



THE BOARD OF REGENTS AND NEW YORK STATE EDUCATION DEPARTMENT'S REOPENING SCHOOLS TASK FORCE

RECOVERING, REBUILDING & RENEWING THE SPIRIT OF OUR SCHOOLS

June 2020



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

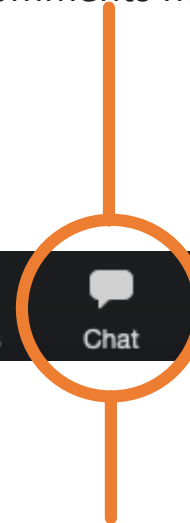
HOUSEKEEPING: USING ZOOM

Click the microphone icon to mute/unmute your line. Please keep your line muted unless otherwise directed.



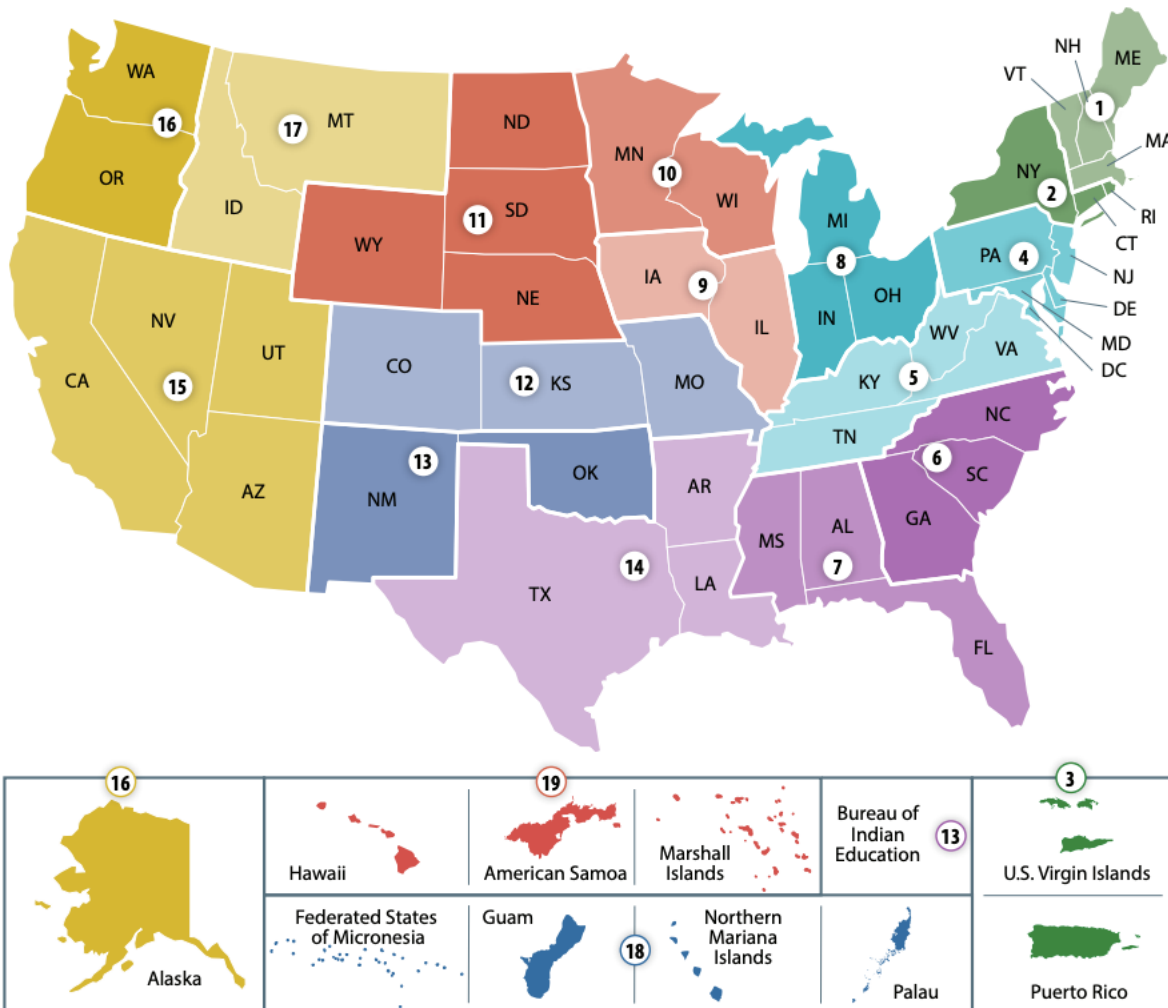
Click the ^ next to the microphone icon to start or change your audio connection.

