



Wappingers CSD ReOpening Parent Forum

The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

Acknowledgements:

Thank you to all parents who filled out our Parent Forum Survey. Your responses as well as your questions have been extremely helpful in help to guide the creation of this presentation.

Presentation: This presentation is based on the Governor's requirement to conduct at least 3-5 parent presentations and WCSD decided on:

- 15 Presentations conducted by grade level to ensure all families have the opportunity to attend, and to help us address the specific needs of our families
- One additional presentation will be scheduled to specifically address the needs of our Students with Disabilities

Goals of this presentation:

- Help our families understand the decision making process for starting our school year with remote learning
- To provide answers to some of the most commonly asked questions received from our survey process.
- Provide an opportunity to ask additional questions based upon what is shared, or submit any questions regarding any aspect of reopening that this presentation does not address.

Teaching and Learning As per NYSED

Mandatory Teaching and Learning Requirements:

- Equitable instruction for all students
- Provide continuity of learning regardless of the instructional model used
- Provide standards-based instruction
- **Ensure substantive daily interaction between teachers and students**
- Clearly communicate information about instructional plans with parents and guardians

To allow for schools and districts to adapt to complications caused by the pandemic, certain flexibilities will be authorized, including:

- Flexibility with the minimum 180 minutes per week for every Unit of Study (every high school course culminating in transcript credit) requirement
- Flexibility in the delivery of physical education
- Allowance for a blend of hands-on and virtual science laboratory experiences;
- Districts and charters may utilize remote or virtual work-based learning experiences for CTE and CDOS programs, when appropriate.

Social & Emotional Well-Being as per NYSED

As school and district personnel adapt to environments that result in substantially less time spent interacting in-person

- Ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families.
- , Physical health and well-being, schools and districts must also prioritize social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

Special Education as per NYSED

Schools and school districts are required to provide:

- **Free Appropriate Public Education (FAPE):** consistent with the need to protect the health and safety of students with disabilities and those providing special education and services
- **Meaningful parental engagement regarding the provision of services to their child:** collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served
- **Access to the necessary instructional and technological supports:** meet the unique needs of students
- **Documentation of programs, services and communications with parents.**

CONSIDERATION(S):

- In-person services are a priority for high-needs students and preschool students with disabilities.
- Whenever possible we will adopt contingency plans developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended school closures.

Attendance & Chronic Absenteeism as per NYSED

Schools must develop a mechanism to collect and report daily teacher student engagement or attendance:

- Procedure should be developed to make daily contact with students in remote or hybrid settings.
- Schools may consider for instance, assigning the homeroom teacher or advisory teacher to be the point of contact to touch base with a specific group of students daily.
- Attendance data must be reported in the student information reporting system or SIRS. School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school.
- Use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

What New York State Has Shared

NYS Formula to Determine if Schools Can Open

- Formula Determinations will first be made the week of August 3rd, with a belief that we will have a determination by August 7th
- Governor Cuomo, during July 13th news conference, announces how school reopening will be determined.
 - Schools Open “if” our region is in Phase IV & the daily infection rate remains below 5% using a 14 day average (since unPAUSE was lifted)
 - Schools Close “if” our regions infection rate is greater than 9% using a 7 day average (7 day average calculations to begin after August 1st)

Notes from the NYS Governor's Address

August 7th News Conference:

- Governor Cuomo has said “Schools can open across the State”
 - “All local Districts must come up with a plan...”
 - “There is a significant level of anxiety and concern between parents and teachers”
 - “If students and teachers do not want to come back you cannot open schools”
 - “I want District’s to do 2 (3) things: (1) **Post their remote learning plan.** (2) Regarding testing, most plans will say if a student has a fever they need to be tested. Also, how do teachers get a test, and who will do it...**That question of testing of students and teachers is a high level concern, how will schools do that?** Testing plans must be posted. (3) Contact tracing for students who test positive while in school. **How will the school do contact tracing, will the school ask the local government to do it?”**...”I want those specific components of the plans specifically posted, and to have the Districts have at least 3 opportunities for parents to participate in a conference with the District”

