

Wheatland–Chili Central Schools Board of Education Meeting

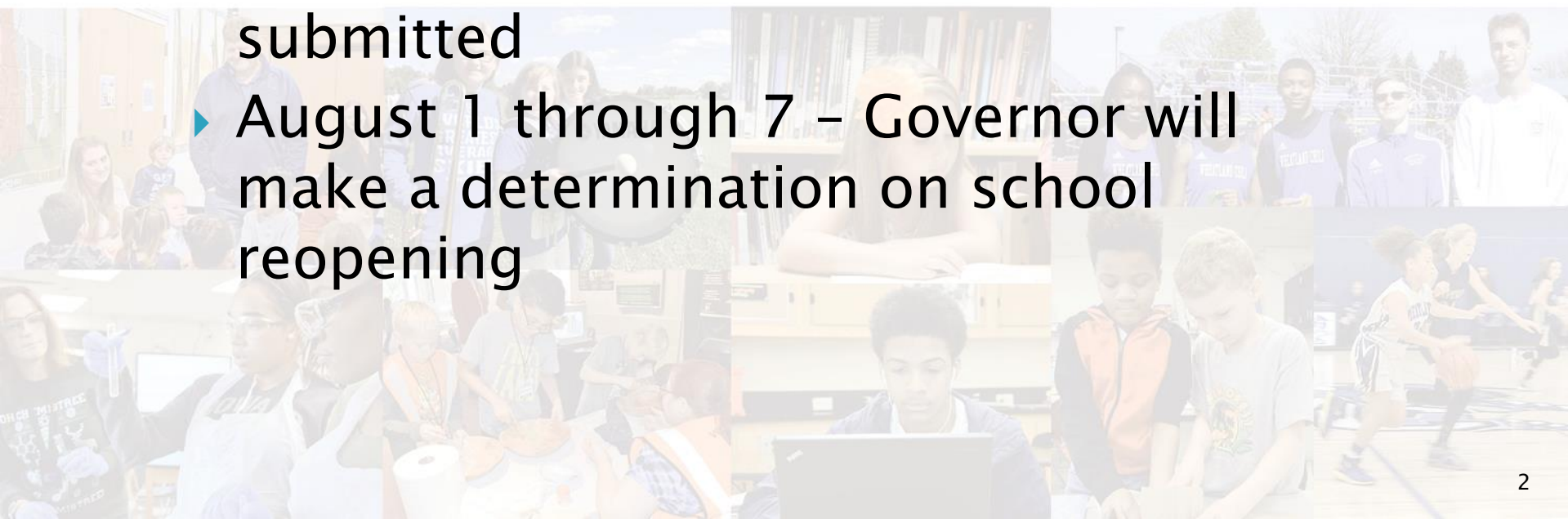
Reopening Plan

July 27, 2020

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NYS Timeline

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- submitted
- ▶ August 1 through 7 – Governor will make a determination on school reopening
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District Timeline


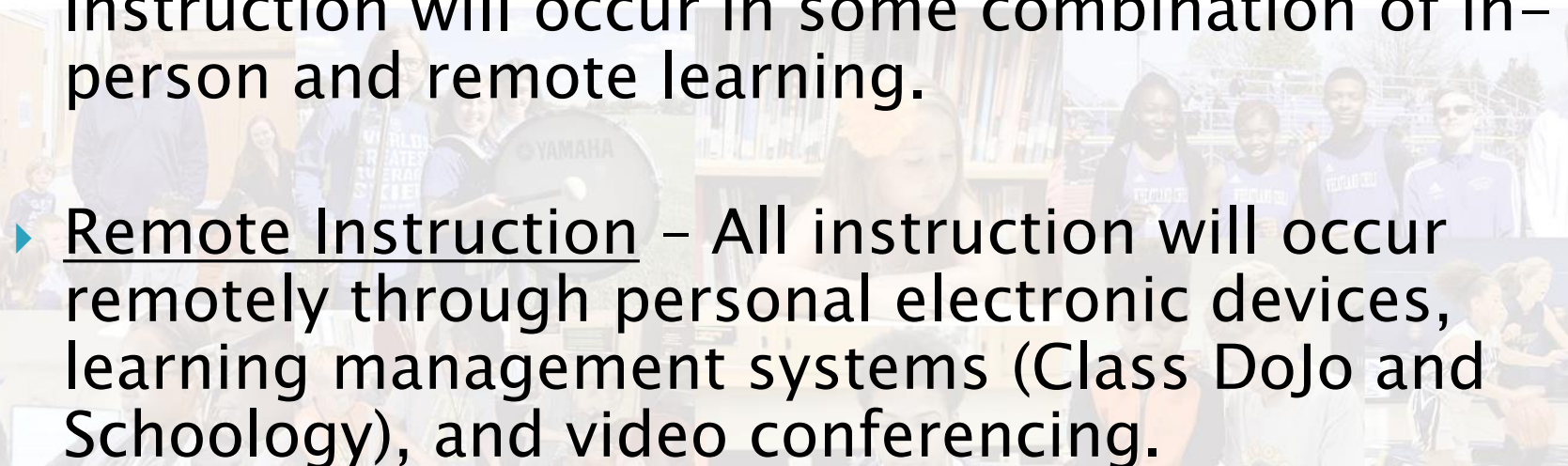
- ▶ June – Gathered input from teacher leaders on Curriculum Council
- ▶ June/July – District team reviewed Centers for Disease Control and Prevention (CDC) guidance for schools as well as NYS Department of Health guidance to plan for different options for the fall
- ▶ July – Survey of parents and staff; meetings of Reopening Advisory Group
 - 344 responses from parents and 69 responses from staff on surveys

Definitions

- ▶ Face Coverings. Schools will maintain protocols and procedures for students, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against transmission of COVID-19 virus when on school grounds and in school facilities. PPE means an acceptable face covering, which will be worn by all individuals at all times, but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. Acceptable face coverings include, but are not limited to, cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose.

- ▶ Social Distancing – Schools will maintain protocols and procedures for students, staff, and other individuals to ensure appropriate social distancing to protect against the transmission of COVID-19 virus when on school grounds and in school facilities. Appropriate social distancing means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. Classroom space will be reconfigured for social distancing, consistent with public health guidelines in place at the time of opening (current six-foot social distancing expectations and dividers as needed).

- ▶ Cohorts. Cohorts are self-contained, pre-assigned groups of students with group size limits established by the size of the room and number of desks that are able to be placed in the space while maintaining social distancing. Cohorts are established to prevent intermingling of students between cohorts to the extent possible.

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- ▶ In-Person Instruction – Students engage in instruction at T. J. Connor and the Middle/High School with their classroom teachers.
 - ▶ Hybrid of In-Person and Remote Instruction – Instruction will occur in some combination of in-person and remote learning.
 - ▶ Remote Instruction – All instruction will occur remotely through personal electronic devices, learning management systems (Class Dojo and Schoology), and video conferencing.

