



Recover, Rebuild, and Renew the Spirit of Our Schools

Update on School Reopening: P12 and Higher Education

Presentation to the Board of Regents

October 19, 2020



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

UPDATE ON REOPENING OF SCHOOLS

DOH's COVID
School Report
Card

Student
Attendance and
Educational
Neglect

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Models

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Connected

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Technical
Education

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APPR

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Snow Day Pilot

DOH's COVID School Report Card

Issues raised by the field include:

- Multiple data sources (e.g., student/staff reports vs. Local Department of Health);
- School, Laboratory and LDH reported data results may inadvertently duplicate a case;
- Increased anxiety in community when LDH report does not match school report card due to time lag in school receiving information; and
- Requirement that schools attest COVID-19 positive cases are verified with the LDH.



STUDENT ATTENDANCE AND EDUCATIONAL NEGLECT

- Schools must take daily attendance and report it in SIRS.
- Schools should take proactive steps to engage students and families at the first indication of attendance issues.
- SED is working on new codes to accurately reflect attendance instruction modality.
- SED/OCFS will hold a joint webinar on educational neglect and child abuse in a remote setting.

Unit of Study Requirements



Grades 7-12

- Revised definition of “unit of study”
 - at least 180 minutes of instruction per week throughout the school year, or the equivalent. **Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.**

Key Question



Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Instructional Experiences



Instructional experiences **must** include:

- meaningful and frequent interaction with an appropriately certified teacher;
- academic and other supports designed to meet the needs of the individual student; and
- instructional content that reflects academic expectations consistent with those which would be required for in-person instruction.



Instructional experiences *may* include, **but are not limited to:**

- completing online modules or tasks;
- viewing instructional videos;
- responding to posts or instructor questions;
- engaging with other class participants in an online or phone discussion;
- conducting research;
- doing projects; or
- meeting with an instructor face to face, via an online platform, or by phone.

Instructional Models for Remote Instruction

Synchronous Instruction:

Teaching and learning that happens in real time with direct simultaneous interaction between teachers and students through video and/or audio.

Asynchronous Instruction:

Teaching and learning that does not happen in real time. Teachers plan activities and lessons that students access at flexible times throughout the day.



Student Engagement:

All models of Instruction must attend to creating experiences that will engage and stimulate student learning and include substantive interaction with teachers.



What Do Teachers Need?



High quality professional development addressing the creation of online curriculum and effective instructional strategies that will engage students in standards-based activities

- \$1.3 Million CARES Act Administrative funds to assist in this effort
- TRLE Grant

Staying Connected



Spring 2020

- Connected NYS educators to examples of emotional support, equitable solutions, and instructional practices utilized to stay connected to students and families during COVID-19 building closures



Moving Forward

- Plan to continue sharing best practices during reopening and throughout the 2020-2021 school year
- Next edition anticipated in October 2020



Office of Career and Technical Education (CTE) Updates

Office of CTE Reviewed & Updated:

- Office policies and protocols to provide consistency amongst all associates;
- Materials/resources located on the CTE website to reflect most up-to-date practices, policies, and protocols; and
- All CTE program approval/reapproval applications for the 2020-21 and 2021-2022 school year.
 - CTE program reapproval applications for the 2020-21 year were due June 30, 2020.
 - CTE program applications for new programs to operate in 2020-21 and 2021-22 are due November 1, 2020.
- The federal Methods of Administration (MOA) Plan to monitor civil rights compliance in CTE programs receiving federal Perkins funds.



Digital Equity – P12 Data

P12 School Digital Equity Survey - June 2020

- 50% of schools responded
 - 300K+ students did not have a device
 - 200K+ students did not have internet access
 - Top barrier: Cost
 - Teachers: 4200 without device, 3500 without internet
 - LMS: Google

Ongoing Data Collection

- Fall 2020 BEDS (School-Level)
- (Re-Issue) Digital Equity Survey - October
- Fall 2021 Student-Level Data

Addressing Digital Equity



Webinar Series

The NY State Library has planned a series of webinars on topics related to Digital Equity.



