

*Educating Everyone
Takes Everyone
TOGETHER!*

A Meaningful Diploma For All Students

***BSCSD 2020-21 School Reopening Plans
DRAFT Summary #11***

Reopening Plan Status – Tuesday, June 8, 2021

As of Tuesday, June 8, the District remains in our in-person/remote learning hybrid model for all students. This iteration of the plan addresses a change by the [NYS Department of Health](#) made on June 7 in which they will no longer require masks to be worn while outdoors on school property. *Wearing masks at all times while indoors in our schools and buildings is still required for students and staff.* All changes to the plan as well as important points to remember are highlighted in **red** in the following slides.

This plan continues to meet our obligation under NYS Chapter 168 of the Laws of 2020 which requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the Governor declares a public health emergency involving communicable disease.

Each technical element is addressed in the slides under the *Key Components* of BSCSD Reopening Plan. Additional information on each of these items is posted on our district website at www.bscsd.org.

Per [authorization](#) by the NYS Education Department, this plan also meets the requirements within Section 2001(i)(3) of the Federal American Rescue Plan Act

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District Reopening Communications

- Stakeholders
- Types of Communications
- Frequency of Communications
- Forms of Communication

“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, 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.

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 weekly *Updates from the District Office* to keep stakeholders apprised of the number of cases, vaccination opportunities, modification of plans, and changes in requirements from NYSED and NYSDOH.

- **Operational Plan Development**

- **The District will continue to update its plans based on changes in experience, regulation, and direction from SED, DOH, and/or our District Physician.**

- **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), current levels of positive cases in each building, and District and building-based plans.
- The District has developed a dedicated mailbox – schoolopening@bscsd.org – for parents and community members who have questions, concerns, suggestions, or ideas related to our reopening.

- **Student Registration Process**

- Rolling Appeals Process for families to change the learning model for their children depending on their changing work and life circumstances. **(No longer available)**
- Families who need to change their registration choice should contact their child’s building principal for the rules and processes involved.

- **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.

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CENTRAL SCHOOL DISTRICT

	Email	In-person /Virtual Meeting	Social Media	Website	Phone Call/Text	Direct Mailing	Video Messaging
Board of Education	x	x	x	x			
Frequency	Weekly	Weekly/Bi-Weekly	Periodically	Periodically			
Form of Communication	1,2,3	1,2,3	2	2			
Administrative Cabinet	x	x	x	x			
Frequency	Daily	Daily	Periodically	Periodically			
Form of Communication	1,2,3,4	1,2,3,4	2	2			
Staff/Bargaining Units	x		x	x			
Frequency	Weekly		Periodically	Periodically			
Form of Communication	1,2,3,4		2,3,4	2,3,4			
Parents/PTAs	x		x	x	x	x	
Frequency	Weekly		Periodically	Periodically	Periodically	Periodically	
Form of Communication	2,3,4		2,3,4	2,3,4	2,3,4	2,3,4	
Students	x		x	x	x	x	
Frequency	Periodically		Periodically	Periodically	Periodically	Periodically	
Form of Communication	2,3,4		2,3,4	2,3,4	2,3,4	2,3,4	
District Partners/Chambers/Civic groups	x		x	x			
Frequency	Periodically		Periodically	Periodically			
Form of Communication	2,3,4		2,3,4	2,3,4			
Community/Local Organizations/Law Enforcement	x		x	x			
Frequency	Periodically		Periodically	Periodically			
Form of Communication	2,3,4		2,3,4	2,3,4			
Press	x		x	x			
Frequency	Periodically		Periodically	Periodically			
Form of Communication	2,3,4		2,3,4	2,3,4			

1= Status – one of 5 options will be noted: Planning, Open, Open-Hybrid, Closed-Remote, Closed Cleaning and Preparation 2= What you need to know – key facts, changes 3= What we recommend
4= Who to talk to

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District Mission, Vision, and Priorities

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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*

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ED = Executive Director, 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

- **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**

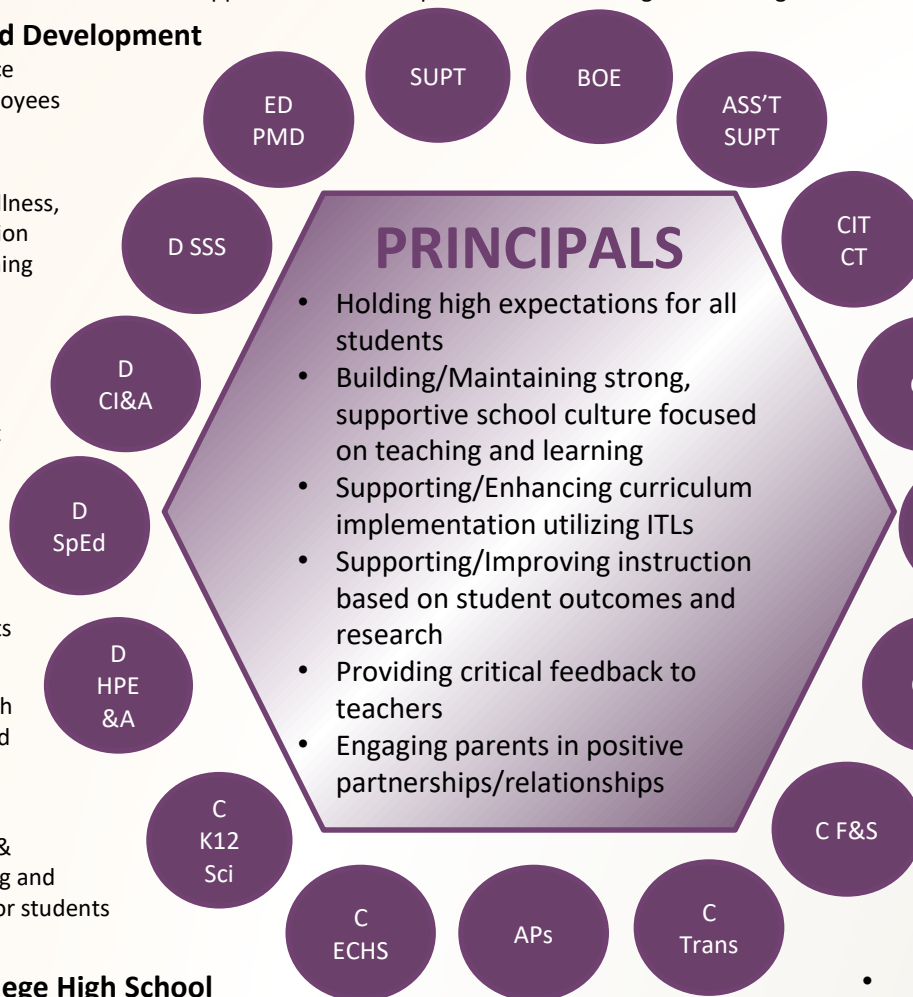
~ Creating partnerships to provide support and external learning opportunities & experiences for students