PARENT RESPONSES:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL
I believe in-person school SHOULD resume as normal in September with some new procedures to reduce the spread of illness.	17.15% 59	13.37% 46	11.34% 39	20.93% 72	37.21% 128	344
69.5%						
I believe in-person school should resume in September with HALF of the students ATTENDING SCHOOL on any given day and the other HALF of the students virtually learning from HOME.	31.10% 107	17.73% 61	24.71% 85	22.67% 78	3.78% 13	344
73.54%						

STAFF RESPONSES:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL
I believe in-person school SHOULD resume as normal in September with some new procedures to reduce the spread of illness.	22.35% 19	29.41% 25	14.12% 12	20.00% 17	14.12% 12	85
65.9%						
I believe in-person school should resume in September with HALF of the students ATTENDING SCHOOL on any given day and the other HALF of the students virtually learning from HOME.	15.29% 13	17.65% 15	22.35% 19	31.76% 27	12.94% 11	85
67.1%						

PARENT RESPONSES:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL
I believe in-person school should resume in September and face coverings should be worn by ALL STAFF and ALL STUDENTS when social distancing is not possible.	20.93% 72	17.73% 61	15.12% 52	25.29% 87	20.93% 72	344
61.3%						
I believe in-person school should resume in September and face coverings should be worn by ALL STAFF when social distancing is not possible, and encouraged for all students	22.97% 79	20.64% 71	14.24% 49	26.45% 91	15.70% 54	344
57.9%						

STAFF RESPONSES:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL
I believe in-person school should resume in September and face coverings should be worn by ALL STAFF and ALL STUDENTS when social distancing is not possible.	9.41% 8	15.29% 13	16.47% 14	31.76% 27	27.06% 23	85

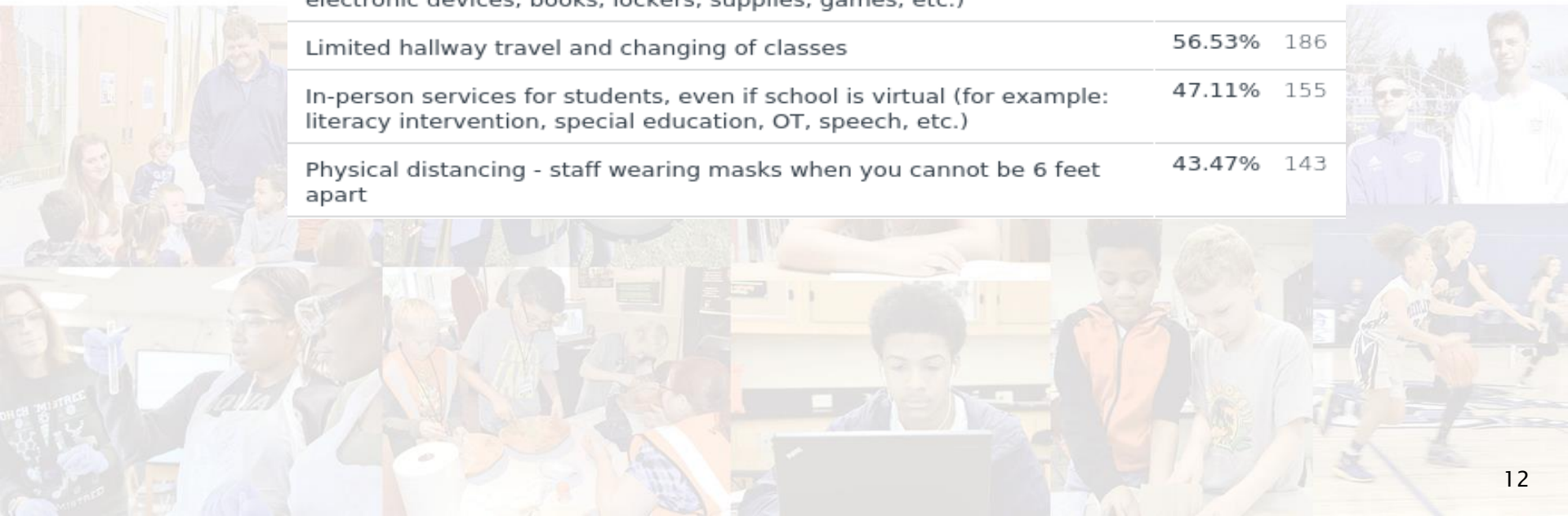
75.3%

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL
I believe in-person school should resume in September and face coverings should be worn by ALL STAFF when social distancing is not possible, and encouraged for all students.	21.18% 18	27.06% 23	16.47% 14	21.18% 18	14.12% 12	85

64.7%

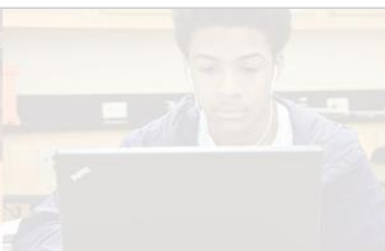
Q12 – Parents: If students and staff return to school in September, which measures do you currently believe are MOST important for the district to employ? Please mark all that apply.

ANSWER CHOICES	RESPONSES	
Hand sanitizer in each classroom and common areas	92.71%	305
Daily testing of student and staff temperatures	59.57%	196
No sharing of any classroom resources/materials (for example: electronic devices, books, lockers, supplies, games, etc.)	56.84%	187
Limited hallway travel and changing of classes	56.53%	186
In-person services for students, even if school is virtual (for example: literacy intervention, special education, OT, speech, etc.)	47.11%	155
Physical distancing - staff wearing masks when you cannot be 6 feet apart	43.47%	143



Q15 – Staff: When school reopens which measures do you currently believe are MOST important for the district to employ? Please mark all that apply.

ANSWER CHOICES	RESPONSES	
Hand sanitizer in each classroom and common areas	91.76%	78
No sharing of any classroom resources/materials (for example: electronic devices, books, lockers, supplies, games, etc.)	65.88%	56
Daily testing of student and staff temperatures	64.71%	55
Limited hallway travel and changing of classes	60.00%	51
Physical distancing - staff wearing masks when you cannot be 6 feet apart	51.76%	44
Physical distancing - staff wearing masks at ALL times	44.71%	38
Physical distancing - students wearing masks at ALL times	44.71%	38
Physical distancing - students wearing masks when you cannot be 6 feet apart	44.71%	38
In-person services for students, even if school is virtual (for example: literacy intervention, special education, OT, speech, etc.)	44.71%	38



Instructional Delivery – In-Person, Hybrid, and Remote Instruction

- ▶ Learning management systems – standards–based instruction
 - PreK–5 teachers and students will utilize Class Dojo
 - Grade 6–12 teachers and students will utilize Schoology
 - All teachers and students will utilize Office 365 resources as desired
- ▶ Teachers will deliver synchronous instruction from their classrooms Monday through Friday
 - Use of Recordex boards with cameras, speakers, and Zoom video conferencing software for students who may be out of the classroom
 - Exception is with hybrid approach, where Wednesday is an asynchronous remote learning day for students, and day for professional learning/planning and working with individual students for teachers

Questions on Instructional Delivery

- ▶ Q: What do we do if students are absent for “typical illness”? Do they participate?
 - A: When students are absent, they do not participate in the video conference for the day. Attendance will be taken each day, and the student would be considered absent and an excuse would need to be provided to the nurse.
- ▶ Q: What will the District do to support Internet access for families:
 - A: Families will again be surveyed to determine individuals without Internet access and MiFi devices will be provided
 - MiFi devices will not be able to be provided to families who have Internet