Sharing Ideas

NYSED will build on successful Continuity of Learning site to provide ideas, resources, and best practices for teachers, schools, and communities.



TRLE Grant

The Teaching in Remote Learning Environments program will provide educators with tools, resources, and training to facilitate blended/remote instruction.



Funding Flexibility

NYSED has issued guidance to schools and districts related to fiscal flexibilities for federal funding sources to assist with technology-related expenses.



Digital Equity Summit

NYSED will bring together key stakeholder groups to identify key issues and develop strategies for addressing digital equity in New York.

New York State Assessments

- **Uncertainty abounds this school year.** Interim Commissioner Rosa and the Department are **closely monitoring the situation throughout the State.**
- It is early in the school year. **Decisions about NYS assessment programs will be informed by data and put the health and safety of students and teachers first.**
- **Assessments must be given in a fair, equitable and safe manner for all students and teachers.** If this cannot be accomplished, NYSED will apply for federal waivers.
- It will not be possible to administer any of this year's State assessments remotely. Therefore, if any tests are administered this school year, they must be in person in school buildings.
- In September, U.S. Secretary of Education Betsy DeVos notified all 50 states that we should not expect to receive waivers as was allowed in 2020. However, **the political context and public health considerations may well change as the school year advances.**
- In addition to the State assessments, the National Assessment of Educational Progress (NAEP) has selected approximately 90 schools for the 2021 reading and math assessments.

APPR

LEAs should review their currently approved APPR plans to ensure they are consistent with their plans under an in-person, remote, or hybrid instructional model.

Implementation Concerns:

- LEAs face an ever-shifting public health landscape and fully implementing evaluation requirements may be a challenge this year.
- There is uncertainty regarding the administration of State exams in a remote or hybrid model and could impact an LEA's ability to complete the student performance category of evaluations.

Opportunities for Innovation and Adaptation:

- In May, the Board of Regents permanently adopted new APPR regulations that allow LEAs who desire greater flexibility.
- The plans can be adapted to meet local needs and various instructional models and, likely, would not require a material change to an approved APPR plan.

2020-2021 Snow Day Pilot

- The Department established a one-year pilot to enable school districts to pivot to remote instruction on what would otherwise be a day of school closure due to a snow emergency.
 - Provides flexibility for districts
 - Must be consistent with each district's re-opening educational plan
- This pilot is in effect for the 2020-21 school year, after which the Department will review the outcome of the pilot.
- **Districts may participate at their local discretion—snow days may still be held.**
- Instruction **must** be provided for the same length of time as an in-person day.



HIGHER EDUCATION

Guidance Updated

“Guidance for New York State Colleges and Universities on Reopening for the 2020-21 Academic Year” was released in August 2020 and **updated on October 5, 2020.**

This document will continue to be updated periodically.



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GUIDANCE FOR NEW YORK STATE COLLEGES AND UNIVERSITIES ON REOPENING FOR THE 2020-21 ACADEMIC YEAR

NOTE: THIS GUIDANCE IS CURRENT AS OF JULY 31, 2020 AND MAY BE REVISED PERIODICALLY. VISIT THE NEW YORK STATE EDUCATION DEPARTMENT'S [OFFICE OF HIGHER EDUCATION WEBSITE](#) FREQUENTLY TO ENSURE YOU HAVE THE MOST UP-TO-DATE VERSION.

