WEST IRONDEQUOIT CSD

Rogers Middle School
Reopening our K-12 schools

PEAK PERFORMANCE

WEST IRONDEQUOIT SCHOOL DISTRICT

Rethinking Teaching and Learning

Reopening our K-12 schools: West Irondequoit Central School District

UPDATED: ***April 26, 2021 See Attached Addendum***

Introduction

On July 13, 2020 Gov. Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in their given region. Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, West Irondequoit is also planning to use a hybrid model that combines in-person instruction and remote learning. Parents/guardians will have the option to transition their children from the hybrid model to fully remote learning at any time. Those families who initially select the remote model can request to switch to hybrid after a designated period of time. Parents interested in requesting fully remote learning for their child may do so by completing the Request for 100% Remote Instruction form on our website, www.westirondequoit.org. Parents/guardians may opt in or out of remote learning using this form up to our first day of instruction. After that, they should contact their child's principal to discuss a change.

The plan outlined here is for the reopening of schools in the West Irondequoit Central School District for the 2020-21 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in our school. They are:

- Brookview School: Principal Mrs. Alicia Spitz
- Briarwood School: Principal Mrs. Brenna Farrell
- Colebrook School: Principal Mrs. Brenna Farrell
- Listwood School: Principal Mrs. Kelly Santora
- Seneca School: Principal Mrs. Alicia Spitz
- Southlawn School: Principal Mrs. Kelly Santora
- Rogers School: Principal Ms. Michelle Flood
- Iroquois School: Principal Mr. Christian Zwahlen
- Dake Junior High School: Principal Ms. Maryanne Heiman
- Irondequoit High School: Principal Ms. Alecia Zipp-McLaughlin

The health and safety of our students, our staff and their families are our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools.

Assistant Superintendent for Finance Mr. James Brennan will serve as the district's COVID-19 Safety Coordinator. Mr. Brennan will work closely with our local health department and Head Nurse, Ms. Mary Piston, and will be responsible for serving as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines. Mr. Brennan's role and contact information in available on our district website by clicking on COVID-19 Reopening Information.

Letter from the Superintendent

July 31, 2020

Dear Families and Staff,

On behalf of our Board of Education and myself, thank you to the more than 2,500 staff and community members who provided the necessary input to make the best decision for our children. Together, we considered every aspect of the guidance and our ability to implement these standards with fidelity to safeguard the health and safety of our students and staff. Our plan allows for students to reengage with trusted and caring staff to the greatest extent possible. Woven throughout are supports to promote not only the physical safety of students and staff, but also their social, emotional and mental well-being. West Irondequoit is devoted to developing the whole child and know that through this experience our students and staff will gain added strength through a focus on independence and agency. Our most vulnerable population such as students with special needs, English Language Learners and our lower grades will return in-person to a greater extent. This will allow for the additional supports and services needed to ensure their optimal growth and development. Special thanks to the diverse team of stakeholders who served on our district's Emergency Management Team and COVID-19 Advisory Workgroups. Their efforts and the support of the Board of Education was critical in processing through the varying guidance given the short timeline to find clarity and confidence in a model to best meet the needs of ALL West Irondequoit students, families and staff in a safe and equitable way.

With gratitude,

Aaron R. Johnson, Ed. D

Superintendent of Schools

Content Outline

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Communication/Family and Community Engagement

To help inform our reopening plan, the district has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations. Beginning in May, we engaged our District's Emergency Management Team as a steering mechanism to guide our COVID-19 related efforts. This group subdivided into five COVID-19 advisory workgroups. They are:

- Operations and Logistics Team

- Instructional Services Team
- Public Health and Social Emotional Support Team
- Equity, Family and Community Needs Team
- Transportation and Food Services Team

Groups are led by 2-3 school leaders whose roles and responsibilities connect to the group's theme. Each group solicited a broad spectrum of representatives that includes multiple students, parents, staff (both instructional and non-instructional), administration, Board of Education, union representatives, and other community liaisons. Groups met regularly to analyze the available research and guidance from organizations like the Center for Disease Control, Department of Health, Department of Education, and state and local agencies to draft a list of essential questions needed to ensure a safe and healthy environment for students and staff. Altogether, more than 120 people engaged in our planning and preparation process through our advisory work groups.

WATCH UPDATES: Watch our August Public Meetings on Reopening

To further engage our community and staff, several additional opportunities were offered by survey and crowdsourcing. To bridge the closing of school with the plans for a fall reopening, families and staff were separately asked, "What are your thoughts, questions and concerns around a return to school in the fall?" The summary of the family results can be viewed at June 2020 Family Thought Exchange-Summary Families were later offered a more specific and detailed survey to drill into aspects of a fall reopening. The goal was to understand the emotional state of families related to potential anxieties and worries about children returning to classrooms to narrow the scope of our plans. We found that most families (8 out of 10) preferred students returning to classrooms over remote learning. This information along with others helped to inform our plan. The outcomes of this survey can be viewed at July 2020 Family Survey Results.

To keep families and staff informed about our plan, we launched a weekly "Reopening Report" in mid-July that will be distributed through September. This is sent to households and staff on Mondays as a way to keep people well informed. In addition to these weekly updates, we have also offered virtual town halls, a special Board of Education meeting, and various engagements with staff. A running record of our weekly "Reopening Reports" along with other COVID-19 related resources can be found on our district's website at COVID-19 Reopening Information for 2020-21.

Throughout the summer we have worked on answering many questions. Those can be accessed via our Reopening Page or by clicking here.

West Irondequoit remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA and it can also be translated into other languages (via Google translate).

The district has developed a plan for communicating essential information to parents/guardians, students and staff by using its mass notification channels, including Robocalls, emails and text messaging and website alerts. It also will utilize social media platforms (Facebook/Twitter) to direct interested stakeholders to the district website. WICSD has determined which methods are the most effective and use those to communicate news, requirements and updates related to reopening, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene.

The information that we will share will be based on state guidance and from the department of health, state education department and CDC. The district also has conducted training with school leaders to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

In support of remote learning, the district and its technology department is making computer devices available to students in grades K-12. Families have multiple ways to stay in contact with school officials during remote learning by using Learning Management Systems such as Seesaw (K-3) and Schoology (4-12), along with email and phone calls. All staff can be contacted via email at the staff directory, which can be accessed via the district's main page.

The district will notify staff, students and families about in-person, remote and hybrid school schedules with as much advance notice as possible. It also will inform parents regarding the provision of special education services for students. Questions can be directed to Student Services.

West Irondequoit is committed to ensuring that all students and families are taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover:

- Hand hygiene: The district will provide access to hand sanitizer. As individuals enter and exit buildings, they will be required to use hand sanitizer. Training videos will be posted on district website. Each building will provide age-appropriate instruction on the first day of school and throughout the school year. Ongoing email, social media and phone calls to families.
- Hand washing: Individuals should use soap and water for at least 20 seconds especially after they've been in a public place, or after blowing their nose, coughing or sneezing. It's especially important to wash:
    - Before eating or preparing food
    - Before touching your face
    - After using the restroom
    - After leaving a public place
    - After blowing your nose, coughing, or sneezing
    - After handling your cloth face covering
    - After changing a diaper
    - After caring for someone sick
    - After touching animals or pets
- Alternatives: If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Social distancing: The district will teach students and families about social distancing guidelines in the school. Training videos will be posted on district website on appropriate social distancing measures. Each building will provide age-appropriate instruction on the first day of school and periodically throughout the school year.
- Respiratory hygiene: The district will teach students and families about respiratory hygiene and habit. Training videos will be posted on district website on appropriate respiratory hygiene. Each

building will provide age appropriate instruction on the first day of school and periodically throughout the school year.

- Symptom awareness: The district will teach students and families the importance of symptom awareness and screening. Training videos will be posted on district site on symptom awareness and resources available for self-checking. Parents will be notified who to contact if their child has symptoms or have been diagnosed with COVID-19. Each building will provide age-appropriate instruction on the first day of school and periodically throughout the school year.

West Irondequoit has deployed signage throughout the district to address public health protections surrounding COVID-19. It will address protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

In addition to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to CDC prevention and DOH guidance regarding the use of PPE through additional means such as ongoing mass notification email, social media and automated bulletins to families. West Irondequoit is committed to creating a learning environment that protects student and staff health, safety and privacy. Our district will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health & Safety section of our reopening plan.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health department, in conjunction with the district's medical director/head nurse. The district will not notify the wider community unless specifically directed to do so by local health officials. The district will notify the community through its Office of Public Information as per instructed by health department. This communication may come through email, social media and phone calls to families.

School Closures

The district is preparing for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases. Our medical director, Dr. Larry Denk, school nurses, principals, and Superintendent of Schools and in collaboration with the Monroe County Health Department will monitor each school building's daily attendance and conditions to determine next steps. The district may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The district will consult with Dr. Denk and Monroe County Health Department when making such decisions.

School building administrators and the Superintendent of Schools, in collaboration with the Monroe County Department of Health, will communicate regularly and, if needed, consider closing one or more schools if absentee rates impact the ability of the school to operate safely. If one or more schools need to close, students, staff, and families will be communicated to via our Public Information Office and guidance from the Monroe County Department of Health will be followed.

Areas that are infected will be shut down for cleaning disinfecting as per CDC and NYSDOH guidelines.

READ UPDATES ON: Aug. 24, 2020 guidance an FAQs from Monroe County DOH

Health & Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at james_brennan@westiron.monroe.edu or 336-2993.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section of this reopening plan.

Health checks

The district has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. These resources include the requirement for any student or staff member with a fever of 100.0°F or higher and/or symptoms of possible COVID-19 virus infection to not come to school. The CDC list of Coronavirus symptoms was used to develop these resources.

Remote Screening

West Irondequoit will implement the following practices to conduct mandated health screenings.

The ACCTek COVID-19 Screening Application will convey remote health screening questionnaires to WICSD faculty, staff, students and parents/guardians. This web-based app is easy to access from any device connected to the internet. Only records confirming individuals were screened and general screening results are stored. Private health data (such as the specific temperature data of an individual) is not recorded. Screening will determine whether an individual has:

- Knowingly been in close contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19
- Tested positive for COVID-19 in the past 14 days
- Experienced any COVID-19 symptoms, including a temperature of greater than 100°F, in the past 14 days
- Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

All data is stored in a centralized location that utilizes data transfer and storage security best practices. A third party has tested the system for security vulnerabilities that an attacker could exploit. The system tracks mandated items, including screening questions, from health authorities, provides for self-

screenings and district-administered screenings, and provides customized reports and automated notifications. A technology information hub, including tutorials on use of the system, is being developed for students, teachers, and families. It will be publicized by the district.

Manual Screening

Hard-copy questionnaires and/or front-office phone calls may also be utilized for those who do not have internet access or have not submitted their information before school, with manual input of screening results into the ACCTek system performed by building clerical staff. Verbal and/or written checks may be performed by instructional staff at the beginning of the school day discreetly for students whose parent/guardian has not responded.

Our visitor management protocols will include COVID-19 screening questions for contractors, vendors and visitors. Individuals answering “yes” to any screening questions or having an elevated temperature above 100.0°F will be asked to leave or sent to an isolated area for further testing and assessment.

West Irondequoit building principals and associated clerical staff are responsible for reviewing incoming screening reports. Positive responses to the screening questionnaire and non-responses will be referred to the individual building principal and nurse for subsequent communications and next steps. Positive responses require isolation from others and immediate dismissal from school. Students and staff are required to notify the school nurse if they develop symptoms or if their answers to the questionnaire change during or outside school hours. Notification during school hours can be made through referral to the health office, or by calling the health office after school hours. Health Office contact information for each school is listed below:

- Briarwood Elementary School: 585-336-1618
- Brookview Elementary School: 585-336-1638
- Colebrook Elementary School: 585-336-1608
- Dake Junior High School: 585-336-3008
- Irondequoit High School: 585-336-2938
- Iroquois Middle School: 585-336-0816
- Listwood Elementary School: 585-336-1648
- Rogers Middle School: 585-336-4714
- Seneca Elementary School: 585-336-1628
- Southlawn Elementary School: 585-336-4714

Reminders of the health screening policy will be routinely e-mailed to staff and parents/guardians, with follow-up reminders scheduled for faculty and staff who have not responded by 8 a.m. daily.

Temperature Screenings

Individuals displaying any potential concerns will be referred to the school nurse’s office for further screening. The building nurse and health clerk will ensure masking and social distancing are maintained, with individuals sent to a supervised but isolated area before being picked up or otherwise sent home. Training around temperature screening protocols will be developed in consultation with the district physician and implemented by the nursing staff. The nursing staff will coordinate with the Executive

Director of Operations, Mr. John Conti, for supply and PPE needs. Staff members conducting screenings will utilize masks, face shields, and disposable gloves consistent with recommended guidelines.

	HEALTH OFFICE & ADMINISTRATION	TEACHERS AND STAFF	MAINTENANCE
GENERAL	Each situation is sensitive and confidential. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Prescreen applications will be utilized to perform self-check prior to entering WICSD facilities. If any self-check symptoms are identified as *yes* or individual has a temperature of 100.0^{o}F or higher, they will be asked to stay home and it will be recommended that they consult with their health care provider. If high temperature- (100.0^{o}F), individual must be denied entry into facility or sent directly to dedicated area prior to being picked up or otherwise sent home. (NYSDOH 7-13-20) General questions on how they feel: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. Has fever reducing medicine been taken.	School district will supply buildings disinfecting wipe for classroom use, hand sanitizer, *masks,* and tissues for use in classrooms. Disinfecting wipes are intended for everyday use to do targeted disinfecting within a classroom. Areas believed to be infected by COVID-19 require disinfection by Maintenance Personnel.	Ongoing building-wide cleaning and disinfecting following the WICSD Standard Operating Procedures for Cleaning and Disinfecting. (Based on NYSDOH requirements) Which include high touch surfaces (door handles, surfaces and fixtures) Maintenance personnel will do target regular disinfecting of high touch surfaces. Executive Director of Operations and building Principal will update expectations for cleaning personnel, frequency of cleaning and prioritize cleaning needs. Strategically develop schedule to provide coverage during personnel absence (i.e.: lunch breaks). Maintenance personnel will ensure supplies of disinfecting wipes, sanitizer, masks, and tissues are available for teachers in classroom. Executive Director of Operations will manage inventory of supplies and distribute based on need and availability.

	Symptoms related to COVID-19 will be monitored if symptoms need to change. At pre-screening if any of the questions above are yes, the individual will be asked to report to the Health Office and wait for further evaluation. (If individual is sick, it does not mean they have COVID-19) Visitor Management system will be equipped with COVID-19 screening questions. Visitors will be asked to leave if any questions are answered as “yes” having symptoms or elevated temperature over 100.0°F. As a general precaution, any individual presenting symptoms are assumed to be COVID-19 positive until proven different. Areas this individual visited will require disinfecting. Isolation rooms: K-6 will designate isolation rooms in proximity of Health Office. Dake & IHS will utilize examination rooms • Visual supervision is required when individual is in space. • Cleaning and disinfecting will be required after use of space.		

	• Health office staff will require strategic planning to provide nurse coverage and support. • Administration will need to be ready to support teachers/staff as they field community/family concerns and conflicts.		
BEFORE SCHOOL (includes students entering the building for school)	Trained personnel will pre-screen before school programs as district personnel and students enter the building.	Assign specific locations for students to report when they arrive early. Eliminate gatherings in hallways and related spaces.	
DURING SCHOOL	General questions on how they feel: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue Muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. Individuals showing any the above symptoms will be asked to have their temperature checked. If high temperature- (100.0^{o}F), individual must be denied entry into facility or sent directly to dedicated area prior to being picked up or otherwise sent home. (NYSDOH 7-13-20)	Student who shows indications of being ill. Notify Health Office and escort student to the Health Office. If unable to escort student, contact main office to provide support. (If a student is sick, it does not mean they have COVID-19) -Maintain calm environment for learners. -Provide Maintenance personnel with targeted area for disinfection Teacher and Staff must follow up with health office on status of ill student. Call or e-mail. At the end of each day, prepare classroom, remove items from surface of desks to allow for cleaning and disinfecting.	