Cohorts – In-Person (Option #1)

- ▶ Grouping of students by the same class/group of students and teacher so each team functions independently as much as possible
 - Students will wear face coverings and maintain social distancing
- ▶ Placing of students in cohorts in PreK–6
 - Specials/elective classes will occur within the cohort classroom rather than in a separate space
 - Teachers of specials/elective classes will move into the classrooms of students in cohorts

Cohorts – In-Person (Option #1)

- ▶ Placing of students in cohorts grades 7–12
 - Students in these grades are unable to be grouped in this fashion due to secondary schedules
 - Students will wear face coverings all day and maintain social distancing, while attending classes as aligned with their schedules
- ▶ With in-person instruction, families could elect remote learning for their child(ren)
 - Students engage in instruction in a synchronous manner from home with their personal electronic devices with teacher via video conference
 - Parents/students affirm they will follow remote learning expectations as defined

Questions on Cohorts – In-Person (Option #1)

- ▶ Q: What will intervention look like in this model?
 - A: With class sizes of 12 at TJC, intervention will occur within the classroom setting with the classroom teacher
 - Intervention time at the MS/HS is scheduled and will occur as in the past
- ▶ Q: Will professional development be given for teachers in curriculum?
 - A: Planning for three conference days for teachers before the start of school for professional learning
 - Planning to have one day per week for teacher planning, professional development, and individual work with students
 - This day will support additional social distancing of the students and deep cleaning/disinfecting of classrooms/school.

Questions on Cohorts – In-Person (Option #1)

- ▶ Q: How will rules around mask wearing be enforced?
 - Classroom lessons are being developed on CDC guidelines, including social distancing, mask wearing, hand hygiene, etc., and will be delivered to all students
 - Requirements around social distancing and mask wearing will be enforced through our Code of Character, Conduct, and Support
 - We will also work with parents and utilize mental health staff to understand the concern over the wearing of masks
 - Possibility of a virtual learning option – whether at home or school – where resistance to mask wearing persists

Cohorts – Hybrid (Option #2)

- ▶ Several options have been discussed. The following represents our recommendation:
- ▶ TJC Hybrid Schedule for Students
 - Students attend school in-person **Monday, Tuesday, Thursday, and Friday** and remain in their classrooms as a cohort
 - Attendance is taken each day
 - **Wednesday** will be an asynchronous remote learning day
 - Students check in with their teacher at the beginning of the day for attendance and then complete work independently during the day from home
 - Teachers engage in planning and professional learning, and individual time with students (e.g., guided reading time, intervention time, etc.)
 - Facilities staff engage in deep cleaning and disinfection of classroom spaces

Cohorts – Hybrid (Option #2)

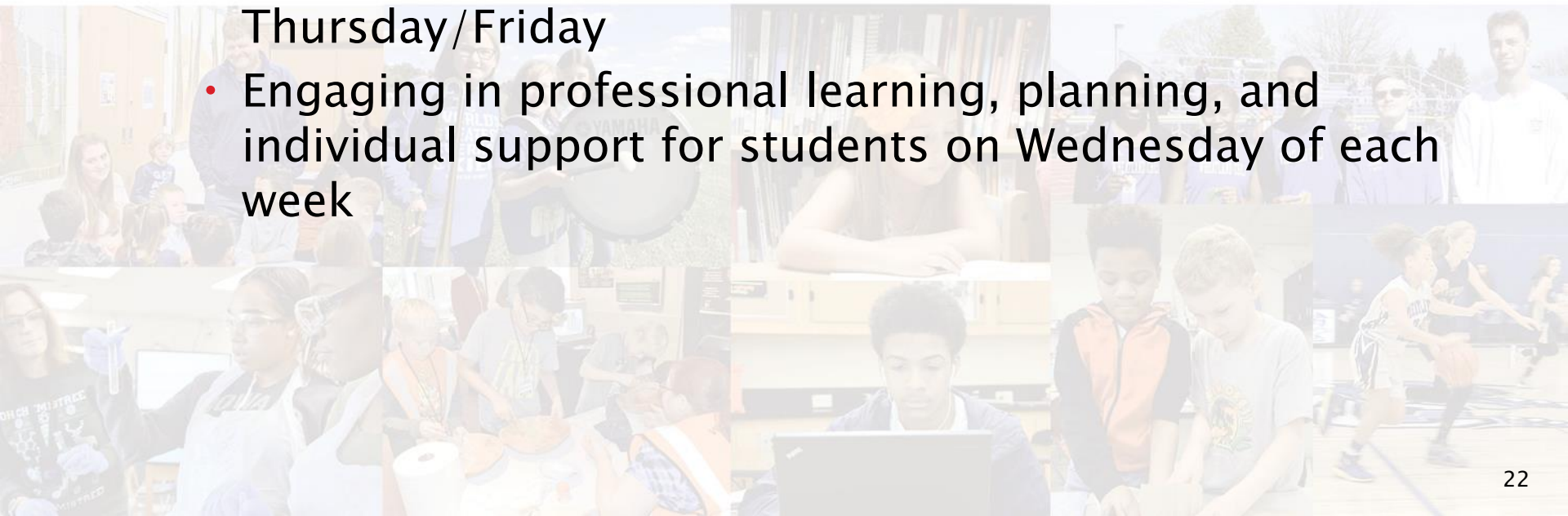
► Staffing of TJC Hybrid Schedule

- In order to accommodate social distancing, grades one through five require an additional section to lower class sizes to 12–14
- Plan to utilize three literacy intervention teachers and two math intervention teachers as classroom teachers for the additional sections
 - All intervention teachers are elementary certified teachers
 - One literacy teacher is currently shared with MS/HS, but would be assigned to TJC for 2020–2021
 - Two math intervention teachers (0.5 FTE each) would support one of the classrooms

Cohorts – Hybrid (Option #2)

▶ TJC Hybrid Schedule for Teachers

- Teachers will be in their classrooms Monday through Friday
 - Delivering in-person instruction and video conferenced instruction on Monday/Tuesday and Thursday/Friday
 - Engaging in professional learning, planning, and individual support for students on Wednesday of each week



Cohorts – Hybrid (Option #2)

