



Sandy Creek Central School District

"Comet Pride is Community-Wide!"

Sandy Creek CSD Continuity of Learning Plan Overview

Kyle L. Faulkner
Superintendent

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Business Administrator

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Elementary School Principal

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Middle School Principal

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Dir. of Curriculum & Inst.

The challenges that school districts and local communities across the country are facing due to the rapid spread of the COVID-19 throughout the world, our country and our state are unprecedented. The response of our governmental leaders has steadily escalated to slow the spread of this virus and to protect the health and security of us all. As a result, all school buildings in New York State are currently closed. During this extended closure, we are working diligently to provide continuity of learning for our students. These experiences and activities have included both paper-based activities and virtual, on-line activities.

As educators, we must adjust our traditional educational delivery system to work while our school buildings are closed. We will also continue to work with districts county-wide to make this adjustment as consistent as possible. As we work to create a model that works for all grade levels and all students, we realize that we will need to modify and adapt this delivery system as we go, based on experience and feedback from our students, staff and parents as well as local, state and federal government directives and policy changes.

To best support students, families, teachers and the community, the Sandy Creek Instructional Administration Team has created a Continuity of Learning Framework based on compiled resources provided by the New York State Education Department and Department of Education: <http://www.nysed.gov/edtech/continuity-learning>, along with other sources of best practices. This document will continue to be updated as more information and/or updates occur during this period of COVID-19 closure.

Our primary goal is to support on-going learning by staying connected to our students and families. We will do this by:

- Providing daily instruction to our students that will both maintain skills and promote academic growth by introducing new content
- Ensuring access to learning via on-line content or paper-based content when internet access is not available
- Communicating with students and families that assigned work is to be completed.
- Providing feedback to students.

As we transition to remote learning, we will maintain a focus on continuous improvement while our instructional practices evolve towards maximum effectiveness for our current learning environment. School leaders will work to ensure that our staff has the necessary resources, combined with support and flexibility as teachers learn how to best instruct their students remotely. We also understand that remote learning conditions vary across our district and we will strive to help each of our families provide the best possible learning environment in their homes.

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Initial Instructional Goal (3/16/2020 - 4/14/2020):

Establish a framework that supports continuity of learning in providing reinforcement of skills already taught and review of learning, with the exception of college courses.

Current Instructional Goal (4/15/2020 – End of the School Year):

Implement and effectively maintain a system that supports continuity of learning in providing new instruction of skills and content for all classes/courses.

Long Range Goal: By implementing this framework, the district will continue to build capacity and effectively maintain a remote learning system that will continue to deliver new content and instruction to all students.

While we are working to support a continuity of learning for our students, more important is the mental health and well-being of our students. Using approved program funding, the district is currently providing and delivering meals for 5 days each week to 609 children residing in our district (as of 4/30/2020). If eligible children meet the program guidelines, parents/guardians can opt their child into this program at any point during the closure by contacting the district office. Meal services provided beyond the 2019-2020 school year have yet to be determined. The district is anticipating that more guidance will be provided by the Governor of NYS. We will continue to share these updates with the community. Our students will continue to be impacted by this extremely difficult situation and they will need support to navigate this uncharted territory. We ask that you please consider the adapted guidelines shared by the Kansas Continuous Learning Task Force (March 2020):

- Focus on essential learning for students -- “Less is More”
- Be flexible and ready to adapt when needs arise
- Emphasize relationships in this new learning environment
- Encourage use of materials, resources and platforms that are already in use
- Instructional models may be a blending of non-technology, face-to-face (online meetings) and/or virtual platforms
- Establish a consistent and agreed upon framework of expectations, communication by grade level and/or course

Most importantly, please remember that we are all in this together.



Collective Commitment to Remote Learning:

To help our students, families, and staff navigate this new framework of remote learning, we have included this chart as guidance to describe and clarify our collective roles. Some of you might be listed in more than one category and we realize that this might be overwhelming. If you have questions or need support with this remote learning model, we encourage students and families to contact your district leaders and staff. Additionally, we encourage our instructional and support staff to do the same and continue working together during this challenging period.



