

Workgroup Reports

July 27, 2020

COVID-19 Advisory Workgroups				
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

Operations and Logistics Workgroup Update

Overview: The focus of our committee has been to unpack guidance from NYS, the Department of Health, and the CDC to determine what logistical and operational planning is needed to ensure a safe and successful re-opening for all students and staff. Members of the sub-committee include parents, teachers, clerical staff, Department of Environmental Services staff and administrators.

As a committee, we started with the following essential questions tied to building-based operations and logistics:

- How can we reduce class sizes in order to accommodate social distancing?
- What additional spaces will schools need?
- How will student contact at lunch/recess be minimized?
- How will schools modify fine arts, performing arts and physical education classes?

1. How can we reduce class sizes in order to accommodate social distancing?

We looked closely at all buildings and classrooms to identify spaces that could be creatively used with students for instruction in keeping with social-distancing and safety guidelines. These identified spaces included all-purpose rooms, gymnasiums, cafeterias, and other spaces. The committee collaborated with the facilities team to develop plans for traffic flow within buildings, sanitation, and hygiene. The team also worked to design small cohort-groups of students and staff within buildings in order to minimize contacts points and support contact tracing within each school. We are also working to establish staggered arrival and dismissal times in order to promote social distancing and safety for all.

2. What additional spaces will schools need?

Individual building teams have worked to identify different spaces within their buildings that will be utilized as additional classrooms. These spaces may include libraries, all-purpose rooms, intervention rooms, conference rooms and/or other large group instructional rooms.

3. How will student contact at lunch/recess be minimized?

K-6 students will eat lunch in their classrooms within their small cohort groups. Students at the 7-12 level will be able to purchase lunch in a grab-and-go style. Dake Junior High School and IHS will determine spaces where students will continue to practice social distancing during this time. We will continue to ensure that we plan for any student with a food allergy.

4. How will schools modify fine arts, performing arts, and physical education classes?

With support and guidance from the logistics committee, individual school-building teams are working to provide a comprehensive educational experience that includes access to fine arts, performing arts, physical education, and other special-area work. While these experiences may be structured differently than in the past, collaboration and creative and flexible use of space and scheduling within each building will help ensure that students continue to have access to these important programs and experiences.

Instructional Services Workgroup Update

Overview: The Instructional Services Sub-Committee is a group of nearly 40 members comprised of teachers, administrators, student services staff, students, parents and Board of Education members. Key areas addressed are instructional design/learning environment, grading & accountability, and communication & connections. At our initial meeting on July 7th, members selected to join one of the three work groups listed below.

Sub-Committee Work Group	Guiding Questions
Instructional Design / Learning Environment	<ul style="list-style-type: none">• What are the district’s expectations for in-person instruction, online face-to-face instruction and independent learning time?• How can our home learning/blended learning experiences be designed in order to best match the needs of students, faculty and families in the event of another full closure, or a staggered schedule?
Communications & Connections	<ul style="list-style-type: none">• What are essential social-emotional check-ins, practices and lessons that need to be in place to best support students in remote learning?• What are the cohesive and clear communication pathways to support students and families?
Grading and Accountability	<ul style="list-style-type: none">• How can we ensure that all students are engaged/accountable for learning?• How can we track learning progress and engagement to fairly grade and interpret student learning and achievement?• How do we ensure that through our design grading and accountability systems are fair and equitable, and inform intervention, IEP/504 progress reviews and annual reviews?
For all work groups: How do we ensure that through our design, all students have access to needed instructional services and resources, maintaining compliance with IEP/504 requirements?	

Instructional Design/ Learning Environment

The Instructional Design/Learning Environment work group has been focused on creating instructional guidelines for in person, remote and hybrid learning. The team read research and reviewed potential models, as well as shared its own expertise from the spring closure. Regarding instruction, the NYS guidelines clearly call for any plans to include “regular and substantive interaction between students and teachers.” The group is creating recommendations and guidelines of instruction for the three possible scenarios of in-person, hybrid and remote learning. To accomplish this, participants have divided into grades K-3, 4-6, 7-8 and 9-12 groups in order to tailor recommendations to each grade level. The group is currently working on guidelines, expectations and models for all remote instruction and the use of Learning Management Systems (Seesaw and Schoology) for their respective grade level bands. These models, along with the models for hybrid and in person instruction, will be shared when completed.