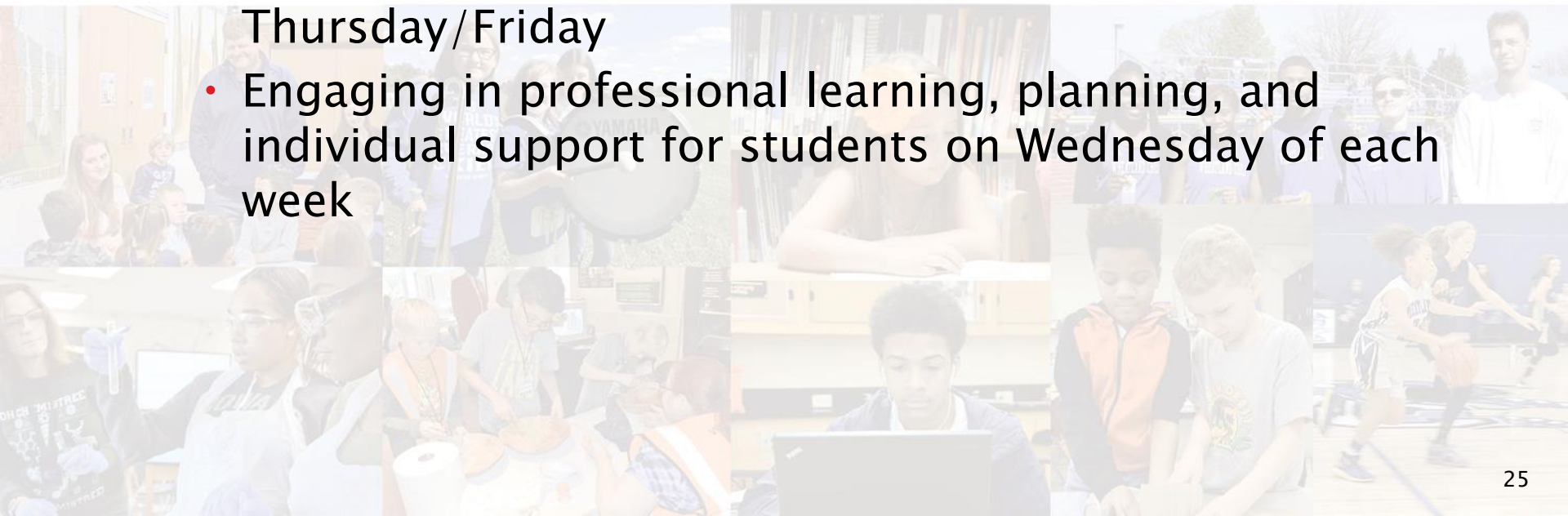
- ▶ MS/HS Hybrid Schedule for Students
- ▶ Cohort groups arranged in two groups
 - **Group A Schedule (students in grades 7, 9, and 11)**
 - **Monday/Tuesday** in person in the classrooms
 - **Wednesday** will be an asynchronous remote learning day
 - Students check in with their teacher at the beginning of the day for attendance and then complete work independently during the day from home
 - Teachers engage in planning and professional learning, and individual time with students (e.g., extra support, intervention time, etc.)
 - Facilities staff engage in deep cleaning and disinfection of classroom spaces
 - **Thursday/Friday** – synchronous class learning from home; students will follow class schedule

Cohorts – Hybrid (Option #2)

- **Group B Schedule (students in grades 8, 10, 12)**
 - **Monday/Tuesday** synchronous class learning from home; students will follow class schedule
 - **Wednesday** will be an asynchronous remote learning day
 - Students check in with their teacher at the beginning of the day for attendance and then complete work independently during the day from home
 - Teachers engage in planning and professional learning, and individual time with students (e.g., extra support, intervention time, etc.)
 - Facilities staff engage in deep cleaning and disinfection of classroom spaces
 - **Thursday/Friday** in person in the classrooms

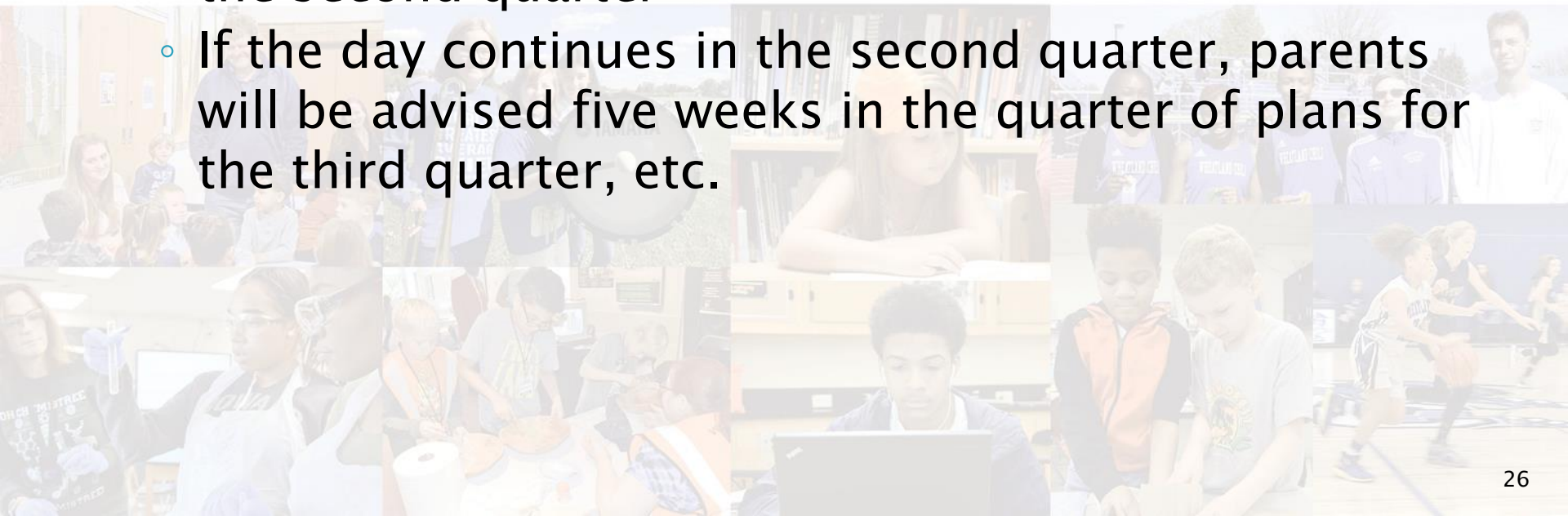
Cohorts – Hybrid (Option #2)

- ▶ MS/HS Hybrid Schedule for Teachers
 - Teachers will be in their classrooms Monday through Friday
 - Delivering in-person instruction and video conferenced instruction on Monday/Tuesday and Thursday/Friday
 - Engaging in professional learning, planning, and individual support for students on Wednesday of each week



Cohorts – Hybrid (Option #2)

- ▶ Duration of Wednesday Remote Learning Day
 - Offer this remote learning day for the first quarter of school, assess impact, and advise parents after five weeks whether the virtual day will continue for the second quarter
 - If the day continues in the second quarter, parents will be advised five weeks in the quarter of plans for the third quarter, etc.



