

Task Force Community Meeting Chat Questions July 15, 2020

All forums are recorded and accessible on this website. To view the recording of the July 15 forum, please [follow this link](#).

Please note that questions from forum attendees have all been captured, condensed, and re-worded to ensure that redundancies were eliminated and intent is clear. We have arranged responses by topic and have been transparent about what we do and do not know at this time. Please click on the section of interest in the Table of Contents to view both the questions and responses. At the bottom of every response you have the opportunity to jump back to the Table of Contents to view another section. You may always send additional questions to taskforce@ardsleyschools.org and we will do our best to respond directly or in the next forum.

The Task Force is grateful for the robust community attendance on July 15 and is looking forward to seeing you again in August.

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I. Transportation

- *Will siblings be able to take the same bus?*
- *Will there be bus monitors on the buses?*
- *Will siblings be permitted to sit together on the bus?*
- *Will families be able to switch between driving their kids to school and using the bus or vice-versa?*
- *What plans are in place with regard to managing drop off and pickup if there is a 20-30% drop in bussing?*
- *What will be the health and safety procedures?*

We are currently evaluating bus capacity based on a few models (every other row, every row with every other seat, with masks/without masks, etc) while we await guidance from the state. Once we fully understand capacity guidelines, we can then assign students to bus runs and create schedules. A future transportation survey will be asking all families who are eligible for transportation, if they plan to utilize school buses or drive/carpool their students to and/from school. Please note, if you are eligible for transportation, historically you have been able to opt in or out at any time during the school year. However, during this school year, we are going to ask families to select a transportation option that will be in place for at least one quarter at a time.

Students will most likely be assigned alphabetically so that most students can ride with their siblings. This benefits families and allows for increased capacity on the buses since siblings can sit together.

We were intending to have bus monitors on buses this coming year; with forthcoming budget cuts, we will unfortunately not be adding monitors, as noted in our spring BOE budget discussions.

Health and safety on the bus is a key priority. While the weather permits, windows will be left open to ensure proper air flow and students will always be met by a clean sanitized bus. Buses will be sanitized at the end of the day so they are fully ready for AHS morning runs. They will also be sanitized in between each run. However, this sanitization takes time and the AMS and CRS schedules may have to be adjusted based on the time needed in between runs. We are testing cleaning and run times now to adequately provide time for safe, clean transportation.

We also will use a future transportation survey to understand drop off/pick up volumes and adjust procedures accordingly to ensure safety and minimize traffic. This will include use of multiple entrances locations and possibly tiered schedule for grades. We are deep in the process of assessing options and alternatives and will be able to address this once we announce school opening procedures.

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II. Technology

- *Will all students, including kindergartners, be required to bring their own device to school? Why does a chrome book need to be brought to school?*
- *Will every student get a Chromebook from the school or are we required to purchase one?*
- *If we purchase our own chromebook, is there a specific model the school recommends?*
- *Has the district looked at alternative technology platforms (aside from Google Classroom) so that students can have more video sessions?*
- *Technology exists that can be installed in classrooms that allows students to log in and virtually be with the class. they just log in different links for different classes. Is that type of remote learning considered?*
- *Are webcams being considered in the classroom so the children could see lessons when they are virtual?*

All students, including our youngest students, will be required to safely transport their own device and make sure it comes to school fully charged. We will ask for families help in making sure students understand their responsibilities so that valuable classroom time is spent on learning vs. technology issues.

Chromebooks are the preferred device and Google Suite along with Google Classroom has been selected to support our Hybrid Learning model. After much research, we determined these platforms offer capabilities needed to effectively implement hybrid learning across all grades while protecting student privacy. They also provide the support for us to be able to maintain a flexible and working environment.

Students are not required to purchase their own Chromebook; we plan to provide devices to all students unless they are able to provide their own. If you are considering purchasing a personal chromebook they are in high demand during this crisis, we suggest planning accordingly. We are working on redeploying chromebooks that the district already owns and are looking to purchase additional chromebooks (Acer C871 or a similar chromebook model) as needed.

We will be surveying parents to determine how many families need devices and how many will be supplying their own. Once we understand how many additional devices we need to purchase, we can then evaluate our budget and other technologies that will support hybrid

learning. We are constantly evaluating different hardware and applications that can enhance the learning experience both on-campus and off-campus.