- **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



PRINCIPALS

- 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

- **Personnel Management and Development**

~ Developing policy, procedure, & practice for recruiting and training/retaining employees who support and strengthen our mission

- **Student Support Services**

~ Leading student behavioral, health, wellness, social emotional, and alternative education support for improved teaching and learning

- **Curriculum, Instruction & Assessment**

~ Structuring & implementing consistent curriculum, instructional practices, & assessment to support improved student outcomes

- **Special Education**

~ With assistance of a K-12 supervisor, providing well-designed educational opportunities and experiences to meet the individual needs of identified students

- **Health, PE & Athletics**

~ Planning for & providing student growth through physical education, wellness, and extracurricular activities

- **K-12 Science**

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

- **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

*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 a hybrid of in-person/online or fully 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

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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 a hybrid of in-person/online or fully remote/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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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

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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 to learning and well-being
- 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 buses; 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

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The following slides should be reviewed *together* with the District's Reopening Information which is posted on our website under

[School Opening Information](#).

"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 on school buses, in hallways, in classrooms, and on school grounds.
- **Based on the revised guidance in April, some of our classrooms have moved to 3 feet of social distancing.**

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.

- **Health Checks of Students and Staff**

- **Parents of in-person and remote learners are required to certify each day that their child meets health requirements including temperature checks by using our *Pinpoint* application.**
- **All staff are required to certify each day that they meet the health requirements including temperature checks by using our *Pinpoint* application.**
- 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.
- Parents and staff are asked to contact our COVID Response Coordinator at COVIDreport@bscsd.org if their child or they have tested positive for COVID-19.

- **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.

- **Face coverings/Masks and PPE**

- **Students, staff, and scheduled visitors to our schools are still required to wear face coverings at all times when in the schools and district buildings.**

- Students will be allowed to remove face coverings during meals.
- Students who are unable to medically tolerate a face covering will not be required to wear one if documentation is accepted by our medical staff.
- Masks will be provided for students and staff who choose not to bring their own.
- **(TBD) Masks are not required for students while outdoors for class, recess, club activities, or school sports.**
- Face shields, and masks with vents are not acceptable as face coverings.
- 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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- **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 to determine if testing is recommended.
- 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.
- Student and staff testing protocols for COVID-19 and return to school/work determinations have been developed in collaboration with the Department of Health and our District Physician.

- **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.

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

- **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.

- **Accommodations for At-Risk Staff**

- Staff have been provided a process for requesting through their physician a leave of absence or an accommodation prior to reopening.

- **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.

- **Response to a Positive Diagnosis of a Student or Staff Member**

- The District will work with the Department of Health in identifying positive cases and tracing those deemed to be at-risk due to the exposure. Quarantining durations will be determined by the Department of Health.
- The District will ensure that no violation of student and staff HIPPA rights are violated.

When students and adults return to their school buildings for hybrid in-person/online 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**

- The District will utilize the 6 feet rule wherever possible including on school buses, in hallways, in classrooms, and on school grounds.
- **Based on the revised guidance in April, some of our classrooms have moved to 3 feet of social distancing.**

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.
- MERV 11 filters are being utilized through the District
- Additional ventilation will be introduced by maximizing outdoor air in our air handling systems and 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.

- **School Safety Drills**

- Fire and Lockdown drills must continue to be conducted during hybrid in-person/online 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.

Reopening Attendance Models for K-5, 6-8, and 9-12

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Elementary Level Attendance Plan

- All elementary instruction will be provided remotely online from September 14 – October 2.
 - The in-person and remote learning hybrid will begin for certain students with disabilities on September 28.
- Students will attend online learning sessions based on the current elementary schedule.
- Daily attendance is required.
- A hybrid model of in-person/online learning began for all students on October 5 as follows:
 - All students will be placed in their zoned (“home”) school unless accommodations are being made through the appeal process.
 - Students in grades K-3 will mostly be placed in current classroom spaces.
 - Students in grades 4-5 will be placed in classrooms or in larger spaces (cafeterias, gymnasiums, and/or libraries).
 - Most students will eat in their classrooms.
 - Drop off and pick up procedures for parents will be detailed in communications from principals as we will have a significant increase in this area.
 - Students choosing in-person learning will attend full days Monday through Thursday, and half-day on Friday. The remainder of the day on Friday will be for intervention and/or asynchronous learning.

Secondary Level Attendance Plan

- All secondary instruction will be provided remotely online from September 14 – October 2.
 - The in-person and remote learning hybrid will begin for certain students with disabilities on September 28.
- Students will attend online learning sessions based on the current secondary schedule.
- Daily attendance is required.
- A hybrid model of in-person/online learning began on Monday, October 5 as follows:
 - Students in grades 6-8 will be divided in half by alphabet with ½ attending on Monday and Tuesday (A-K) and the other ½ attending Wednesday and Thursday (L-Z).
 - All students will learn remotely on Fridays.
 - Students in grades 9-12 will attend in-person every other week with grades 9 and 10 one week and grades 11 and 12 the other week. Students will be fully remote on the alternative week.
 - All students will learn remotely on Fridays.