Communications & Connections

After reviewing the survey data and research, the subcommittee recognizes the importance of a consistent mode of communication to students and families for instruction, social emotional areas, along with logistical communications.

- The K-3 buildings will utilize a consistent Learning Management System (LMS), Seesaw, for remote learning lessons, instruction, and feedback to students. There is a parent/family component where they can log in and see their child(ren)’s work and communicate with the teacher. Teachers will be learning this summer on how to maximize the use of Seesaw for students’ benefit. The sub-committee recognized a need to train families and students on how to log-in and utilize Seesaw while at home.
- The 4-12 grade buildings will continue to utilize Schoology as the Learning Management System. Throughout the summer, the Teacher Learning Center has continued to provide professional development to teachers on how to

maximize the use of Schoology. The sub-committee also recognized a need to train families and students on how to utilize the LMS for at-home learning.

- The district will utilize the Remind App as a consistent mode of communication between teachers and families.
- There was positive feedback from families on the use of BlackBoard from the District and Building levels when receiving RoboCalls and important emails. Therefore, District and Building-Level administrators should continue to utilize this medium as a means for family communications and may begin implementing text messages.
- The sub-committee noted the importance of reaching our special populations anyway possible (i.e. ENL, SES, and Special Education).
- The sub-committee proposes that we utilize our typical “Curriculum Night” (K-6) and “Open House” (7-12) in a different way this year as a means to communicate how teachers will utilize the LMS and Remind to communicate and also walk them through how to navigate the platforms.

After reviewing survey data, research and the Board of Regents guidance, we know that Social Emotional Learning will be a priority when we return to school whether it be in-person or remote. The sub-committee recommends the following needs:

- Norm setting for our new normal in-person settings, including Mask-wearing 101, COVID-19 101 (common language around hand washing, social distancing, what is COVID, how to help stop the spread). The work group recognized the importance of sharing these conversations with families so the common language can be utilized at home.
- Social emotional supports at the Tier 1 level to include morning meetings, check-ins, trauma-based supports, community building circles, and a strong focus on relationship building.
- 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.
- Social emotional supports at the Tier II and Tier III levels to include how to organize materials with remote learning, support for mask-wearing for special populations and how to support the transition back to in person instruction.

Grading & Accountability

The Grading & Accountability group has been focused on using relevant research and feedback from students, families and faculty to create clear expectations for grading and assessment. The team is focused on developing guidance for creating a learning environment in which expectations are clearly communicated and promote student growth. The group has met to discuss how and what progress monitoring will look like, including the distinction between tasks completed for application and practice (classwork- whether virtual or in person) and tasks completed to be a demonstration of understanding (assessment). Ultimately, the grading guidance developed will be fluid enough to accommodate any of the potential instructional scenarios, yet still hold students accountable for progress towards and mastery of learning standards. Some of the details being considered are how and through what methods of assessments will occur, consistency regarding the use of Infinite Campus to communicate and calculate student progress, and the best practices to incorporate a standards based grading mindset.

Public Health and Social Emotional Support Workgroup Update

Overview: Members include individuals from the following areas: Student Services, School Nurses, School Security, Teachers, Social Workers, School Related Professional, Parents, WITA, WIMEO, IESA, BOE

Essential Questions:

What will the protocols be for face coverings?

Face coverings have been proven effective in protecting against the transmission COVID-19. The current plan for face coverings will align with NYS Department of Health (NYSDOH) guidelines. Face coverings, at minimum, are *required to be worn any time or place that individuals cannot maintain appropriate social distancing and while on school buses*. The district will provide necessary training for proper use of face coverings. Additional procedures and processes for face covering use is forthcoming. The use of face coverings over long periods of time can be uncomfortable, therefore, providing opportunities for breaks and supporting individual student needs will be a priority.

How will a school conduct COVID screening measures such as temperature checks and mandatory testing?

The screening process is essential in reducing the spread of COVID-19. Consistent with NYSDOH guidance, pre-screening measures will be in place prior to entering the building. Apps are being reviewed to allow this pre-screening to happen prior to coming on school grounds. Measures will be in place to screen individuals who are unable to access the pre-screening app. If an individual presents a temperature of greater than 100.0°F, the individual will be sent directly to a secured area prior to being picked up or otherwise sent home.

What next steps should take place when a student or staff member tests positive?