We are pursuing a 1-1 device strategy because consistency is a key success factor from both a health perspective and a learning perspective. If each student has their own device, they will be more proficient in the user interface and in navigating applications. Teachers can help students with the technology while in class, making them more successful when working remotely. A 1-1 strategy helps us meet health and safety protocols since students do not need to share devices.

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III. Hybrid Learning and Instructional Approach

- *Can you please define what you mean by hybrid?*
- *Can you clarify what a hybrid model will look like? Is it half days? 2 days in the classroom?*
- *Will the hybrid model be for the entire 2020-2021 school year?*
- *What does a day on-campus look like?*
 - *How is the day structured?*
 - *How will lunch work?*
- *What does a day of remote learning look like?*
 - *How is the day structured?*
 - *What technologies will be employed?*
 - *How is “live” incorporated in the day?*
 - *Will remote students be learning the same materials as those in school? (Or how does a day on-campus compare to a remote day?)*
 - *How do we make sure remote learning is of high quality*
- *What does a Flex-Learning Day look like?*
- *How does a teacher do both remote and live on the same day?*
- *How will Visual and Performing Arts be supported?*
- *How will clubs and extracurricular activities be handled? Has feedback been received from teachers regarding their comfort level with returning to the classroom? Is there a concern of teachers not returning?*
- *Has there been any consideration to extending daily hours for teachers and staff. Are they expected to be available for both in person and remote cohort daily for meaningful interaction?*
- *How is the district planning to monitor off-campus/remote learning?*
- *Has there been a survey from the teachers of which model they prefer and what their concerns are?*

A **hybrid learning** environment is an instructional model where:

- every student learns from their teachers every day

- during the normal hours of a regular school day
- on a regular schedule
- whether they are on or off-campus.

Hybrid learning combines face to face instruction, independent online work and opportunities for daily online interaction with concurrent on-campus classes. It is a way to meet our educational goals while adhering to physical and social distancing state guidelines.

Where are we in the process?

Currently the Task Force is focused on the *logistics* of getting our students back into school safely, maximizing on-campus instructional time, and providing a predictable schedule to the best of our ability for our learning community. We are investing in professional development to ensure the success of a hybrid learning environment. Teachers are represented on the District team and on individual building teams, and we are working together to answer many of the specifics in these questions. Each building is also working as its own “design team” to build lesson, day, and week-long templates to support teachers in the creation of live lessons and instructional activities for all students.

No, there is not a consideration of extending teachers’ daily hours. Our teachers will be teaching full time on regular schedules. There will be extra days dedicated to professional development.

With that said, we received an abundance of questions regarding the Instructional Approach for the fall. At this point, we cannot detail exactly what an on-campus vs an off-campus day will look like. The district’s building leaders, teachers, and administration are working now to define this as appropriate for each grade level and we will share as soon as practicable. In the interest of sharing what is being asked, the questions posed have been condensed into a list above, even if we are not able to answer them yet. We will use them as we address instructional approaches in the future.

In August’s Task Force forum, we expect to address some basics about what on-campus, off-campus, and flex e-days may look like at various grade levels. We will also discuss how home and school can work together to best support our students in a hybrid learning environment. Additional information will then be forthcoming from your principals with more detail as the start of school approaches.

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IV. Professional Development

- *What resources are you providing educators so they can hit the ground running with remote learning?*

- *Is there really time for professional development for teachers now? Can professional development be deferred until after this pandemic crisis?*
- *Any plans for additional teacher training for creating an improved virtual instructional environment? On the chance there is a 2nd surge and all learning has to move virtual again?*

Professional development in this crisis is especially critical; our teachers need support and time collaboration and hybrid lesson development. This is not professional development with regard to new enrichment topics, but development and skills that specifically are intended to support our teachers and students during this period of learning that is very new for everyone.

Two days of professional development were provided at the end of the 2019-2020 school year to support hybrid learning. There are ongoing opportunities presented for teachers over the summer, and building level instructional design teams are currently developing opportunities and specific plans. An additional four professional development days, with a focus on hybrid learning and support for off-campus students, are planned just prior to schools opening for the 2020-21 school year.