Notes from the NYS Governor's Address

- “I want District’s to also have at least one meeting with Teachers and Administrators to discuss their concerns with the plan to reopen.”
- “Here's our testing plan, here’s our contact tracing plan, here’s our remote learning plan, posted on our website”
 - Regarding remote learning, “This is how specifically we [the districts] are going to address our equity issues from the spring”
- Governor: “One of the top 5 questions I am asked is ... How do we prevent asymptomatic people from infecting other people in schools, similar to how people got infected in nursing homes?”
 - NYS Gov Response “Some School Districts have a better answer than others. It is up to the local District to come up with a plan. Yes temperature taking is a concern, test that child who has a temperature, but what about asymptomatic spread. How do you detect the asymptomatic spread when the only way you can detect asymptomatic spread is when you get sick? **But that is a very good question, one that the local School Districts have to answer.**”

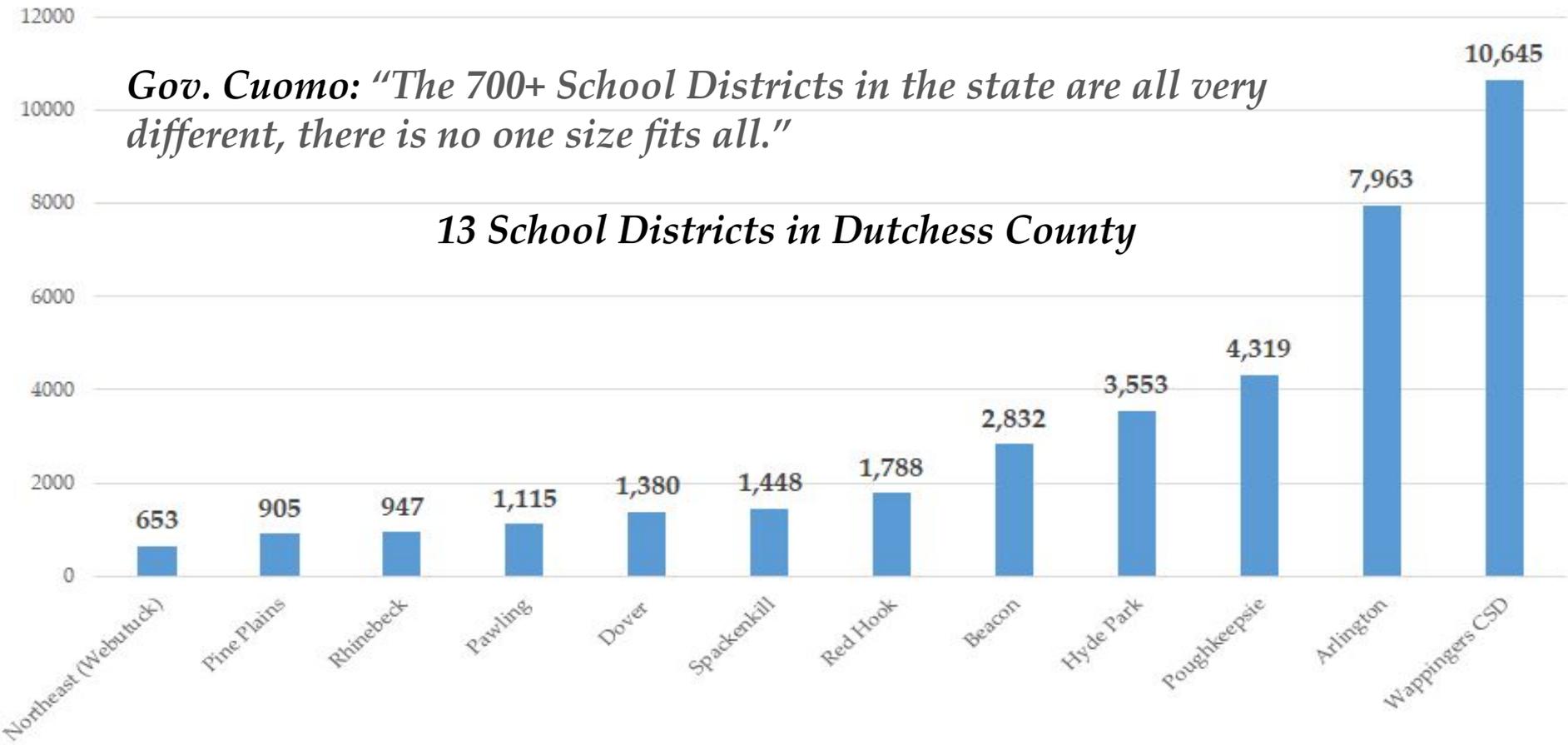
Notes from the NYS Governor's Address

- “The 700+ School Districts in the state are all very different, there is no one size fits all. Testing / contact tracing procedures will be different in each one, which is why it needs to be a District decision.”
- “You need two things to open schools, students and teachers, students you cannot force back, and you don't want to get into a legal battle with the teachers. They cannot teach if they do not feel safe, you cannot order a teacher into a classroom and tell them to teach if they don't feel safe...I am telling you there is going to need to be significant discussions, they {teachers} raise important issues...they need to be comfortable.”

Number of Students Enrolled in Dutchess County School Districts as Per the New York State Education Department Data Information for the 2019-2020 School Year
<http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

Gov. Cuomo: "The 700+ School Districts in the state are all very different, there is no one size fits all."

13 School Districts in Dutchess County



Number of Students in District - NYSED BEDS Data 2019-2020

6,000 or more students in Dutchess, Orange, Rockland and Westchester Counties

<http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

Re-entry in September 2020



Review Wappingers CSD Instructional Delivery Timeline

- Students will be divided up into 2 cohorts (A & B) based upon last name to ensure multiple students in the same household but who are enrolled across different grade levels will all be in attendance on the same day.
 - Students whose last name begins A-K will be in Cohort A
 - Students whose last name begins L-Z will be in Cohort B
- Exceptions will be made to each Cohort list as necessary to ensure students in the same household are able to attend school on the same day.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person	Cohort A In-person	Virtual/Remote Teaching and Learning for all students	Cohort B In-person	Cohort B In-person
Cohort B Remote	Cohort B Remote		Cohort A Remote	Cohort A Remote

Re-Opening Plan Categories

(From Parent Survey)

Athletics and Extra-Curricular Activities	Social and Emotional Well Being
Child Nutrition	Social Distancing