Cohorts – Hybrid (Option #2)

- ▶ With hybrid instruction, families could elect remote learning for their child(ren)
 - Students engage in instruction in a synchronous manner from home with their personal electronic devices with teacher via video conference
 - Parents/students affirm they will follow remote learning expectations as defined



Questions on Cohorts – Hybrid (Option #2)

- ▶ Q: Are we recording the lessons?
 - A: We are not currently planning to record lessons, but further discussion is occurring.
- ▶ Q: Are parents able to choose remote learning for students if they do not wish for their children to be in school?
 - A: As long as the Governor approves a hybrid model for the opening of school in 2020–2021, the District will support students whose parents wish them to engage in remote learning. With remote learning, students will engage in synchronous learning, which means that they will participate with their class according to the classroom schedule from home with their District-issued personal electronic device

Questions on Cohorts – Hybrid (Option #2)

- ▶ Q: Will there be a wraparound program?
 - A: It is our current plan to continue with the YMCA wraparound program
- ▶ Q: Are there privacy concerns with children (and potentially adults) at home viewing the classroom
 - A: We have had this discussion with the District's legal counsel, and no privacy concerns were identified

Questions on Cohorts – Hybrid (Option #2)

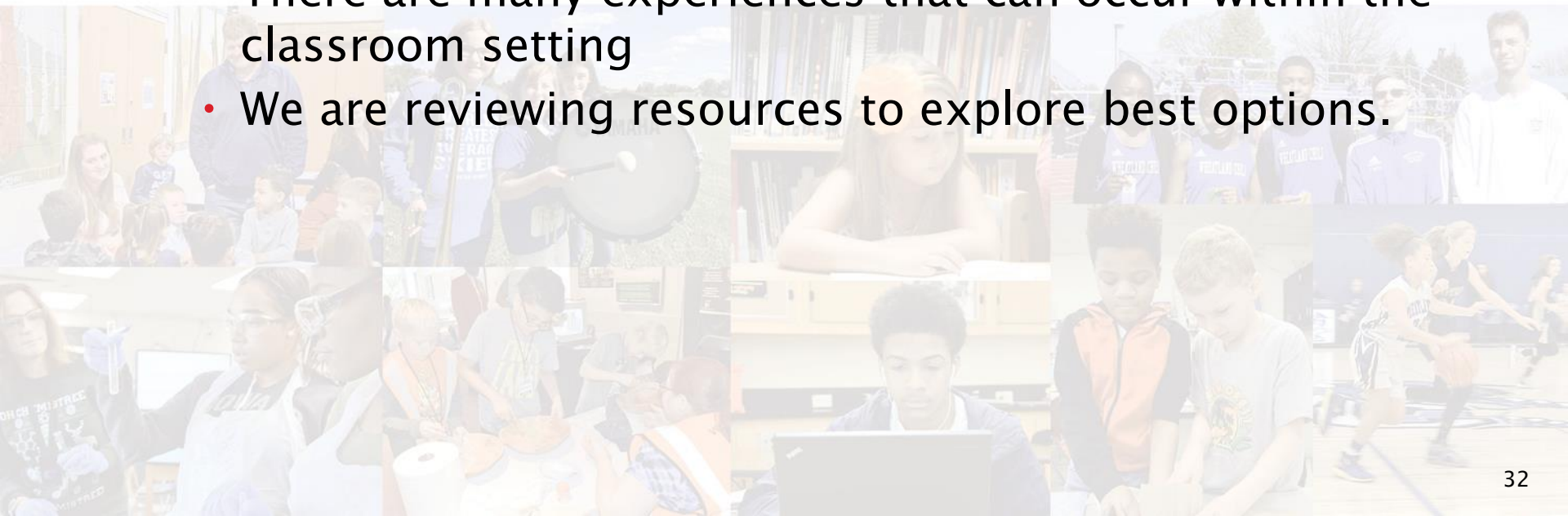
- ▶ Q: With a Monday/Tuesday and Thursday/Friday schedule at the MS/HS, will families go to school on the same day?
 - A: There are pros and cons to have family groupings and grade level groups; we are currently planning to have grade level grouping to provide an improved learning environment for students
 - With grade level groups, the majority of students are working together in the classroom or remotely, which removes the barrier for teachers of delivering instruction with students split between classroom and remote environments
 - There is the added benefit of not having MS/HS students in multiple grades in the home accessing Internet simultaneously

Questions on Cohorts – Hybrid (Option #2)

- ▶ Q: Will teachers be trained on the use of the cameras?
 - A: Yes. Teachers will be trained on new technology during the conference days before the start of the school year.
- ▶ Q: How will physical education be handled?
 - A: We are currently considering how best to provide physical education
 - There are many experiences that can occur within the classroom setting
 - We are reviewing resources to explore best options.

Questions on Cohorts – Hybrid (Option #2)

- ▶ Q: How will band and chorus be handled?
 - A: We are currently considering how best to provide band and chorus, while providing for 12-foot social distancing
 - There are many experiences that can occur within the classroom setting
 - We are reviewing resources to explore best options.



Remote Learning (Option #3)

► TJC and MS/HS

- Teachers are in their classrooms if permitted by Executive Order
- Teachers deliver instruction according to their regular schedule using Zoom video conferencing software
- Students engage in instruction in a synchronous manner from home with their personal electronic devices with teacher via video conference
 - TJC schedule may need modification to provide off-screen time

Questions – Remote Learning (Option #3)

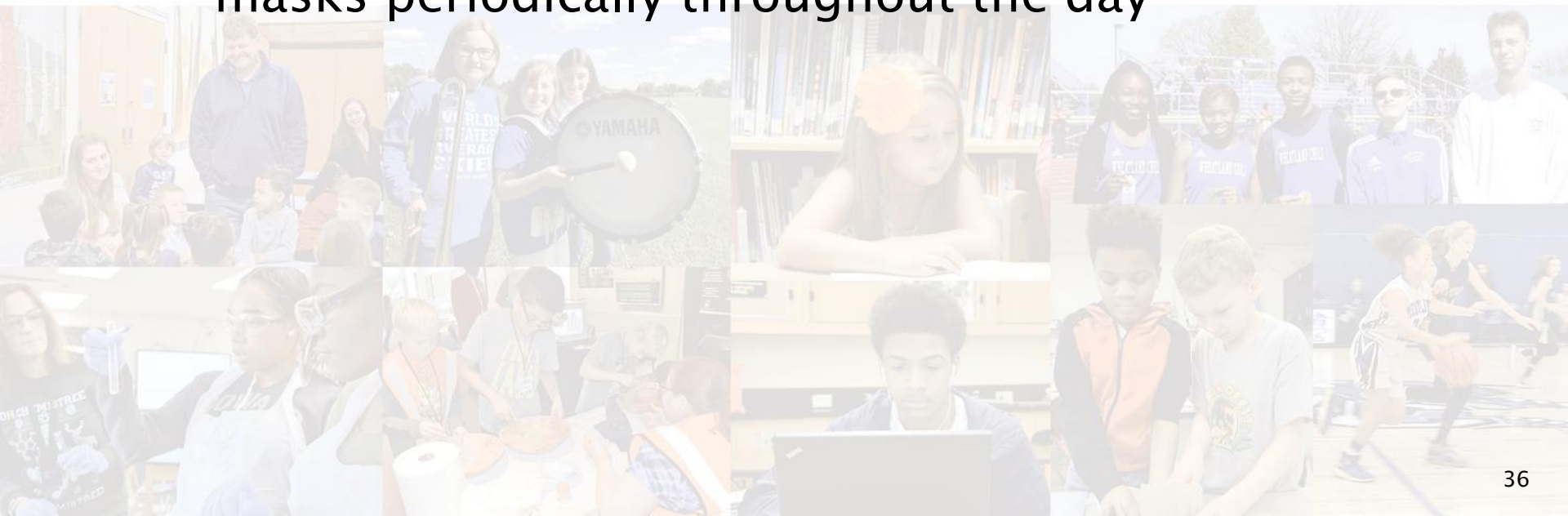
- ▶ Q: Will teachers need to be at school during remote learning?
 - A: Yes. On remote learning days, teachers will be in their classrooms supporting student learning on digital platforms
 - In the event that the Governor closes schools due to an increase in COVID-19 cases in this region, a determination will be made at that time as to whether essential staff in the school (i.e., teachers, administrators, facilities staff, etc.) will be approved for on-site work or whether students and staff will all work remotely

Face Coverings – In-Person and Hybrid

- face covering during meals and for short breaks as long as they maintain social distancing.

