so that parents are aware of their child's progress.

Book reports

I'd love real books and workbooks that can be used both in school and at home

Sharing learning objectives for the unit/project with parents.

At home work prompts that encourage creative learning (not just dittos) coupled with teacher video instructions that are delivered by the teacher

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Share one way we can act out the values of Coherence & Connectivity in your child's classroom

020

Consistency in-person and at-home in scheduling and expectations.

It's difficult to do with lower grades, but learning together in person while keeping apart doesn't have to be a negative experience.

Every student has access to internet and technologies for lessons and social interaction online, but also relationships continue in person.

Live instruction, as opposed to video watching

Assist parents with teaching techniques

Ditto daily morning meeting!!



Share one way we can act out the values of Coherence & Connectivity in your child's classroom

020

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Families are provided with the longer arc of learning for each topic in each subject AHEAD of time, so we can see how each lesson fits with the big picture the students are trying to learn.

Families across all classes within grades are connected.

Families can be paired with one another to allow relationships to continue outside of class.

The teacher and support staff should connect over a personal video that lasts an age appropriate length with each child regardless of blended or remote every single week. (One session per week at minimum). Support staff should also push into the classes over google meets or in person so all students get social work each week too.



Share one way we can act out the values of Coherence & Connectivity in your child's classroom

020

It's very important to me that my child is connected to his teacher and classmates. Since March there were only 2 online checkins/class zooms and I think that was jarring for him.

Live classrooms at same schedule and also same structure for each session

Daily morning meetings

Students interacting with each other

Ensure some connection between students and staff during remote activities - something needs to be consistently synchronous and give kids the opportunity to interact with each other and teachers/counselors/support staff.

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We Will Disrupt Inequity by Accelerating Learning

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Equitable instruction closes the space between performance and expectations from both ends by providing all students the opportunity to complete unfinished learning and to participate in grade-level instruction. Equitable instruction ensures all students have access to a standards-aligned curriculum that facilitates rigorous grade-level reading, thinking, and instruction. It means targeted intervention that addresses previously unmet needs is applied when students do not experience success, even with supports.

The most efficient path to effective and equitable instruction requires educators to do three things:

1. Provide standards-based ***aligned curriculum that focuses on mastery***
2. Provide ***instructional support*** that fosters all students' persistence with **grade-level reading and thinking.**
3. Provide ***targeted intervention*** in addition to and in service of **grade-level learning.**

What Instructional Equity Looks Like in Practice

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Pre-Kindergarten

(*draft and subject to change)

— — —

IN- PERSON DAY

Priorities include but not limited to:

- Young children can and should play together in smaller groups than usual, with a focus on hand washing and toys, instead of keeping children apart
- Physical Education to occur outdoors (weather permitting) or gymnasium
- SEL/ Trauma- Informed support
- Delivery of IEP/ ENL services

REMOTE DAY

Priorities include but not limited to:

- Using remote learning experiences *intentionally* because blended learning looks different in early childhood
- At home activities to support continuity of experiences both tech and non-tech based
- Access to **synchronous** Morning Meeting/ Restorative Circle session
- Access to **asynchronous** enrichment activities
- Access to teacher(s) during Office Hours

Grades K-8

(*draft and subject to change)

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All K-8 students will access mini-lessons via Google Classroom asynchronously. Grade Teams will share delivery of instruction (e.g. Teacher A delivers ELA and Teacher B delivers Math)

IN- PERSON DAY

Priorities include but not limited to:

- SEL/ Trauma- Informed support
- Delivery of IEP/ ENL services
- Small Group Conferencing
- Tech-based checking for understanding activities (e.g. live Kahoot)
- Physical Education to occur outdoors (weather permitting) or gymnasium
- Daily WIN Personalized Learning (self-paced) for targeted intervention

REMOTE DAY

Priorities include but not limited to:

- Hourly schedule for students at home
- Access to **synchronous** Morning Meeting/ Restorative Circle session
- Access to **synchronous** tech-based checking for understanding activities (e.g. live Kahoot)
- Access to **asynchronous** enrichment activities
- Daily WIN Personalized Learning (self-paced)
- Access to teacher(s) during Office Hours

What are the next
steps for families and
the DOE?

Family Choice for Option D (Remote only)

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You can choose from two options:

1. 100% Remote Learning: Opt in to have your child learn 100% remotely (all online, from home). To choose this option for your child, fill out and submit this form. If you are having difficulties completing this form online, call 311.
2. Combination of In-Person and Remote Learning: Your child can follow their school's schedule, a mix of in-person days at school and remote learning days from home. To choose this option, no action is needed: your school will be in touch about its schedule and programming plans in the coming weeks. Please visit the Return to School 2020 pages on the website for more information.

CHANGING PREFERENCES

If you chose 100% Remote Learning but want to change your child's preference back to Blended Learning, **complete this form again by August 7**. After August 7, any family who chose 100% Remote Learning will have the option to change back to Blended Learning at a few specific times during the school year.

YOUR RESPONSE IS NEEDED TO PREPARE FOR A SUCCESSFUL YEAR:

<https://www.nycenet.edu/surveys/learningpreference>

CALL TO ACTION

DATES TENTATIVE -- SUBJECT TO CHANGE



JOIN US

JULY

July 8

Round 1 of School Guidance

- Schedule Models
- Initial Health Guidelines
- Initial School Budget Allocation

July 15

Family Sign-Up on Remote Only Launches (target)

Projected Launch of School-Based Staff Reasonable Accommodation Application

July 16

Round 2 of School Guidance

July 23

Revision of School Guidance

Pending New York State Guidance

Schools Submit Initial Programming Model Choice

Begin weekly updates to principals of staff with accommodations to work remotely

PS/IS 180

7/23: Staff Meeting

7/24: Town Hall

7/27: SLT Meeting

JOIN US

PS/IS 180

8/14: Town Hall (tentative)

AUGUST

August 7

Family Sign-Up for Remote Only Closes

August 14

Schools Submit Programming Model Choice

August 21

Superintendents Approve Exceptions

TBD in August: Parents Notified of Child's Schedule and Group, Staff Training
Ongoing: Health & Safety Metrics Monitoring

SEPTEMBER...First Day of School

Question & Answer