Communication/Family and Community Engagement	Special Education
Health and Safety	Suspected or Confirmed COVID Cases
School Scheduling	Teaching and Learning
Transportation	Professional Development for Staff

FROM REMOTE LEARNING and or HYBRID MODEL

WCSD is Committed to take the Guidance of New York State Education Department (NYSED) phasing in students: *Per the New York State Department of Health guidance, plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year.*

- **In cases where in-person instruction is not feasible, phased-in and hybrid models of education will need to be consider if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs**
 - Early grades
 - Students with disabilities (most high needs to phase in to lower needs)
 - English language learners

Must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations. These priorities if applicable shall be determined at the individual school or district level based upon the needs of student populations within such schools or districts.

Plan Highlights on Remote Learning *slide 1*

- WCSD will have all students participate in remote learning starting in September. A phased-in approach to return students to in-person instruction using a hybrid model will be utilized.
- Information specific to scheduling and resources regarding remote instruction will be provided to families and students prior to the start of school.
- Teachers will reach out to students via their google email address and/or by telephone with details pertaining to logging in to instruction.
- Parent Workshops will be scheduled to provide information to parents of the virtual resources the students will be using.
- Information will be collected from families regarding access to technology and connectivity via a parent survey.
- Details specific to a school, class or teacher should be addressed specifically to the building principal, assistant principal, or teacher.

What will remote learning look like? *Slide 2*

Remote Learning Will Contain Learning Opportunities:

- **Synchronous** (real-time)
 - Scheduled Live Instruction Video Conferences or Phone Calls Live
 - Streamed lessons or demonstrations

- **Asynchronous** (individually paced)
 - Recorded presentations (slideshow or video)
 - Discussion Boards
 - Email correspondence
 - Independent work assignments (i.e., research, projects, independent reading and writing, additional practice)

What will remote learning look like? *slide 3*

- The District is continuing to work collaboratively with various stakeholders to create learning opportunities for students based on best practices and feedback received from our community regarding remote learning.
- We are **committed** to ensure norms, uniformity, consistency, and standardization amongst grade levels and required courses for both **Virtual/Remote Learning** and **Hybrid Model**
- We value the importance of including regular and substantive teacher to student engagement throughout the remote learning process. Students will be provided specific times in which they will be expected to join live instruction either daily or weekly depending on the subject.
- We understand that live instruction may cause scheduling conflicts with students/families and each school will work with the students/families on addressing each unique circumstance.