This will provide a chat window on the right side of the screen. Please post questions and comments here.



The chat feature allows participants to communicate for the duration of the meeting.

REGION 2 COMPREHENSIVE CENTER



The Comprehensive Centers are a network of 19 regional technical assistance centers that operate across the country. Funded by the US Department of Education, they provide technical assistance and other services to State Education Agencies. The Region 2 Comprehensive Center is led by WestEd and serves Connecticut, Rhode Island, and New York.



Chancellor
Betty A. Rosa



Regent
Josephine V. Finn



Regent
Beverly L. Ouder Kirk




Regent
Elizabeth S. Hakanson



Regent
Frances G. Wills



Interim Commissioner
Shannon Tahoe



Chancellor Rosa and Interim Commissioner Tahoe recently announced the formation of a Task Force to help guide schools as they continue to educate our students – whether in person, remotely, or some combination of the two.

Four regional Task Force meetings will be comprised of parents, teachers, school and district leaders, non-instructional staff, school board members, health experts and other interested parties from every region of the State.

By working together with these partners, we will ensure that the issues of health, safety, and educational equity always come first.

GOAL OF THE TASK FORCE

Goal:

The Task Force will provide the Board of Regents and the Education Department with thoughtful and inclusive input needed to develop the guidance and regulatory changes that will enable New York's school districts, charter schools, and non-public schools to safely open their schools.

GUIDING PRINCIPLES

1. The health, safety, and well-being of the children and adults is paramount.
2. Educational equity will be at the forefront of decision-making.
3. One size does not fit all. New York is a large state, in population and size. There is tremendous diversity among New York's people, geographic regions, and schools and school districts.
4. While it is important to provide districts with guidelines and policies, it is important as well to give them appropriate leeway to develop creative solutions to their unique challenges.
5. Districts will be enabled and encouraged to work directly with parents, teachers, administrators, and their local communities to develop and deliver workable solutions to their unique needs and succeed through a collective effort.
6. Planning for schools to reopen is not a one-time event. The Board and Department will continuously monitor the situation and provide updated guidance, policies, and regulatory changes as the situation requires.

“So many New Yorkers are hurting right now. Providing a safe education to our children may be the single most important thing we can do to begin healing.”

-- Chancellor Betty A. Rosa



“This pandemic has pushed and challenged us in ways we never could have imagined. I am overwhelmed by the compassion, the caring, and the professionalism that I see every day from educators, parents, and so many others. I know in my heart that their spirit will carry us through these troubling times.”

-- Interim Commissioner Shannon Tahoe



REGENT
JOSEPHINE V. FINN

3rd Judicial District

Chair,
Committee on Audits/Budget and
Finance



REGENT
BEVERLY L. OUDERKIRK

4th Judicial District

Co-Chair,
Committee on Adult Career and
Continuing Education Services
Co-Chair,
Subcommittee on State Aid



REGENT
ELIZABETH S. HAKANSON

5th Judicial District

Co-Chair,
Health Care Work Group



REGENT
FRANCES G.WILLS

9th Judicial District

Member, P-12 Committee



COVID-19: WHAT WE KNOW AND RELEVANCE TO EDUCATION



*Jack A. DeHovitz, MD, MPH, MHCDS
Distinguished Service Professor
SUNY Downstate Health Sciences University
Brooklyn, NY*

Guiding Principle #1: the health, safety, and well-being of the children and adults in our educational community is paramount.

WHAT IS CORONAVIRUS?

