

August 29, Update

Good Morning WCSD Community:

### **Reopening Plan**

In an effort to assure high-quality teaching and learning, a Continuity of Learning Plan has been developed for the 2020-21 school year. Through the Continuity of Learning Guidelines, instruction will be aligned with the New York State Learning Standards and assures equity as well as quality for all learners. All instruction in our District will be designed so regardless of the model utilized, there are clear, comprehensive, and accessible learning opportunities for all students. The WCSD believes in the importance of providing instruction that has been crafted through identified norms, uniformity, consistency and expectations.

While we understand that instruction provided in either a remote or hybrid model will not equate to the same level of instruction provided in a full in-person model, we aim to provide high-quality learning experiences for all students at all grade levels in all schools within the district. Moving forward, it is also important to understand that Remote Learning will differ from what many of you may have experienced when schools were forced to unexpectedly close in March. The very little time for teachers to plan a fully remote model ensured that the teachers checked in varied ways, flexibility for required work, monitored attendance, focus on reviewing school work, no formal assessments/exams and no required by law principal and teacher evaluation. (These aforementioned items were guided by the NY State Education Department.) These are just to name a few.

As we enter the start of school, September 2020, we have developed a thorough remote learning model, with teacher led instruction, focus on social and emotional learning in addition to curriculum and instruction standards based learning, scheduled planned school day, attendance/checking in daily with students, revisions to grading, parental involvement and engagement, monitoring student growth, synchronous and asynchronous instruction (as you will note below), as well as, principal and teacher observation and evaluation as required by law will be implemented and followed through. With that said we have received a lot of questions about student schedules during the remote learning period. We would like to share with you the following student schedules for our K-12 students:

#### **Elementary School:**

Synchronous instruction for each subject area (Reading, Writing, Math, Science or Social Studies, Special Area (ie: Art, Music, PE, Library)) will be a minimum of 20 minutes in length per academic day. Students will have access to asynchronous learning opportunities in addition to face to face time with their subject area teachers.

During the Full-Remote model of instruction, schedules for the special area classes (ie: Art, Music, PE, and Library) will be determined by the Building Principal (as they would be normally). This special area class schedule will be used by the classroom teachers to determine the specific times of day that the other subjects will be covered. This will help ensure that there are minimum conflicts with other student schedules throughout the building.

**Junior High School:**

Students enrolled in grades 7 & 8 are expected to follow their [individual student schedules](#) using the period structure identified in the table below for each day of [scheduled instruction](#). Please note that student attendance will be taken each period.

<b>Junior High School Schedule for Full-Time Remote Instruction</b>		
7:25 - 8:05	Teacher Preparation Period	
Period	Time	Instructional Guidance
Period 1	8:05 - 8:30	<p>Students will log in to each period.</p> <p>Attendance will be taken.</p> <p>Teachers will provide students with synchronous instruction ranging from 10 to 25 minutes in length. The length of the synchronous learning lesson will be determined by the teacher and should be based off of the lesson for the day. It is understood that on some days, the amount of synchronous time may vary depending on the lesson. Please refer to the instructional framework for guidance on which pedagogical approaches lends itself best to synchronous vs asynchronous learning.</p> <p>Students may log off after the teacher has completed the synchronous lesson and begin the asynchronous learning until the next period begins.</p> <p>Teachers may schedule a shorter whole class synchronous lesson to allow for small group synchronous learning.</p>
Period 2	8:35 - 9:00	
Period 3	9:05 - 9:30	
Period 4	9:35 - 10:00	
Period 5	10:05 - 10:30	
Period 6	10:35 - 11:00	
Period 7	11:05 - 11:30	
Period 8	11:35 - 12:00	
Period 9	12:05 - 12:30	
12:30 - 1:15	Teacher Lunch Period	

12:30 -2:25	<b>Students:</b> Students work on asynchronous learning opportunities, as assigned, to complete independent/practice work. Students can schedule time to speak/meet with the teacher or support staff to discuss work or to ask questions. Students may also participate in small group follow-up lessons as arranged by a teacher.
1:15 - 2:25	<b>Teachers:</b> During this time period, teachers will be available to speak/meet with students individually or in small groups to answer questions. Teachers will work on asynchronous learning opportunities for students, provide students with feedback, participate in google discussions, etc. Teachers may also participate in administrative scheduled meetings, team meetings, RtI meetings, etc, as appropriate.