Remote Learning Schedules and Grading *slide 4*

- Specific information on the schedule students will be expected to follow during remote instruction will be provided within the next week or so. (*Deadlines, as per the Guidance Document, end of August 2020*).
- Final details regarding the scheduling of live instruction are being discussed in collaboration with the Wappingers Congress of Teachers (WCT) and Wappingers Administrators Association (WAA)
- The District is in the process of finalizing the grading procedures that will be used at the both the elementary and secondary levels. This information will be shared as soon as possible.
- The processes at the secondary level that are currently being discussed ensure that a students GPA and ranking are not negatively impacted.

5 Days Superintendent Conference and Teacher Preparation

*Front Loading Professional Developing for
Remote and Learning and the Hybrid Model
September 1,2,3,8, and 9*

Topics for Professional Development/Superintendent's Conference Days

- **Health and Safety:**
 - Setting up Classrooms and designing instruction to adhere with DOH & CDC Guidelines
 - Opening Classrooms in a Virtual/Remote Learning Environment
 - Review of DOH & CDC Guidelines on implementing Health and Safety Guidelines in educational settings
 - Routines and expectations for classroom, common spaces, and special area subjects.
 - Preparing routines and structures for fire/safety drills following DOH & CDC Guidelines

5 Days Superintendent Conference and Teacher Preparation

Front Loading Professional Developing for Remote and Learning and the Hybrid Model

September 1,2,3,8, and 9

- **Teaching and Learning and Social and Emotional Learning (SEL)**
 - Norms, Uniformity, Consistency and Expectations
 - Conducting formative assessments in remote and hybrid models to plan for small group differentiated instruction
 - Preparing routines and structures for fire/safety drills following DOH & CDC Guidelines
 - Teaching strategies to support student learning in a remote model
 - Supporting student learning with virtual instructional resources
 - Teaching strategies to support student learning in a hybrid model
 - Working collaboratively on lesson planning in remote and hybrid models
 - Identifying Power Standards and curriculum modifications
 - Integrating SEL into the curriculum and daily lessons incorporating academic skills sets

** This Professional Development schedule is still a work in progress!*

Athletic and Extra-Curricular Activities

All New York State School District are required to run under the Guidelines of the New York State Public High School Athletic Association (NYSPHSAA)

- There has been no additional guidance as of 8/14/20 regarding Interscholastic Sports. The current New York State Public High School Athletic Association (NYSPHSAA) is still advising that the Fall Sports start date has been moved from August to Monday, September 21st. As of now this guidance has not been updated.

In addition, all Fall Regional and State Championship events have been cancelled.

Athletic and Extra-Curricular Activities

Below are the assurances that we will follow regarding all Extra-Curricular Activities:

- District policies regarding extracurricular programs will be updated to include activities which will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission.
- District policies will include which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings).
- The Wappingers CSD understands the value that extracurricular activities have in developing well-rounded students. Extra-curricular activities will be phased-in slowly. Each activity will be reviewed at the building-level by Building Administration, in consultation with District Administration to determine if and when the activity will resume in-person or remotely.
- Concerts and Theatre productions tentatively (this is subject to change) will not be held during the first semester (September to January). A decision to allow for concerts and theatre productions to be held during the second semester (February to June) will be made in January.

Athletic and Extra-Curricular Activities

Question: Will there be Music, Band, Chorus or Orchestra?

- Yes, depending upon the school, the locations for these activities may vary.
- Most schools can place their ensembles in the auditorium or cafeteria with the students safely distanced (12ft) in the "audience spots" and the director on the stage facing out. This would apply for any choral or wind ensemble situations.
- All students would face the same way.
- Places would be marked or assigned.
- No students need to share music, instruments or stands.
- String and percussion ensembles can spread out on stage or music classrooms with 6ft. distancing in place.
- Ensembles can break down and be scheduled as smaller groups- sectionals or parts with planning to make the spacing even more flexible.