- Coronaviruses (CoVs) are a large group of viruses
- Corona means Crown
- They infect a wide range of mammals and birds
- Some regularly cause mild respiratory illness in people
- SARS-CoV-2 coronavirus appears to have originated in bats

COVID-19

- SARS-CoV-2 is the virus that causes COVID-19
- Not everyone who gets infected gets sick
- Some people have mild disease
- Some people have more serious disease that leads to death

Common Signs and Symptoms of COVID-19

- Fever (temperature > 100.4 degrees)
- Fatigue
- Chills
- Muscle pain
- Loss of taste and/or smell
- Difficulty breathing
- Sore throat

SARS COV-2 INCUBATION PERIOD AND INFECTIOUSNESS

- The incubation period is the time between when someone is infected until symptoms develop
- The SARS CoV-2 Incubation period ranges from 2-14 days
- 50% of people will become ill within 5 days of infection
- The infectious period is the time during which someone infected with SARS CoV-2 can transmit the virus to other people
- For people with COVID-19 disease:
 - The infectious period can begin 2 days before signs and symptoms
 - The end of the infectious period is defined when:
 - It is at least 10 days after the onset of illness
 - AND symptoms are improving
 - AND there has been no fever in past three days
- People who are asymptomatic can also be infectious
 - For these people, the infectious period is more difficult to define

Courtesy of Johns Hopkins University

RISK FACTORS FOR ILLNESS AND TREATMENT

- Some people are more likely to have severe illness if they are infected: older adults or those with obesity, hypertension, diabetes, or lung problems
- Some young, healthy people can become severely ill.
- A new variant of this disease in children has been called MIS-C (multi-system inflammatory syndrome in children)
- There is no specific treatment for COVID-19
- Treatment is to support the body's function until the immune system can fight the infection

HOW SARS COV-2 IS TRANSMITTED

- Infected people have the virus in their mouths, noses and throats
- Droplets emerge when we are talking, laughing, sneezing and singing
- These droplets can enter another person's eyes, nose or mouth
- Also, surfaces may have droplets from another person's droplets
- Viruses can “survive” on surfaces and then contaminate the hands of others
- They can then be transmitted to person's eyes, nose or mouth

TRANSMISSION IS MORE LIKELY WITH CLOSER CONTACT

- Physical contact
- Close contact (within 6 feet for 15 minutes or more)
- Shared environment (office or restaurants)
- Sharing food, bathrooms or beds
- Transmission is more likely between people who live together

PREVENTION OF TRANSMISSION OF SARS COV-2

- Wash your hands often
- Avoid close contact
- Cover your mouth and nose with a cloth face cover when around others
- Cover coughs and sneezes
- Clean and disinfect frequently touched surfaces daily
- Monitor Your Health; be alert for symptoms of COVID-19

Courtesy of Johns Hopkins University

SOCIAL-EMOTIONAL LEARNING AND WELL-BEING



“We must address, head on, the silent hurt that so many of our children are feeling in the wake of this catastrophe.”