Board of Regents Higher Education Committee Co-Chairs
Kathleen M. Cashin, Regent J.D. #2 & Catherine Collins, Regent J.D. #8



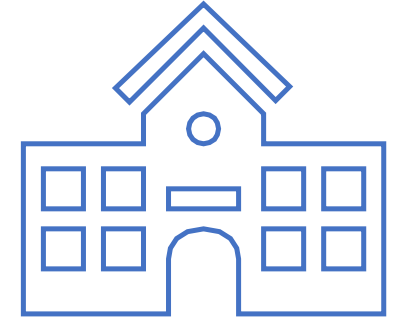
Updates to Higher Education Guidance

Certification Flexibility	<ul style="list-style-type: none">■ Emergency COVID-19 certificate extended■ edTPA safety net through 2020-21 Academic Year■ International applicants fingerprinting expedited
Flexibilities for Colleges	<ul style="list-style-type: none">■ Distance education flexibility Fall/Spring■ Verifying HS Diplomas/Transcripts
Educator Preparation Program Flexibilities	<ul style="list-style-type: none">■ Accreditation timeline extended

Current Considerations for Flexibility

Certification Flexibility Proposed	<ul style="list-style-type: none">▪ New School Building Leader (SBL) exam operational April 2020▪ SBL exam Safety Net proposed through August 2024
Education Preparation Program (EPP) Flexibilities Proposed	<ul style="list-style-type: none">▪ Proposal to extend deadline until 2022 for SBL curricular updates to align with Professional Standards for Educational Leaders (PSELs)▪ Proposal to extend program completion requirement flexibilities for School District Leader (SDL) programs
Professional Licensure Clinical Experiences	<ul style="list-style-type: none">▪ Office of Professions is considering feedback from the field regarding challenges with clinical internships/experiences

Sector Updates



CUNY

- Official numbers not in, but initial est. Fall enrollment decline ~ 4.5%
- Vast majority of instruction is online
- Some on-campus lab-based courses/activities

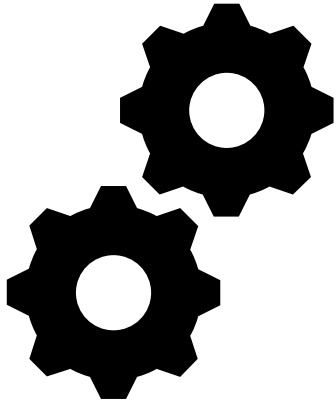
SUNY

- Official numbers not in, but initial est. Fall enrollment decline ~ 5.5%
- Bigger decline for Community Colleges: ~ 10%
- Majority offering hybrid of campus-based, face-to-face and online instruction
- SUNY has created a robust COVID Dashboard system

Independent/Private

- Official numbers not in, but initial est. indicates general decline in enrollments with some reporting flat enrollment and others sharp declines
- International students large decline
- Majority offering hybrid of campus-based, face-to-face and online instruction
- Approximately 25 schools online (mainly downstate/NYC)

FOLLOW UP TO DATE



CHALLENGES AHEAD

- Department will continue to update guidance based upon feedback from the field to provide policy and regulatory flexibility
- Department is working with stakeholders on current issues related to:
 - Student teaching and clinical experience concerns for educator preparation programs
 - Clinical experience challenges for professional licensure programs
 - Financial and budget-related challenges
 - Social-emotional issues and students w/disabilities
 - Dual enrollment and Opportunity programs challenges
 - Digital divide and equity/access

Addressing the Digital Divide & Engaging Students

Internet & Device Access	<ul style="list-style-type: none">• Reach out to students to conduct a technology needs assessment to identify the nature and extent of digital access issues• Mobile wi-fi hotspots and devices• Wi-fi access in strategic locations• Provide students with laptops or tablets
Supports for Faculty in Using Instructional Technology	<ul style="list-style-type: none">• Professional development for faculty in remote learning tools & online instructional design• Utilize tech expertise of some faculty members to mentor other faculty members• Ensure all classrooms have video cameras; consider using GoPro cameras for labs• Consider asynchronous or evening instruction and posting lecture videos online to facilitate participation by students in different time zones
Supports for Student Support Services	<ul style="list-style-type: none">• Professional development for faculty and staff in remote student advising—ensures advisors know which students will be online.• Guidance for students on how each tech platform is used for different services (classes, advising, career services, etc.)• Zoom office hours for student affairs



Thank you!