	Individual should not return until determined to be non-infectious by their doctor. Health Office will provide maintenance personnel with specific locations for targeted disinfecting during school.	Students lockers: will require staggered access to decrease gathering of students. Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible. (CDC) Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas. (CDC) Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users. (CDC)
AFTER SCHOOL	Student who shows indications of being ill. Require immediate separation from other students. Parents need to be notified for prompt pickup of child.	In collaboration with building administration, plan dismissal procedures to reduce areas in which students can congregate. Increase support and enforcement will be needed at Dake/HS to reduce congregating. Review process for parent pick-up and the designated waiting area for bus pick up. Minimize after school gatherings to allow maintenance personnel time to clean and disinfect space.

Social distancing, face coverings & PPE

West Irondequoit has developed a plan with policies and procedures for maintaining social distancing of all students, faculty and staff when on school facilities, grounds and transportation. If social distancing of 6 feet cannot be maintained, proper face coverings must be worn in common areas such as hallways or school buses. For those medically unable to wear face coverings, individual plans will be developed to accommodate needs of students.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus. Students will be allowed to remove face coverings during meals and for short breaks so long as they maintain appropriate social distance. Our staff will work with students who are unable to medically tolerate a face covering to make specific and safe accommodations. Because students and staff will need to be prepared to wear a face covering if another person unexpectedly cannot socially distance, they will be required to wear a face covering in all common areas (e.g., entrances and exits) and when traveling around the school.

Face coverings will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose. . At this time, the Monroe County DOH is not recommending neck gaiters, bandanas, or scarves. Face shields worn without other appropriate face coverings are also not an acceptable alternative. An employee is allowed to wear their own acceptable face covering if they choose. Some may need additional PPE at times. Students with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to do so. Our teachers and administrators will attempt to accommodate these students following safety guidelines to protect them and others. Face shield alone does not provide adequate protection. Masks are required with face shields.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods, such as brief mask breaks, when masks are not worn. Face coverings should not be placed on:

- Children younger than 2 years old
- Students where such covering would impair their health or mental health
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The district will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings

Signage will be posted requiring face covering; social distance markings will be installed where applicable. The Main Office designee and Health Office will provide additional PPE as needed. Classroom lessons will be designed to teach students the routines associated with social distancing and face coverings. These lessons will be age appropriate and will be a part of the opening of school routine.

Infection control strategies

Hand sanitizing stations will be placed at primary entry points into buildings. Sanitizer will be available in classrooms. Floor markings will be installed in high-traffic areas to promote social distancing and one-directional movement. Plastic separators may be utilized to separate district employees from general population in specific areas. Socially distanced classroom layouts and flow of students through buildings will be building specific.

Facility Alterations

The layout of desks within each classroom will be altered and the strategic scheduling of instructional spaces within a school building will be implemented to improve social distancing. Decreased building usage and flow patterns with in passing spaces will be implemented based on building needs. At this time, there are no plans to alter facilities.

Plumbing Facilities and Fixtures

Individual bathroom stalls will remain available to district personnel and students. Bathrooms with multiple fixtures will decrease number of accessible fixtures marking fixture "out of service" to promote social distancing. All bathrooms will have signage posted at entry promoting social distancing and hand washing. Drinking fountains will be analyzed on a building occupancy basis and adjusted to comply with code while decreasing the opportunity for transfer of COVID-19. Building administration will be charged to ensure distancing rules are adhered to. Where possible, bottle fillers will be installed to increase accessibility to drinking water.

Ventilation

The most important measure is to continue to preventative maintenance, maintain the comprehensive cleaning, and operate the air handlers through sophisticated automated controls with close monitoring of outside air input, exchange of air and air circulation through building. Current ventilation systems meet or exceed requirements by NYSED. In addition, systems throughout district will have upgraded filters while maintaining maximum air flow.

READ UPDATES: More on VENTILATION SYSTEMS in our FAQ section

New Technology for Air Purification

Certain spaces are being reviewed with the District's architecture and engineer firm for potential introduction of new technology connected to air purification. In the event air purification systems will be installed, district architecture and engineering firm will design and submit to OFP for approval.

Management of ill persons, contact tracing and monitoring

READ UPDATES: Monroe County DOH response to positive test or potentially ill individuals

HEALTH OFFICE & ADMINISTRATION	TEACHERS AND STAFF	MAINTENANCE
Any individual presenting symptoms are assumed to be	Building administration may advise that specific areas may	Building administration in conjunction with Health Office

COVID-19 positive until proven different. Areas this individual visited will require disinfecting. Each situation is case sensitive and confidential. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from other students and supervised until their parent/legal guardian or emergency contact can retrieve them from school. If Nurse learns that student or district personnel are COVID-19 positive, they will immediately notify building level administration. If individual is diagnosed with COVID-19, areas for which the individual was located will be closed off. When possible, these areas will need to remain vacant for 24 hours and maintenance personnel will disinfect the space. If unable to wait 24 hours, Maintenance Personnel will be provided additional PPE to disinfect space. Building Principal or designee and Health Office provide tracing information for infected student(s) and personnel. Administration will notify the Superintendent of Schools.	require being closed off until after cleaning and disinfecting. If a staff member suspects a student or another staff member is sick or exhibiting symptoms, the staff member should confidentially notify the nurse and/or building administration	personnel will provide maintenance with specific locations (student or teacher schedule) for targeted disinfecting. As directed by building administration, maintenance will close off areas used by sick person and not using until after cleaning and disinfection has occurred. Maintenance personnel will wait 24 hours before cleaning and disinfecting. In situations where this is not possible, maintenance personnel will consult with school nurse and will be required to wear gown, N95 (KN95) mask and gloves during the disinfecting process. Maintenance personnel will follow the WICSD Standard Operating Procedures for Cleaning and Disinfecting. (Based on NYSDOH requirements) If student becomes ill, maintenance personnel will need student schedule to trace the student's logical path and disinfect accordingly.

Coordinate with local health officials, communication to school community, district personnel, Teachers and Staff will take place. Superintendent and Building level administration in collaboration with Building Nurse will determine next steps: • Appropriateness of closing school(s) • Isolate areas for disinfecting. Develop standardized communication K-12 to be sent out to district personnel and families. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure (CDC)		

The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the nurse's office. If there are several students waiting to see the school nurse, students must wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms of COVID- 19 from others until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

Visual supervision is required when individual is in space.

School	Isolation Room	Treatment/Medication Room
Briarwood	Conference Room	Nurse's office
Brookview	Conference Room	Nurse's office
Colebrook	Conference Room	Nurse's office
Listwood	Conference Room	Nurse's office
Seneca	Room 126	Room 119
Southlawn	Conference Room	Nurse's office
Iroquois	Examination Room	Nurse's office
Rogers	Conference Room	Nurse's office

Dake	Examination Room	Nurse's office
Irondequoit High School	Examination Room	Nurse's office

PPE requirements for school health office staff caring for sick individuals include both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (e.g., goggles or face shield) should be added. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used, if available. If an N-95 face mask is not available, a surgical face mask and face shield will be used.

School health office cleaning will occur after each use of cots, bathrooms and health office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes). Health office equipment will be cleaned following manufacturer's directions. Disposable items will be used as much as possible (e.g., pillow protectors, disposable thermometers, disposable thermometer sheaths or probes, disposable otoscope specula).

Aerosol Generating Procedures

Respiratory treatments administered by nurses generally result in aerosolized of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The district requires the following PPE to be worn during AGPs: gloves, N-95 or a surgical mask with face shield, eye protection and a gown. PPE will be used when: suctioning, administering nebulizer treatments, or using peak flow meters with students who have respiratory conditions.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning will be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the nebulizer treatment is finished.

Cleaning of the room will occur between using and cleaning of the equipment should be done following manufacturer's instructions after each use.

If Students or Staff become ill with COVID-19 Symptoms at School

West Irondequoit requires students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. Students will be supervised in the isolation area while awaiting transport home and will be separated by at least 6 feet. Students will be escorted from the isolation area to their parent/guardian. Students or staff will be referred to a healthcare provider and provided resources on COVID-19 testing.

Return to School after Illness

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Negative COVID-19 diagnostic test result
3. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19. The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

READ UPDATES: Monroe County DOH response to positive test or potentially ill individuals

COVID-19 Testing

HEALTH OFFICE & ADMINISTRATION	TEACHERS AND STAFF	MAINTENANCE
Any individual presenting symptoms are assumed to be COVID-19 positive until proven different. Areas this individual visited will require disinfecting. *Each situation is sensitive and confidential. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.* Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from other students and supervised until their parent/legal guardian or emergency contact can retrieve them from school. Each school building has identified a space for students to be separated from non-ill students. If the Nurse learns that student or district personnel are COVID-	Building administration will advise that specific areas may require being closed off until thorough cleaning and disinfecting has occurred. Personnel will be notified of this from building administration and once the area has been thoroughly disinfected building administration will notify staff when it is safe to use the area(s) closed.	Building administration in conjunction with Health Office personnel will provide maintenance with specific locations (student or teacher schedule) for targeted disinfecting. As directed by building administration, maintenance will close off areas used by the sick person. Maintenance personnel will wait 24 hours before cleaning and disinfecting. In situations where this is not possible, maintenance personnel will consult with the school nurse and will be required to wear a gown, N95 (KN95) mask and gloves during the disinfecting process. Maintenance personnel will follow the WICSD Standard Operating Procedures for

19 positive, they will immediately notify building level administration, the district's medical director, Dr. Larry Denk, and the Monroe County Department of Health. If an individual is diagnosed with COVID-19, areas for which the individual was located will be closed off. These areas will need to remain vacant for 24 hours. If unable to wait 24 hours, Maintenance Personnel will be provided additional PPE to disinfect space. Administration will notify the Superintendent of Schools. Coordinate with local health officials, communication to school community and district personnel will occur. Superintendent and Building level administration in collaboration with the school nurse and the Monroe County Department of health will determine next steps: • Appropriateness of closing school(s) • Isolate areas for disinfecting. Develop standardized communication K-12 to be sent out to district personnel and families. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure (CDC)		Cleaning and Disinfecting. (Based on NYSDH requirements) If a student becomes ill, maintenance personnel will need student schedule to trace the student's logical path and disinfect accordingly.

The district will notify the community through our Public Information office as per instructed by health department. This communication may come through *email, social media and phone calls to families.*		

In the event that a large-scale testing will need to be conducted at the school, the district administration will work with the Monroe County Department of Health.

Contact Tracing

The district will notify state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district. To assist the local health department with tracing the transmission of COVID-19, the district has developed a plan to trace all contacts of exposed individuals in accordance with protocols, training, and tools provided through the New York State Contact Tracing Program.

READ UPDATES ON: Symptoms, Testing and Contact Tracing Protocols

We will assist with contact tracing by:

1. Keeping accurate attendance records of students and staff members
2. Ensuring student schedules are up to date
3. Keeping a log of any visitor which includes date and time, and where in the school they visited
4. Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

Our medical director, Dr. Larry Denk, school nurses, principals, and Superintendent of Schools and in collaboration with the Monroe County Department of Health will monitor each school building's daily attendance and conditions to determine next steps. The district may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The district will consult with its district physician, Dr. Denk and Monroe County Health Department when making such decisions.

School building administrators and the Superintendent of Schools, in collaboration with the Monroe County Department of Health will communicate with each other regularly and, if needed, will consider closing one or more schools if absentee rates impact the ability of the school to operate safely. In the event that one or more schools need to close, students, staff, and families will be communicated to via our Public Information Office and guidance from the Monroe County Department of Health will be followed.

Areas that are infected will be shut down for cleaning disinfecting as per CDC and NYSDOH guidelines.

Confidentiality must be maintained as required by federal and state laws and regulations. School staff

should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

School Closures

A closure refers to contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education and/or closing the school. The district will collaborate with the Monroe County Department of Health to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

At a minimum, the plan will incorporate the following:

- Schools will close if the regional infection rate rises over 9% after Aug. 1, 2020. Schools will close if the 7-day rolling average of the infection rate is above 9%.
- Schools in regions in Phase 4 can reopen if the daily infection rate remains below 5 percent using a 14-day average, unless otherwise directed from the Monroe County Health Department.
- If the infection rate rises above 9%, schools must wait until the 14-day average is below 5%
- Once schools open at Phase IV below 5% for a 14-day rolling average, schools can remain open even if the rate continues to rise about 5% until it reaches 9% for the 7-day average.
- School will be notified by the Monroe County Health Department on the situation.
- School administrators should consider closing school if absentee rates impact the ability of the school to operate safely.
- Schools may choose to modify operations prior to closing to help mitigate a rise in cases. If infection rates are rising above 5%; consider modifying school operations for medically vulnerable students and staff if they are participating in in-person activities.\
- We will consult with our medical director, Dr. Larry Denk and the Monroe County Department of Health when making such decisions.
- Using the guidance and the isolation procedures we will determine which operations will be decreased or ceased and which operations will be conducted remotely; families and personnel will be communicated to via public relations office on the need to close and next steps. This will occur in conjunction with our instructional continuity plan to ensure student learning continues to occur during a closure. Students will be dismissed through each school emergency plan and in collaboration with the Superintendent of Schools and the Monroe County Department of Health.

For more information about how school closure information will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section in this reopening plan.

Cleaning and disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include:

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

West Irondequoit will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

Vulnerable populations/accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. It is our goal that these individuals are able to safely participate in educational activities.

Personnel

- The district will use an interactive process to determine if the employee qualifies for a leave or an accommodation. This interactive process includes providing reasonably detailed medical

information. If it is determined an employee needs an accommodation, the district will provide the accommodation that is reasonable per their duties. This may include but is not limited to extra PPE, barriers, and/or telework.

- A critical takeaway is that to qualify for the leave or accommodation, the employee must meet the legal requirements.
- For personnel that are not comfortable returning to work, they will work with their building principal and/or the Assistant Superintendent for Human Resources to be provided support such as extra PPE or other reasonable accommodation.

Students

- For students and families at risk, the District will provide a full remote learning option eligible to review on a quarterly basis for families. This option is open to all WICSD K-12 students.
- Parents interested in requesting fully remote learning for their child may do so by completing the Request for 100% Remote Instruction form found on our website. Parents may opt in or out of remote learning using this form up to our first day of instruction. After that, parents should contact their child's principal to discuss a change.

Visitors on campus

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings. Upon entry into building prescreening questions will be asked by greeter, if any symptoms exist, access will be denied. Visitors must follow all safety protocols as listed above.

School safety drills

The district will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code without, exceptions. Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Building administration may include the following adjustments to scheduled exercises, but are not limited to:

- Conducting drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.
- If schools reopen with a "hybrid" in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain

that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing/using masks.
- Conducting lockdown drills on a "staggered" schedule with smaller numbers of students present to maintain social distancing, however, schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person.
- Conduct lockdown drill in classroom without "hiding"/ "sheltering" but provide an overview of how to shelter or hide in the classroom.

Evacuate

Used to evacuate students and staff from the building.

(Implemented when determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.)

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for Updates.

Lockdown

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

(Used when immediate **threat of violence** in or around the school exists.)

- When you hear lockdown announced, you should move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet, silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.

Stay hidden until physically released by law enforcement personnel.

Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities will be reviewed and submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The district plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is "normally occupied."

Water systems will be flushed in buildings that have been unoccupied. Required lead water testing will take place in the fall of 2020.

In collaboration with district architecture firm, evaluation of individual building space will take place. As we evaluate building flows and usage, highest priority will be to maintain safety of all in building and maintaining compliance with emergency evacuation requirements. Areas that require submittal to OFP will be processed in close coordination with building administration and district architect.

Individual bathroom stalls will remain available to district personnel and students. Bathrooms with multiple fixtures will decrease number of accessible fixtures marking fixture *temporarily out of service* to promote social distancing. Any temporary modifications will be in collaboration with district architect.

