

# Re-Opening Family Presentation

**Riverdale Kingsbridge Academy**  
**July 15, 2020**

# Agenda

Survey

Space

100% Remote

Blended Scheduling Models  
and Instructional  
Implications

Next Steps



# Survey Highlights

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47% of our families completed the survey

Evenly distributed between MS and HS

18 % said in early June that they were not comfortable sending their children to school even with social distancing practices in place.

Later in survey 23% said that 100% remote was the preferred instructional method

Prioritize core instructional subjects while in school

# Space- Classrooms

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Most classrooms can accommodate 10-14 or 11-15 socially distanced humans

Roughly 60 full-sized classrooms, some other non-instructional spaces that may be converted/used

Halls not wide enough to accommodate massive class switching- students will remove items from lockers in September and they will not be reissued this year

# Space- Classrooms

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Space is the biggest obstacle to programming individually because of the cleaning schedule and transitions required

MS students will be going back to “clustered groups” which stay together in one room for the day.

HS students will be grouped for the majority of the day.

Teachers move to classrooms

We are considering what movement might look like to enable students have access to the courses they need and specialty courses (AP)

# Space- Lunch

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All lunches for students will be grab and go

Still waiting for guidance on cafe

If in cafe- at heads of 6 foot tables, 2 students per table, could accommodate MS grades, not sure about HS

If in classrooms will need staff to supervise groups and activities/ individual games?

# Space- Gym

No guidance on gym yet

May happen in classes or in gym on taped and spaced floor spots

No dressing for gym

Curriculum will include at home activities and individual activities (possibly done in the classrooms)

No ball or contact sports

No updates from PSAL yet

# Space- Art

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No movement between classes limits what we can offer

Art for MS may be a rotation or survey experience if students can't move because we have to prioritize academics when grouping students

Art for HS falls into those specialty courses and is still being worked on



# 100% Remote Program

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Survey opens July 15, closes Aug 7

Parent choice; No medical documentation is required.

Opt in and opt out periods- “quarterly”- thus the program needs to be flexible

Changing our marking periods to coincide with the quarterly transition periods

# 100% Remote Program

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If only a few students choose it, we may leave those students associated with class clusters.

If many students choose it we will need to assign teachers to them and cluster THOSE students together.

Maybe some of the staff will be entirely dedicated to their instruction, but it may be that teachers who are in the school in-person may need to teach those students.

Depends which students go 100% remote and how they may be clustered

# Blended Scheduling Options and Implications- Model 1 A

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Week	M	T	W	Th	Fri
	Group D 100 % Remote				
1	Group A	Group A	Group B	Group A	Group B
2	Group B	Group A	Group B	Group A	Group B

Assumes 50% of students can be accommodated in building

Manageable instructionally. Alternating days

Students attend on regular days, will likely be more compatible with elementaries

# Blended Scheduling Options and Implications- Model 1 B

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Week	M	T	W	Th	Fri
	Group D 100 % Remote				
1	Group A	Group A	Group A	Group B	Group B
2	Group B	Group B	Group B	Group A	Group A

Assumes 50% of students can be accommodated in building

Manageable instructionally. 2 consecutive, regular days.

Means students will have off 7 days in a row

Students attend on regular days, may be compatible with elementaries

# Blended Scheduling Options and Implications- Model 2

Week	M	T	W	Th	Fri
	Group D 100 % Remote				
1	Group A	Group B	Group A	Group B	Group C
2	Group C	Group A	Group A	Group B	Group C
3	Group B	Group C	Group A	Group B	Group C

Assumes 33% of students can be accommodated in building

More difficult to manage instructionally.

Students attend on at least one regular day, may be partially compatible with elementaries

# Blended Scheduling Options and Implications- Model 3A

Week	M Day 1	T Day 2	W Day 3	Th Day 4	Fri Day 5	Mon Day 6
	Group D 100 % Remote					
1	Group A	Group B	Group C	Group A	Group B	Group C

Assumes 33% of students can be accommodated in building, 6 Day cycle, 1 in person day every three

Manageable instructionally. 3 Day “lesson”

Familiar. Students attend on rotation.

# Blended Scheduling Options and Implications- Model 3B

Week	M Day 1	T Day 2	W Day 3	Th Day 4	Fri Day 5	Mon Day 6
	Group D 100 % Remote					
1	Group A	Group A	Group B	Group B	Group C	Group C

Assumes 33% of students can be accommodated in building, 6 Day cycle, 2 consecutive in person days every six, 6 days off

Manageable instructionally. 6 Day “lesson”

Familiar. Students attend on rotation.

# Blended Learning Instructional Implications

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Need to start thinking and planning in rotational units- whether it is a 6 day rotation, 3 day etc.

- What work can only take place in person?
- How can it be reinforced at home?
- Activities, videos, recorded lessons/ reminders
- New instruction generally takes place in person, reinforcement at home
- Whatever the rotation is becomes the “lesson”

\*See diagrams on next two slides as examples



	Day 1	Day 2	Day 1	Day 2	Day 1
A	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems	In Person Mini Lesson Student sharing conferencing
B	X Review or pre lesson activities	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems

	Day 1	Day 2	Day 3	Day 1	Day 2	Day 3
A	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems	At Home Recorded lesson, video on website, reading, writing, problems	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems	At Home Recorded lesson, video on website, reading, writing, problems
B	X Review or pre lesson activities	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems	At Home Recorded lesson, video on website, reading, writing, problems	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems
C	X Review or pre lesson activities	X Review or pre lesson activities	In Person Mini Lesson Student sharing conferencing	At Home Recorded lesson, video on website, reading, writing, problems	At Home Recorded lesson, video on website, reading, writing, problems	In Person Mini Lesson Student sharing conferencing

# Decision Making Factors

Based on:

- # and distribution of students
  - $1,550 \times .70 = 1,085 / 2 = 543$  (most likely 1A or 1 B)
  - $1,550 \times .75 = 1,163 / 2 = 582$  (most likely 1A or 1 B)
    - BUT, leaves little wiggle room if students return midyear
  - $1,550 \times .80 = 1,240 / 2 = 620$  (most likely 2, 3A or 3B)
  - $1,550 \times .85 = 1,317 / 2 = 659$  (most likely 2, 3A or 3B)
- # and distribution of staff
- Budget
- DOE/UFT Agreements
- Conversations with other local schools
- Better instructional practices

# Next Steps

Decision making on model mainly based on space, conversations with other community schools, DOE and UFT agreements, staff available, students, and budget (Admin)

Sibling survey (Parents)

Complete device request (Parents)

100% Remote Opt In (7/15-8/7)  
(parents)

Shared models with SLT this week and parents on Wednesday (O'Mara)

~~Curriculum~~ revisions in August  
(Teachers and Admin)