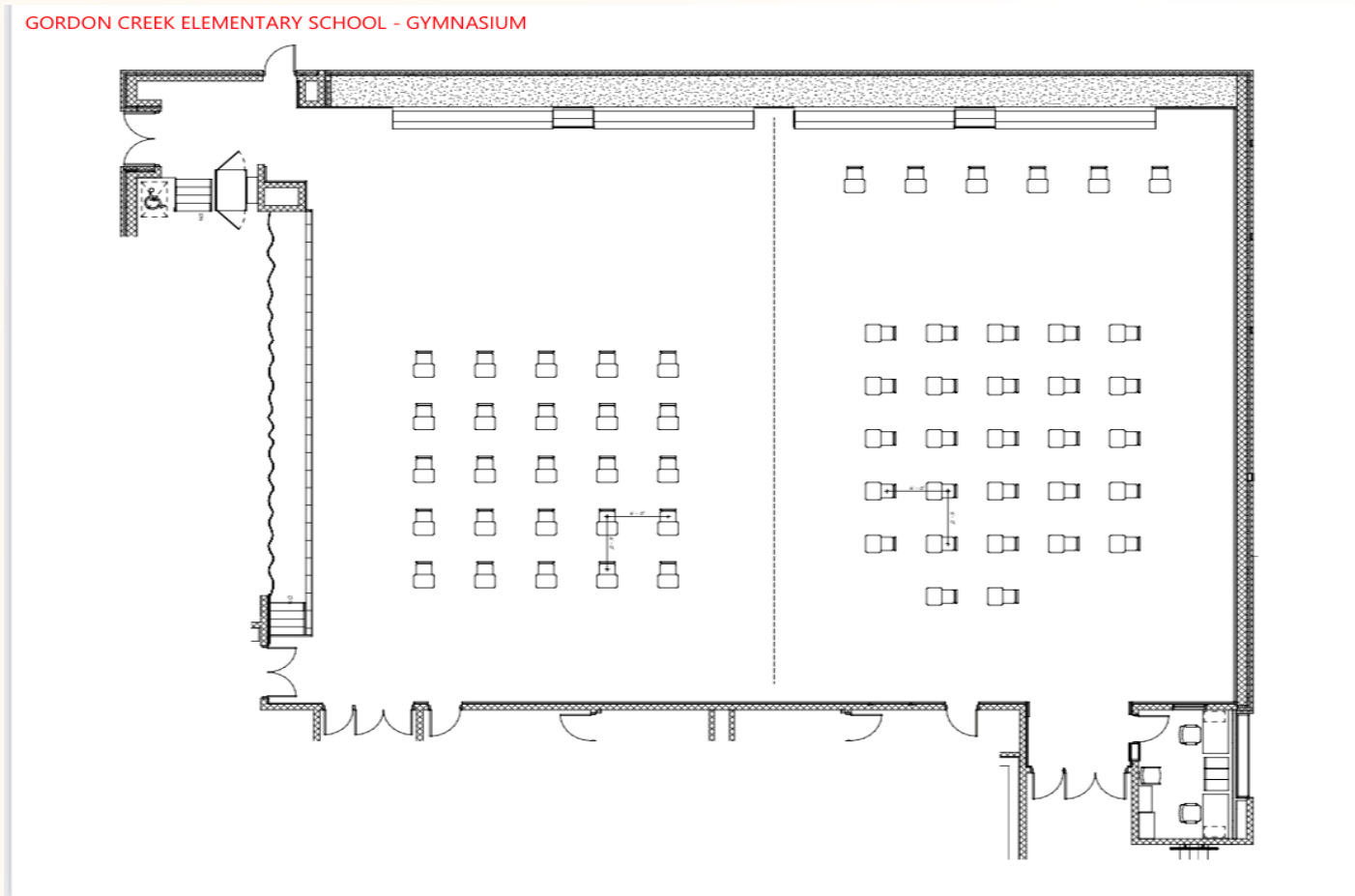
Elementary Large Space Usage Plans

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Gordon Creek Large Space Usage - Gymnasium

- The *Gordon Creek Gymnasium* has been divided in half separated by the existing separation curtain and houses 2 - fifth grade classrooms as pictured on the attached slide.
- Each class currently has 26 and 27 students respectively.
- Maximum Occupancy for the space based on NYS DOH distancing rules is 120 students.
- Seats are located in straight line formation with a minimum of 6 feet distance between them and the teaching station is also at a minimum of 6 feet from student desks.
- In addition to the teacher station, teaching tools and display furniture has been added to the area around the perimeter of the space.
- No existing furnishings were removed from the space and there were no changes to HVAC, plumbing, electrical/lighting or fire alarm systems
- Exit door locations, exit capacity, and exit sign locations remain in place.