**High School:**

Students enrolled in grades 9 - 12 are expected to follow their [individual student schedules](#) using the period structure identified in the table below for each day of [scheduled instruction](#). Please note that student attendance will be taken each period.

High School Schedule for Full-Time Remote Instruction		
7:25 - 8:10	Teacher Preparation Period	
Period	Time	Instructional Guidance
Period 1	8:10 -8:35	Students will log in to each period.  Attendance will be taken.
Period 2	8:40 - 9:05	Teachers will provide students with synchronous instruction ranging from 10 to 25 minutes in length. The length of the synchronous learning lesson will be determined by the teacher and should be based off of the lesson for the day. It is understood that on some days, the amount of synchronous time may vary depending on the lesson. Please refer to the instructional framework for guidance on which pedagogical approaches lends itself best to synchronous vs asynchronous learning.  Students may log off after the teacher has completed the synchronous lesson and begin the asynchronous learning until the next period begins.
Period 3	9:10 - 9:35	
Period 4	9:40 - 10:05	
Period 5	10:10 - 10:35	
Period 6	10:40 - 11:05	
Period 7	11:10 - 11:35	Teachers may schedule a shorter whole class synchronous lesson to allow for small group synchronous learning.

Period 8	11:40 - 12:05	
12:05 - 12:50	Teacher Lunch Period	
12:05 -2:25	Students: Students work on asynchronous learning opportunities, as assigned, to complete independent/practice work. Students can schedule time to speak/meet with the teacher or support staff to discuss work or to ask questions. Students may also participate in small group follow-up lessons as arranged by a teacher.	
12:50 - 2:25	Teachers: During this time period, teachers will be available to speak/meet with students individually or in small groups to answer questions. Teachers will work on asynchronous learning opportunities for students, provide students with feedback, participate in google discussions, etc. Teachers may also participate in administrative scheduled meetings, team meetings, RTI meetings, etc, as appropriate.	

Asynchronous learning activities will be scheduled daily as appropriate to ensure instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners. The learning opportunities that are provided synchronously and asynchronously will support student learning in achieving the objectives of the course.

**Professional Development**

Our professional development plan for our Superintendent Conference and Teacher preparation has been completed. The administrators, teachers and support staff will engage in so many other aspects that go beyond the classroom due to this pandemic. They will focus on safety precautions for when we are able to return back to school, process for cleaning and/or disinfecting, and learning more about the difference between screening and testing, as well as contact tracing. These are just the measures that we never thought as educators we would have to be fully prepared for in our schools. In addition, preparing the teacher's physical classroom space as well as professional development related to teaching and learning, and social emotional learning will be covered within the first five days of school.

**Parents/Guardians**

Living through this pandemic has been difficult for all of us, and has had a profound impact on education. We need to work together as the strong WCSD learning community that we are. ALL parents/guardians would aspire to have their children in school daily if not for the complexities of managing this unprecedented pandemic. Having our students in school everyday is the goal and aspiration of the WCSD Board of Education, administration, teachers and support staff.

As we work together, what you share in common is that you deeply care and love your children and want what is best for them. Parents who strongly believe in a remote only plan/schedule, parents who believe in a hybrid plan/schedule, and parents who believe in a 100% in person plan/schedule share the greatest thing in common: the unconditional care

and love for your child. Continue to be an advocate for what you believe in but let's ensure that we respect one another's views and philosophies even if they differ from our own. During these unknown times, let's remember that WCSD, the largest school district in Dutchess county, must remain a strong, vibrant and empowering community.

Sincerely,

José L. Carrión  
Superintendent of Schools

*\* Please note that during this pandemic, which began impacting schools in March 2020 and the subsequent Governor's Orders, the communications provided in the District's Updates may be subject to change, pending any future modifications made by the Governor's office, the Department of Health, the CDC, and the New York State Education Department. In this ever changing environment, many things are not guaranteed.*