Athletic and Extra-Curricular Activities

Question(s):

How will social distancing and personal hygiene practices be implemented during P.E.? Equipment sharing, close contact sports, etc?

How is the playground going to be cleaned? Will washing hands be mandated after P.E. class? Will washing hands after recess be required?

- There are several recommendations that need to be followed to ensure quality physical education during the pandemic.
- All DOH & NYSED guidance for return to school must be followed.
- Physical distancing is essential.
- Visual markings to prompt students to maintain physical distance will be used.
- Individuals should wash their hands before and after touching surfaces when permissible, and hand sanitizer will be available to individuals.

Athletic and Extra-Curricular Activities

Question(s):

How will social distancing and personal hygiene practices be implemented during P.E.? Equipment sharing, close contact sports, etc?

How is the playground going to be cleaned? Will washing hands be mandated after P.E. class? Will washing hands after recess be required?

- **Playgrounds should be cleaned per CDC guidance:**
 - outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection
 - do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public
 - high touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely
 - cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended
 - sidewalks and roads should not be disinfected.

Child Nutrition

- Kids can bring their own lunch.
- There will be building level discussions and decisions that need to be made regarding students with food allergies if / when food is being eaten in the classrooms.

- Limited Menu: Hot or Cold breakfast/lunch option as per the menu (no a la carte) will be served in a grab and go fashion.
- Milk will be the only offering for sale besides breakfast/lunch (Soy milk will be available upon request).
- No snacks or other novelty offerings.

- For days when students are remote learning during hybrid instruction and if you are deemed free and reduced lunch eligible you will qualify for grab and go on a curbside pickup.

More detailed information to follow!

Remote Learning

During periods of remote learning, if you are deemed free and reduced lunch eligible you will qualify for grab and go on a curbside pickup. More information will follow on this.

Communication / Family and Community Engagement

There were a variety of questions posed in this section of the survey. Here are some answers to topics that came up:

- As per usual, schedules will be available in Parent Portal for all schools by the end of August, once schedules are available you will be notified via phone, email, and text that they are ready for you to review.
- There will be another chromebook request form shared out for families to request additional devices to borrow. While our inventory is low, we do still have some devices that we can loan out.
- Online meet and greet opportunities will be created for Principals, Faculty and Staff to meet with parents and students throughout the month of September (in addition to regular synchronous learning opportunities).
- Survey results from the Parent Forum Survey will be posted on our website once the survey is closed.

Health and Safety

- **Air Flow**
 - Typically our ventilation system draws in 10% of fresh air from outside at any given time. Our Facilities Department will increase this fresh air intake to 20-30% (while the weather stays seasonably comfortable).
- **Restroom Cleaning**
 - There will be higher frequency of cleaning of our restrooms throughout the day (More custodial staff will be hired to achieve this).
- **General Cleaning:**
 - Wednesday's will be a deep cleaning day when our students are in class on a hybrid learning schedule. In addition, disinfecting machines will be utilized in our schools on a daily basis. These machines spray a mist of disinfectant on all surfaces.
- **Cleaning between class periods:**
 - This is very difficult at the secondary level. We will monitor how other schools are accomplishing this. Currently there isn't enough product for us to purchase to allow for staff and students to wipe down surfaces as they enter the classroom.

Health and Safety

- **Contact Tracing**

- The Dutchess County Department of Behavioral and Community Health (DCDBCH) is working with all of our county districts to come up with a unified plan for contact tracing.

- **Asymptomatic Cases**

- We are hoping to hear further guidance on this from the DCDBCH on how to deal with asymptomatic cases. Symptomatic cases will have to follow protocols outlines in our District Plan.

- **Health Screenings**

- Daily health screenings for staff and students will be done at home via an online application called EZ Scrn, this application has been used for years by schools for concussion protocol screening for student athletes. They are adopting their application for COVID-19 daily health screenings.