The health and safety of all is the district's top priority. The team is working in close collaboration with nurses to identify areas to respectfully isolate individuals, as well as necessary processes and procedures in the event an individual has COVID-19 symptoms. Spaces will be properly disinfected following CDC and NYSDOH guidelines. Guidance from the district physician and Monroe County Health Department will be instrumental in determining next steps.

How will school leaders use time during the first week of re-opening for students and staff to heal and reconnect?

The committee work for social-emotional needs has stretched across many advisory teams. We recognize that the social-emotional well-being of our students and staff during these challenging times is critically important. The district has made available resources and referrals to address mental health, behavioral and emotional needs of students, faculty and staff when school reopens for both in-person and remote instruction.

Equity, Family and Community Needs Workgroup Update

Overview: Representatives include students, parents of general education students and parents of students with disabilities, PTSA Rep, PASSN rep, student services, counseling, psychologists, ESOL teachers, special ed teachers and teaching assistants, general education teachers, CPSE, social workers, technology rep, Irondequoit Public Library rep, representatives from BIPOC and LGBTQ, athletic director, community education, vendors, WITA representative, district administrators.

Essential Questions:

How will equity be addressed during conversations about re-opening schools?

The group has discussed the focus of equity for all students, with particular focus of equity for BIPOC (Black, Indigenous; People of Color); SWD (Students with Disabilities); ELL (English Language Learners); LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer). Initiatives that “level the playing field” for all students such as reading empowerment, student voice and choice, incorporation of diverse perspectives and cultures, social/emotional learning integration, access to supports within and outside of the classroom are underway, as well as facilitation of a district Equity and Diversity Governance Committee. Access to supports and services for students with additional needs is a focus as return-to-school plans are developed.

How will we provide 1:1 device ratios?

Windows laptops are being prepared and deployed to all students K-12 as quickly as possible, targeting full distribution to students at the beginning of the school year. From an equity lens, work is underway around providing access to an age-appropriate learning management system for all students, resources to assist students, faculty and parents with technology training and support and improved remote device endpoint management tools.

What partnerships or programs might increase students' and educators' access to home broadband internet capable of multiple video feeds?

Irondequoit Public Library has partnered with WICSD and is offering free T-Mobile hotspot loans prioritized for student needs. Irondequoit residents can reserve a hotspot by calling or texting (585) 210-2390 or emailing irondequoit@libraryweb.org with your name, address and phone number. A staff member should reply within 48 hours.

What are the plans for clubs, sports, and other after-school opportunities that parents often rely on?

The start of athletics has been postponed until Sept. 21 by the New York State Public High School Athletic Association. Community Education fall session is scheduled to start on Oct. 5 with a blend of online and in-person classes. There is an understanding that in-person classes could be postponed to a later date. Plans for the K6 Extension Program (before & after school care) are being finalized with guidance from NYSED, CDC, DOH, OCFS and the Child Care Council. There is also ongoing collaboration with the schools that host the K-6 Extension Program. Our Parent Advocates for Students with Special Needs (PASSN) facilitator is sharing updated county resources for childcare as they become available.

Transportation and Food Services Workgroup Update

Overview: This group includes representatives who are WICSD administrators, the Board of Education, parents & staff.

Will students be required to wear face coverings on the bus?

Face coverings will be required at all times, from loading to riding to exiting. If a student arrives at the bus pick-up without a face covering, one will be provided. Additionally, routes are being developed to increase social distancing based on available bus space. Finally, when weather allows for it, bus roof hatches will be open to maximize ventilation.

When will buses be disinfected?

At a minimum, buses will be thoroughly cleaned and sanitized daily. In addition, high-touch areas will be wiped down with disinfectant by drivers between runs. As students enter buildings, they'll also have access to sanitizing stations.

Where will students eat breakfast and lunch?

K-6 students will eat breakfast and lunch in their classrooms. At the 7-12 level, meals will be served in the cafeteria with appropriate social distancing. In both scenarios the meals will be streamlined to a more of a "grab and go" or "bagged lunch" format to minimize contact between servers and students. During meals with appropriate social distancing, students will be able to remove their face covering. All precautions regarding food allergies will be in place regardless of whether the student eats in the cafeteria or their classroom.

What about meals when my student is engaged in remote learning?

Meals will be available at district sites every day that school is in session (whether remote or in person). Students will be able to access their prepaid or free/reduced lunch accounts for all meals served. Details for which locations and the times that they can be pick-up are being developed.