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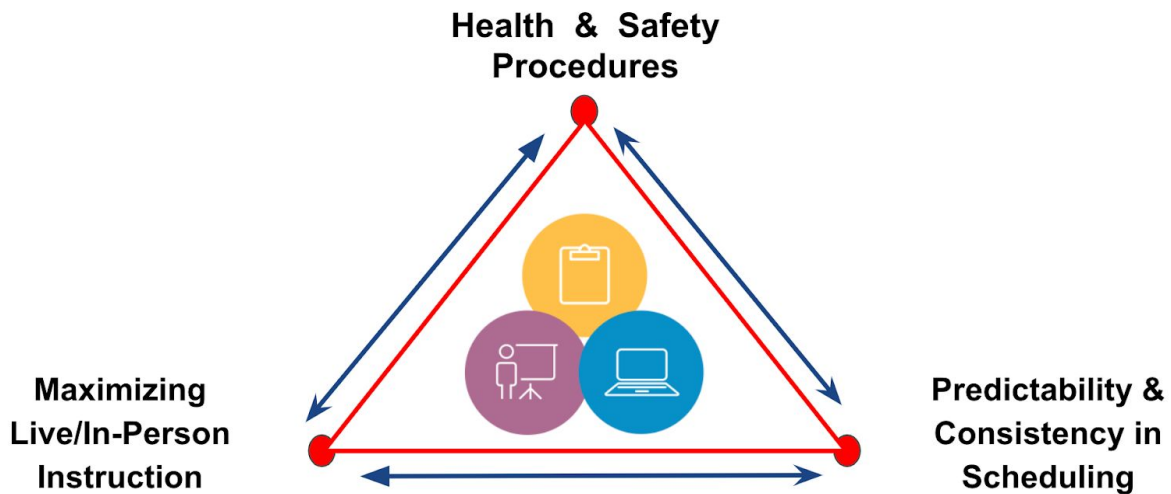
V. Split Sessions and Scheduling

- *What time will the school day start?*
- *Will attendance be mandatory?*
- *How long will a school day be? Will it be a full day?*
- *Will siblings in different grades or school buildings be on the same schedule?*
- *Is there any specific criteria that will be considered while assigning kids into gold and blue groups?*
- *How long will the school day be?*
- *How many hours per day will there be of instruction whether at school or virtual?*
- *Will the school year be adjusted at all (less holidays) to make sure everyone is getting the same level of instruction and human interaction?*
- *Is the schedule district wide?*
- *How will dividing students into blue/gold alphabetically impact their class choice/levels, AP, Honors, co-taught etc?*
- *How many students will be on-campus when school is open? How does that compare to the number of students that would ordinarily be on campus? (Please provide numbers for each school)*
- *How much consideration has been given to providing daily on campus instruction for K - 7 students utilizing all three buildings to meet this need, while maintaining remote learning for 8 - 12? This would accommodate working families who need five day childcare?*

- *Has a budget been discussed to add more teaching staff and perhaps pulling from teachers that are near graduation to allow again for MORE classrooms with smaller sizes?*

In order to achieve social distancing on-campus, we need to adopt a **split session model**. Hybrid instruction pairs well with split sessions and reflects the community's priorities:

- Health & Safety Procedures
- Maximizing Live/In-Person Instruction
- Predictability & Consistency in Scheduling



Combining hybrid learning with split sessions also provides our district with the flexibility needed to navigate through this uncertain and changing time. Hybrid learning allows us to adjust schedules as guidelines change throughout the year.

Split sessions can take many forms. The below chart provides models under consideration. Please watch [this video clip](#) from the forum to understand Hybrid Learning and split sessions. A survey will be going out to the community shortly to gain feedback on some of these models.