Gordon Creek Large Space Usage – Gymnasium



Gordon Creek Large Space Usage – Gymnasium North



Gordon Creek Large Space Usage – Gymnasium



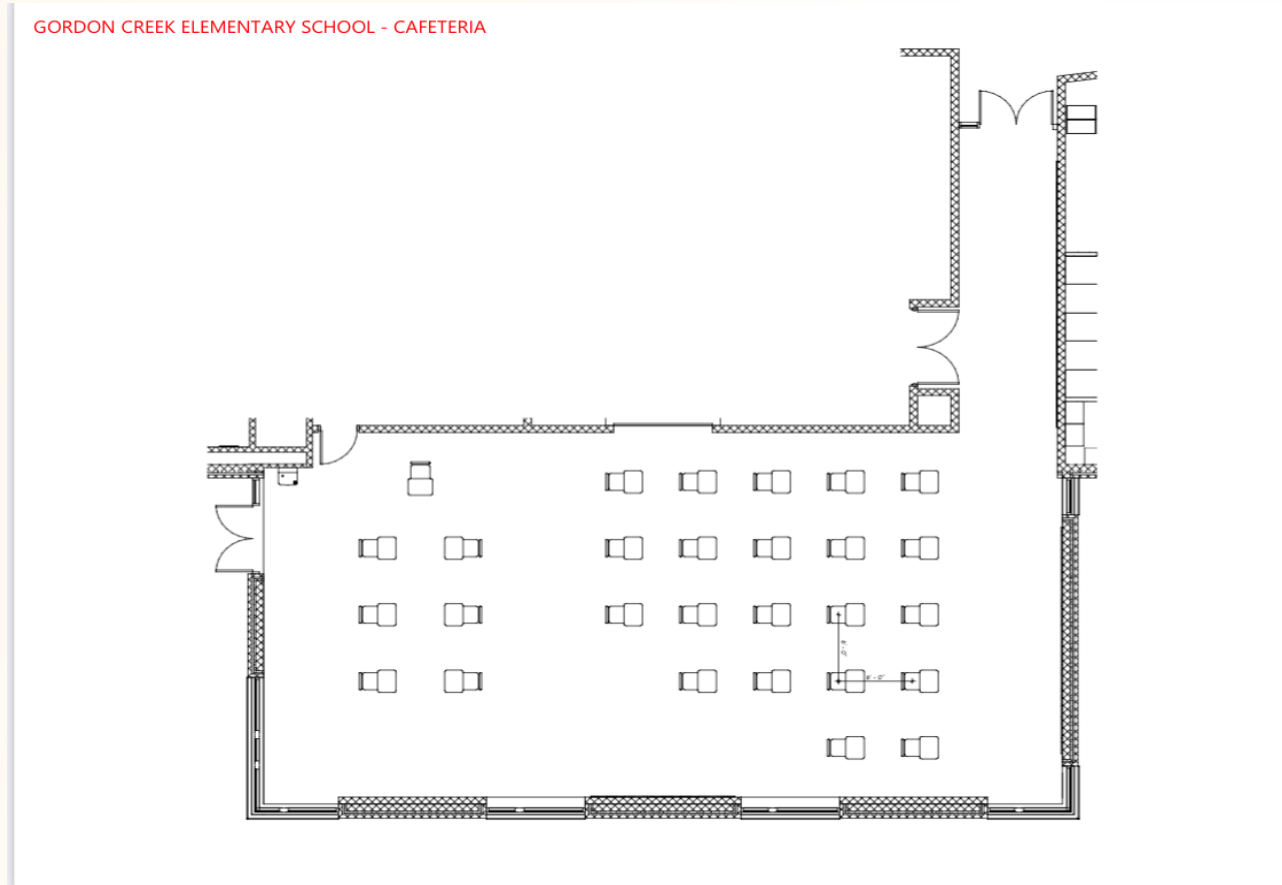
Gordon Creek Large Space Usage – Gymnasium South



Gordon Creek Large Space Usage - Cafeteria

- The *Gordon Creek Cafeteria* houses 1 - fifth grade classrooms as pictured on the attached slide.
- The class currently houses 22 in-person and 4 remote students.
- Maximum Occupancy for the space based on NYS DOH distancing rules is 49 students.
- Seats are located in straight line formation with a minimum of 6 feet distance between them and the teaching station is also at a minimum of 6 feet from student desks.
- In addition to the teacher station, teaching tools and display furniture has been added to the area
- No existing furnishings were removed from the space and there were no changes to HVAC, plumbing, electrical/lighting or fire alarm systems
- Exit door locations, exit capacity, and exit sign locations remain in place.

Gordon Creek Large Space Usage – Cafeteria



Gordon Creek Large Space Usage - Cafeteria



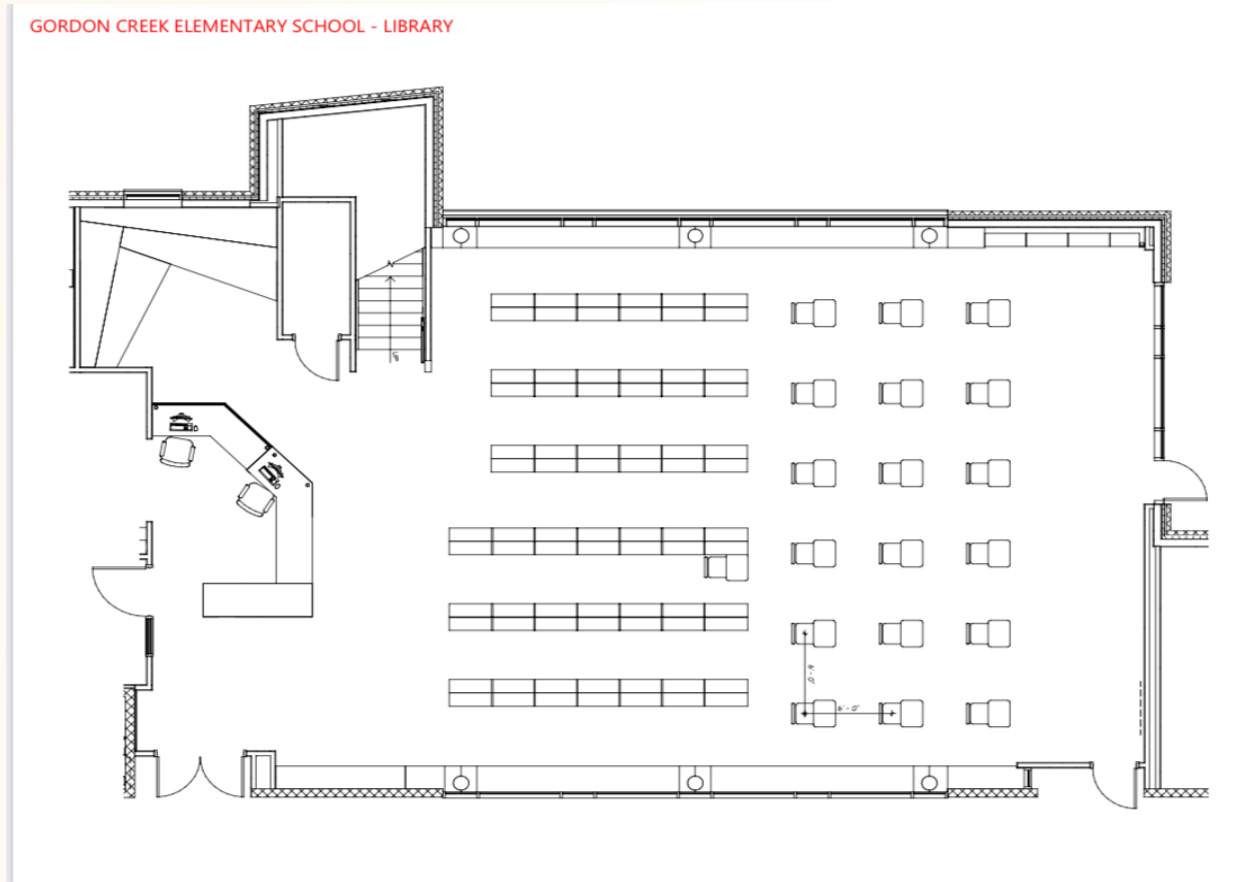
Gordon Creek Large Space Usage - Cafeteria



Gordon Creek Large Space Usage - Library

- The *Gordon Creek Library* 1 – fourth grade classrooms as pictured on the attached slide.
- The class currently has 23 in-person students.
- Maximum Occupancy for the space based on NYS DOH distancing rules is 25 students.
- Seats are located in straight line formation with a minimum of 6 feet distance between them and the teaching station is also at a minimum of 6 feet from student desks.
- In addition to the teacher station, teaching tools and display furniture has been added to the area.
- No existing furnishings were removed from the space and there were no changes to HVAC, plumbing, electrical/lighting or fire alarm systems
- Exit door locations, exit capacity, and exit sign locations remain in place.
- Exits are located at the north end of the room and on the east side of the room.