Drinking fountains will be disabled. Water-filling stations will be available in all schools.

Temporary and permanent tents are not being considered as an option.

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Ventilation system will have ongoing preventative maintenance, maintain the comprehensive cleaning, and operate the air handlers through sophisticated automated controls with close monitoring of outside air input, exchange of air and air circulation through building. Current ventilation systems meet or exceed requirements by NYSED. In addition, systems throughout district will be upgraded filters.

Child Nutrition

School meals will continue to be available to all students, including those attending school in-person and those learning remotely. For information about how meal information will be communicated, visit the COVID-19 Reopening Information page located at this link.

Meals onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced. Students will follow proper hand sanitization routines prior to and following eating. Protocols ensuring food allergy safety regardless of where meals are consumed. Additionally, meals will be developed the meet the Child Nutrition Program requirements and will be streamlined to a more of a “grab and go” or “bagged lunch” format to minimize contact between servers and students.

The district will ensure social distancing between individuals while eating meals. At grades K-6 meals will be served in the classrooms to adhere to social distancing protocols. Students will eat at their individual desks. These meals will be delivered to the classroom by District personnel.

At grades 7-12, meals will be served in the school cafeteria. Social distancing will be followed in the serving lines and students will be seated at least 6 feet apart while eating meals. Serving lines may be equipped with polycarbonate dividers to separate servers from students. Servers will be outfitted with the appropriate face coverings and gloves. Students will always wear face coverings except when seated, eating and socially distanced. The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Prior to the next cohort of students begin their meal service, all common surfaces will be cleaned and disinfected by district employees.

Meals offsite/remote

Students engaged in remote learning will continue to have access to meals. For students in our Full Remote Instruction model, meals will be served from 10:30 a.m. to 12:30 p.m. Monday through Friday at Door #5, the back (pool) entrance, at Irondequoit High School. On Wednesdays, that option is available for all students in the district because there is no in-person instruction on Wednesdays. Students will be able to access their prepaid or free/reduced lunch accounts for all meals served. Look for details on the COVID-19 Reopening page and in particular, click FOOD SERVICES in our Quick Links at www.westirondequoit.org

Transportation

The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated with each other. Students who arrive at the bus pick-up location without an acceptable face covering will be provided one by the bus driver or attendant. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by West Irondequoit and contract carriers will be cleaned/ disinfected once a day. High contact spots will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule. At temperatures of 45 degrees or higher, roof vents will be opened to increase ventilation.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to help maintain social distancing.

For loading and unloading buses at schools, coordination with the buildings with regards to arrival of walkers (utilizing a staggered schedule) to ensure social distancing when leaving or entering the schools. When students enter or leave the building for transportation purposes, they will access hand sanitization stations.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools and students whose Individualized Education Plans (IEP) have placed them out of district whose schools are meeting in in-person sessions.

Routes will be developed to reduce rider density on buses. Coordination with the contract transportation companies is being employed to assist with reducing rider density. All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Staff

Bus drivers, monitors and mechanics are required perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer as per the reporting policies and seek medical attention. School bus drivers, monitors, and mechanics must wear a face covering along with an optional face shield.

Transportation staff (drivers, monitors, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19. Transportation departments/carriers will need to provide PPE such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. Prior to and following the AM or PM runs, the bus attendants and monitors will wash hands and/or use hand sanitizer.

Drivers and monitors who must have direct physical contact with a child must wear gloves.

For more information about how transportation information will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section in this reopening plan.

Social Emotional Well-Being

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. West Irondequoit has made available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instructions. The district has developed and implemented a K-12 comprehensive school counseling plan incorporating research-based practices in alignment of SED Regents outcomes and supports for all students. In addition, the district has increased a full-time administrative position (Supervisor of Student Counseling, Equity, and Wellness) to focus on the need for increased social/emotional well-being, as well as a specific COVID-19 counseling position which will target resources in support of students with COVID-related needs.

The district has structured a strong Problem-Solving Team (PST) referral and monitoring system through building-based teams which aligns and implements resources based on student need. Counselors, school psychologists, and school social workers work in collaboration with building teams to develop student support plans and implement research-based practices for the success of all learners. In addition, through the comprehensive Response to Intervention/Multi-Tiered Systems of Support Plan, (RtI/MTSS) the District provide a full range of tiered supports and interventions for students to receive on a continuum of less to more restrictive, including a range of special education supports. Visit the West Irondequoit School District Counseling Plan for more information.

As per the Counseling Plan, we have established a Counseling Advisory Council that involves shared decision-making and is comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers. The Advisory Council will inform the development and implementation of the comprehensive school counseling program plan. This program plan is reviewed annually and updated to meet current needs.

West Irondequoit established a Social Emotional Learning (SEL) committee during the 2019-2020 school year, which reviewed needs assessment data from a partnership with the Children's Institute, a community resource in the Rochester region. From the data collected, the following priority areas were established:

- Establish a representative district team to develop vision and action plan that aligns with other initiatives.
- Begin training for all staff members on SEL to build common language and understanding.
- Actively address school climate.
- Develop strategies to promote culturally responsive education and address barriers to equity.
- Ensure restorative practices work is intentionally aligned with SEL.

We will continue to focus on these priority areas during the 2020-21 school year through the guidance and leadership of this SEL committee in each of our 10 buildings.

The District will address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

Lessons will be developed to begin the start of the school year focused on managing stress regarding returning to school safely, social distancing and mask wearing protocols. These professional development opportunities and developed lessons will include:

- **Setting Norms for In-person instruction:**
  - Mask-wearing – how to wear them properly, the why behind we are we wearing them through direct instruction, social stories, connection to Code of Conduct, etc.
  - COVID-19 – training and lessons to support common language around hygiene protocols, social distancing, what is COVID and how do we help stop the spread?
  - The importance of sharing these conversations with families is recognized so they have the common language as well. Information will be shared with families in August through building and district communications so they can practice mask-wearing at home along with the common language for younger students.
- **Social emotional supports at the Tier 1 level including:**
  - Morning meetings, in-person check-ins, trauma-based supports, community building circles, and a strong focus on relationship building, K-12.
  - Staff check-ins and provided guidance on how to support students that may be having difficulty with the return to in-school instruction or remote learning will be provided.
  - A strong emphasis on providing opportunities for students to connect with each other both in-school and in a remote setting.
  - Build staff capacity for recognizing the warning signs of mental health needs and the process for referral as outlined in the District's RtI/MTSS plan.
- **Social emotional supports at the Tier II and Tier III Levels including:**
  - In a remote setting, providing students and families with support in organization of remote learning materials and fostering executive functioning.
  - Support for mask-wearing needs for special populations
  - Monitor student participation in remote learning and provide support with Student Services members.
  - Work with Student Services members on referrals to outside mental health agencies; connecting families with needed services and potential partnerships with outside mental health agencies where services could be provided in school

The District will support and identify students and staff having difficulty with transitioning back into the school setting and/or with adjusting to remote learning through the following ways:

- Through District, Building and classroom level surveys and assessments, students and staff will be provided opportunities to rate areas of wellness and areas of concern in an ongoing manner.
- The District is also coordinating a survey for parents/guardians to seek input regarding their needs and the needs of their children that will be administered early in the fall.
- The District continues to support Professional Development in Therapeutic Crisis Intervention with a focus on prevention, as well as restorative practices, stress management and wellness. Training will be provided through district, department, and building faculty meetings, student team specific trainings, as well as online and/or remote learning resources.
- The District, in collaboration with individual school buildings, will provide a continuation of staff professional development focusing on stress management, self-care, and wellness in addition to student support. Collaborations with organizations including Coordinated Care Services, Inc.,

the Children's Institute, the Gandhi Institute and the Partners In Restorative Initiatives (PiRI) will forward this critical work.

- The Teaching Learning Center of the West Irondequoit Central School District will also continue to provide voluntary professional development opportunities for faculty and staff regarding resilience, self-care and stress management both synchronously and asynchronously.

School Schedules

School schedules will be sent home to schools and families through district and building level communication with classroom assignments, student schedules and opening of school information. Each school may have individualized plans and protocols. Access our Schools Directory and their plans here.
****Per the updated guidance released in April 2021, student schedules at the K-6 level have shifted in order to accommodate 5 days of in-person instruction. Please see attached addendum.**

K-6 Elementary School Schedules: SEE ATTACHED ADDENDUM

- K-6 students will attend Monday, Tuesday, Thursday, and Friday; Wednesday will be a remote-learning day to allow for teacher preparation, professional development, and additional building sanitization.
- Special education students and English Language Learners may attend in-person instruction 5 days per week as practicable, depending on student need and program.
- Students attending Out of District (OOD) programming, may follow schedules in alignment with their particular program.

North End Schools: Arrival 8 AM (to 8:30 PM) – 2:30 PM
Colebrook, Listwood and Seneca Elementary Schools, Iroquois Middle School

- Teachers and TAs assigned to student cohorts will be with students from 8-2:30.
- Instruction will occur from 8:30-2:00pm.
- Teachers/TAs will supervise staggered arrival/dismissal from 8-8:30am and 2:00-2:30pm.

South End Schools: Arrival 9 AM (to 9:30 AM) – 3:30 PM
Briarwood, Brookview and Southlawn Elementary Schools, Rogers Middle School

- Teachers and TAs assigned to student cohorts will be with students from 9-3:30pm.
- Instruction will occur from 9:30-3:00pm.
- Teachers/TAs will supervise staggered arrival/dismissal from 9-9:30am and 3:00-3:30pm.

7-12 Secondary School Schedules

- Students in grades 7-12 will attend school with an assigned group following a Blue (Monday/Thursday) or Gold (Tuesday/Friday) schedule each week. Wednesday will be a remote learning day for most students to allow for additional building cleaning/sanitization, virtual or small group student support and teacher preparation.
- 7-12 faculty and staff will report to their school assignment daily.
- Arrival and dismissal for students in each building will be staggered to allow for appropriate social distancing and to resolve congestion. Students will be assigned an arrival time (7:45 AM or 8 AM) as well as a specific arrival door.
- Students in special populations (such as Special Education and English Language Learners) may attend in person instruction more than 2 days a week as practicable, dependent on program and level of need.
- Students attending Out of District (OOD) programming, may follow schedules in alignment with their program enrollment.

- Students attending Eastern Monroe Career Center (EMCC) will attend in-person instruction 2 days per week, based on a grouping to minimize exposure and contact risk. Watch a video about EMCC at this link.

Dake Junior High School – 7:45 AM - 3:15 PM

- Instruction will occur from 8:15 AM – 2:45 PM
- Students will arrive and be dismissed in a staggered manner. Arrival will be 7:45-8:15 am. Dismissal will occur from 2:45 – 3:05 pm. Students will be assigned entrance and exit doors.
- As much as possible, students will be grouped by grade level and gem team. Students will follow a modified 9-period day, with transition time that allows for social distancing and minimizes congregation.

Irondequoit High School – 7:45 AM - 3:15 PM

- Instruction will occur from 8:15 AM – 2:45 PM.
- Students will arrive and be dismissed in a staggered manner. Arrival will be from 7:45 -8:15 am. Dismissal will occur from 2:45 – 3:05 pm. Students will be assigned entrance and exit doors.
- Students will follow a modified 9-period day, with transition time that allows for social distancing and minimizes congregation.

Contingent Scheduling Models

Based on guidance from NYSED and NYSDOH, we will develop contingent scheduling based on the parameters of the situation. Models will be created for both remote learning that would start the school year and a model for transitioning from in person instruction to remote learning.

School Activities

Extracurriculars

Each building will evaluate the extracurriculars offered to determine if they are able to meet in person, remotely, in a hybrid model or not at all per the Interim Guidance for Sports and Recreation and consideration to PPE usage, social distancing, disinfection, and the risk of COVID-19 gatherings. As part of it' extracurricular and the mode in which they will occur, if applicable. Consideration will be taken regarding group size and the type of activity when determining extracurricular's ability to be held. The district and building administration will continuously monitor the re-opening plan and NYS guidance to adjust as needed. When considering if an extracurricular will be held in person or in a hybrid virtual-in person model the following considerations must be in place:

- Maintain social distancing at least 6 feet apart (musical/physical activity at least 12 feet apart).
- Ability to wear PPE (I.e. masks)
- Ability to effectively clean and sanitize materials and spaces prior
- Ability to minimize material sharing
- Ability to cohort groups and monitor where members have traveled within the building

In terms of group sizes, NYS guidelines and mandates will take precedent and will be closely monitored.

Note: Interscholastic sports are not permitted by the state high school athletic association at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Childcare

A written a plan is in place for before and aftercare programs run by the district. Policies regarding before and aftercare programs include social distancing, PPE usage, cleaning and disinfection requirements, as well as risk of COVID-19 transmission. Protocols in how to maintain cohorts, if applicable, or group members of the same household will be considered. Additionally, the following childcare programs are located in or near the West Irondequoit Central School District. They can be contacted for more information about rates and availability.

Daycare Provider	**Contact Person and Info**
Inspire Learning and Childcare 300 Pattonwood Drive	Center Director: Jennifer Price 585-444-1977
Forever Friends Daycare 95 Stanton Lane	Center Director: Margaret Mary Stenzel 4everfriendschildcare@gmail.com
Sunshine Daycare 2400 Oakview Drive	Center Director: Janine Sciarabba 585-467-1481

Attendance and Chronic Absenteeism

As mandated by the state, student attendance will be taken daily. During in-person instruction at the K-6/7-12 levels, Infinite Campus will be used to capture student attendance. Classroom teachers and designated school staff (i.e.: attendance officers at Dake and IHS) will enter in/update daily attendance information.

During remote learning, student participation information and “virtual attendance” may be collected through the following mechanisms: participation in synchronous “advisory” meetings using Zoom or Teams, Learning Management System Discussions (SeeSaw/Schoology) or through a Microsoft Form. Remote Learning attendance data will be transferred to Infinite Campus.

Daily remote participation will be reviewed by administration and school staff routinely. Parents will be notified when a student is marked absent in Infinite Campus. Interventions will be put into place following the established multi-tiered system of supports for students that have demonstrated a high

level of absenteeism or lack of engagement. Additional information regarding 7-12 attendance policies and procedures can be found in the Dake and IHS student handbooks.

Technology and Connectivity

West Irondequoit surveyed parents and students during the spring 2020 COVID-19 closure around access to devices and high-speed internet in their place of residence, assisted by building-level outreach to families. For the 2020-21 school year, West Irondequoit will provision each K-12 student with a Windows laptop that includes access to an age-appropriate learning management system, O365 productivity tools, CIPA-compliant internet filtering, and anti-virus, with all applications necessary for participation in remote and blended learning models.

The district's technology department will provide resources to assist students, parents and faculty with technology training and support to maximize the use of these tools in support of student learning. These resources will be housed in a "knowledge base" website with appropriate materials targeted to parents and students.

West Irondequoit has partnered with the Irondequoit Public Library to loan broadband mobile hotspots to Irondequoit residents free of charge. This program will continue in the 2020-21 academic year, with priority lending available to K-12 students with a sign-out period of a semester (which can be extended as needed). This program is publicized through the district's web page, social media, principal/teacher outreach to families, and provided to new entrants as they join the district.

Any Irondequoit residents can reserve a mobile hotspot by calling or texting (585) 210-2390, or emailing irondequoit@libraryweb.org with your name, address, and phone number. A library staff member will reply within 48 hours with more information. Because it is the district's intent to provide adequate access to all students and teachers, we do not anticipate having to provide alternative materials unless there are extenuating circumstances.

Teaching and Learning

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced in the spring of 2020 delivering remote instruction under stressful circumstances, the district will focus these upcoming in-service days on providing support to staff in the areas of social-emotional health and technology integration. In addition, WICSD is reallocating Superintendent Conference Days scheduled in the late fall and early spring to the opening days prior to beginning the school year with students. During this time teachers and staff will receive critical training.

As we enter the new school year, teachers will be encouraged to first spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to younger students,

special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, scope and sequence documents will be analyzed in an ongoing manner by curriculum teams this summer. Learning standards, key understandings, and skills necessary for students' success in future study will be prioritized.