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Health and Safety

Hand Sanitizers / Masks / Other Risk Mitigation:

- Hand sanitizing stations will be available in every hallway of every school
- Masks will be available for everyone who needs one throughout the day
- Locks installed on water fountains bubblers, but can use the bottle fillers
- Keep windows open to the extent possible (weather permitting)
- Extra Soap dispensers will be installed in the restrooms
- Disable hand dryers in the restrooms
- Nursing staff will have extra PPE available.
- Kitchen serving lines will have lexon shields
- Greeter Desks will have lexon shields
- Ventilation system monitoring will be ongoing
- Student Lanyards and photo IDs are being considered
- Remove any soft surfaces that are difficult to disinfect such as area rugs or soft fabric chairs

Social Distancing From a Classroom Perspective

In order to determine how many students can fit in instructional spaces, the District will utilize the following method:

- Measure and record the room dimensions (width x depth), then subtract any square footage taken up by furnishings.
- Furnishings may be removed to maximize capacity, then divide the available space by 44 square feet per person to allow for students to have 3 feet of personal space and 6-foot perimeter of socially distanced space.
- One of the available spaces for a teacher will be reserved, and another for an instructional aide if necessary (additional space for the teacher to lecture at the front of the classroom may be factored into the space calculation).

Social Distancing From a Classroom Perspective

- The District will ensure that a distance of twelve (12) feet in all directions is maintained between individuals while participating in activities which requires projection of the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).
- Overall class sizes will be reduced to accommodate all safety parameters. Students, teachers, and support staff will be required to wear a proper face covering to the greatest extent possible, especially when social distancing is determined to be impossible (ie: Lunch / scheduled breaks).
- Whenever possible, special area teachers (ie: Art & Music) and Pupil Personnel Services (PPS)/Student Services Support Staff will travel to the classroom to provide instruction to minimize student movement K-6, with the exception where it is not physically possible or where students require individual attention.

Social Emotional Learning

The following responses address the majority of the questions submitted under the SEL Category:

- The District has discussed at great length the possible issues students may have as a result of the extended school closures. To address these concerns, the District has been working collaboratively to ensure the SEL needs of our students are addressed.
 - Each school will implement a SEL curriculum. Differentiation in time for whole group, small group, and individual students' will be scheduled as required. In addition, SEL will be integrated into the curriculum whenever possible.
 - Purchase of programs in schools who still do not have one (i.e. Positivity Project)
 - Staff will receive training prior to the start of the school year on how to support students through this difficult time.
 - Each school has assigned support staff to meet with students as required or as needed.
 - District/schools have created partnerships with community-based mental health providers/agencies to assist families when needed.
 - Schools will provide a series of workshops throughout the school year for families and students to address common concerns of families and students.
 - Teachers will begin the school year focusing on community building. Learning opportunities will be provided to students which have a focus on student socialization.

Special Education Category

IMPORTANT: A separate Parent Forum focusing on Special Education will be scheduled in addition to these initial Parent Forums. (Scheduled for Monday August 24th at 10am & 4pm)

IEPs/504s:

Q: How will goals be met? When and how will Special Education (SE) testing be resumed?

Q: How will schools ensure that students who have struggled with learning through the remote model in the spring, have a more productive learning experience this fall?

- **Special Education Assessment and Evaluation:** will begin again once schools officially reopen on September 10, 2020. Top priority will be given to those students who had “initial” referrals to the committee on special education paused as a consequence of COVID-19. *(Meetings will be held virtually, and in-person when it is necessary to do so.)*
- **IEP Goals:** written to encompass the entire school year, and during “virtual” learning, service providers will focus their time and efforts on those goals that most lend themselves to the remote learning platform. When we return for “in-person” instruction, service providers will “pivot” and address those goals that did not lend themselves well to the virtual platform.

Special Education Category *slide 2*

IEPs/504s:

- How will goals be met? When and how will Special Education (SE) testing be resumed?
- How will schools ensure that students who have struggled with learning through the remote model in the spring, have a more productive learning experience this fall?
 - **Better Outcomes for all Students:** Specifically to special needs, and unlike what we were required to submit in March, in the matter of mere days with respect to our "Continuity of Learning Plan," the WCSD has been working tirelessly to improve upon our remote learning model. Beginning this summer with both our traditional summer school program for grades 9-12 as well as the Extended School Year (ESY) program for students with disabilities, daily programming offered significantly more "direct" contact time between teachers and students. This increased contact time, although not a substitute for "in-person" learning, was a significant improvement for all involved (students/parents/teachers) and made for a more equitable experience for all our students but especially for those classified through the committee on special education, and planning for the 20-21 school year, we are using these experiences, gained over the summer, to inform our practice moving forward and our "Continuity of Learning Plan" for the 20-21 school year.