Gordon Creek Large Space Usage – Library



Gordon Creek Large Space Usage - Library



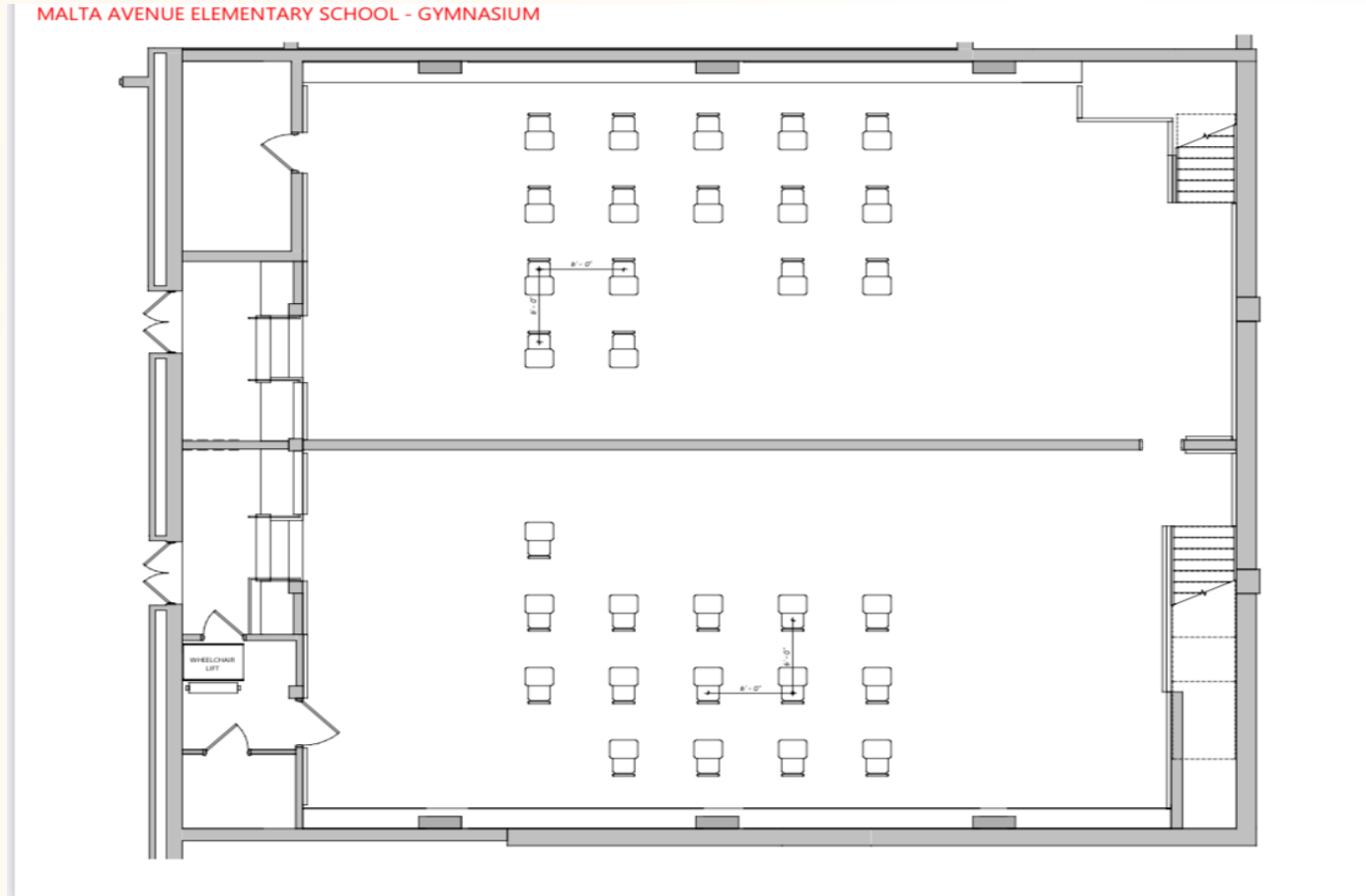
Gordon Creek Large Space Usage - Library



Malta Avenue - Gymnasium

- The *Malta Avenue Gymnasium* has been divided in half separated by the existing separation curtain and houses 2 - fifth grade classrooms as pictured on the attached slide.
- East has 15 students; west has 16 students.
- Maximum Occupancy based on NYS DOH distancing rules is 40 students on each respective side (east, west).
- Seats are located in straight line formation with a minimum of 6 feet distance between them and the teaching station is also at a minimum of 6 feet from student desks.
- In addition to the teacher station, teaching tools and display furniture has been added to the area around the perimeter of the space.
- No existing furnishings were removed from the space and there were no changes to HVAC, plumbing, electrical/lighting or fire alarm systems
- Exit door locations, exit capacity, and exit sign locations remain in place.