Grading practices will follow a standards-based mindset designed to provide direct feedback regarding students' mastery of course content. At the secondary level, research based best practices on grading will be shared through ongoing professional development to ensure implementation.

For information relating to teaching and learning in out of district placements, including BOCES special education and the Eastern Monroe College & Career Center programs, please see the BOCES website https://www.monroe.edu/Page/2652.

Families have until August 14, 2020 to complete a remote learning request for their child(ren). This request can be reviewed by any family that wishes to return to a hybrid mode of instruction every 10 weeks. If families would like to discontinue hybrid learning and opt for full remote learning, those requests can be submitted at any time through the child's building principal.

In-person Instruction UPDATED April 2021

During in person instruction, K-12 will follow a generally typical school day. The number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into elementary classrooms.

At the K-6 level: SEE ATTACHED ADDENDUM FOR ADDITIONAL SPECIFICS

- Students will attend 4 days/week (M, T, TH, F); forming learning pods
- Classroom desk structures will follow the appropriate social distance parameters.
- All instruction will continue to align to NYS Learning Standards.
- Student transitions are greatly minimized. This means that students will eat lunch in their classroom instead of the cafeteria, and eliminating assemblies, field trips or other large-group activities.
- Special area subjects (e.g., art, music, physical education) will be pushed into classrooms. Wherever possible, outside spaces will be utilized for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity or choral/instrumental instruction, as applicable.
- To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess of any necessary transition, so as to reduce their exposure to additional students.

Due to social distancing, many classes have reassigned to smaller student groups which increased the number of spaces being used in any building, as well as a need for staffing strategically placed to ensure student supervision. Teacher Assistants and, in some cases, Intervention teachers will be utilized to staff the additional groups of students. Teachers and Teacher Assistants will collaborate as teams to ensure the following two non-negotiables: First, there is equitable access to classroom teachers for all students. To ensure this, teacher and teacher assistant teams will use plan together and rotate between classrooms so that students are receiving high-quality instruction from certified teachers. The second non-negotiable is that all students are part of the school community. We will work diligently to make each student feel welcomed and an essential part to the school culture and community.

As of May 3rd, due to updated NYS and CDC guidance, where we are able to collapse smaller cohorts and return students to be with their teacher of record for the entire day, three feet apart, we will do so.

The attached K-6 addendum includes models of how cohorts could be collapsed as well as specifics regarding the transition and new structures to be put in place.

Below are samples of what a typical day may look like at the elementary level. Several samples, **including more than what is shown below**, have been created so that teacher teams can review and determine the best instructional path moving forward for their team and students. Teachers will still have autonomy to design their daily instruction aligned to our state standards and district curriculum.

Grades K-4 Samples

Sample A for 2 Teachers/1 Teacher Assistant Team: *Three 80-minute blocks:* ***Each teacher has a "homeroom"*** *where they teach all the core subjects and they split the third cohort (for parent contact purposes). Sci/SS is integrated (math block might flex to include science).*

M/T

	Group 1 (teacher A homeroom)	**Group 2** (teacher B homeroom)	**Group 3** (teacher A/B split homeroom)
9:00-9:30	Assist with arrival directly into classroom		
9:30-10:00	Community Meeting w/Teacher A	Community Meeting w/TA	Community Meeting w/Teacher B
10:00-11:20	ELA Instruction w/Teacher A (Specials 10:14-10:34)	ELA Instruction w/ Teacher B (Specials 10:36-10:56)	TA (Specials 10:58-11:18)
11:20-12:40	TA	Math Instruction w/Teacher B	ELA Instruction w/Teacher A
12:40-1:40	Lunch, Recess, Transitions w/monitors (TA as needed)	Lunch, Recess, Transitions w/ monitors (Teacher B as needed)	Lunch, Recess, Transitions w/monitors (Teacher A as needed)
1:40-3:00	Math Instruction w/Teacher A	TA	Math Instruction w/Teacher B
3:00-3:30	Assist with dismissal directly into classroom		

TH/F (Teacher or TA is running the community meetings/recess is shifted so both teachers can have community meetings/recess with cohort 3 each week)

	Group 1 (teacher A homeroom)	**Group 2** (teacher B homeroom)	**Group 3** (teacher A/B split homeroom)
9:00-9:30	Assist with arrival directly into classroom		
9:30-10:00	Community Meeting w/TA	Community Meeting w/Teacher B	Community Meeting w/Teacher A

10:00-11:20	Math Instruction w/Teacher A (Specials 10:14-10:34)	Math Instruction w/ Teacher B (Specials 10:36-10:56)	TA (Specials 10:58-11:18)
11:20-12:40	TA	ELA Instruction w/Teacher B	ELA Instruction w/Teacher A
12:40-1:40	Lunch, Recess, Transitions w/monitors (Teacher A as needed)	Lunch, Recess, Transitions w/monitors (TA as needed)	Lunch, Recess, Transitions w/monitors (Teacher B as needed)
1:40-3:00	ELA Instruction w/Teacher A	TA	Math Instruction w/Teacher B
3:00-3:30	Assist with dismissal directly into classroom		

<u>Sample B for 2 Teachers/1 Teacher Assistant Team:</u> *Three 80-minute blocks:* ***Departmentalized instruction****. Sci/SS would be integrated (math block might flex to include science). Teachers could alternate teaching ELA/Math each week if they want to teach both.*

M/T

	Group 1 (teacher A homeroom)	**Group 2** (teacher B homeroom)	**Group 3** (teacher A/B split homeroom)
9:00-9:30	Assist with arrival directly into classrooms		
9:30-10:00	Community Meeting w/Teacher A	Community Meeting w/TA	Community Meeting w/Teacher B
10:00-11:20	ELA Instruction w/Teacher A (Special 10:14-10:34)	Math Instruction w/ Teacher B (Special 10:36-10:56)	TA (Specials 10:58-11:18)
11:20-12:40	TA	ELA Instruction w/Teacher A	Math Instruction w/Teacher B
12:40-1:40	Lunch, Recess, Transitions w/TA	Lunch, Recess, Transitions w/ Teacher B	Lunch, Recess, Transitions w/Teacher A
1:40-3:00	Math Instruction w/Teacher B	TA	ELA Instruction w/Teacher A
3:00-3:30	Assist with dismissal directly into classroom		

TH/F

	Group 1 (teacher A homeroom)	**Group 2** (teacher B homeroom)	**Group 3** (teacher A/B split homeroom)
9:00-9:30	Assist with arrival directly into classrooms		
9:30-10:00	Community Meeting w/Teacher B	Community Meeting w/Teacher A	Community Meeting w/TA
10:00-11:20	ELA Instruction w/Teacher A	Math Instruction w/ Teacher B	TA
11:20-12:40	TA	ELA Instruction w/Teacher A	Math Instruction w/Teacher B
12:40-1:40	Lunch, Recess, Transitions w/monitor (Teacher A as needed) (Special 12:54-1:15)	Lunch, Recess, Transitions w/monitor (TA as needed) (Special 1:16-1:36)	Lunch, Recess, Transitions w/monitor (Teacher B as needed) (Special 1:38-1:58)

1:40-3:00	Math Instruction w/Teacher B	TA	ELA Instruction w/Teacher A
3:00-3:30	Assist with dismissal directly into classroom		

Sample C for 1 Teacher/1 Teacher Assistant Team: *Six- 40- minute blocks, 1 teacher, 1 TA. Additional ELA block includes integration Sci/SS*

M/T

	Group 1	Group 2
9:00-9:30	Assist with arrival directly into classroom	
9:30-10:00	Community Meeting w/Teacher	Community Meeting w/TA
10:00-10:40	ELA 1 w/Teacher	TA
10:40-11:20	TA	ELA 1 w/Teacher
11:20-12:00	ELA 2 w/Teacher	TA
12:00-1:00	Lunch, Recess, Transitions w/monitors (TA as needed)	Lunch, Recess, Transitions w/monitor (Teacher as needed)
1:00-1:40	TA	ELA 2 w/Teacher
1:40-2:20	Math w/Teacher	TA
2:20-3:00	TA	Math w/Teacher
3:00-3:30	Assist with dismissal directly into classroom	

Th/F

	Group 1	Group 2
9:00-9:30	Assist with arrival directly into classroom	
9:30-10:00	Community Meeting w/TA	Community Meeting w/Teacher
10:00-10:40	ELA 1 w/Teacher	TA
10:40-11:20	TA	ELA 1 w/Teacher
11:20-12:00	ELA 2 w/Teacher	TA
12:00-1:00	Lunch, Recess, Transitions w/monitors (Teacher as needed)	Lunch, Recess, Transitions w/monitor (TA as needed)
1:00-1:40	TA	ELA 2 w/Teacher
1:40-2:20	Math w/Teacher	TA
2:20-3:00	TA	Math w/Teacher
3:00-3:30	Assist with dismissal directly into classroom	

Grades 4-6 Samples

As of April 2021 the following models will continue to be utilized per the addendum

Sample A for 2 Teachers/1 Teacher Assistant Team:

M/T	Group A	Group B	Group C
HR	Homeroom – SEL, Community Bldg	Homeroom – SEL, Community Bldg	Homeroom – SEL, Community Bldg
I	ELA (Teach I)	Math (Teach 2)	Special

2	ELA (Teach I)	Sci (Teach 2)	Social St (IP-TA)
3	Special	Lunch/Recess	Math (Teach 2)
4	Lunch/Recess	ELA (Teach 1)	Sci (Teach 2)
5	Social St (IP-TA)	ELA (Teach 1)	Lunch/Recess
6	Math (Teach 2)	Special	ELA (Teach 1)
7	Sci (Teach 2)	Soc St (IP)	ELA (Teach 1)
Th/F	Group A	Group B	Group C
HR	Homeroom – SEL, Community Bldg	Homeroom – SEL, Community Bldg	Homeroom – SEL, Community Bldg
1	ELA (Teach 1)	Math (Teach 2)	Special
2	ELA (Teach 1)	Soc St (Teach 2)	Sci (IP-TA)
3	Special	Lunch	Math (Teach 2)
4	Lunch	ELA (Teach 1)	Social St (Teach 2)
5	Sci (IP-TA)	ELA (Teach 1)	Lunch
6	Math (Teach 2)	Special	ELA (Teach I)
7	Soc St (Teach 2)	Sci (IP)	ELA (Teach 1)

Sample B for 2 Teachers/1 Teacher Assistant Team: One lead teacher, who traditionally has taught and is familiar with ELA at the grade level, would lead the planning and instruction for the ELA and Social Studies curriculum for the three groups while the other lead teacher, who has traditionally taught Math/Science, would lead the planning and instruction of the Math and Science curriculum. The TA would support instruction with coaching and co-planning with the lead teachers. In addition, the team would collaborate around Social Studies and Science instruction.

Cohort	8:00-8:30	8:30-9:30	9:30-10:30	10:30-11:00	11:00-11:30	11:30-12:30	12:30-1:15	1:15-2:00	2:00-2:30
Section #510-1 (10-15 Students)	Staggered Arrival: Breakfast, Morning Circle/Meeting	ELA w/ Lead ELA Teacher: Direct Instruction and Application of Literacy Skills and Strategies	ELA w/ TA: Application of Skills with Independent Reading and iReady	Special Art/Music/PE Depending on Day	Lunch	Math w/ Math Lead Teacher	Social Studies w/ Math Lead	Science w/ Math Lead	Afternoon Circle Meeting/Staggered Dismissal
Section #510-2 (10-15 Students)	Staggered Arrival: Breakfast, Morning Circle/Meeting	ELA w/ TA: Application of Skills with Independent Reading, iReady, Etc.	Math w/ Math Lead Teacher	Special (Art/Music/PE Depending on Day	Lunch	ELA w/ Lead ELA Teacher: Direct Instruction and Application of Literacy Skills and Strategies	Social Studies w/ ELA Lead	Science w/ ELA Lead	Afternoon Circle Meeting/Staggered Dismissal
Section #510-3 (10-15 Students)	Staggered Arrival: Breakfast, Morning Circle/Meeting	Math w/ Math Lead Teacher	ELA w/ Lead ELA Teacher: Direct Instruction and Application of Literacy Skills and Strategies	Lunch	Special: Art/Music/PE Depending on Day	ELA w/ TA: Application of Skills with Independent Reading, iReady, Etc.	Social Studies w/ TA	Science w/ TA	Afternoon Circle Meeting/Staggered Dismissal

Sample C for 1 Teacher/1 Teacher Assistant Team:

M/T	Group A	Group B

HR	Homeroom – SEL, Community Bldg	Homeroom – SEL, Community Bldg
1	ELA Teacher	Math TA IP
2	ELA IP	Sci Teacher
3	Science IP	Lunch
4	Lunch	ELA Teacher
5	Social St Teacher	ELA TA IP
6	Math Teacher	Special
7	Special	Soc St Teacher
Th/F	Group A	Group B
HR	Homeroom – SEL, Community Bldg	Homeroom – SEL, Community Bldg
1	ELA (TA-IP)	Math (Teacher)
2	ELA (Teacher)	Soc St (TA IP)
3	Special	Lunch
4	Lunch	ELA (Teacher)
5	Sci (IP-TA)	ELA
6	Math (Teacher)	Sci (TA)
7	Soc St (TA-IP)	Special

At the 7-12 level:

Accommodating a 6-foot radius around students necessitated grouping students into one of two groups to attend 2 days per week. Current staffing levels are sufficient to support student needs, while maintaining a comprehensive educational program.

- Students will attend 2 days/week (Monday/Thursday or Tuesday/Friday); grouped alphabetically.
- Classroom desk structures will follow the appropriate social distance parameters.
- All instruction will continue to align to NYS Learning Standards.
- Students will transition between classes masked; building staff will utilize and reinforce hygiene and sanitization protocols during transitions between classes. Additional transition time and unidirectional hallway traffic will minimize congregation and support social distancing.
- Students will eat lunch in an assigned cafeteria space, in a socially distanced environment.
- Wherever possible, outside spaces will be utilized for physical education instruction. We will adhere to 12ft. between students when engaging in physical activity or choral/instrumental instruction, as applicable.

For information on school schedules, visit the School Schedules section of our reopening plan.

For information about how in-person instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section of our reopening plan.

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed an in-person plan that maximized the hybrid/blended learning model. If needed, the established schedules at K-6 / 7-12 can continue as-is in a fully remote environment.

READ UPDATES ON: Learn more about Full Remote Instruction model

As noted previously, 7-12 student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. For additional information about school schedules, click here.

CURRICULUM & INSTRUCTION
K-12 Instructional Continuity Guidelines

As teams plan, there will be non-negotiable aspects of instruction, as well as instructional determinations teams must make. Instruction will not only focus on "core" subject areas, but will continue to provide a comprehensive learning experience, including elective courses, AP and dual enrollment courses.

As we approach this unique school year, we recognize the following to be true*:

1. ALL students must have access to grade level, essential curriculum.
2. There must be time, during the school day to reteach, remediate or extend.
3. Some students will need daily remediation in foundational skills.

**Based on the work of M. Mattos, 2020.*

Teachers have worked collaboratively at the close of the 19-20 school year and during the summer of 2020 to use the following "Flash Back-Flash Forward" protocol:

- Current course/grade level teachers identified the priority standards that they were MOST concerned about students struggling with going into the next grade level or course by subject, including SEL. (No more than 3).
- Case managers, Interventionists and Related Service providers considered the lack of progress toward intervention and IEP goals that they were most concerned about going into the next grade level. (No more than 3).
- Receiving teachers (Grade level or Course) identified the most essential standards within each course/content.
- Receiving teachers also identified the immediate prerequisite skills and concepts needed so that students would be able to attain proficiency and mastery.
- Scope and sequence documents were adjusted to reflect the essentials from the prior year that may need to be addressed in order to support grade level proficiency or mastery.

The resulting flash-back/flash-forward essential standards documents will inform planning and instructional delivery throughout the 20-21 school year.