Questions on Face Coverings – In-Person and Hybrid

- ▶ Q: Will students with anxiety or asthma be able to take their masks off during the day?
 - A: Because we are able to arrange six-foot social distancing, students will be able to take off their masks periodically throughout the day



Mental Health, Behavioral, and Emotional Support Services – In-Person, Hybrid, and Remote Instruction

- ▶ Resources will be provided to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens
 - Information will be provided on developing coping and resilience skills for students, faculty and staff
- ▶ Training will be provided for faculty and staff on how to talk with, and support, students during and after the ongoing COVID-19 public health emergency

Questions on Mental Health, Behavioral, and Emotional Support Services – In-Person, Hybrid, and Remote Instruction

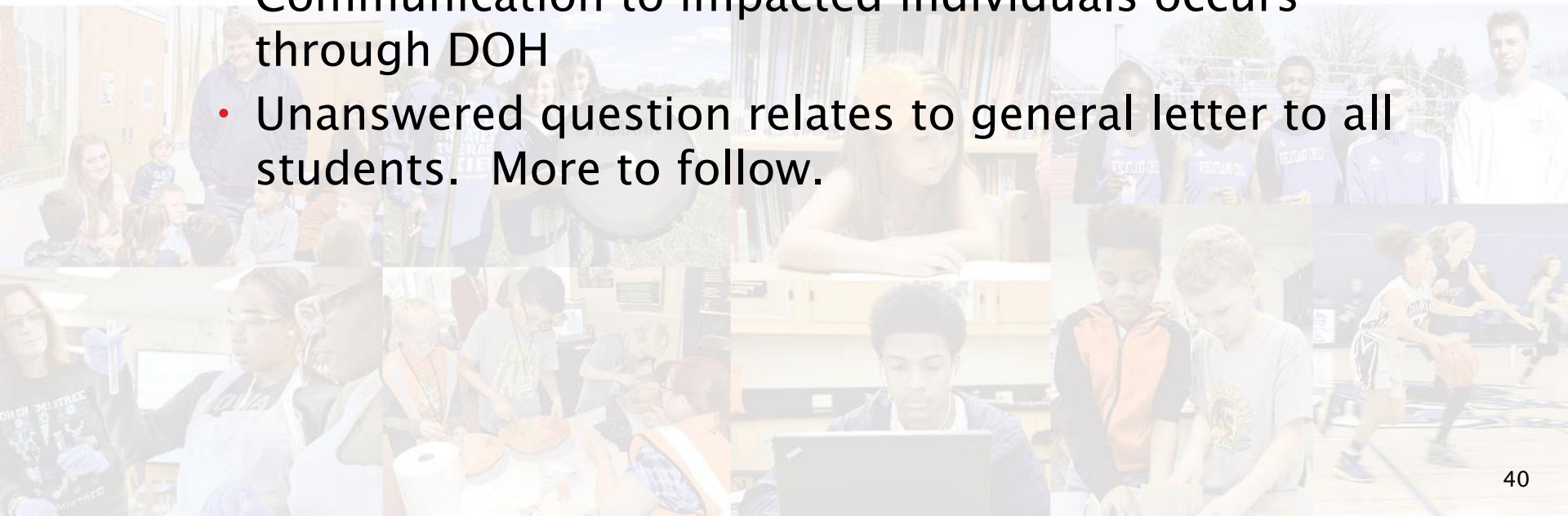
- ▶ Q: What training will be provided to people become more comfortable and who will do the training:
 - A: Teachers will be provided with three days of training prior to the start of school for students. This will be accomplished by moving the April conference day forward to September with Board approval
 - A: Training will be arranged by our Teacher Center Director and will involve Wheatland–Chili teachers as facilitators

Health Assessment – In-Person and Hybrid

- ▶ Prior to arrival each school day, staff and students will complete a health assessment, responding to questions about COVID-19 symptoms and contact with individuals who are experiencing COVID-19 symptoms
- ▶ Health assessments will be monitored by HR staff for District staff members and by school nurses for students.

Questions on Health Assessment – In-Person and Hybrid

- ▶ Q: What communication will occur with a case of COVID-19 in the school?
 - A: In the case of a potential COVID case, DOH will be involved, as will the primary care physician
 - Communication to impacted individuals occurs through DOH
 - Unanswered question relates to general letter to all students. More to follow.



Questions on Health Assessment – In-Person and Hybrid

- ▶ Q: How will temperature taking occur prior to the start of the school day?
 - A: The DOH guidance advises that daily temperatures will be taken as well as occasional health assessments. The District will determine the frequency of the health assessment and will establish a protocol where parents will take temperatures of students before they leave their home for the school day and will complete the health assessments as determined. The protocol will be shared with parents and parents will be asked to affirm their intent to follow this protocol.
 - A: Students who appear ill will be sent to the school nurse as currently occurs. The school nurse will take responsibility for temperature taking.

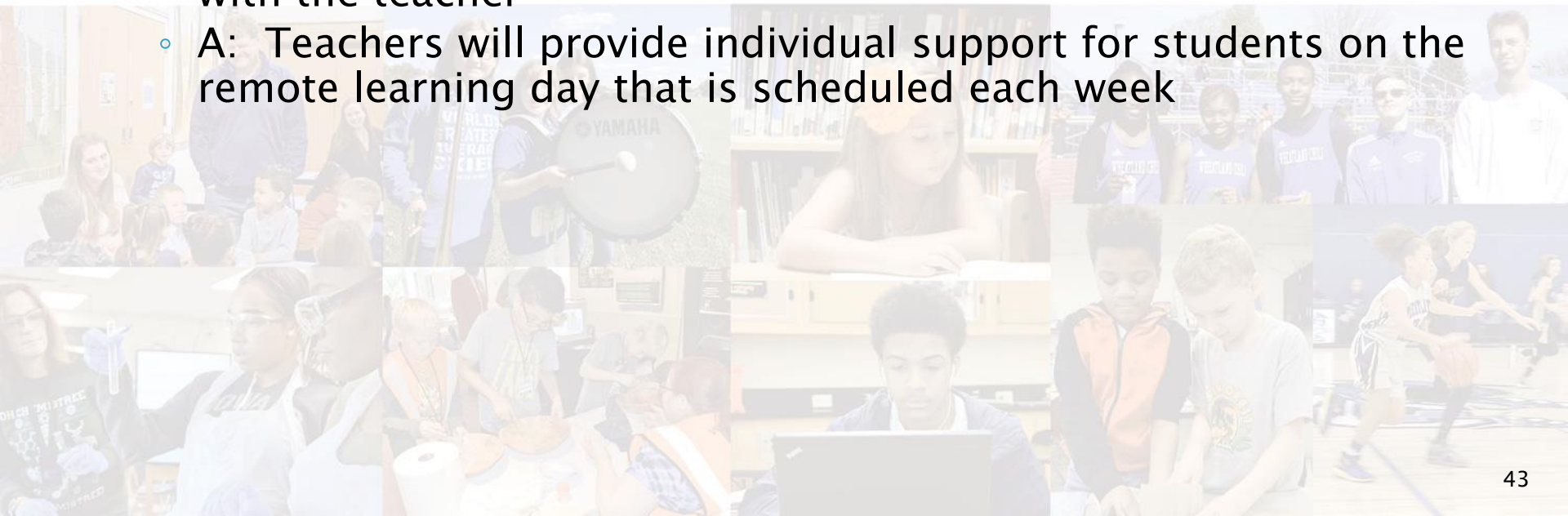
Ensuring Equity and Access – In-Person, Hybrid, and Remote Instruction

- ▶ Schools will identify gaps and develop action plans that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.