Hybrid Schedule Options for Consideration

	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Option A	GOLD	BLUE	GOLD	BLUE	GOLD	BLUE	GOLD	BLUE	GOLD	BLUE
Option B	GOLD	GOLD	GOLD	GOLD	GOLD	BLUE	BLUE	BLUE	BLUE	BLUE

Hybrid Schedule Options for Consideration

	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Option C	GOLD	BLUE	FLEX E-LEARNING DAY	GOLD	BLUE	GOLD	BLUE	FLEX E-LEARNING DAY	GOLD	BLUE
Option D	GOLD	GOLD	FLEX E-LEARNING DAY	BLUE	BLUE	GOLD	GOLD	FLEX E-LEARNING DAY	BLUE	BLUE
Option C2	FLEX E-LEARNING DAY	GOLD	BLUE	GOLD	BLUE	FLEX E-LEARNING DAY	GOLD	BLUE	GOLD	BLUE
Option D2	FLEX E-LEARNING DAY	GOLD	GOLD	BLUE	BLUE	FLEX E-LEARNING DAY	GOLD	GOLD	BLUE	BLUE

Option A provides:

- 5 out of 10 days on-campus
- Limits time to sanitize between sessions
- May present scheduling difficulty for working parents

Option B provides:

- 5 out of 10 days on-campus
- Increases gap between in-person sessions
- May present scheduling difficulty for working parents

Option C and D introduce a flex learning day. These options provide:

- 2 Days on-campus (Face-to Face) (ie 4 out of 10 vs 5 out of 10)
- 3 Days off-Campus Learning combining independent learning and live instruction electronically
- Increases time for thorough sanitization between sessions
- Allows for smaller group sessions and professional development

A flex e-learning day is an instructional day where all children are remote. Students would have live contact with their teachers but the format could vary from the Gold and Blue day structures. A flex e-learning day could happen on any day of the week and can help maintain face-face days when there is a shortened week for a holiday. Over time, this day may become

an on-campus day to increase time in students' blue or gold schedules.

There are many potential advantages to incorporating a flex e-learning day into our split schedule:

- Instructional
 - Working with Small Groups for Review and Support
 - Time to connect with at risk students for catch up time
 - Broader “school wide” assemblies
 - Small group assessment time
- Health and safety
 - More time for school-wide deep cleaning sanitization
 - Off-campus stretches allow for safer identification of illness by families
- Professional development and collaboration
 - Time for teachers to expand and hone skills which enhance students' remote learning experience

We have evaluated other options such as having younger grades attend school more often and having older grades have more remote learning. We do not have the resources, physical space, professional personnel or excess budget to implement such a model.

Scheduling is very complicated and is a work in process. We can share our current thinking and intentions but ask for your patience on final plans.

We are initially splitting students alphabetically with the intent of having siblings on-campus on the same days. Adjustments will be made as necessary to balance class sizes and bus routes. Split sessions should not impact students' course requests.

All days, whether blue or gold, on or off-campus, are full school days in that they will be following a more normal daily schedule and students will be required to be present for all of their classes whether they are on or off campus. Start times and end times may vary slightly from pre-Covid days depending on how long it takes to sanitize buses and accommodate any altered entry procedures.

We have approximately 1500 families and 2300 students (879 currently enrolled in CRS, 735 in AMS and 713 in AHS). Based on our physical space constraints and current state guidelines, we expect to have approximately 50% of our students on campus at one time.

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VI. Other Ideas and Suggestions on Split Sessions

- *Is the possibility for teachers looping with their students this year being considered?*
- *For CRS - could there be an AM cohort “gold” group and a PM “blue” group to provide the younger learners with more live in person instruction?*

- *Maybe in CRS, kids can have a buddy system (pod) in classes to help each other through the remote days?*

We appreciate all the creative thinking that was shared. We have been discussing many strategies such as pods, assigned seating, split days and other ideas, that can particularly help our younger learners. Decisions are being made on a real-time basis as we gain understanding of the opportunities and constraints. There are efforts to forge partnerships in our community that could serve as a viable option to secure child care during off-site learning days.

We have already been working on class placements for the 2020-2021 school year. Additional looping is not being considered at this time.

AM/PM splits for our elementary students provide an additional logistical challenge for some families, increase in people in a given building during one day and a doubling of busing costs.

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VII. Are there All Remote/All On-Campus Options?