Non-Negotiable Instructional Expectations (In-Person, Hybrid or Remote Settings):

- Plan using the developed course/grade level Essential Standards templates. Utilize the Flash Back/Flash Forward analysis completed to prioritize gaps in essential standards and learning outcomes from the past year.
- Develop/refine common learning targets aligned to identify essential/priority learning standards.
- Create common assessment tasks (formative/summative) that can be used to provide students with growth-producing feedback. Allow students to routinely apply feedback to work and resubmit in order to demonstrate proficiency/mastery.
- Continue high levels of collaboration to create, adapt and pool high-quality, engaging instructional resources.
- Consistently utilize Seesaw (K-3) or Schoology (4-12) as the learning management platform; Provision students with access to synchronous and asynchronous learning experiences, class resources and assignment tasks/assessments.
- Differentiate high impact instructional strategies for synchronous and asynchronous instruction to maximize student potential.

Additional Non-negotiable Considerations/Recommendations:

- Leverage priority standards and assessment data to drive collaborative planning.
- Maintain high levels of collaboration between course team or grade-level sections so that planning is parallel; Document plans/scope and sequence documents and ensure accessibility.
- Leverage technology to provide small group support outside of instructional delivery, respecting established virtual office hours. Support schedules and/or "office hour" schedules will be posted publicly and communicated to students and families frequently.

Remote Instruction

Schoology is the Learning Management System (LMS) that 4-12 students and teachers will utilize as their "virtual classroom space." At K-3, students and teachers will use Seesaw as it is developmentally a better fit. Students and parents will receive an "orientation" to Schoology or Seesaw as a part of the opening of the school year from classroom teachers. Teachers should organize their virtual classroom spaces in a way so students can access content and materials, and clearly understand the expectations associated with synchronous and asynchronous classwork, assignments and assessments.

Grades K-6

These aspects of remote instruction are best delivered **synchronously** *(together online):*

- Small group instruction- in particular reading to deliver phonemic awareness and fluency instruction, and math to deliver skills instruction.
- Providing one-to-one or small group instruction if the focus is teaching a skill or reviewing a skill
- Whole group -- Classroom community/social emotional learning/morning meeting
- Discussion, questioning or reflection to further thinking after an experience that was completed asynchronously.
- Mini-lessons (video or meeting) to introduce what student work would be completed independently that day.
- Teacher modeling of a skill (video or meeting)
- Closure activities

These aspects of remote instruction are best delivered **asynchronously** *(online, independently):*

- Independent practice or student work after receiving a mini-lesson.
- Assignments through Seesaw or Schoology which support application and practice.
- Independent reading time.
- Quick two-minute review (video, other form, flipped mini lesson)

For remote learning, it is recommended that student/family meetings occur over the course of the first two weeks of remote learning, to occur individually first and then in small groups in order to:

- Build relationships with students and families before starting with whole group instruction so students are comfortable
- Informally and formally assess students to best understand their needs to plan targeted instruction and groups
- Introduce expectations and begin to build learner skills in a remote setting and norms for meeting online

Below are suggestions of best practices to consider when mixing asynchronous/synchronous instruction:

Flipped Classroom Model	**Synchronous Classroom Model - Small Groups**
• Links, videos, pre-recorded lessons to introduce a skill/topic (mini-lessons would be asynchronous) • Use Seesaw or Schoology to provide feedback on independent application of skills after an asynchronous mini-lesson • Teacher creates synchronous check-in opportunities for groups/individual children to monitor progress, offer support, etc. after the student has had asynchronous experiences (20-30 min.) • Consider Tier 1, Tier 2, and Tier 3 instruction. How can we leverage our time to get ALL students the support that they need? • Group time/one-on-one is focused on monitoring progress and providing academic support (while also supporting SEL), rather than delivering a mini-lesson	• Providing mini-lesson (Modeling) • Guided Practice with students in the group • Independent Practice to check for application during the Zoom meeting AND Independent Practice asynchronous that allows for submission and teacher feedback • One-on-one meetings available for check-ins and additional support • Established weekly schedule that lists materials needed, link to meeting, subject of focus • Alternate Small group instruction: • Each small group session began with a community check-in (thumbs/thumb down sharing of feelings, etc.)
Consistent Across All Settings: • Each student receives daily interaction from classroom teacher • Ensure that everyone has access to small groups • Work with intervention team to create plans that are integrated and consistent • Keep classroom teacher as the main point of contact for consistency	

Additional considerations for Remote Instruction:

- ✓ Ensure lunch and breaks built into schedule

- ✓ Teach time management
- ✓ Incorporate SEL, counseling, IST/PST, teacher planning/prep and collaboration (team time)
- ✓ Consistent and clear grading for students – feedback

Grades 7-12

These aspects of remote instruction are best delivered **synchronously** *(together online):*

- Weekly meetings with teachers as a chance to ask questions with peers in real time.
- Small group instruction or mini-lessons based on common learning goals or needs
- Review of problem sets, introduction to assignments (location of materials, how to format or access resources, etc...)
- Lessons that focus on SEL skills including building classroom community, self-management, long-term planning, social-emotional check-ins and relationship building.
- Phenomena, concept or skill demonstrations.
- Closure or summary activities.

These aspects of remote instruction are best delivered **asynchronously** *(online, independently):*

- Student access and processing of information through videos, narrated PowerPoints, narrated screen captures, text or other media.
- Simulations, data collection and resources to review.
- Student group work time can be established asynchronously in order to collaborate on a performance task utilizing O365.
- Student/teacher Schoology discussion threads about a topic/reading/concept.
- Student independent practice, reflection or application of skills.

Additional considerations for Remote Instruction:

- Clear parameters need to be established for students. Where can materials be found? What additional resources are needed? What are the opportunities or resources for additional help? What are the classroom norms for communication outside of the classroom? What tools are the preferred mode of communication?
- Consider flexibility regarding due dates for performances of understandings. Allow for the application of feedback to promote mastery.
- Ensure access; leverage 1:1 connection to provide individualized support, or referrals to appropriate support provider (content, Counselor, technology, etc.)
- Each student receives daily interaction from teachers.

Hybrid Instruction

Students in grades 7-12 will attend in-person instruction 2 days/week. The following recommendations support instructional planning for in-person and remote learning days in this model.

In-Person/Synchronous Recommendations:

- Initial focus on relationship building and the delivery of Social Emotional (SEL) lessons
- Establish strong routines, rituals and procedures. Model effective technology practices and time management strategies.
- Plan in-person tasks that require critical thinking, group discussion, problem solving or hands-on experience.
- Foster student independence by ensuring access to remote learning resources.

- Conduct 'monitored' summative or formative assessments

Remote/Asynchronous Recommendations:

- Student access of information through videos, narrated PowerPoints, narrated screen captures, text or other media.
- Simulations, data collection and resources provided to review.
- Student asynchronous collaboration time.
- Whole class discussions or individual reflections in Schoology about a topic/reading/concept.
- Student independent practice, reflection or application of skills.

Sample Hybrid Lesson Structures:

Synchronous "In-Person Class and Lab" Activities	Asynchronous "Virtual Class and Lab" Activities
• Establishment of expectations (health/safety and academic) for in-class and virtual learning experiences • Mini-Lesson (i.e., review of information gleaned from virtual setting, modeling/discussion, demonstration of key concepts) • Work Period (i.e., execution of in-person, critical thinking through class discussion, feedback through individual conferences) • Summary (Use of "Flipped Classroom" Model)	• Pre-recorded Mini-Lesson (i.e., engagement with a big idea with a "Notice and Wonder" chart; delivery of notes; modeling of a skill) • Work Period (i.e., completion of analysis questions, engagement with texts, videos, online labs/simulations, skills practice) • Summary (i.e., Discussion Board post, create a model to demonstrate understanding on Microsoft Whiteboard, individual reflection/generation of questions for subsequent class period)

****Focus on designing learning experiences that uses the BEST online experience and use in-person time to enhance the experience.

Assessment Considerations:

Teacher(s) should consider the essential standards and course expectations when designing learning target aligned tasks and assessments. Leverage knowledge of formative assessments to ensure students have multiple opportunities to demonstrate learning in various ways and to reach proficiency/mastery. Grading practices will follow a standards-based mindset designed to provide direct feedback regarding students' mastery of course content.

Instructional teams should identify common rubrics and indicators for assessing and communicating student progress. Rubrics should be used as a tool by both teachers and students to drive feedback and the revision process. Subject-specific rubrics, emphasizing a standards-based grading mindset, were developed in the Spring of 2020 by course curriculum teams.

For information on school schedules, visit the School Schedules section of our reopening plan. For information about how remote/hybrid instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section of our reopening plan.

Special Education

Our District plan will address the provisions of a free appropriate public education consistent/with the need to protect the health and safety of students with disabilities and those providing special education services. Parents will have the option to have their children engage in full remote learning, or to engage in the hybrid model. Additionally, students in Special Education programming will be provided additional in-person instruction and intervention supports. West Irondequoit prioritized scheduling in order to plan for fragile learners, the PPE equipment needed and associated supports across academic, social, physical and emotional domains.

A sample program schedule is listed below for K-6 Special Education students: UPDATED APRIL 2021

- Students enrolled in self-contained classrooms (12:1:4) will attend five days/week; these students remain fully contained within their assigned classroom for core subjects.
- Integrated Co-Taught (ICT) students will attend with Monday, Tuesday, Thursday and Friday with their integrated in-person group with a socially distanced additional three hours on Wednesdays for related services, extended learning, remediation and practice. Special Education teachers and assigned TA's will support each group. **All K-6 students will attend five full days per week.**
- Students receiving Resource Room support will attend with Monday, Tuesday, Thursday and Friday additional support as needed (Wednesday) through virtual or face to face support.

A sample program schedule is listed below for 7-12 Special Education students:

- Students enrolled in self-contained classrooms (12:1:4) will attend five days/week; these students remain fully contained within their assigned classroom for core subjects.
- Students enrolled in the 15:1 or 8:1:1 program will attend four days/week, and teachers will utilize remote learning tools as needed to provide additional support. These students remain fully contained within their assigned classroom(s) for most core subjects. As needed, students will access classes outside of their program with an assigned Blue/Gold group.
- Integrated Co-Taught (ICT) students will attend with their Blue/Gold group with a socially distanced additional three hours (8 am – 11 am, Wednesdays) for related services, extended learning, remediation and practice. Special Education teachers and assigned TA's will support each group.
- Consult students attend with their Blue/Gold group with a socially distanced additional three hours (8 am – 11 am, Wednesdays) for related services, extended learning, remediation and practice. Special Education teachers and assigned TA's will support each group.
- Students receiving Resource Room support will attend with their assigned group (Blue or Gold) with additional support as needed (Wednesday) through virtual or face to face support.
- Students enrolled in the Post-secondary 12:1:1 will attend Monday, Wednesday and Thursday depending on the ongoing development of the program and the community-based learning opportunities available.

West Irondequoit will log the special education services delivered to the students as it pertains to their IEP and communicate to parents at least quarterly through progress notes. Its Student Services Department will collaborate with all constituents that are delivering special education programing and services for students preschool to grade 12 to ensure there is an understanding of the provisions of services consistent with the recommendations on individual education programs, plans for monitoring and communication progress and commitment to sharing resources.

The District will access the necessary accommodations, modifications, supplementary aides and services and technologies (including assistive technology) to meet the unique disability-related needs of students. West Irondequoit will enlist parents in meaningful engagement regarding the provision of services to a child to meet the requirements of the IDEA through direct contact from their child's case manager, ongoing progress monitoring notes including, but not limited to, quarterly progress notes. In addition, building team meetings including parents and CSE meetings will be accessible through in-person and remote opportunities. All communication will be provided to parents in their preferred language and through their preferred mode of communication. Additional information about special education services can visit the WICSD Student Services Department website here.

Bilingual Education and World Languages

English Language Learner identification process will be completed within 30 days of the start of the school year for all students who enrolled during COVID-19 2019-2020, as well as for all students who enroll during the summer of 2020 and during the first 20 school days of the 20-21 school year. The District plan will resume to the required 10 school days period for all who enroll after the first 20 days of school. ELLs will fully be provided to the extent possible within the NYS guidance for reopening schools, the required instructional units of study based on their most recently measured English language proficiency level during in-person or hybrid instruction based on the following:

- Entering/ Emerging ELLs will attend with their assigned group and an additional day; three hours a day on Wednesdays through virtual or in person instruction. *(360 mins of service/week)*
- Transitioning / Expanding ELLs with their assigned group and an additional day as needed. needed, Wednesdays through virtual or in person instruction. *(180 mins of service/week)*
- Commanding ELLs will attend with their assigned group; additional support as needed *(90 mins of service/week)*

West Irondequoit will enlist parents in meaningful engagement regarding the provision of services for their ELL child through direct contact from their child's case manager, ongoing progress monitoring notes including but not limited to report card notes. In addition, parent meetings, and phone calls will be accessed through in-person and remote opportunities. Communication to parents, both written and verbal, will be provided to the family in their L1 language. The district uses a variety of translation services and parent choice is sought to determine the most effective communication mode and preferred language.

Staff

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Key References

- State Education Department Issues Guidance to Reopen New York State Schools (July 16, 2020)
- State Education Department Presents Framework of Guidance to Reopen New York State Schools *(July 13, 2020)*
- Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health *(July 13, 2020)*

Additional References

- Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency *(June 26, 2020)*
- Interim Guidance for Food Services during the COVID-19 Public Health Emergency. *(June 26, 2020)*
- Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency. *(June 26, 2020)*
- Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency. *(June 26, 2020)*
- *New York State Department of Health Novel Coronavirus (COVID-19)*
- New York State Education Department Coronavirus (COVID-19)
- Centers for Disease Control and Prevention Coronavirus (COVID-19)
- Occupational Safety and Health Administration COVID-19 Website

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

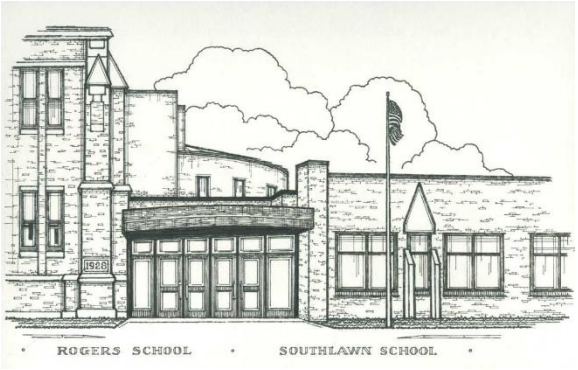
- *A link to the public website where each school plan has been publicly posted*
- *A set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance*

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion Department of Health survey that

Rogers Middle School Reopening Plan Addendum

2020-2021 Arrival and Dismissal Procedures



Arrival – 9:00 a.m. - 9:30 a.m.

Buses: Students will arrive between 9:00 a.m. - 9:30 a.m.

Staggered arrival for walkers/car riders as follows:

- 9:00 a.m. – 9:12 a.m. Last names A-M
- 9:12 a.m. – 9:24 a.m. Last names N-Z

Procedure:

- Masks must be worn upon arrival to our campus. If riding the bus, students must wear their masks prior to boarding and keep it on for the duration of the ride.
- Markers (blue or yellow tape) 6 feet apart will be displayed as visuals for social distancing as student wait to enter the building.
- Students will be assigned to enter a specific door on the campus. Please see the back page for our building map.

Dismissal – 3:00 p.m. - 3:30 p.m.

Buses: Staggered dismissal between 3:00-3:30. Students will wait in classrooms until individual buses arrive.

Staggered dismissal for walkers/car riders as follows:

- 3:00 p.m. – 3:12 p.m. Last names A-M
- 3:12 p.m. – 3:24 p.m. Last names N-Z

Procedure:

- Masks must be worn as students are exiting the campus and while riding the bus.
- As students wait for their families to arrive, there will be markers (blue or yellow tape) on the ground outside the building to allow 6 feet of social distancing.

