Eastern Suffolk BOCES
“THINK TANK”

“PREPARING FOR THE RE-OPENING OF SCHOOLS IN SEPTEMBER”

--Dr. Steve Kussin
How To Open Schools Next Fall!

--Dr. Steve Kussin
**BUT... We can’t do that!**

- We must take the leadership role in designing a re-opening plan which is **best** for **all** children—elementary school...middle school... and high school.
Lecture

“Swap Shop!”

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To make this work...

(1) I will present FIVE basic models.

(2) You will go into breakout rooms to discuss their “pros” and potential pitfalls.

(3) We will regroup and a reporter from each “room” will share its findings and recommendations.

(4) I will keep a running list on the board.
One caveat before we get started:

- There is a long list of logistical... human... contractual... and budget concerns for each. Nothing will be perfect. However, we must keep in mind that our goal here is to provide the best possible education during these challenging times.
Also keep in mind...

• Each district and each school will have to “tailor” any of these models to meet its own specifications in terms of bell schedules... teacher contracts... transportation... etc.
Remember... JUST the basics!

• I could spend an *entire day* on each of these models— but we have only 90 minutes to work with.

• PLEASE! Hold questions until AFTER the breakout sessions. Thank you!
Model #1:  
Split Schedule for Secondary Schools

• Students attend for “approximately” 3 ½ hours each day—in the morning or the afternoon.
• Class size is cut in half, enabling social distancing.
• Teachers’ workday is maintained.
• Four subjects are taken on A day and four subjects on B day.
• Each period is 45-50 minutes in length, depending on the district’s contract.
• Elective offerings will have to be somewhat limited.
• This plan borrows a page from “block scheduling.”
• Bottom line: smaller classes... slightly longer periods
“Typical” bell schedule: 

(Using 50-minute periods for illustrative purposes only)

• 1\textsuperscript{st} period 8:00 – 8:50 am
• 2\textsuperscript{nd} period 8:55 - 9:45 am
• 3\textsuperscript{rd} period 9:50 – 10:40 am
• 4\textsuperscript{th} period 10:45 – 11:35 am

• \textbf{LENGTH OF BREAK BETWEEN SESSIONS DEPENDS ON TRANSPORTATION}
• 5\textsuperscript{th} period 11:40 – 12:30 pm
• 6\textsuperscript{th} period 12:35 – 1:25 pm
• 7\textsuperscript{th} period 1:30 – 2:20 pm
• 8\textsuperscript{th} period 2:25 – 3:15 pm

• \textbf{REMEMBER: EACH DISTRICT WILL DETERMINE ITS OWN SCHEDULE.}
SAMPLE STUDENT SCHEDULE

• “A” day:
  • 1st period – English
  • 2nd period – Social Studies
  • 3rd period – Health/Phys. Ed.
  • 4th period - elective

• “B” day:
  • 1st period – elective
  • 2nd period – Science*
  • 3rd period – Spanish
  • 4th period – Math

• *Science lab can be included in lengthened period or dovetailed with Phys. Ed.
SAMPLE TEACHER SCHEDULE

(five freshman English sections for illustrative purposes)

Teacher has three classes “A” day and two classes “B” day.

NOTE: English 1, section #1, has been divided in half.

• “A” day:
  • 1st period  English 1-01
  • 2nd period  English 1-02
  • 3rd period
  • 4th period  English 1-03
  • ...........................................
  • 5th period  English 1-01
  • 6th period  English 1-02
  • 7th period
  • 8th period  English 1-03

• “B” day:
  • 1st period –
  • 2nd period – English 1-04
  • 3rd period –
  • 4th period – English 1-05
  • ................................................
  • 5th period –
  • 6th period – English 1-04
  • 7th period –
  • 8th period – English 1-05
Model #2:
Alternate Day Schedule

• Students attend ALL day-- but on ALTERNATE days.
• The bell schedule is the same as the conventional one.
• However, the major difference is that classes are half the size.
• While there will be fewer contact minutes, the smaller class size provides for more individualized instruction.
• “Zoom” lessons could conceivably be provided on days off: discussion, drills, enrichment, etc.
Model #3: Small Learning Community

• This plan is the most radical of the three.

• A large school is broken down into several smaller units, depending on the original size.

• A group of teachers representing the five core areas is assigned to each. Elective teachers “rotate” to further reduce class size.

• The teachers “design” a master schedule for their community.

• The make-up of each would have to reflect special populations: Advanced Placement, ENL, Special Education, etc.

• However, SLC’s offer the fringe benefit of being far more personal; fewer students fall through the cracks.
Model #4: Middle School Teams

This model is similar to the SLC in that breaks a large school down into smaller units.

Again, core teachers are assigned to a cohort of students.

For example: 5 teachers working with 100 students.

They can build their own period-by-period schedule, keeping class sizes small.

 Elective teachers are pushed in; students take a “wheel” of electives, sampling the traditional middle school classes.

A sample schedule appears on the next slide.
Sample middle school schedules:

*Team teachers can form small groups of students within their team. This is for an eight-period day; a nine-period day would be even better.*

Sample student schedule:

- 1st elective wheel
- 2nd English (possibly team-taught)
- 3rd Social Studies (possibly team-taught)
- 4th Math
- 5th Lunch
- 6th Science
- 7th World Language
- 8th Group guidance, study skills, etc.

Sample teacher schedule:

- 1st common planning time
- 2nd English-01
- 3rd English-02
- 4th English-03
- 5th Lunch
- 6th English-04
- 7th English-05
- 8th Duty or Professional Period
Model #5: Elementary School Teams

This model is similar to what already exists in many elementary schools. It also borrows from the high school and middle school models.

_All_ the teachers—core and _specials_—in the school are assigned to a grade or team.

They, in turn, divide the students into small groups, thereby reducing class size.

A departmental master schedule is developed.

One alternative is a staggered schedule with students starting and stopping at different times with teachers there all the time.

The objective is to have a limited number of students in classroom spaces at any one time.

Special attention will have to be paid to primary grades... Special Ed... ENL... and Phys. Ed.—simply because of close contact among students.
The models may not be perfect. There may be some *bugs*...

- ... but view them as a starting point.
- Yes, there are questions to be answered and issues to be resolved.
- Districts can adapt them to fit their own needs and requirements.
Now it is your turn: breakout rooms...

- Groups have been randomly formed.
- This method will increase “cross pollination” – the sharing of ideas from district to district.
- Select a reporter and/or recorder who will share its findings... questions... concerns with the larger group when we reconvene.
• Questions?

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