

Reopening the
Wyoming Central School District:
Remote Learning



Wisdom, Commitment, Success

Background

Governor Andrew Cuomo hosted a conference call and provided updates on New York State's COVID-19 response. The call was conducted on August 7, 2020 at 11:30 AM. During the phone call, Governor Cuomo stated:

- Schools are authorized to reopen.
- The state will continue to monitor infection rates.
- The New York State Department of Health and New York State Education Department will approve reopening plans.
- Districts must perform the following additional tasks:
 - Post specific components of reopening plans:
 - COVID-19 Testing Protocols
 - Contact Tracing Protocols
 - Remote Learning
 - Advertise for and conduct three (3) meetings with parents/guardians between now and August 21, 2020.
 - Conduct one (1) meeting with teachers.

Technology and Connectivity

Students with 1:1 Devices

All students in grades K - 8 have access to District-owned devices.

Student Internet Access

Elementary School

Approximately 52% of students have “all the time” access to the internet at a sufficient level to participate in all learning activities, at their places of residence, which is provided by the student's family or guardian.

Teacher Home Access

Approximately 70% of teachers have “all the time” access to the internet at a sufficient level to participate in all learning activities at their places of residence.

Barriers to Access

Elementary School

The top barriers preventing “all the time” access to the internet at a sufficient level to participate in all learning activities, at students' places of residence are availability (70% of those without access) and cost (30% of those without access).

Learning Management System

The District utilizes Google Apps for Education as its learning management system.

Technical Support

The District has directed parents/guardians to contact its Computer Technical Administrator—Julie Larson (jl Larson@wyomingcsd.org) --for technical support. The District has developed a wireless internet solution in its Elementary/Middle School Parking Lot. Parents/guardians may drive in to the lot, park, and students may access the wireless network using District devices while adhering to social distancing protocols.

Professional Development

The District has adjusted its calendar to frontload its Superintendent's Conference Days. Staff will be provided with additional support from staff experts and time to develop remote learning resources.

Learning Models

In-person

- Grades 4 - 8 bring Chromebooks back and forth to school.
- K - 3 take home when necessary.
- Charging stations will be established in classrooms.
- On site filtering handled by GoGuardian and iBoss.

Remote

- All students bring home Chromebooks and are required to use them for school work
- Offsite filtering handled by GoGuardian and iBoss.

Hybrid

- Grades 4 - 8 bring Chromebooks back and forth to school.
- K - 3 take home when necessary.
- Charging stations will be established in classrooms.
- On site filtering handled by GoGuardian and iBoss.

Teaching and Learning

Grades K – 6

Per Commissioner's regulations, all students will receive instruction that is designed to facilitate their attainment of the State learning standards. The District's students will receive high quality rigorous, standards-based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

Kindergarten Screening Considerations

- The District will conduct kindergarten screenings.
- Students who have not participated in these processes may do so at the beginning of the school year. The District has ensured appropriate health and safety measures throughout screening processes.

In-person Instructional Model

- Class/section sizes will be created to accommodate social distancing (Six (6) feet of distance between students or physical barriers).
- Students and staff will adhere to the District's protocols regarding face covering requirements.
- To the greatest extent practicable, special area teachers (Art, Music, and Library) will move to classrooms to limit cross-contact.
- Diagnostics will be delayed to allow students to adjust to their environments.

- A teacher of record will be assigned to students who are unable to attend for medical purposes. Instruction for students who are unable to attend for medical purposes will be accomplished through:
 - synchronous Google Meets.
 - Recordings watched via Google Classroom.
- Classroom professionals will be provided with cleaning and disinfecting materials to utilize during the school day.
- Classroom professionals will limit the use of communal equipment. If communal equipment is necessary, classroom professionals will clean and disinfect equipment between uses.
- Classrooms will be cleaned and disinfected by the Operations and Maintenance Department during the second shift.

Remote Instructional Model

- A teacher of record will be assigned to students. Instruction for students will be accomplished through:
 - synchronous Google Meets.
 - recordings watched via Google Classroom.
- To the greatest extent practicable, students will adhere to the same schedule as if in-person.

Learning Materials and Content

- Paper textbooks, and other content
- Digital copies of textbooks
- Digital content and activities provided by the District, either free or subscription-based
- Online learning courses or course content modules

Communication Tools

- Telephone and/or video calling
- Email
- Video conferencing
- Social media
- Website
- Learning Management System (Google Apps for Education)

Teacher and Student Interface

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via email or the Learning Management System (Google Apps for Education)

Instruction

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through the Learning Management System (Google Apps for Education)

- Individual or small-group synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System (Google Apps for Education).

Technology Access

All teachers and students are provided with computing devices.

Hybrid Instructional Model

2:2:1 Model

- Two (2) cohorts of students (To be determined by District administration) will be established.
- Cohorts will attend in-person instruction for two (2) days. One (1) cohort will attend for two (2) days while the other cohort is learning remotely.
- Students will receive remote instruction/office hours for the other three (3) days of the week their cohorts are not receiving in-person learning.

Instructional Models

- Model 1 – Classes/sections may be live-streamed and, to the greatest extent practicable, students will maintain the same schedule as if in-person.
- Model 2 – Focus on priority standards while in-person. While learning remotely, students are engaged in independent learning activities aligned to priority standards.

Grades 7 – 8 – Units of Study

Per Commissioner’s regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State’s learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject.

The definition of a “unit of study” has been revised in Commissioner’s Regulations to further clarify what may be considered in the design of such units of study.

- Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Units of Credit

The priority for the instruction is that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum, and the student expectations are set locally by the District. Any student who achieves the learning outcomes for the course will be granted the unit of credit for such course if applicable.

Science Laboratory Requirements

Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The District is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Laboratory experiences will be recorded as part of the District's continuity of learning plan and records of satisfactory lab reports will be maintained. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Arts

In-person Instructional Considerations

- Classroom professionals will limit the use of communal equipment. If communal equipment is necessary, classroom professionals will clean and disinfect equipment between uses.

Remote Instructional Considerations

- Classroom professionals will adapt their instruction to accommodate lack of materials in the home environment.

In-person Instructional Model

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Physical Education

Participating in Physical Education (PE) is important for our students' health and well-being. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

Instruction

To the greatest extent practicable, the District will continue to implement its physical education plan:

<https://www.wyomingcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=16&dataid=883&FileName=Wyoming%20CSD%20Physical%20Education%20Plan.pdf>

- In order to satisfy the mandated minutes as specified in Part 135 of the Commissioner's Regulations for all three (3) instructional models, the District will incorporate the following strategies into its PE instruction:
 - Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
 - In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).

- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
- Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).
- Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time.
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Career and Technical Education (CTE)

CTE for high school students will follow the tuitioned high schools protocol. See links for each district.

Genesee Valley BOCES Introduction

The Career and Technical Education Center (CTE) is dedicated to teaching students both industry and work-readiness skills in a variety of technical areas, as well as support academic skills mainly in the areas of Math, Science and English. In a blended learning environment, teachers will be on campus five days per week. Students will follow the schedule outlined below.

In following a two day schedule students enrolled in programs that require hours for certification will be assured that these hour can be met. Additionally, the academic credits that can be earned by virtue of being enrolled in an approved CTE program will be preserved. This flexibility to earn potentially up to three academic credits including Math, Science, English, PE, and/or Health may prove to be a valuable tool to assist students meeting all CTE and academic credit requirements for graduation.

For students in a remote high school experience CTE teachers will use Google Classroom to connect, post assignments, and give traditional assessments (tests and quizzes). Webex or Zoom will be used to deliver real-time lessons. All students, whether learning virtually or in-person will take part in the live lessons. Teachers will also provide recorded lessons for students to review as reinforcement, or if they have missed a lesson. After the live lesson, students working virtually will complete work assigned through the Google Classroom. Students on campus will work in shops/labs to gain hands-on experience. Teachers will assess skill attainment at this time. Teachers will also reach out to industry partners to provide demonstrations as well as assign real-life simulation activities provided through a variety of career and technical education publishers. All assignments and projects will continue to align with related technical assessments and industry certifications that will be completed while students are on campus.

2020 – 2021 CTE Schedule

Districts	Full Day attendance	Approximate Number of Students on Campus
Batavia Campus Alexander Batavia Byron-Bergen Cal-Mum Elba Mt. Morris Campus- Warsaw Perry Wayland Geneseo Avon Letchworth	Mondays & Tuesdays	Batavia Campus - 337 Mt. Morris Campus- 300
Batavia Campus Attica Leroy Oakfield Pavilion/Wyoming Pembroke Notre Dame Mt. Morris Campus Dansville Mt. Morris Livonia York Keshequa	Thursdays & Fridays	Batavia Campus - 334 Mt. Morris Campus-310
All Students/Districts	Wednesday - Virtual Learning/Planning, cleaning and disinfecting.	0 CTE students on campus

Special Education

Least Restrictive Environment (LRE)

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. The District's Special Education Plan outlines its comprehensive approach to ensuring its students are in the least restrictive environment. The District's Special Education Plan may be found at:

<https://www.wyomingcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=16&dataid=672&FileName=Wyoming%20CSD%20Policy%20Manual%202018.pdf> (See page 433).

LRE Documentation

The District's Director of Pupil Services maintains direct contact with the parents/guardians of students receiving special education services. The Director of Pupil Services will contact families regarding the District's or their students' private school special education placements' continuity of instruction plans.

IEP Implementation

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, the District will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. The District will determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as it plans its three (3) instructional models including in-person, hybrid and remote learning. When providing remote services, the District will continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use the data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services.

Compensatory Services

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/CSEs must make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the District's reopening plan and continue if the school must close again over the next school year.

Partnership and Collaboration to Reflect All Settings Where Students are Served

District administration participates in annual visits to its off-site special education placements. The purpose of these visits is to thoroughly understand the instructional programming and environments in which our students are learning. To the greatest extent practicable, the District will continue this practice.

The District will monitor, review and provide comment on all off-site continuity of education plans.

In-person Instructional Model

- Small bus runs will be staggered for arrival and departure times.
- Related service providers will collaborate with classroom teachers for scheduling push-in and pull-out sessions.
- Students will receive instruction in social distancing and PPE.
- Students with sensory needs may require alternative PPE.
- Classroom and related service settings will ensure social distancing (Six (6) feet or barriers).
- Classroom and related service settings will be provided necessary PPE and cleaning and disinfection supplies for their instructional spaces.
- Therapy items may be limited due to cleaning/disinfection requirements.
- Testing materials, porous items, and shared items will be cleaned and disinfected.
- Material barriers, transparencies, gloves, and photocopies will be used to minimize risk of spreading germs.

Remote Instructional Model

- Schedule of classes will be determined requiring student participation.
- Classroom and related service provider instructional/therapy time will be respected.
- Resource room will be offered and conducted in the remote environment.
- Teletherapy services will be scheduled in the remote environment.