* We recognize that the times may not work for all families' schedules and that families may need to arrive during the opposite time slot. We appreciate as much cooperation as possible to support a safe and efficient arrival and dismissal.*

Arrival/Dismissal Doors

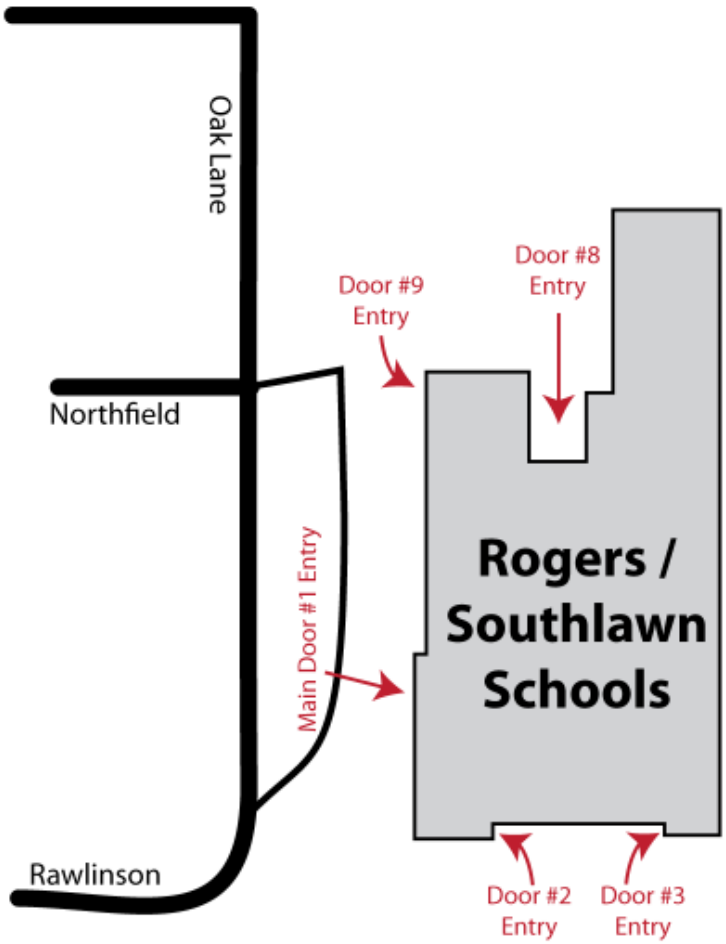
Door #1 – Southlawn walkers and car riders

Door #2 – Southlawn bus riders

Door #3 - Rogers bus riders

Door #9 – Rogers 5th and 6th walkers and car riders

Door #8 – Rogers 4th grade walkers and car riders



West Irondequoit Central School District
K-6 Attendance Procedures 2020-2021
Specific Information for Rogers School is indicated in RED.

In-Person Attendance

Teachers and/or Teacher Assistants will take attendance one time each day, at the start of the school day in Infinite Campus. ROGERS: If teacher assistant does not have access to IC, please use the class roster to take attendance and submit it to the health office daily.

- Students are automatically marked present unless changed to absent or tardy
- Buildings should set up a mode of communication to let a team of teachers know if any students are absent (ie after recess or after a teacher/adult supervisor switch). Rogers: Please check IC for updates or communicate absences during transitions.

Remote Attendance

For grades K-4, remote classroom teachers will take attendance one time, at the end of each day in Infinite Campus.

Any service providers who work with remote students, should monitor and keep a log of any student who regularly does not attend a session(s).

For grades 5-6, attendance will be taken twice a day for students. At the start of their ELA block and at the start of their Math/Sci/Soc St block by their remote teacher in Infinite Campus.

If a student is marked absent at the end of the day, the NEXT morning, k-3 building secretaries or 4-6 attendance clerks will call parents to confirm the absence.

Wednesdays

On Wednesday, teachers will either assign work to be done at home (whether in a remote or in person setting) independently or in the proper Learning Management System. On Thursday, classroom teachers should use the completion of this independent work or completed work in a Learning Management System (Schoology or Seesaw) to determine whether or not a student was present for the day.

All students default to present on Wednesdays. Once a teacher has determined whether or not a child participated in the at-home learning for Wednesday, each building will determine a way to report to building secretaries or attendance clerks any students that should be marked absent.
ROGERS: On Thursdays, teachers should send an email to MaryAnn Mistretta to report Weds. Absences (meaning no work was completed). Please use the following information when crafting the email:

- Subject Line – Weds. Absence and Date

- In the body of the email: List the student(s) (first and last name) who should be marked absent.

If a student completes partial work, they should be marked present.

If a student forgets to bring the work, mark the student present until confirming with the parent or student that the student did NOT do the work, then you would need to report the absence to your building secretary/attendance clerk. If you have email/phone confirmation from a parent/guardian that student completed the work, leave them marked as present.

Remote teachers should email building secretaries if any students from their remote sections are absent (meaning assigned work was not complete) on Wednesday or Thursday.

Substitutes

When there is a substitute (for a teacher or teacher assistant), building secretaries need to print a roster for the substitute and hand the roster to the substitute when they arrive for the day.

Remote substitutes should be provided a PDF of the roster via email or printed and delivered in person when they arrive for the day.

Updated: Sept. 16, 2020

K-6 Buildings COVID-19 Procedures and Protocols

Arrival

K-3: Students will arrive at staggered times between 8AM-8:30AM for North Schools and 9AM-9:30AM for South Schools. Students will utilize hand sanitizer upon arrival and go directly to their assigned home base. Students should not go to their lockers until instructed to do so by their teacher or teacher assistant to utilize a protocol for social distancing. Students will arrive with a mask on and keep it on other than meals and mask breaks. Teachers should be at doorways in order to help students go directly to their desk space and keep students safe.

4-6: Students will arrive at staggered times between 8AM-8:30AM for North Schools and 9AM-9:30AM for South Schools. Students will utilize hand sanitizer upon arrival and go directly to their assigned home base. Students should not go to their lockers. Students will arrive with a mask on and keep it on other than meals and mask breaks. Teachers should be at doorways in order to help students go directly to their desk space and keep students safe.

General Temperature/Pre-Screening info:

All students and staff are REQUIRED to conduct a DAILY temperature check before reporting to school. We also plan to recheck student and staff temperatures at the door using infrared scanners. Staff is also REQUIRED to complete a daily health screen, which asks an individual to rule out symptoms. Students must complete them periodically.

Dismissal

Students will begin to dismiss for the day by bus or family pick-up between 2:00 PM-2:30 PM for North Schools and 3:00 PM-3:30 PM for South Schools. Students are to wait in their classroom with their home base teacher until their bus or pick-up person has arrived. See specific arrival/dismissal plan shared by the building.

Lockers and Cubbies

K-3: Students can utilize their lockers and cubbies for storage as they have in the past. However, they should not all go to their lockers or cubbies at once. Teacher and teacher assistants should plan for a protocol that allows for only a few students to go to their lockers/cubbies at one time, masked, and the location of the students' lockers/cubbies are socially distanced.

4-6: Students are not using their lockers. Students materials will be brought into the classroom and housed at student desks. Students may leave their materials in their desk during the day and overnight as only one student will be using each desk.

Masking

Students will be masked during the school day (aside from breaks or those with underlying health conditions) and will adhere to social distance guidelines. Part of the welcome and orientation to school

will be classroom lessons on masking, social distancing, COVID and minimizing the spread of germs through hand hygiene practices. These lessons are in development through teacher teams and will be grade-level appropriate. We will monitor and adjust our practices as needed. We are exceeding the state guidelines on masking and will revisit. Masks will be provided to students if they do not have a mask for the school day. There are extra masks at every building and on buses so that no student will be turned away.

Breaks

Mask breaks will be planned by teachers and administrators for students in an age appropriate manner. Students will not wear masks while eating meals. Students will need to be taught how to advocate for individual mask breaks. Principals will work with their building-based teams to create a plan to reduce unreasonable masking durations. An example: Any masking period that exceeds 4 hours. A natural break from masking may include physical education when 12 feet of social distancing can occur, independent recess or other independent activities. Masking breaks will only be offered pending staff and student comfort. Conversations cannot occur during those breaks and a minimum of six feet physical distance must be maintained.

Further details to be determined by building

Procedures for Noncompliance

All students will learn how to properly wear masks and engage in lessons as the rationale for a healthy school environment. If students fail to follow masking guidelines, students will be redirected by a staff member, teaching will continue, and we will follow up with them in a restorative manner. If a student refuses or fails to follow guidelines, this is considered a violation of our Code of Conduct. We will follow our progressive disciplinary practices, which may include consequences. In such cases, we will collaborate with parents/guardians.

We expect to have recess all four days of in-person instruction. Recess will be staggered to limit exposure to others. When using the playgrounds at all buildings, students will be expected to wear masks because social distancing will be difficult on playground equipment. If a family is uncomfortable with playground use, alternative outdoor activities will be offered. Students will be asked to sanitize their hands as they exit and enter the building/classroom for recess.

Special Circumstances

Parents/guardians must provide a physician's statement in order for the district to determine whether special face covering/mask guidelines may be followed. This applies to students who are medically fragile and may not be able to wear a mask. Parents/guardians would have to establish a specific health/safety issue connected to an area of disability and provide reasonably detailed information about their condition/limitations. At minimum, families would be required to provide a specific medical diagnosis, and how the disability specifically limits their ability to utilize an appropriate PPE mask. The district will work with the parents/guardians and health care providers to establish a plan.

Mask Hygiene- buildings will describe a practice or protocol to determine the best way to store student masks during mask breaks/eating.

Social Distancing

Markers will be placed outside and inside for arrival and dismissal procedures to delineate 6 feet of space. Students will remain in their classrooms for the day except for recess times. When students are going outside for recess, they will be masked to provide for the space needed.

Desk Separation

Measurements to facilitate social distancing in classrooms have been clarified and revised to conform with the DOH distance of at least six feet between persons.

Breakfast

Any student who plans to get school breakfast, will do so as they enter the building from the designated "grab and go" breakfast distribution location. Students do not need to pre-purchase breakfast, they can do it on that day. Students will eat breakfast in the classroom, at their desks. Students should wash hands or use hand sanitizer before eating breakfast. When students are finished, they should raise their hand and teachers will direct them to throw out their breakfast and wash their hands or use hand sanitizer.

When student throws out breakfast, teacher/assistant must wipe down student desk.

Students do not wear masks while eating, but when they get up from their desk, they must put their mask back on.

Snack

Students are still allowed to have a snack time if this is typically permitted at the grade level. Prior to eating, students should wash/sanitize their hands. If a student forgot a snack, teachers/assistants are still able to provide a snack as long as appropriate hygiene practices are followed.

Water Access

The water fountains have been disabled to prevent the spread of COVID. However, each building has been fashioned with a water bottle filler station where students may fill water bottles that they bring from home. Disposable cups will be available for students that do not have a water bottle.

As long as students are seated and socially distanced, they may adjust their mask to get a drink from their water bottles. Teachers should determine and designate appropriate times (i.e. independent work times with teacher assistant, lunch time, etc.) for students to fill their water bottles.

Lunch

Teachers and assistants will take the lunch count in the morning during attendance.

Students should wash their hands/sanitize before snack and lunch. Lunch monitors will supervise students during this time. Lunches will be delivered to the classroom by food service workers. As students finish their lunch, they should raise their hand for the monitor to take their garbage. Monitors will then wipe down their desks while students wash their hands.

Students do not wear masks while eating, but when they get up from their desk, they must put their mask back on.

Should any spills occur, the monitors should contact the Custodial Assistant via walkie-talkie to come and clean the spill. At the 4-6 buildings, monitors should contact the main office by phone/walkie talkies and then the custodian/custodial assistant will be notified.

The process for collection of lunch counts will be established by each building.

Birthdays

Due to COVID-19 guidelines on sharing food and limiting shared materials, we will ask that students do not bring in snacks/treats for their birthdays. Birthdays should still be celebrated as appropriate and alternative celebrations, such as a game, show and tell by the birthday child, or any other fun and safe recognition of the student is appreciated.

Recess

We expect to have recess all four days of in-person instruction. Recess will be staggered to limit exposure to others. When using the playgrounds at all buildings, students will be expected to wear masks because social distancing will be difficult on playground equipment. If a family is uncomfortable with playground use, alternative outdoor activities will be offered. Students will be asked to sanitize their hands as they exit and enter the building/classroom for recess.

Cohorts of students are to remain intact while outside for recess and students from different cohorts should not play together. The students will be assigned to either the playground or the field to ensure that cohorts stay intact. Students should limit sharing materials/equipment when playing inside or outside.

Classroom Libraries

Students may continue to utilize books from classroom libraries. Teachers and teacher assistants should plan for students to turn in your classroom library books on Fridays to let them sit for the weekend before going back into circulation. Before students “shop” for books, students should hand wash/sanitize and wear masks. If teachers have different protocols for book shopping, then books that are returned must sit for 72 hours before going back into circulation. Books from the library may be taken out by classroom teachers and shared with

students. Students are not able to access books directly from the library as many of these spaces are being utilized as classrooms.

Moving Around the Building

Buddy System

Due to COVID, we will temporarily cease the Buddy System at the elementary buildings. In keeping student safety at the forefront, we will greatly limit the times that a student would need to leave the classroom. Students will no longer drop off attendance/lunch counts in the morning as it will be picked up by a staff member or gathered electronically.

Nurse

When a student is not feeling well, the teacher or teacher assistant will call down to the health office to describe the student's ailments. Please do your best to maintain confidentiality when calling the health office. The nurse will then communicate what needs to be done (ie. Send them to the nurse's office (with or without a person), the nurse will come to them, etc.)

Switching rooms for instruction

When it comes time for teachers/assistants to rotate to different rooms, one teacher will stand in the pod to supervise both classrooms while the other teacher moves to the third cohort. That teachers/assistants then moves to the next classroom to move forward with instruction.

For buildings/rooms that do not have pods, an additional adult will be needed to help with supervision. Please provide your building principal with your draft schedule and times that you would potentially need an additional adult to assist with supervision while teachers/assistants are switching cohorts.

The Teacher Assistants at the K-3 level will be supervising recess for their grade level. Teachers and teacher assistants will work together while creating their instructional model to support for the TA to take out the 2-3 cohorts at their grade level.

COVID Response

When a student or staff member has tested positive, we will immediately work with the Monroe County Department of Public Health and our medical director. Under its guidance, individuals and/or groups may be asked to quarantine. As we cohort students and closely monitor student/staff pathways throughout the building, we will work to notify the health department of who may have been in contact with that person(s) and follow its lead. The WICSD Public Information Office will follow Monroe County DPH guidance in communicating details to staff/families.

We will monitor illness and symptoms closely. In addition to monitoring symptoms and positive cases, we seek guidance from the Monroe County PDH to determine if and when a building needs to be shut down.

We will keep student and staff health information confidential. When there is a positive COVID-19 case of a student or staff member, we will follow state guidance and work collaboratively with the Monroe County PDH to notify those who may have come in contact. This will support contact tracing and notification of next steps for quarantining.

If there is a member in the household that has tested positive for COVID-19, West Irondequoit requires student/staff members to stay home and contact their physician and the Monroe County PDH. The PDH will direct the person and district when it is safe for the person to return to school.

All visitors are required to sign in and be screened. By keeping track of where people are in the building, including knowing students' schedules and the pathways they travel in buildings, we will be able to assist in contact tracing in conjunction with the Monroe County PDH.

Please see the website for more details:
https://www.westirondequoit.org/cms/One.aspx?portalId=228594&pageId=93787165

Moving to Remote Learning

At any point in the school year, a cohort, class, school, or District may request a move to remote learning. It is important that our families understand what this will look like early on and we are proactive with sharing how this will work. We will closely monitor the number of students in remote learning and adjust staffing as needed.

K-3: Buildings will schedule the typical Curriculum Night that was held in late September the first full week of school. These will be held virtually, in the evening, where teachers will walk through both in-person and remote learning expectations, introduce them to SeeSaw, communication flow, how their classroom instruction flows, and any other pertinent information. Building principals will work with teacher teams to create a skeleton presentation for this event and teachers can then personalize it.