- *Will students who are, or have immunocompromised family members have the option of being remote?*
- *Will there be any options for families that want fully remote learning? Will there be any options for families that want or need fully remote learning due to high risk health issues?*
- *Do we have options if we work from home and thus wish to do remote learning until we see how the rest of the state is doing after a month or so?*
- *Will there be a 5 day a week option for parents comfortable with that?*
- *What is the plan for the 5-day in-person option?*
- *What if parents request a full time in school learning?*

We are in the process of defining a fully remote schedule for some students. We are awaiting guidance from the state to understand whether that option is available to all students who request it, to students/families who are immunocompromised, and/or to families who are under quarantine.

We are not able to provide a full on-campus option to all families. Social/physical distancing requirements do not allow for this as an option. We simply do not have the space. If we creatively found additional space, we would need to hire more teachers and staff to accommodate additional students on campus, for which we do not currently have a budget.

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VIII. Social Impacts on Students

- *Socially, is it possible to mix up the blue/gold classifications each marking period to switch up who is seeing each other? I think socially this is having a huge impact on our children.*
- *How is the district considering our students' social and emotional needs during this time?*
- *What psychological plans are in place to help kids transition back after being in quarantine for so long... and for the younger kids a social skills plan for coping with not being able to see their friends' faces/smiles etc.*

The district understands how challenging it is for students, educators, and each one of us to reduce our contact during this time, and how important social interaction is for development.

Part of the reason that a hybrid model is important, and an element of why we are supporting this approach, is to re-introduce some social interaction to our students. While this may not exactly mirror the interactions that they are used to based on the need for distancing and masks, it does allow for the important in-person interactions we all need to thrive.

For students who may need to remain fully remote, we are considering how we can help them socialize and interact on a regular basis with their peers.

With regard to switching up the blue and gold designations by marking period, we will want to understand how that affects our families with regard to predictability and continuity, and what the community tolerance may be for that approach.

As we plan for reopening, we have an additional focus on ensuring our English Language Learners (ELL) and Special Education students are supported. In addition we are working with various stakeholders in the community on how the district can actively better support our students of color.

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IX. Ideas for Video Tutorials/Webinars/Communications

- *You may want to consider developing a YouTube video over the summer to show kids how the school flow will work as kids will need to get oriented.*
- *Once there is a solid plan and procedures are in place, it would be so helpful if CRS could put out a video for the little ones to watch, so they can see what it will be like to enter the building.*
- *Can teachers schedule time on the students' google calendar with the link to their Meet session so children can manage their day more independently? Instead parents need to help little ones find the link every time there is a meet and often work meetings don't allow for time to set kids up. so if they can be more self sufficient it would be ideal*
- *Will there be guidance to parents not to meet with or play with kids who are not in your "Team" (Blue vs Gold)? So as to reduce safety concerns?*

Thank you for your suggestions. We support the idea of supplying both students and parents with videos and other tools, prior to and during the school year, to help make the hybrid learning experience successful for all.

As we plan the opening of school, expect that the communications about opening, operations, instruction, and logistics will increase as we get to September.

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X. Facilities

- *Has the district considered adding temporary classrooms (such as trailers, PODS or tents) or somehow expanding building space to help reduce class size?*
- *Has the district considered outside learning for at least a few months when the weather is warmer to accommodate additional children?*
- *Is the district planning any changes to the buildings to provide more ventilation and fresh air exchange? Will air conditioning be updated with the merv or other filters?*

While the idea of adding temporary spaces might allow us to bring more children in and reduce class sizes, it does not solve the problem that we would need additional teachers to serve our students in those spaces. Unfortunately, the same challenge exists when it comes to using outdoor spaces to increase capacity.

Each building is looking to maximize outdoor space to bring children out of classrooms when possible, simply for fresh air and ventilation.

For the most part, our district does not have air conditioning in instructional areas. There are no planned updates. Weather permitting, windows will be open to provide ventilation.

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XI. Social Distancing, Masks, Hand Washing

We appreciate the community's concerns and the task force is actively working on building our health and safety procedures. We are reviewing guidance from the Department of Health and NYSED, and will share them as soon as they are ready.

Current guidance from the state implies that all children will wear a mask at all times. Please work with your children this summer to ensure that they are comfortable wearing their masks and understand proper hand washing procedures.

Below, we've captured all related questions asked in the forum and will address in the future.