Question on Ensuring Equity and Access – In-Person, Hybrid, and Remote Instruction

- ▶ Q: How will we support the needs of special education students, many of whom found remote learning to be challenging?
 - A: Students with disabilities and English language learners will attend school four out of five days per week to engage directly with the teacher
 - A: Teachers will provide individual support for students on the remote learning day that is scheduled each week



Transportation – In-Person and Hybrid

- ▶ Wheatland–Chili will plan for buses to operate with heightened health and safety protocols, including requiring all students and operators to wear face coverings
- ▶ There may be two morning and afternoon bus runs for each of T. J. Connor and the Middle/High School, and a staggered start schedule of approximately 15 minutes. The 7.5 hour school day will remain unchanged for teachers

Questions on Transportation – In-Person and Hybrid

- ▶ Q: How will we be able to provide social distancing on the bus?
 - A: With two bus runs in the morning and the afternoon at each of TJC and the MS/HS, and half of the MS/HS students on the bus each day, we will be able to arrange for assigned seating that provides for social distancing to the extent possible. Students will be required to wear masks on the bus as an additional safety precaution.

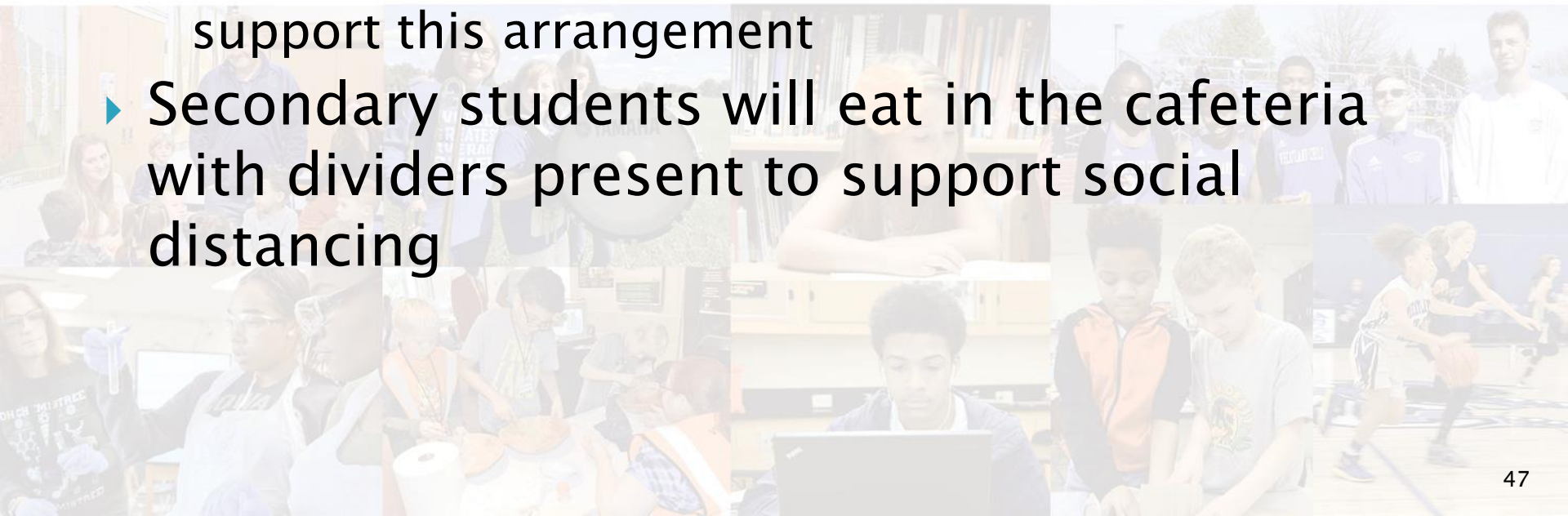
Questions on Transportation – In-Person and Hybrid

- ▶ Q: Am I required to send my student to school on the bus?
 - A: No. Parents will be asked if they wish to transport their children rather than having them ride the bus in 2020–2021.



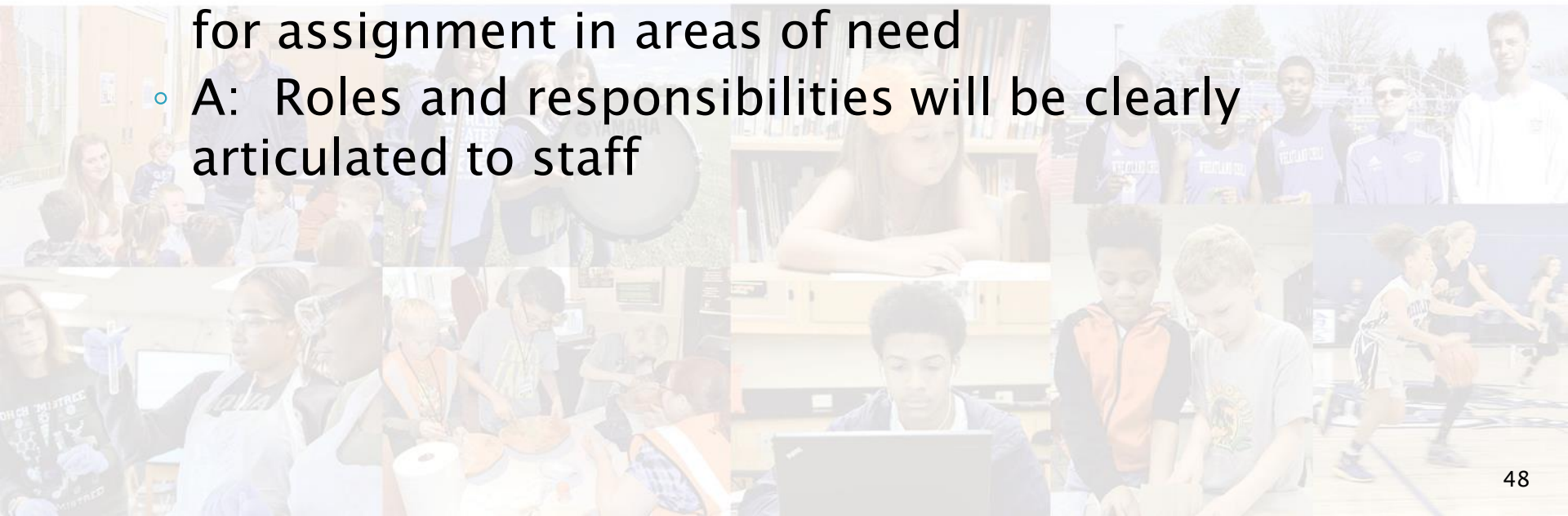
Food Services – In-Person and Hybrid

- ▶ Cafeterias will not be used at the elementary level
 - Elementary students will eat lunches in their classrooms
 - Schedule of supervision has been created to support this arrangement
- ▶ Secondary students will eat in the cafeteria with dividers present to support social distancing