4-6: Buildings will schedule Curriculum Night in Early October. Parents/Guardians will receive PowerPoint presentations from teachers that provide classroom and curriculum overviews. Teachers will also invite parents to a virtual meeting so that parents, guardians, and teachers have an opportunity to connect and address questions.

Laptops

All students K-12 are being provisioned with a Windows laptop. Students may carry their devices, and chargers, in their backpacks. It is recommended that students carry their laptops home each day to provide maximum flexibility should the educational environment change. Students should be encouraged to charge their computers at home each night.

K-6: Teachers will still have access to our laptop cart at each building should a student forget his/her laptop at home for the day. These laptops, however, will not be able to go home with the student(s).

Bathroom Procedures

Students must be masked when using the bathroom and wash their hands when finished.

For classes that do not have direct access to a bathroom/sink within the classroom, students will be able to utilize the bathrooms closest to their classrooms. Students will be masked as they move through the hallway.

APR, Library, and Room 119 (LW, BW, BV, CB) - Students can utilize the two bathrooms outside of the APR. Teachers will create a protocol for bathroom/hand washing times in those bathrooms.

Southlawn: Students in the library and APR can utilize the four bathrooms in the hallway. Teachers will create a protocol for bathroom times/hand washing times in those bathrooms.

Seneca: Only one student will be allowed to use the bathroom at a time from any given classroom to minimize travel in the hallway as well as the number of students in the bathroom at any given time.

Rogers/IQ: One student at a time will be permitted to leave the classroom to use the restroom. Students should use the restrooms closest to their classroom. Please contact your building principal if you have specific questions about restroom locations.

Planning and Preparation

Teachers will be provided a space within the building to plan and prepare when special areas are taking place in the classroom. Teachers may continue to utilize the copiers for preparation. Please use hand sanitizer prior to use and wipe down the machine after use. Masks must be worn during this time.

K-3: At times, the library clerks will be available to support clerical work and materials management.

Small Group Instruction

Based on teacher comfort level, small group instruction may occur in different ways.

- Teachers could strategically place their students in the classroom for small group work and the teacher could go to the students to deliver instruction.
- In a regular classroom, the guided table was removed for space. However, the teacher may still pull a group of students around the teacher desk to deliver instruction as long as the students are masked.
- If in a larger room, a small group table could still be used if space allows, and students may come to the guided table as long as they are masked.

Shared Supplies

Students should not share materials as much as possible. Teachers/assistants should consider creating baggies with materials specific to each child (ie. Manipulatives, games, etc.). If there is an instance where students must share supplies, then these supplies must be disinfected between student use.

Doors

While OFP policy requires all doors to remain closed at all times to slow the potential spread of fire, NYSED is making a temporary change for the duration of the COVID-19 emergency. This temporary measure will allow doors without automatic door closers to be left open - to improve ventilation and reduce contact with door handles to prevent the spread of COVID-19.

Memorandum

Rogers Middle School

Principal's Office

TO: Rogers Faculty and Staff

FROM: Michelle Flood

DATE: September 21, 2020

RE: Room relocation procedure

Please see the information below as a follow up from the email sent on 9/21/20, regarding the procedures to follow when a classroom needs to be relocated temporarily for disinfecting. The procedure below includes revisions based on staff feedback and brainstorming. Thank you for your help to create an efficient and effective system.

Please follow this procedure if a student reports illness/injury during the day:

1. Contact the health office by phone. The nurse will advise you regarding next steps based on the individual situation.
2. If the student is sent home sick with a COVID-19 related symptom, the nurse will contact secretary Fran DiPrima (or other main office staff) to let her know a room needs disinfecting.
3. Fran or another staff member will call the classroom teacher, TA, or supervisor to discuss relocation space (see options below). Discussions will help determine which size room and type of spaces is needed based on the class being relocated.
4. Please follow these steps when relocating:
    a. Staff should ask the students to gather up materials for the current period as well as next period.
    b. Students should clear off their desks.
    c. Staff/students will relocate temporarily.
    d. Staff member in charge should place a note on the door to alert other teachers, teacher assistants, and staff members that the room is temporarily closed. Please be sure to identify the relocation space so that the team is aware of the shift.
5. Fran will notify Owen/John that the initial space as well as the relocation space needs to be disinfected.
6. Staff/students will be able to return to the original space after disinfecting. Fran or another staff member will notify teachers when the room is ready. We recommend transitioning back at the end of the period whenever possible.

As of 9/21/20, the relocation spaces include:

- 007
- 008
- gym B
- outside space (depending on weather and whether or not the classroom task can be completed outside)
- courtyard space
- SL library

Closed signs will be placed in mailboxes by the end of the day on Tuesday, September 21, 2020. One is attached for Tuesday in the event you need it before the copies are placed in mailboxes.

Please feel free to see me with questions or suggestions. Thank you.

Room #____ Closed

Date: _____

Time: _____

This class has temporarily been relocated to

_____

A custodian or cleaner will remove the sign once the room has been disinfected. Please note the disinfecting product may still need some time to dry after the note is removed. Therefore, surfaces may appear wet upon entry.

Room #____ Closed

Date: _____

Time: _____

This class has temporarily been relocated to:

_____

A custodian or cleaner will remove the sign once the room has been disinfected. Please note the disinfecting product may still need some time to dry after the note is removed. Therefore, surfaces may appear wet upon entry.

Room #____ Closed

Date: _____

Time: _____

This class has temporarily been relocated to:

_____

A custodian or cleaner will remove the sign once the room has been disinfected. Please note the disinfecting product may still need some time to dry after the note is removed. Therefore, surfaces may appear wet upon entry.

K-6
Remote Learning Parent Handbook

2020-21 SCHOOL YEAR

Goals of Remote Learning

1. Provide high quality instruction in an online learning environment that supports student academic, behavioral and social/emotional achievement.

2. Ensure equity and access to students, through streamlined curriculum, clear communication to support students and families.

Goals will be achieved by:

- Strong connection and communication between teachers, administrators, students and parents/guardians.
- Gathering teacher, staff and family input to monitor and adjust instruction to meet the needs of students and curriculum.
- Providing parents/guardians, teachers, administrators and staff with expectations, roles & responsibilities for remote learning.

Daily Schedule, Expectations and Attendance

Daily Instruction & Expectations

Remote Learning Instruction will mirror in-person hybrid instruction with students receiving live/synchronous instruction Monday, Tuesday, Thursday and Friday with classes will beginning on these days at 9 a.m. and ending at 3 p.m. Each remote classroom teacher will provide a specific weekly schedule of when your child will need to attend live instruction and what asynchronous (independent) work will need to be complete.

Currently West Irondequoit Central School District has:
2 sections of K remote students
3 sections of 1st grade remote students
3 sections of 2nd grade remote students
3 sections of 3rd grade remote students
2 sections of 4th grade remote students
2 sections of 5th grade remote students
2 sections of 6th grade remote students

Wednesdays will be asynchronous learning for full remote students. This means they will be assigned work by their teacher and will complete it independently on Wednesdays. This may include watching videos, reading a book and responding or completing a learning experience via Seesaw (K-3) or Schoology (grades 4-6). Remote students may have live Special classes on Wednesdays. If so, those will be communicated to parents from their classroom teacher.

On average, students who select all remote learning will receive:
At least **60-90** minutes of live/synchronous instruction per day
At least **120** minutes of asynchronous instruction per day

Attendance

Attendance will be taken daily for all students engaged in remote learning. On Monday, Tuesday, Thursday and Friday, your child's attendance will be taken by their classroom teacher. Students are expected to attend daily, just as if they were attending in-person instruction.

On Wednesdays, children will be given an assignment or lesson to complete independently. This can be done on a flexible timeframe, as long as the work is completed before Thursday's instruction. Completed work or engagement in Seesaw or Schoology will demonstrate a student's attendance on Wednesdays.

Instruction will be much more structured than instruction that occurred during the March-June 2020 closure. It is an expectation that students participate and attend remote learning regularly. If you do not have WiFi, please contact our Tech Department as soon as possible.

As stated when we first announced the option of remote instruction, you are committed to the first ten weeks of school in remote instruction.

Absences

If your child is ill, has an appointment or is going to miss instruction for any reason, you need to email your child's home building secretary or attendance clerk (just as you would provide a note for in-person instruction). Please give your child's teacher a heads up as well. If a child is absent and we do not hear from a child's parent, the home building secretary/attendance clerk will reach out to confirm a child's absence the following day.

Parent/Guardian Guidelines for Remote Instruction:

Establish Routines and Expectations
Help your child to create routines and schedules so that they can join live instruction on time and ready to learn. Especially for our youngest remote students, adult assistance will be essential to help students get started and stay on track each day.

Monitor Communications from your Children's Teachers
Remote teachers will communicate with you through email and/or a Learning Management System (LMS), such as Seesaw or Schoology. The frequency and detail of these communications will be determined by your child's age, maturity and degree of independence. It is important that you regularly check email or LMS on a regular basis. You may reach out to your child's teacher through these same modes of communication.

Promote Positive Social Interactions
In a typical classroom, students engage and interact regularly with their peers and other adults. While they will have the opportunity to do so via online platforms, it will be important to provide your child in-person social interaction. You might schedule regular check ins with your child to discuss what they are learning. However, especially for older students,

Create a Conducive Learning Space
Remote instruction should occur in a quiet, private area, and which is designed solely for the student. Please refrain from having other children or family members join the live instruction. This can be distracting not only for your own child, but for the classroom teacher and other students. This will also help us ensure your child is engaging in a safe and positive learning environment.

Student Expectations – Remote Instruction

The District's Code of Conduct will apply equally in the virtual classroom as it does in the traditional classroom. The expectation of mutual respect is no different in the virtual classroom than in a classroom housed in a school building.

Students who participate in live instruction offered by their teachers must know the expectations regarding their behavior and participation during the discourse. Below are three "Helpful Habits" we hope you can support your child in implementing during live instruction. Teachers will be presenting these to students in developmentally appropriate ways.

Helpful Habits for Live Remote Instruction

Muting: When entering a Zoom or TEAMS meeting, be sure to stay muted until the teacher asks you to unmute. When not speaking, be sure to mute yourself.

Taking Turns: When you want to add to the conversation, follow the teacher's directions to unmute yourself or join the conversation. Wait for the teacher to call on you to speak so that all students may have an opportunity to join the conversation (just like raising your hand in an in-person classroom).

Stay Attentive: Pay attention to your teacher or other students who are speaking, teaching or sharing information.

If a child exhibits any behavior that is unacceptable under our District Code of Conduct during live instruction, the teacher may mute the child's volume, video screen or remove the child from the live meeting. The safety and mental health of our students is our highest priority. Adhering to these expectations will help us achieve that!

Support Services

Our Special Education teachers and related service providers will make every effort to ensure that students with disabilities have equal access to the same opportunities as students without disabilities, including the provision of a free appropriate public education. To the greatest extent possible, students with IEPs will receive support and services that will address their individually identified needs.

Related Services

Related service providers (Speech, Counseling, Occupational Therapy, Physical Therapy) will develop remote support for distance learning plans to meet the needs of individual students on their caseload. To the maximum possible extent, related service providers who are providing IEP mandated services will continue to support all students in their progress toward goals. The delivery of service will be tailored to student's needs and may include live instruction, email/phone consultation, video sessions, instructional videos, etc. Related service providers will structure communication plans to work with students and parents. Please do not hesitate to reach out to your child's case manager or related service provider if you have questions.

Technology

West Irondequoit Central School District remote teachers will deliver grade level content, curriculum and skills via remote instruction. Much like in-person instruction, remote teachers will use NYS learning standards to drive their curriculum and instruction.

District Platforms

Remote teachers will be using a learning management platform (LMS) specific to their grade level to help deliver and organize instruction.

At grades K-3, teachers, students and parents will use **Seesaw**. At grades 4-6, teachers, students and parents will use **Schoology**. Your child's teacher will introduce your child and you to the appropriate LMS.

Remote teachers will also use either Zoom or Microsoft TEAMS to deliver synchronous, or live, instruction.

*For Zoom meetings, please make sure your child's first and last name is used to identify themselves as they enter the Zoom room. Teachers should not admit any user who is not properly identified. When a child enters a Zoom or TEAMS meeting their audio and video will be muted.

Technology Support

You will find answers to many technical support questions at http://wicsd.tech. Please refer initial support questions to your child's teacher. You may also contact the district Tech Help Desk:

helpdesk@westiron.monroe.edu

or call 585-336-3113

Please be patient and allow our tech team time to respond. They are amazing and will help as soon as they can!

If your child is not able to enter a Zoom or TEAMS meeting, please first email your child's teacher to problem solve. If you cannot reach your child's teacher, call or email your home building.

Common Trouble Shooting Support

1. *The Computer Won't Start*
   A computer that suddenly shuts off or has difficulty starting up could have a failing power supply. Check that the computer is plugged into the power point properly and, if that doesn't work, test the power point with another working device to confirm whether or not there is adequate power.
2. *The Internet Connection Seems Slow or Inconsistent*
   Restart your computer. Sometimes it's as simple as that. Often, computers just need to complete updates and if you do not shut them down and restart often, they can become slow.
3. *Zoom or TEAMS Seems Slow or Inconsistent*
   Leave the meeting and rejoin. If you are unable to rejoin, wait a couple of minutes. If you still cannot rejoin, restart your computer.

Parent Guide Digital Resources for Students (K – 3)

Please use the following information to help your child access these digital resources for remote learning!

WICSD Log In:

To access the intranet page (westiron.sharepoint.com) or any Office 365 product, students must enter their email and school password. Their email is their school username followed by @students.westiron.monroe.edu

e.g. ABSmith29@students.westiron.monroe.edu

The West Irondequoit school username is their first initial, middle initial, last name, and last two digits of their graduation year. So, a student's username might look like this - *ABSmith29*

The West Irondequoit school password: the two-letter code for your school from 2019-20 followed by the student's ID# (same as the student's lunch number). *e.g. Bv123456*

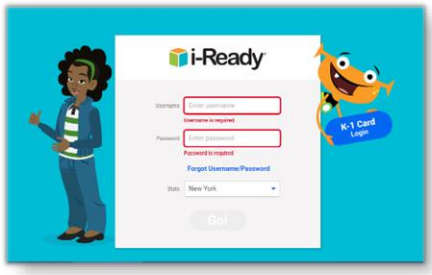
Briarwood = Bw
Brookview = Bv
Colebrook = Cb
Listwood = Lw
Seneca = Sn
Southlawn = Sl

WICSD intranet page: westiron.sharepoint.com

Seesaw - is a simple way for teachers and students to record and share what's happening in the classroom. It gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes.

Go to WICSD Intranet page – Select the Seesaw App –
Student is signed in with WICSD District login.

iReady - math practice Grades 1-6. Students can practice grade level math skills using interactive lessons.
Go to WICSD Intranet page – Select the iReady button –
Username: First initial last initial and Student Number
e.g. AB123456
Grades 1-3 Password: math1



Sora – a site for students to check out digital books

Go to WICSD Intranet page – Select the Library Button and select K-3 Library or SORA on WICSD Shortcuts

Select Find My School – Select My School Isn't Listed – Type Zip 14617 – Select – Monroe#1 BOCES – From the top dropdown select West Irondequoit Central Schools – Sign in with your WICSD District login.

This can also be accessed from a smartphone or tablet using the free Sora app.

RAZ Kids Plus – a site that has books for many different interests and reading levels.

Go to WICSD Shortcuts Button – Under Student & Teacher Links select RAZ Kids – enter your teacher's name

Tumblebooks – an ebook site with interactive digital features, where students can read and listen to classic and new children's books.

Go to WICSD Shortcuts then Under Student & Teacher Links select Tumblebooks

Username: (Look for your school code)

The password is **books**

briarwoodsch
brookviewsch
colebrook
listwood
senecasch
southlawn

Digital Resources for Students (4-6)

Access to the resources below are provided by West Irondequoit Central Schools and organized at the WICSD Intranet site (westiron.sharepoint.com). Users will initially be asked for their Microsoft login.