Natalie A. Walrond, CFA

WestEd, Health & Justice Program

Director of Cross-Sector Initiatives

*Director, Center to Improve Social & Emotional Learning
and School Safety*



Anxiety, Fear,
Stress



Proximity to
Our Support
Networks

THE HEADLINE

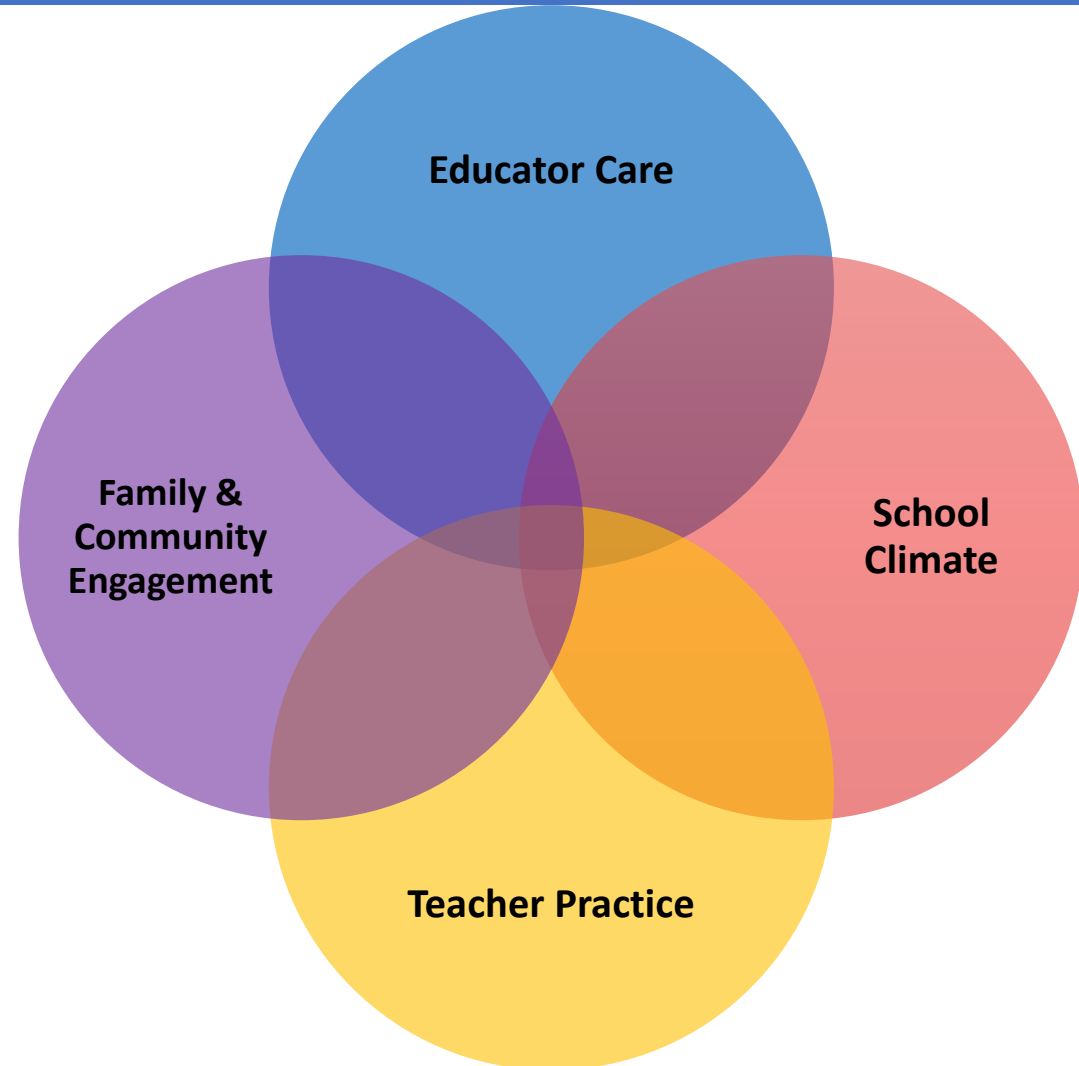
Safe and supportive relationships and environments promote resilience, provide protective factors, and create the conditions in which every person – regardless of our age – can learn, grow, and thrive.