Special Education Category *slide 2*

IEPs/504s:

- How will goals be met? When and how will Special Education (SE) testing be resumed?
- How will schools ensure that students who have struggled with learning through the remote model in the spring, have a more productive learning experience this fall?
 - **Better Outcomes and Guidelines for all Students with an IEP/504:**
 - Different requirements will ensure a more effective plan from what was required in March
 - Beginning this summer with both our traditional summer school program for grades 9-12 as well as the Extended School Year (ESY) program for students with disabilities, daily programming offered significantly more "direct" contact time between teachers and students.
 - Increased contact time, although not a substitute for "in-person" learning, was a significant improvement for all involved (students/parents/teachers) and made for a more equitable experience for all our students but especially for those classified through the committee on special education, and
 - Planning for the 20-21 school year, we are using these experiences, gained over the summer, to inform our practice moving forward and our "Continuity of Learning Plan" for the 20-21 school year.

Special Education Category *page 3*

Related Services:

- **How will related services (speech, counseling, OT, PT) be conducted? Will clear masks be worn for students with hearing/speech related needs?**
 - During "virtual learning" all related services will be provided virtually, with an emphasis on "synchronous" instruction to the greatest extent possible. When "in-person" instruction returns, all service providers will be provided with the appropriate PPE i.e., masks and clear/transparent masks for speech therapists and other professionals as appropriate). In addition, for students requiring "transparent" masks, in order to receive their service, they will be provided.

IEP mandated staff (nurse/TA):

- **How will mandated IEP staff work with students remotely? When we are in person how will they social distance?**
 - During "remote" learning, all IEP related staff will work with students, as appropriate for the platform. However, assigned staff members that require that students are "physically" present, in school, will remain on a students Individualized Education Plan (IEP) , and when schools return to "in-person" instruction, return to support student instruction as well as social, emotional and behavioural needs and functioning.

Special Education Category *slide 4*

Collaboration:

- **Will there be collaboration between staff who work with the same students?**
 - With respect to special education students, teachers and teacher assistants, and other related service providers, whether working together in a self-contained setting, integrated co-taught model (ICT), resource room or consultant teacher services, will continue to collaborate and consult with each other in order to provide the best learning experience and opportunities for students with disabilities.

In-Person Instruction:

- **Many SWDs are unable to learn remotely. When will SWDs be provided with in-person instruction?**
 - When schools return to "in-person" instruction, guidance from the Department of Health (DOH) is clear, "social distancing" is equal to six feet in all directions; however, when we return to "in-person" instruction, if there are student driven needs, that will "at-times," require social distancing less than six feet in length, staff and students will be provided with the appropriate PPE i.e., masks, gloves, gowns, face shields, in order to ensure the health and safety of all those involved.

***If you have questions specifically related to your child's IEP or 504, please contact the Assistant Director for your child school to discuss.**

[The contact information can be found in the District plan or on the website.](#)

Answers to Questions about Student Supports

English as a New Language (ENL):

- Students who are eligible to receive ENL services will continue to do so through their assigned ENL teacher based on their proficiency level.
 - Entering (Beginning)
 - Emerging (Low Intermediate)
 - Transitioning (Intermediate)
 - Expanding (Advanced)
 - Commanding (Proficient)

Early Intervention & Response to Intervention (RtI):

- Schools will continue to utilize Response to Intervention (RtI) to identify students who are in need of early intervention services.
- Teachers will provide differentiated instruction to students, as needed, to support the learning needs of students.
- Teachers and students will be using various resources to support the individual academic needs of the students. Parent Workshops will be scheduled to introduce parents to these resources.