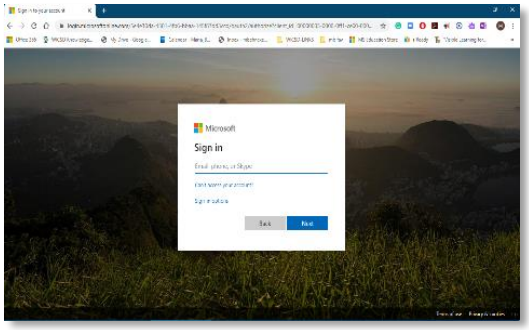
Microsoft Office 365

To access the intranet page or any Office 365 product, students must enter their email and school password. Their email is their school username followed by @students.westiron.monroe.edu

The West Irondequoit school username is their first initial, middle initial, last name, and last two digits of their graduation year. So, a student's Microsoft login might look like this:

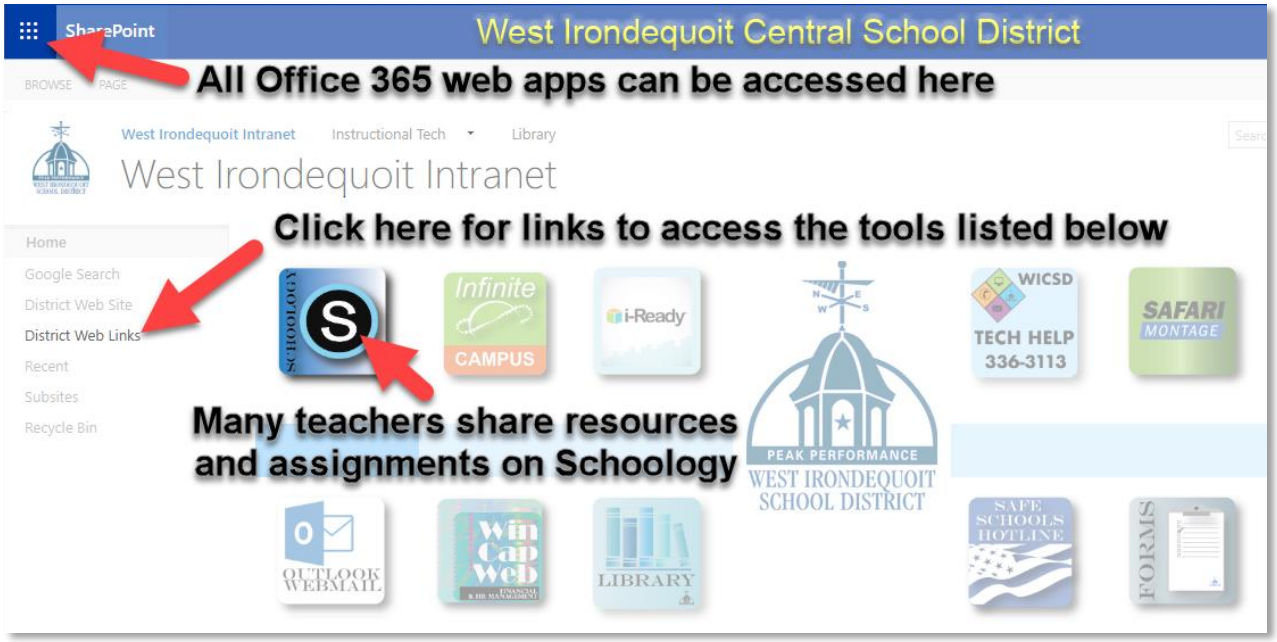
CDMode28@students.westiron.monroe.edu

The Microsoft password is the same as student's school computer password.



School initials Ro or Ir and then student ID#. *e.g. Ab123456*

West Irondequoit Intranet (westiron.monroe.edu)



Daily Instructional Practice

iReady - an interactive online learning environment designed to assess students and provide individualized instruction based on each one's unique needs. **Students log in with their first and last initial and student ID number. The password for grades 4-6 students is wicsdeagles.**

Self-Study Resources

Links can be found in the District Web Links section of the West Irondequoit Intranet

Castle Learning Online - a web-based instructional. service that provides on-line review of courses in mathematics, science, social studies, English, and foreign languages. Students can choose the "Self Study" option they can select study materials by subject area and go to a specific topic or state exam. **Students log in with full email and keep the password blank the first time logging in.**

NewsELA - an online news-as-literacy platform that features high-interest articles on everything from current events to myths and legends and from literature to science. Content is updated daily, with stories from a wide range of sources (from the Associated Press to Scientific American to the Washington Post) in both English and many in Spanish. Each leveled text features a quiz tailored to that particular article plus a writing prompt that asks students to write and respond to what they've read. **Students can go to Newsela.com and log in with their Microsoft login.**

Sora- free services offered by your library that let you borrow digital content (like eBooks and audiobooks) anytime, anywhere. Available to all staff and students. **Students log in by selecting WICSD Shortcuts on the WICSD intranet page and then choosing the Sora link under Teacher Student Links.**

Quizlet - Learning tools that let you study anything. Start learning today with flashcards, games and learning tools. **Students can search for vocabulary lists and practice without even making an account.**

Curriculum & Instruction Details

Remote Teachers will follow the same district created Essential Standards curriculum maps as used by our in-person teachers. Our Essential Standards charts are based on the New York State Learning standards. Teachers will utilize best practices and resources to provide instruction to align to standards and builds towards student mastery of the standards.

Essential Standards charts and maps were revised this summer in order to account for the shifts in instruction that may need to occur due to the COVID-19 building closure during March – June 2020. We have streamlined the focus of our curriculum so that student learning is maximized and all students receive instruction in the essential standards they need to obtain grade level proficiency and mastery.

Teachers will share learning targets with students on a daily basis so students understand their focus and expectations of instruction.

Specials

Special classes, including music, art and physical education, will be provided to remote students through a combination of live/synchronous and recorded/asynchronous lessons.

Music:
All K-6 remote Students will receive one live music lesson each week. Your child's teacher will communicate which day (M/T/TH/F) your child will receive their music lesson. When staff is able, students will also receive a recorded lesson. Remote classroom teachers will communicate when/how to access recorded lessons.

Physical Education:
All K-6 remote students will receive at least two recorded lessons per week. Remote classroom teachers will communicate when/how to access recorded lessons.

Art:
All K-6 remote students will receive at least one **recorded** lesson during the second and third quarters of instruction. Remote classroom teachers will communicate when/how to access recorded lessons. When staff is able, students will receive a live lesson on Wednesday. This will likely occur once per month.

West Irondequoit Central School District
K-6 Remote Specials

Special classes, including music, art and physical education, will be provided to remote students through a combination of live/synchronous and recorded/asynchronous lessons.

Music:

All K-6 remote Students will receive one live music lesson each week. Remote classroom teachers should communicate which day (M/T/TH/F) students will receive their music lesson to families.

When music staff is able, students will also receive a recorded lesson. Remote classroom teachers will communicate when/how to access recorded lessons.

Music Special Schedule
Mondays-
9-9:20 Grade 6 Group 1
9:25-9:45 Grade 6 Group 2

Tuesdays-
9-9:20 Grade 1 Juliano
9:25-9:45 Grade 1 Koppen
9:50-10:10 Grade 1 Robertson
10:15-10:35 Grade 2 Reece/Ventura
10:40-11:00 Grade 2 Ryan
11:05-11:25 Grade 2 Lipani (??)

Thursdays-
9-9:20 Grade 3 Battaglia
9:25-9:45 Grade 3 Hackbarth
9:50-10:10 Grade 3 Nicolo
10:15-10:45 Grade 4 Lisak/Beckwith
10:50-11:20 Grade 4 Davis

Fridays
9-9:30 Grade 5 Barrett (RG)
9:35-10:05 Grade 5 Heath (IRQ)
10:10-10:40 Grade K Sojda
10:45-11:15 Grade K Florack

For those who are running one zoom link all day, please provide Rob with the Zoom link so that he can join and you can make him a co-host when he enters. This way you don't lose children to a Zoom transition. If you are not running a Zoom link all day, please coordinate with Rob to embed a link in Seesaw/Schoology for students to access for their music lesson.

Physical Education:

All K-6 remote students will receive at least two recorded lessons per week. Remote classroom teachers will communicate when/how to access recorded lessons.

PE teachers will create lessons on Wednesdays and make sure the link to the completed lesson is placed into the K-3 or 4-6 Shared Documents folders by FRIDAY of the previous week.

Remote classroom teachers will then embed/make available the links for students to access. Remote classroom teachers can identify a time for students to complete the videos or allow students to complete flexibly. You do not need to take attendance for completion of the video.

Here are the links to find these shared documents:

K-3: https://westiron.sharepoint.com/:w:/r/k3/Shared%20Documents/!COVID-19/K-3%20Remote%20Learning/K-3%20Remote%20Specials/K-3%20PE%20LINKS.docx?d=wdcf15eb32ffd44bba5d55b66a6d07710&csf=1&web=1&e=mcLHsR

Pathway:

Shared K-3 Documents > !COVID-19 > K-3 Remote Learning > **K-3 Remote Specials**

4-6: https://westiron.sharepoint.com/:w:/r/46/Shared%20Documents/!COVID-19/4-6%20Remote%20Learning/4-6%20Remote%20Specials/4-6%20PE%20LINKS.docx?d=w1e93e6c01bcd4eb496763a7d70fd01e3&csf=1&web=1&e=LYqhhA

Pathway:

Shared 4-6 Documents > !COVID-19 > 4-6 Remote Learning > **4-6 Remote Specials**

(art on next page)

Art:

All K-6 remote students will receive at least one **recorded** lesson during the second and third quarters of instruction (this amount mirrors how in-person instruction is working- not all in-person students will have art all the time). Remote classroom teachers will communicate when/how to access recorded lessons. When staff is able, they will offer art office hours for students/parents on Wednesdays. This will likely occur once per month. Art teachers should communicate to remote classroom teachers when this will occur.

Art teachers will create lessons on Wednesdays and make sure the link to the completed lesson is placed into the K-3 or 4-6 Shared Documents folders by FRIDAY of the previous week.

Remote classroom teachers will then embed/make available the links for students to access. Remote classroom teachers can identify a time for students to complete the videos or allow students to complete flexibly. You do not need to take attendance for completion of the video.

K-3: https://westiron.sharepoint.com/:w:/r/k3/Shared%20Documents/!COVID-19/K-3%20Remote%20Learning/K-3%20Remote%20Specials/K-3%20ART%20LINKS.docx?d=w73cae0d626ed4b13b049c97c02b30e5a&csf=1&web=1&e=0uOZZb

Pathway:

Shared K-3 Documents > !COVID-19 > K-3 Remote Learning > **K-3 Remote Specials**

4-6: https://westiron.sharepoint.com/:w:/r/46/Shared%20Documents/!COVID-19/4-6%20Remote%20Learning/4-6%20Remote%20Specials/4-6%20ART%20LINKS.docx?d=wb1dbb97d69524c5a87b5a733f1f0915f&csf=1&web=1&e=um7c9K

Shared 4-6 Documents > !COVID-19 > 4-6 Remote Learning > **4-6 Remote Specials**

West Irondequoit Central School District
20-21 Phased K-6 Reopening Plan
April Addendum

At the K-6 level, we are building a Phased Reopening plan to best support our students in a transition from 6 to 3 feet of distance and from 4 to 5 days of instruction.

Week of	**Grades K-6**
Pre-phase	Maintain current model & plan for transition.
Phase 1 4/19	Begin 3-foot distancing to build classroom community during morning meetings, closure activity, etc.
Phase 2 4/26	Increase experiences at 3 feet, plan for return of remote students.
Phase 3 5/3	Begin 5 days per week learning model. Interested remote learners return to in-person instruction.
Final Phase	Remain in 5 day per week model through the end of the year.

Benefits of Transitioning to a 5-Day Instructional Model:

- Increase the time students are spending with their classroom teacher
- Increase time for specials
- Increase opportunities for socialization
- Support our students in adjusting back to a 5-day schedule before the start of next year. Our hope is this will enable students to feel more confident and be more ready for a full return in the Fall.

Shifts with a 5-Day In-person Instructional Model:

	K-3	**4-6**
Instruction	Students will be reassigned into their original homeroom teacher classes where space allows (*see example on next page). **Note- any students switching learning models (from remote to in-person or vice versa) WILL have a change in teacher.* There are some instances where even with 3 feet, we cannot accommodate an entire classroom in one room due to spacing constraints or due to structure of the classroom. These instances would be communicated to families of the impacted students.	Student schedules will remain mostly intact, and students will generally stay with the same teachers and teaching assistants they've worked with all year. **Note- any students switching learning models (from remote to in-person or vice versa) WILL have a change in teacher.*

More on next page

Student Services	Service schedules, such as OT/PT/Speech/Intervention/Counseling, will likely change to adjust to the five day in-person schedule.	
Specials	Increase specials, with addition of Wednesdays and potential daily time increase. *Students now only require 6 feet of distancing singing, playing a musical instrument that requires wind, and increased physical activity such as PE.*	Specials schedules will typically remain consistent with the addition of a Wednesday special. *Students now only require 6 feet of distancing singing, playing a musical instrument that requires wind, and increased physical activity such as PE.*
Snacks, Lunch, Mask Breaks	6 feet distances will be maintained. During snack/mask breaks, students will take turns to ensure un-masked students are at least 6 feet apart. To ensure all students will be at least 6 feet apart during lunch, the 2 classes will break into three groups and divide into three lunch locations or we will utilize available All-Purpose Rooms.	6 feet distances will be maintained. During snack and mask breaks, students will take turns to ensure un-masked students are at least 6 feet apart. To accommodate six feet distances at lunch, some students may be relocated to spaces that will accommodate a 6-foot distance between students.
Arrival and Dismissal	Arrival and dismissal will be modified to minimize the staggered arrival and dismissal. **North End:** Colebrook, Listwood, Seneca 8:05 – 8:30 AM and 2:00 – 2:20 PM **South End:** Briarwood, Brookview, Southlawn 9:05 – 9:30 AM and 3:00 – 3:20 PM	Walker and car arrivals would be staggered from 8:15-8:30 AM for **Iroquois** and 9:15-9:30 AM for **Rogers**. For any families for which this would be difficult to accommodate, please reach out to your building principal. **Iroquois** dismissal would be 2:15 PM. **Rogers** dismissal would be 3:05-3:15 PM.
Remote Learners	With a shift from 6 feet to 3 feet, we would be able to accommodate interested remote learners back to in-person instruction. Those who remain in remote instruction would now attend remote instruction synchronously on Wednesdays. Schedules would come from remote teachers to families. **If we do not make this shift from 6 feet to 3 feet, we cannot accommodate remote learners back to in-person instruction.**	
Transition Day(s)	To move classrooms (if needed), plan for appropriate instruction, as well as the thoughtful return of remote learners, we will need **at least** one transitional day in which students will not come to school or receive instruction. Date(s) to be determined.	
Students already attending 5 days due to their specific instructional program	Students who were attending for a fifth half day, would now attend a full fifth day. ELL students will return to five full days of instruction. Students who are currently attending a full fifth day on Wednesdays, would continue to do so. There is a potential for special schedule shifts as needed on Wednesday.	

*Example of potential K-3 classroom shift

Current 4 Day In-Person Hybrid Model: 2 Teachers/1 Teacher Assistant Team

Cohort 1 – Assigned to Teacher A	**Cohort 2**- Assigned to Teacher B	**Cohort 3**- Split between Teacher A and B, homeroom teacher has been Teacher Assistant

5 Day Model: 2 Teachers/ 1 Teacher Assistant as a support to both classrooms

New Cohort 1 – All students assigned to Teacher 1, in one classroom 3 feet apart (except for lunch, PE & music when applicable)	**New Cohort 2**- All students assigned to Teacher 2, in one classroom 3 feet apart (except for lunch, PE & music when applicable)	Teacher Assistant now supports between Cohort 1 and 2, no students in third cohort.