THREE BIG IDEAS

1. Learning happens in relationships.
2. Relationships impact outcomes.
3. Relationships in schools matter.

THE IMPLICATIONS

Now – more than ever
– we need to bolster
our relationships



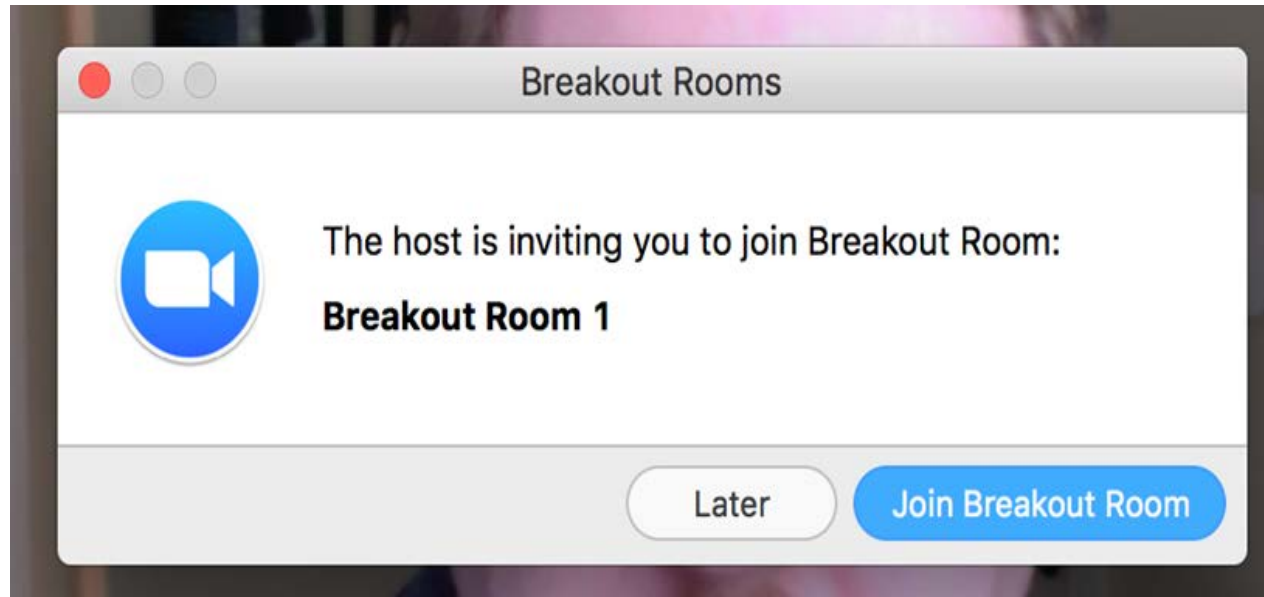
GUIDING THOUGHTS FOR THE RETURN TO SCHOOL

1. Listen first, then develop a plan in partnership with stakeholders.
2. Set up the conditions for healing and success.
3. Continue to reflect and refine.

STRATEGIES THAT PROMOTE CONDITIONS FOR HEALING AND SUCCESS

1. Create opportunities for **self- and collective-care**.
2. Ensure **every child is connected** to a caring, reliable adult.
3. Return to **norms and rituals** that are safe and welcoming.

HOUSEKEEPING: BREAKOUT ROOMS



Click on the invitation to join your Breakout Room.

Keep in mind this “join” button may be located under the “more” option in your Zoom menu bar.

AREAS OF FOCUS

The Regents and the Department will consider the following areas of focus as they develop the guidance and regulatory changes that will enable New York's school districts to safely open their schools.