Malta Avenue Large Area Space Usage – Gymnasium



Malta Avenue Large Area Space Usage – Gymnasium East



Malta Avenue Large Area Space Usage – Gymnasium West



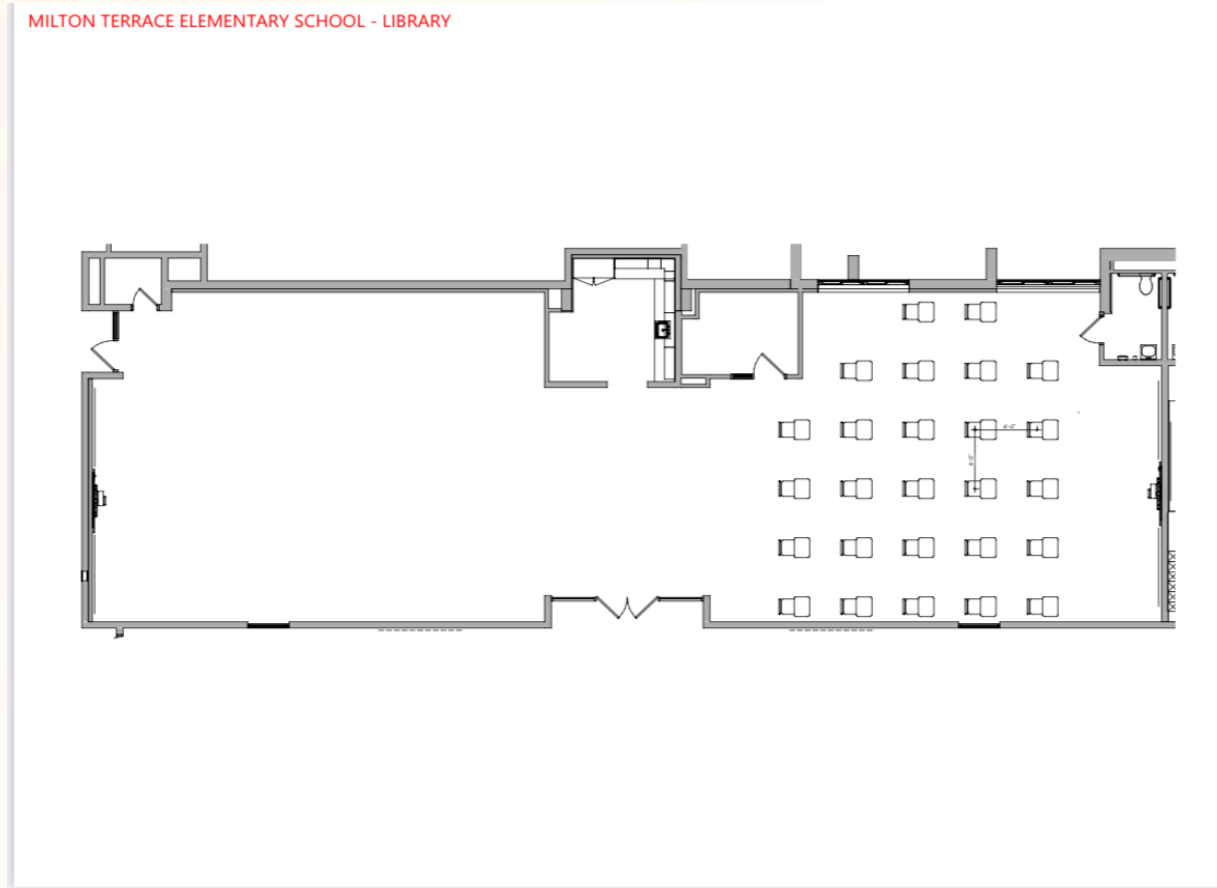
Milton Terrace Large Space Usage - Gymnasium

- *As of November 30, no Milton Terrace classrooms are housed in the gymnasium.*

Milton Terrace Large Space Usage - Library

- The *Milton Terrace Library* has one grade 3 classroom as pictured on the attached slide.
- The class currently has 24 students.
- Maximum Occupancy for the space based on NYS DOH distancing rules is 27 students.
- Seats are located in straight line formation with a minimum of 6 feet distance between them and the teaching station is also at a minimum of 6 feet from student desks.
- Other than the addition of a teacher station, all teaching tools and displays are utilizing existing furniture.
- Bookshelves were rearranged, but no existing furnishings were removed from the space and there were no changes to HVAC, plumbing, electrical/lighting or fire alarm systems
- Exit door locations, exit capacity, and exit sign locations remain in place.