Lunch & Recess

- *What about eating and lunch being a high risk activity?*
- *How will lunch be handled/cafeteria? What about recess? hard to enforce distancing at recess, yet the kids need to have unstructured social time.*
- *What would lunch and recess look like? It is hard to keep them distanced during these times. What is the protocol?*

Hand Washing

- *Are the teachers going to make sure the children wash their hands upon entering the classroom?*
- *What will be the bathroom protocol?*

Masks

- *Are there specifications on the masks for students - will they be able to wear neck gaiters for those with sensory issues?*
- *Will masks be mandatory for both teachers and students?*
- *Do the kids have to wear masks all day long*
- *Will masks be required during PE?*
- *Are the younger kids expected to wear masks all day at school?*
- *Is every student required to wear face mask at all times? What if students refuse? It is not easy for young kids to keep it on.*
- *What happens if people send their kids to school without masks or students refuse to wear them?*

PPE/Supplies

- *Has the district secured enough PPE for teachers, and sanitizers/dispensers for classrooms?*

Temperature Taking

- *Will all kids have their temp taken upon arrival?*
- *Any thoughts on bus monitors being trained to take temperature prior to students getting on the bus?*
- *Will the start of the day be later when you are taking 100's of temperatures- it will take longer when all the students are coming in even at 50%*
- *You should consider not using a nursing resource to take temps as they should train security resources or other ancillary resources to take temps? are the protocols the district is following going to be posted?*
- *Will students' temperatures be taken daily when they are on campus?*

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XII. Health

We appreciate the community's concerns and the task force is actively working on building our health and safety procedures. We received updated guidance just last week, and are working through all the parameters. This will be reviewed with health professionals, and shared with the community when ready.

Below, we've captured all the related questions we'll address in the future.

What if someone tests positive?

- *What is the plan if one or more students or teachers test positive for Covid? Who, if anyone, quarantines and for how long?*
- *What happens if a student or a family member of a student test positive or is with someone who has tested positive?*
- *If someone at school tests positive for COVID-19 how will that be handled?*
- *If there is a positive case in the school, or a family member of a student, will the whole school close down or will it be isolated to that student's class?*
- *If there is a positive case of COVID-19 how will the district handle it?*

Dealing with possible infection and health emergencies

- *What are the "triggers" for a class getting sent home or notified? Ex: a kid complains they don't feel well in the middle of school day, and they have a fever and are sent home, is it business as usual until/unless that student reports a COVID positive test? What if a family member of a student has a positive test? What is the procedure?*
- *Have you created a protocol for a student that has a health emergency? Is that student allowed to be touched, face mask removed etc?*
- *if a student is sick/misses a day of in-person instruction, can they attend the virtual instruction instead?*
- *How are you enforcing quarantine for families that choose to travel to the hot zones?*
- *Will there be safety and behavior protocols the school district will ask all families to adhere to outside the school, in order to help us succeed in keeping the schools open and keeping everyone as safe as possible.*
- *Do you have a panel of specialists working with you such as pediatricians, virologist, immunologist and such?*
- *What happens if/when Covid is just a fact of life? Will we never have a full school week?*

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XIII. Childcare Concerns

- *Families will need to know as soon as possible what days our children will be in school; how soon can we find out schedules, to secure childcare for the off-campus days?*
- *Are childcare options for working families being arranged by the district?*
- *Will childcare support be available for healthcare workers, first responders and K-12 teachers?*

- *Please consider that many parents are essential workers and their children are left to learn alone. without live sessions, the distant learning does not work.*

Our goal is to supply families with their split schedules by mid August, after we have heard from the governor. But planning for that is occurring now.

During the spring, the district provided child care for our essential first responders as defined by the state. We are awaiting to hear guidance from the state, but expect that we will have similar guidelines and requirements for the fall.

The question of childcare for dual working families is a difficult one. We are exploring ways to assist and coordinate with local businesses and resources to help our families. We may partner with nearby districts if necessary and advantageous.