Answers to Questions about Student Supports

Academic Intervention Services (AIS):

- Students who have been identified through the RtI process of needing additional academic support will be provided with the extra instruction.
- Parents will continue to be a part of these conversations.

Progress Monitoring- *evaluation of a student's academic progress:*

- Throughout the school year, instructional staff will utilize progress monitoring to ensure students are meeting academic goals and address instructional gaps as needed.

Differentiating Instruction:

- Instructional staff will differentiate instruction, as necessary, to meet the instructional needs of the students. This can be provided in small group instruction or with differentiated instruction materials or resources.

Transportation

- **How are you going to provide ventilation and social distancing? This will be the first contact these kids have before entering the school...**
 - Both NYS State Education Department and NYS Department of Health guidance states that windows and roof vents should be open when weather conditions permit.
 - The current routes are being built with 22 students in a large school vehicle - that is one student per seat (this can increase slightly as siblings are allowed to ride in the same seat)
- **Will parochial schools be provided with bussing in their in person learning starts before the public school system?**
 - Yes, Private & Parochial student transportation will be provided when the specific school is in session, regardless of the District's current learning plan..

Transportation routes for private and parochial routes will be posted by Monday 8/24. The public school routes will be posted on our website the week of 9/14.

Transportation

- **Why do you have to limit if students wear masks?**
 - Both NYS State Education Department and NYS Department of Health guidance states that students must be socially distant and must wear masks when on a school vehicle (*Unless they are medically unable to do so*).
- **If some kids (health reasons, etc) do not have to wear masks, how will the other kids be protected on the bus? Will those without masks need to sit in a designated section of the bus?**
 - If a student is unable to wear a mask for **medical reasons**, the social distancing requirement of 6 feet must be enforced. The District will need to have prior knowledge of a medical issue in order to be able to plan bus routes accordingly.
- **If there are after school activities, will there be a late bus? If students had their own transportation to school, would more students be able to attend in person classes?**
 - A late bus option would have to be reviewed as the District evaluates the hybrid plan. Social distancing dictates the student capacity both in the building and on the school vehicle.

Transportation

- **I want to drive my kids to school but would like to have an option to set them on the bus on occasion. Would that be possible?**
 - Yes, we will provide transportation for ALL WCSD students as needed and modifications and changes of time may impact the students and other students riding on the assigned bus route.
- **Are students taking school bus transportation getting their temperature screens when they arrive at school?**
 - Based on NYS State Education Department and NYS Department of Health guidance, student temperature checks will be done at the home prior to loading the school bus or entering the school.
- **If we drive our students to school, what are the protocol for drop off and pick up regarding social distancing? How will the traffic be managed for drop off and pick up?**
 - Traffic is going to be an issue, more so at some of our schools with smaller parking lots. We will do our best to make adjustments once we know what the traffic patterns are like on the first few days of in-person learning. Masks shall be worn at all times during arrival and dismissal.

Transportation

- **Are there going to be strict consequences for kids who don't follow social distancing or mask wearing on the bus. Will there be monitors on the bus to enforce these rules.**
 - Based on NYS Department of Health guidelines students must wear a face covering and should social distance on the school vehicles. As was the case prior to the pandemic, bus drivers are responsible for handling matters on their vehicle as well as reporting issues to building level administrators. We will not have enough staff to serve in the capacity of bus monitor for each of our bus runs, so unfortunately this will not be the case.
 - Camera checks will be conducted on a rotating schedule to assess our process
- **If you are going by last names, how long will kids be on the buses?**
 - We are scheduling our bus runs as we do typically and will anticipate less capacity based upon a Hybrid Model of Learning as only 50% of the students will attend school on a given day. Though some tweaks may be required, we are anticipating bus runs that are similar in length to the previous school year.

Questions and Answers

Although this parent presentation was designed based on the Governor's Order and the document we submitted to the NYSDOH and NYSED, it was guided by your very thoughtful and insightful questions.

If you any follow up questions to this presentation provided, or have thought of other questions you need answers to, please take a moment and provide any questions you have into the chat window of this presentation. If we cannot address your question before the end of this session we will post Q & A responses on our website in the next 48 - 72 hours

Thank you for taking the time to meet with us today. We look forward to the start of school, and to getting back to educating our students!