Milton Terrace Large Area Space Usage - Library



Milton Terrace Large Area Space Usage - Library



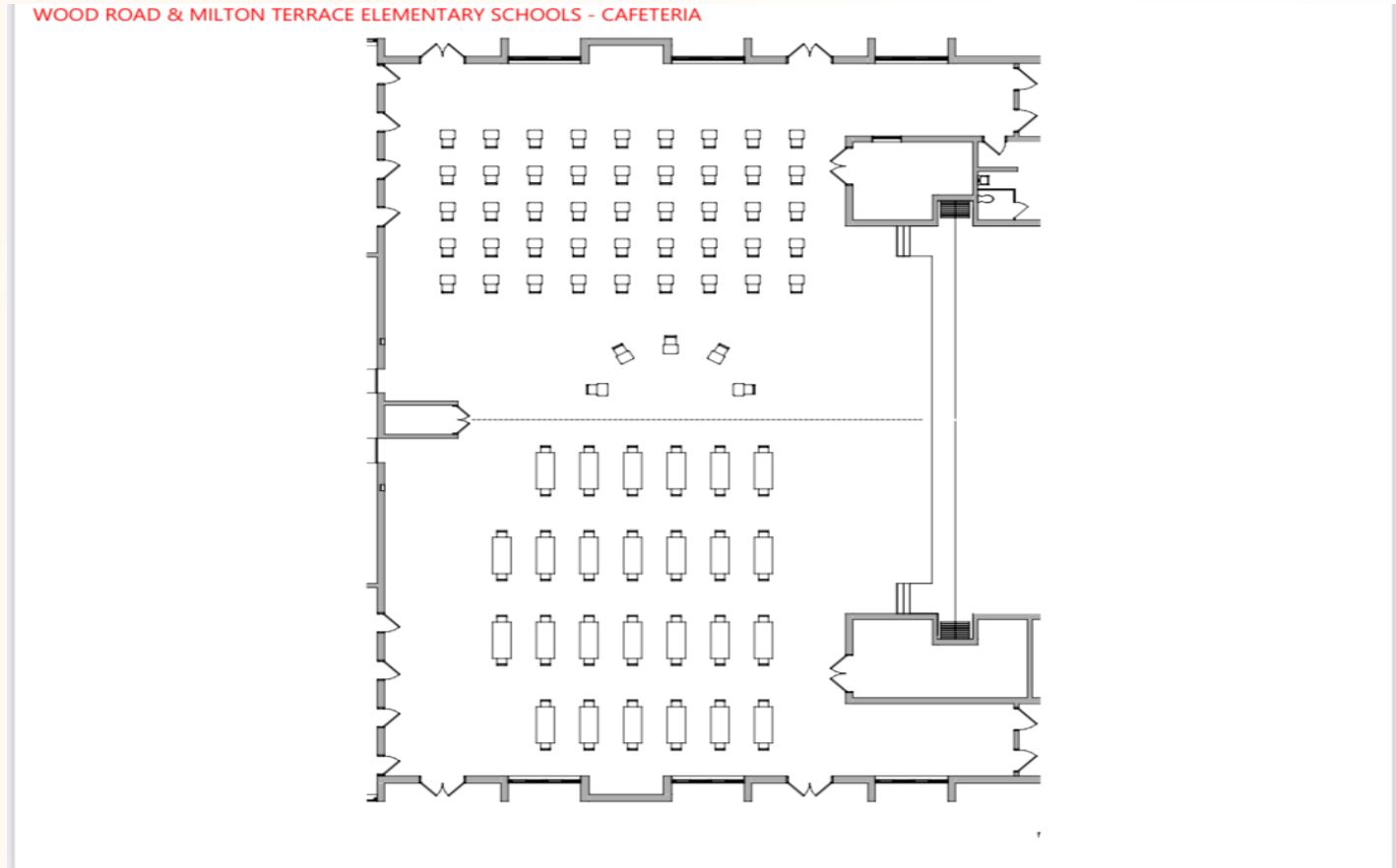
Wood Road Large Space Usage - Gymnasium

- As of Monday, March 29, the *Wood Road Gymnasium* is no longer used to house classrooms.

Wood Road Large Space Usage - Cafeteria

- The *Wood Road Cafeteria* houses two grade 4 classrooms on the north side as pictured on the attached slide.
- The classes currently have 43 in-person and 3 remote students.
- Seats are located in straight line formation with a minimum of 6 feet distance between them and the teaching station is also at a minimum of 6 feet from student desks.
- In addition to the teacher station, addition teaching tools and display furniture has been added to the area
- No existing furnishings were removed from the space and there were no changes to HVAC, plumbing, electrical/lighting or fire alarm systems
- Exit door locations, exit capacity, and exit sign locations remain in place.

Wood Road Large Area Space Usage - Cafeteria



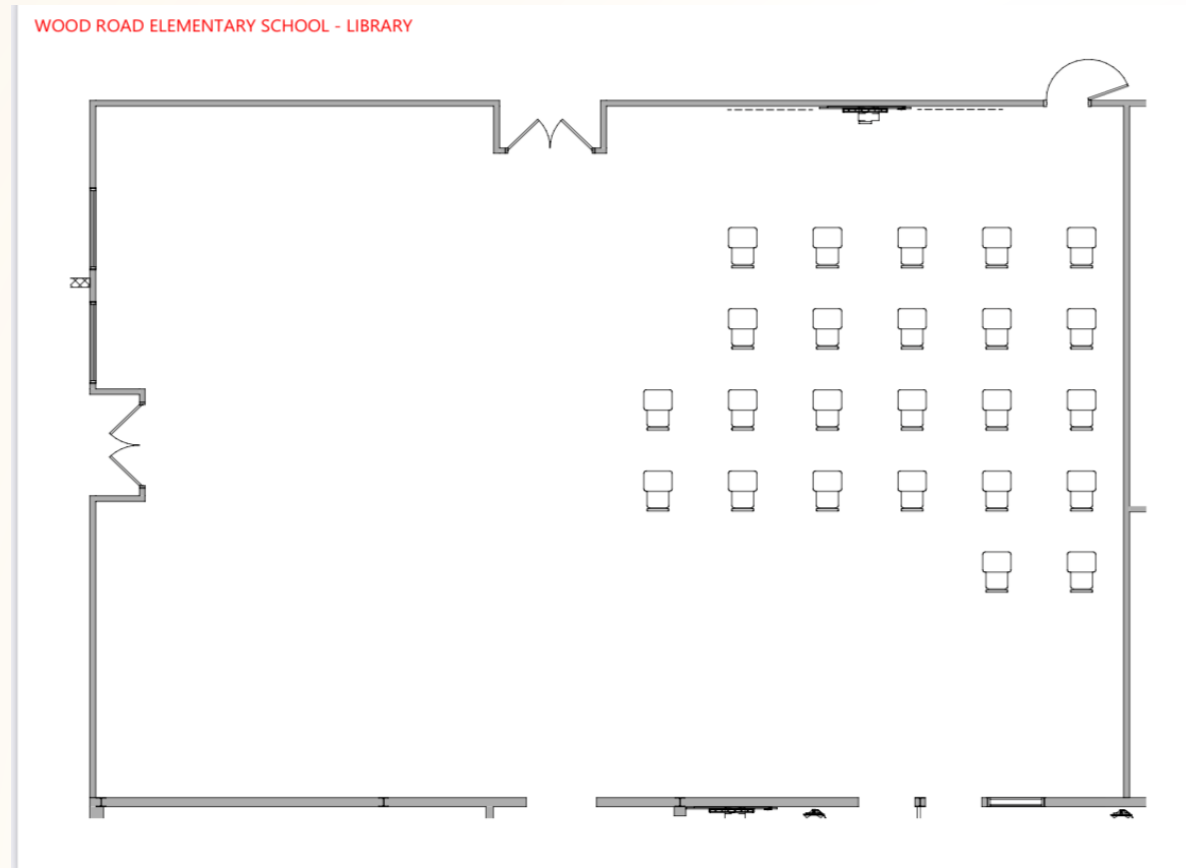
Wood Road Large Area Space Usage – Cafeteria



Wood Road Large Space Usage - Library

- The *Wood Road Library* has one grade 4 classroom as pictured on the attached slide.
- The class currently has 24 students.
- Maximum Occupancy for the space based on NYS DOH distancing rules is 35 students.
- Seats are located in straight line formation with a minimum of 6 feet distance between them and the teaching station is also at a minimum of 6 feet from student desks.
- Other than the addition of a teacher station, all teaching tools and displays are utilizing existing furniture.
- Bookshelves were rearranged, but no existing furnishings were removed from the space and there were no changes to HVAC, plumbing, electrical/lighting or fire alarm systems
- Exit door locations, exit capacity, and exit sign locations remain in place.