Questions on Food Services – In-Person and Hybrid

- ▶ Q: What changes will be made to the food service operation?
 - A: We will be using prepackaged items and disposal materials to the extent possible
 - A: We are currently reviewing teacher aide support for assignment in areas of need
 - A: Roles and responsibilities will be clearly articulated to staff



Engineering Controls – In-Person and Hybrid

- ▶ Conducted walk-throughs at each building and evaluated high traffic areas (i.e. reception areas)
 - Polycarbonate materials were ordered and barriers installed for areas that have been identified
 - Preparing floor signage illustrating safe distancing in high need areas.
- ▶ Ventilation in the District buildings meets or exceeds the Mechanical and Energy Code ventilation requirements through capital project efforts
 - Typical classroom changes out the classroom air with outside air every 15 to 20 minutes

Questions on Engineering Controls – In-Person and Hybrid

- ▶ Q: How do you plan to keep kids moving and not have them congregate in or near the bathrooms?
 - A: We do have occupancy signs and will be placing signs on areas such as restrooms
 - A: In terms of supervision, teachers from TJC and the MS/HS will meet the first of August to participate in the development of protocols and procedures, which will include supervision of restrooms and how students will appropriately wait for their turn

Administrative Controls – In-Person and Hybrid

- ▶ Will have controlled points of entry at each building where hand-sanitizing stations will be located with signage requiring staff and visitors to utilize upon entering the building
- ▶ Signs will be posted throughout the buildings as well as on the digital displays to encourage frequent hand washing throughout the day
- ▶ Printed posters provided by the Centers for Disease Control and posted them in the common areas of each building
 - Signage includes information pertaining to COVID-19 symptoms as well as handwashing and hand sanitizing protocols
- ▶ Will increase frequency in which it disinfects each building and school bus with an emphasis on frequently touched surfaces such as tables, doorknobs, light switches, countertops, handles, faucets, and sinks, etc.

Questions on Administrative Controls – In-Person and Hybrid

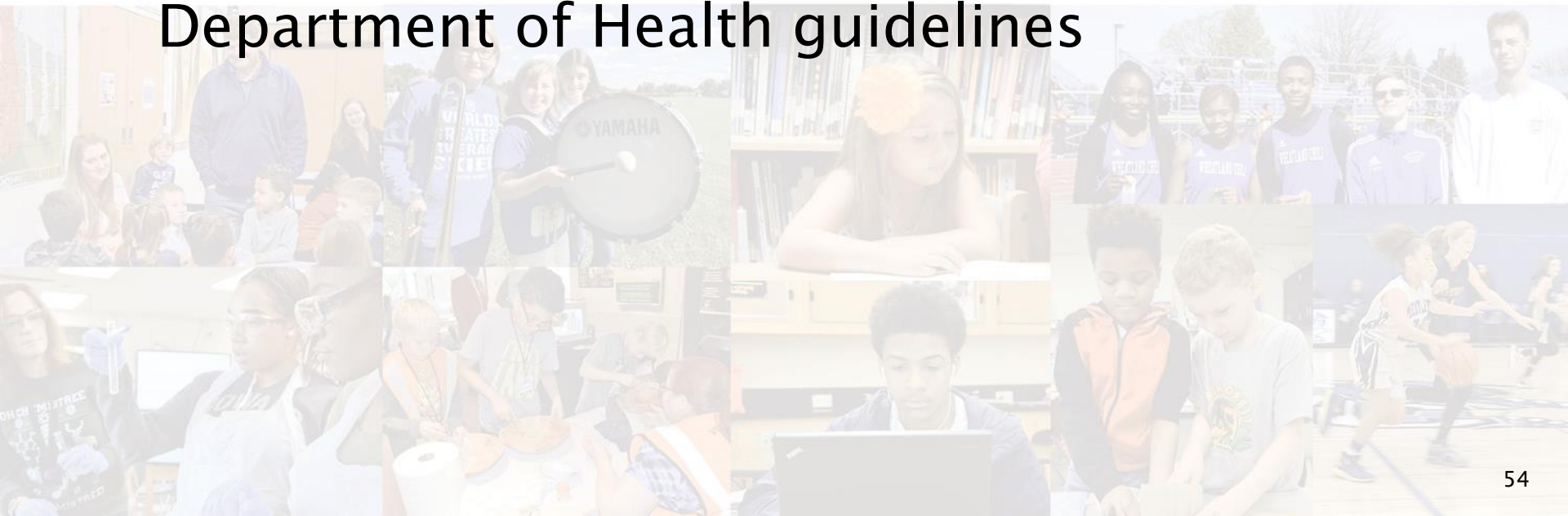
- ▶ Q: Do we have sufficient staff for cleaning?
 - A: Our cleaning staff is prepared to clean/disinfect our facilities based on Department of Health guidance; staffing will be closely monitored
- ▶ Q: Can teachers show video on proper handwashing and sanitizing/proper face mask coverage?
 - A: Yes. In the spring, we did show a video on proper handwashing. We plan to show that video again to our students.
 - A: Brief training videos are being developed on topics such as proper face mask wearing/coverage and we plan to utilize these videos with our students
 - A: Group of teachers will work together to create brief classroom lessons on safety protocols in August for sharing with all teachers

Questions on Administrative Controls – In-Person and Hybrid

- ▶ Q: Part of the Plan needs to be expectation of people. How will people know what to do, when, how often, and where to get supplies?
 - A: Protocols will be developed and shared with staff. Follow-up will occur to ensure that protocols are followed. Areas of protocols are as follows:
 - Health assessment completion by staff and visitors, involvement of parents in observing for signs of illness, training on correct hand and respiratory hygiene, ensuring that social distancing occurs, accommodations for at-risk staff and students, wearing of face coverings, providing of mask breaks for students, actions to be taken in the event of a confirmed case of COVID-19, compliance with CDC guidelines for return to school of staff and students following illness or diagnosis of confirmed case of COVID-19, clean and disinfection of schools following CDC guidelines, school safety drills with modifications for social distancing

Day-to-day Operations

- ▶ Staff from T. J. Connor and the Middle/High School will create processes for day-to-day operations upon completion of the District's plan for re-entry based on the New York State Department of Health guidelines



Communication

- ▶ Webpage with District process for plan creation has been created
 - Frequently Asked Questions
 - Draft Framework with Questions/Answers
 - NYSED Guidance Document
 - NYDOH Guidance Document
- ▶ Final District Reopening Plan and “At a Glance” reference for parents will be uploaded to the website when completed
- ▶ Links to webpage will be emailed to parents, highlighted on the website, and launched in social media

Questions?