Health and Safety

Transportation/
Facilities/Nutrition

Teaching and
Learning

Digital Equity and
Access

Budget and Fiscal

Social-Emotional
Needs

Special Education

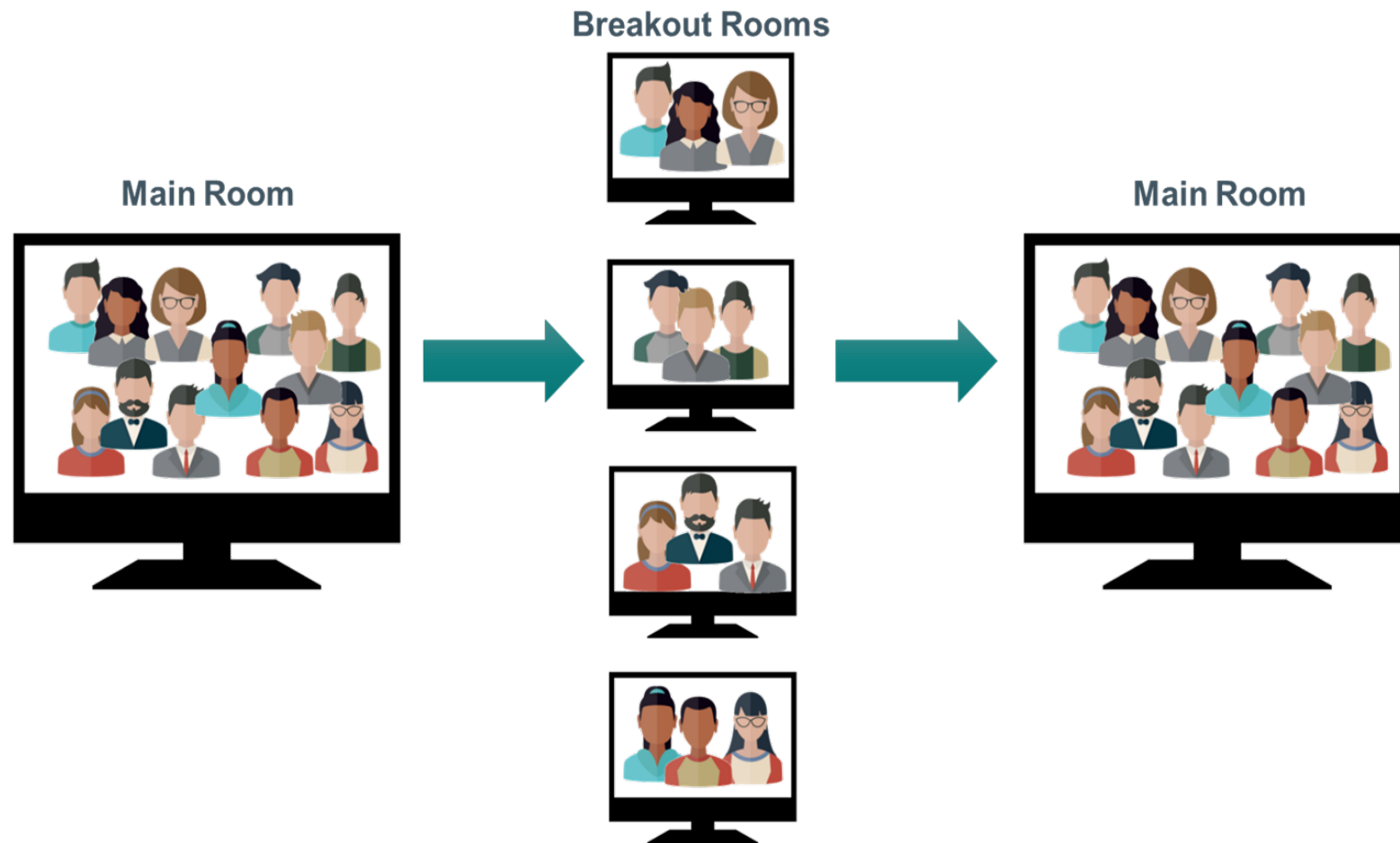
Bilingual Education/
MLL/ELL

Staffing/Human
Resources

GUIDING QUESTIONS

- What do you think are the greatest challenges that schools and school districts will face under each of the three instructional models: in person, remote, or a combination of the two?
- Can you provide us with concrete examples of creative solutions to challenging problems that could work in your school or district under each of the three schooling scenarios?
- Can you tell us how the Regents and Department can help eliminate any of the institutional, budgetary, and regulatory obstacles that stand in the way of your success?

HOUSEKEEPING: BREAKOUT ROOMS



YOUR VOICE MATTERS

- Facilitators
- Notetakers
- Listeners
- NYSED Senior Staff
- Region 2 Comprehensive Center Staff
- Saved “Chat”
- Sessions Recorded and Posted

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DR. KIMBERLY YOUNG WILKINS

Deputy Commissioner
P-12 Instructional Support



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NYSED STAFF REPORTERS

- Teaching & Learning: Marybeth Casey
- Bilingual Education/MLLs & ELLs: Elisa Alvarez
- Staffing & HR: Alex Trikalinos
- Digital Equity & Access: Sharon Cates-Williams
- Budget & Fiscal: Brian Cechnicki
- Special Education: Chris Suriano
- Transportation/Facilities/Nutrition: LoriAnn Curtin
- Social-Emotional Learning: Kathleen DeCataldo
- Health & Safety: Kathleen DeCataldo

CHANCELLOR
BETTY A. ROSA
12th Judicial District



CONCLUSION

Thank you!