Wood Road Large Area Space Usage – Library



Wood Road Large Area Space Usage – Library



“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 may request a change to their child’s learning model by contacting the building principal and submitting an appeal in our “rolling appeals” process. **(This is no longer available)**

Teaching and Learning

Plan Elements include:

- Remote Option for Parents
- Standards Aligned Instruction
- Regular and Substantive Interaction with Students
- School –based planning
- Adjusting our model at set times
- Extracurricular Activities

- **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.

- **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**

- The adjustments are no longer necessary due to our rolling appeals process.
- Schools or grade levels are occasionally shifted to remote learning due to positive cases and mandatory quarantines.

- **Extracurricular Activities**

- All extracurricular activities are running for the spring season.
- **NYS DOH no longer requires masks to be worn for outdoor school activities and sports, but a district may choose to require this.**
- **No student, teacher, staff member, or visitor may be prevented from wearing an acceptable face mask voluntarily on school grounds.**

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“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 may request a change to their child’s learning model by contacting the building principal and submitting an appeal in our “rolling appeals” process. **(No longer in place)**

**Support of
Remote Learning
Plan Elements include:**

- Full Time Instructional Technology and Support Staff
- A Common Learning Management System Platform across K-12
- Protection of Student Data and Privacy
- Delivery of Consistent Curriculum
- Access to Mental Health Staff and Curriculum

- **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 are receiving instruction under *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 the hybrid in-person/online program.

DRAFT

Ballston Spa Pre-K Programs Status

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%) • Remote (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) • Remote (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"> • Students were fully remote as the organization is awaiting approval from NYS to occupy the site. 	<ul style="list-style-type: none"> • Remote Only 	<ul style="list-style-type: none"> • 15 Students per classroom • 1-2 Teachers per classroom • 1 Teacher Assistant • 1 Teacher Aide

“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 through our *Pinpoint* app.
- **Students are required to socially distance at bus stops.**
- **Students, drivers, and monitors/attendants are required to wear masks.**
- Masks will be provided to students if they forget theirs.
- Students will be seated and must remain seated at designated 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.

- **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 whose children are not currently utilizing transportation may appeal to the Transportation Department to be considered for a seat on our buses.
- Designated drop off points will be determined.
- With more parents transporting their children to school at the elementary level, parents *may* experience longer wait times. Please follow the posted rules and please be patient!

- **Traffic Pattern Challenges**

- Areas that are typically congested (Ballston Ave entry to MS/HS) may experience greater congestion with the onset of winter weather.
- Traffic control measures have been installed on Ballston Ave.
- Community members not dropping off students will be asked to use alternate routes during school arrival and dismissal times.

- **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 utilizing the transportation appeals process.

6/8/2021

- **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.

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“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**

- **All meals are currently free to all students.**
- 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.

- **Cleaning and Disinfecting**

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

- **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.

Child Nutrition
Plan Elements include:

- Providing Meals to All Students
- Meal Locations
- Health Hygiene
- Cleaning and Disinfecting
- Compliance with Child Nutrition Program Requirements
- Communications

- **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.

- **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.

BSCSD Process for Changing Plans After October 5

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Full Closure: At this time the District does not envision having to close all schools unless:

1. We do not have enough bus drivers to transport our students
2. We do not have enough instructional staff to cover program areas.

Given the level of vaccination of our staff, we do not foresee this being an issue.

Should we have to close a school or all schools, the District will:

1. Notify all stakeholders included in our communications plans of the directed change
2. Move to remote learning for any classes/buildings impacted
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: We do not foresee having the ability to fully reopen in the 2020-21 school year.

Partial Closure: Should we be required to close a classroom or an individual building due to a positive case and associated tracing, the District will:

1. Notify all stakeholders included in our communications plans of the required change
2. Move to remote learning for any classes/buildings impacted
3. Determine if adjustments to accommodations are needed for students and staff who previously required them
4. Continue to provide assistance to parents on how to best utilize the remote structure for their child (ren)

Individual Students in Quarantine: If only certain students who attend an in-person class are required to quarantine due to exposure to a COVID-positive individual, the following steps will be taken:

1. K-5, 5 days or less – the student(s) will be provided with class work materials, resources, and supports that will allow the student to keep pace with the class to the greatest extent possible during the absence.
1. K-5, more than 5 days – the teachers and principal will work to determine the best solution for the student(s).
1. Grades 6 – 12 – students will participate in classes through remote instruction.

Before and After School Programs

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Protocol:

1. Although under the direction of the NYS Office of Children and Family Services, these programs which do not run during school hours 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

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Next Steps (as of June 8, 2021)

- Post *eleventh draft plan* to District website and NYS DOH portal.
- Issue a survey to all District stakeholders on Tuesday, June 8 to gauge support of or opposition to allowing, but not requiring, students and staff to be unmasked while outside for class, recess, club activities, or interscholastic sports with every effort being made to keep students properly distanced when not masked.
- Hold a special Board of Education meeting to consider the responses to the survey and determine if we will change our plan to allow students to be unmasked while outside for class, recess, club activities, or interscholastic sports with every effort being made to keep students properly distanced when not masked.
- Continue to require that staff and parents utilize our Pinpoint screener process each morning and to report and positive cases to COVIDreport@bscsd.org.
- Continue communications with parents regarding our current plans including changes to the school calendar and student activities.
- Continue to work with employee organizations to establish common understandings and expectations.
- Respond to questions from schoolopening@bscsd.org.
- Continue to hold Board of Education meetings with remote option per the Governor's extended executive order.

Reopening Planning Resources

DRAFT

Key References

- [Centers for Disease Control Operational Strategy K-12 Schools](#) (May 15, 2021)
- [Interim Guidance For In-person Instruction At Pre-k To Grade 12 Schools During The Covid-19 Public Health Emergency](#) (June 7)
- [Interim Guidance For In-person Instruction At Pre-k To Grade 12 Schools During The Covid-19 Public Health Emergency](#) (April 9)