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XIV. Special Education

- *Will there be a special meeting or forum for special education services and how the district expects to support students?*
- *How will a hybrid schedule support students in general education classes on IEPs, who need services such as OT, PT, speech, and social skills meetings/groups?*
- *How will social distancing work for kids if they have an aide assigned to them?*

Special education is represented at building level meetings as well as at the District level with respect to planning for students' needs for the fall. As plans and programs are finalized in August a forum will be considered as an opportunity to explain schedules and support. Student supports will be provided on a regular basis, as there will be predictable schedules. Adjustments will be made if/when necessary.

Support will be provided for all students which includes students with IEPs. All of our students deserve the very best instructional support that we can offer. We also clearly recognize differences in levels of students' needs which will be factored into our decision making as we move forward with our instructional models and plans for the fall.

This summer we have implemented our Extended School Year (ESY) program. Detailed safety measures have been put in place to provide a safe learning environment for all concerned. Students who have challenges with social distancing are encouraged to wear a mask. If the student is unable to tolerate wearing a mask, the teacher or support staff working with the student is required to wear a mask as a health and safety measure. We are also making and securing clear barriers that can be used to accommodate the needs of a student. The barriers meet or exceed safety requirements and support student socialization and learning.

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XV. Specific Grade Level Concerns

High School

- *HS student schedules have been delayed; is there a concern that some classes won't be offered due to the schedule?*
- *How are you planning to handle the transition into 9th grade remotely?*

Middle School

- *How are you planning to handle the transition into 5th grade remotely?*

Concord Road Elementary

- *Will elementary students be expected to sit in front of a computer for the length of a school day?*

Both the 5th grade and 9th grade transitions have already begun with events in the spring. Support will continue as usual for these grades.

The split session schedule will not affect HS student schedules.

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XVI. Timing

- *When is the first day of school?*
- *When do we find out if we are "gold" or "blue" so families can plan their schedules?*
- *When will the finalized plan be shared?*

We are intending, barring changes in direction from the state, to begin instruction for students on September 10th. This is a shift from our originally planned start date of September 8th to allow for two additional professional development days for our educators. Time will also be set aside to review and reinforce safety protocols, practices, and expectations prior to the students arrival on day one.

Finalized timing for the reopening plan will have to follow the August guidance expected from New York State. We are planning another public forum in mid-August to provide this guidance, aiming for a month in advance of the school start date. We are planning to provide the Blue and Gold assignments as close to that timeframe as possible.

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XVII. Other Questions for the Task Force

- *Has the task force communicated with other local school districts to compare plans for re-entry?*
- *Will the community get communication on the thinking/plans along the way? Even before final decisions?*
- *How will the plan be evaluated going forward? If the state and country continues to make progress with containing the virus, how and when can the approach be adjusted?*
- *What if we have spikes in infection rates?*
- *I didn't see (administrator name here) on the forum. Why?*
- *I didn't get a survey. How do we ensure we get one?*
- *Can parents participate or volunteer for the task force? How can we help prepare for September?*
- *Is there a taskforce or parent group to work on better supporting our students of color?*

A number of members of the Task Force are constantly in connection with colleagues in our nearby communities, the county, and the state. The “quad” (meaning Ardsley, Dobbs Ferry, Irvington, and Hastings-on-Hudson) have been discussing efficiencies and alignment, particularly with regard to transportation.

As we continue these conversations and work internally, we plan on sending regular updates, as we have been, that will likely increase in frequency as more decisions are finalized and more information is confirmed.

The approaches to school opening and instruction will change as our realities do; as noted during the forum, when the facts change, our plans will change. If there is a spike in COVID-19 cases that creates an unsafe environment, we'll need to return to remote-only learning. Conversely, should the risk of transmission continue to subside, we will evaluate when it is time to welcome all our students back on campus full-time.

Our District task force members (<https://www.ardsleyschools.org/Page/6600>) have all been in attendance but may not have speaking roles at each forum. This is partially due to time constraints and partially due to specific focus on various topics that need to, or can be, addressed at a given time.

To ensure you get the surveys and participate in our community outreach, please sign up for alerts here: (<https://www.ardsleyschools.org/domain/586>)

We are so grateful for those that have inquired about how they can help or volunteer. We already have a group of medical professional volunteers from the community that we expect to call on in coming weeks for input on our protocols. We are bearing in mind that we have hands

raised in the community, and if and when the need arises, we will send a blast asking for additional help.

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