



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

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.
<b>Phase 1</b> 4/19	Begin 3-foot distancing to build classroom community during morning meetings, closure activity, etc.
<b>Phase 2</b> 4/26	Increase experiences at 3 feet, plan for return of remote students.
<b>Phase 3</b> 5/3	Begin 5 days per week learning model. Interested remote learners return to in-person instruction.
<b>Final Phase</b>	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
<b>Instruction</b>	<p>Students will be reassigned into their original homeroom teacher classes where space allows (*see example on next page).</p> <p><i>*Note- any students switching learning models (from remote to in-person or vice versa) WILL have a change in teacher.</i></p> <p>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.</p>	<p>Student schedules will remain mostly intact, and students will generally stay with the same teachers and teaching assistants they've worked with all year.</p> <p><i>*Note- any students switching learning models (from remote to in-person or vice versa) WILL have a change in teacher.</i></p>

More on next page

<b>Student Services</b>	Service schedules, such as OT/PT/Speech/Intervention/Counseling, will likely change to adjust to the five day in-person schedule.	
<b>Specials</b>	<p>Increase specials, with addition of Wednesdays and potential daily time increase.</p> <p><i>Students now only require 6 feet of distancing singing, playing a musical instrument that requires wind, and increased physical activity such as PE.</i></p>	<p>Specials schedules will typically remain consistent with the addition of a Wednesday special.</p> <p><i>Students now only require 6 feet of distancing singing, playing a musical instrument that requires wind, and increased physical activity such as PE.</i></p>
<b>Snacks, Lunch, Mask Breaks</b>	<p>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.</p>	<p>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.</p>
<b>Arrival and Dismissal</b>	<p>Arrival and dismissal will be modified to minimize the staggered arrival and dismissal.</p> <p><b>North End:</b> Colebrook, Listwood, Seneca 8:05 – 8:30 AM and 2:00 – 2:20 PM</p> <p><b>South End:</b> Briarwood, Brookview, Southlawn 9:05 – 9:30 AM and 3:00 – 3:20 PM</p>	<p>Walker and car arrivals would be staggered from 8:15-8:30 AM for <b>Iroquois</b> and 9:15-9:30 AM for <b>Rogers</b>. For any families for which this would be difficult to accommodate, please reach out to your building principal.</p> <p><b>Iroquois</b> dismissal would be 2:15 PM. <b>Rogers</b> dismissal would be 3:05-3:15 PM.</p>
<b>Remote Learners</b>	<p>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. <b>If we do not make this shift from 6 feet to 3 feet, we cannot accommodate remote learners back to in-person instruction.</b></p>	
<b>Transition Day(s)</b>	<p>To move classrooms (if needed), plan for appropriate instruction, as well as the thoughtful return of remote learners, we will need <b>at least</b> one transitional day in which students will not come to school or receive instruction. Date(s) to be determined.</p>	
<b>Students already attending 5 days due to their specific instructional program</b>	<p>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.</p> <p>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.</p>	

\*Example of potential K-3 classroom shift

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

<b>Cohort 1</b> – Assigned to Teacher A	<b>Cohort 2</b> - Assigned to Teacher B	<b>Cohort 3</b> - 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

<b>New Cohort 1</b> – All students assigned to Teacher 1, in one classroom 3 feet apart (except for lunch, PE & music when applicable)	<b>New Cohort 2</b> - 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.
--	--	---