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Collective Commitment to Remote Learning	
Students	<p>Students will ensure remote learning when they:</p> <ul style="list-style-type: none"> • Commit to working at home as if they were in school. • Engage in and complete the learning activities provided by their teachers • Use digital devices appropriately as instructed • Communicate with teachers for clarification and/or support
Families	<p>Families will ensure remote learning when they:</p> <ul style="list-style-type: none"> • Encourage and expect their child's participation in the learning activities. • Connect with their child's teachers when questions arise. • Monitor district communication for up-to-date information.
Teachers	<p>Teachers will encourage remote learning when they:</p> <ul style="list-style-type: none"> • Provide instructional materials on-line and/or paper-based • Collaborate when possible with colleagues to ensure consistent expectations for students. • Provide feedback to students for completed work. • Provide regular opportunities for direct communication with students and families to support well-being and academic improvement. • Engage in professional development as needed in support of providing on-line instruction. • Monitor district communication for up-to-date information.
Support Staff	<p>Support Staff will ensure remote learning when they:</p> <ul style="list-style-type: none"> • Send out information to staff and families regarding self-care and wellness. • Provide regular opportunities for direct communication with students and families to support well-being and academic improvement. • Monitor district communication for up-to-date information.
Leaders	<p>Leaders will ensure remote learning when they:</p> <ul style="list-style-type: none"> • Promote the safety and well-being of students, families, and staff. • Support teachers as they transition to on-line instruction. • Coordinate remote meetings with staff to ensure consistent implementation of all aspects of remote learning. • Provide social-emotional support and an overall positive remote school culture. • Ensure necessary resources and supports are available to staff • Provide on-going and up-to-date communication to students, families, and staff.



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We are mindful that available resources will play a part in determining how each grade level and each teacher provides content as part of this continuity of learning plan, along with meeting the unique needs of students. This framework offers several options, all aimed at helping administrators, teachers and other instructional staff members to plan and execute remote learning with whatever resources they have or are able to obtain.

Instructional Phases to date:

Introductory Period (Review): March 16, 2020 - March 28, 2020

- Instructional packets delivered on March 17, 2020 (Round #1)
- Learning platforms established and/or applied at appropriate courses/grade levels

Continued Period of Instructional Review: March 29, 2020 - April 14, 2020

- Students continued to use instructional packet materials for review purposes.
- Learning platforms applied at appropriate courses/grade levels to support review material and instruction.

Period of New Content and Instruction: April 15, 2020 – End of the School Year

Instructional Packet	Audience	Date Range	Delivery Date
#2	PreK-5 students and those at Gr. 6-12 without access to reliable internet and/or approved learning platform	4/15 – 5/1	4/15/2020
#3	PreK-2 students and those at Gr. 3-12 without access to reliable internet and/or approved learning platform	5/4 – 5/15	4/29/2020
#4	PreK-2 students and those at Gr. 3-12 without access to reliable internet and/or approved learning platform	5/18 – 6/5	5/13/2020
#5	PreK-2 students and those at Gr. 3-12 without access to reliable internet and/or approved learning platform	6/8 – end of the year (date to be determined)	6/3/2020

- Continued use of approved learning platforms applied at appropriate courses/grade levels

Explanation of Instructional Phases:

Given the recent changes and possibility of an extended closure, we are moving away from review and into a phase of new instruction with the delivery of the instructional packets shared on Wednesday, April 15, 2020. We urge students to complete any new and necessary work such as instructional packets and/or online learning platforms.



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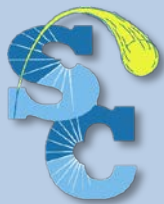
Teachers will be working directly with individual students on collecting or gathering completed work. Parents are encouraged to communicate with their child's teachers if there are questions. While we understand that many students will share their work online, we also recognize that not all students have this same ability, especially our primary students. To provide all students with the same opportunity, we will have an option for families to drop off completed work. In order for students to return completed hard copies of work, we are asking that parents please drop off materials labeled with your child's name and grade level in the bin near the flagpole located in the school bus loop. To follow social distancing guidelines and safety measures, we only want completed work returned that teachers need for grading and/or feedback purposes. Before doing so, we encourage parents to check with your child's teachers to determine class expectations and required assignments.

In order to meet the individual needs of each student, the Sandy Creek instructional team continues to monitor which students have and do not have access to the internet. For those students who have access to an online platform set up by a teacher, we ask that you encourage your child to log on whenever possible so that teachers can support your child. One option for anyone with a Chromebook but limited internet access is to park in the school parking lot and connect to the Wi-Fi for uploading and downloading.

We also realize that online access is not possible for all students. As a result, we are now providing paper-based materials to PreK-2 students and those without internet at grades 3-12. To support our students through this time of closure, please know that teachers will be reaching out to interact with students and/or families through various methods (phone, email, online platforms, etc...). We look forward to hearing from students so we know our children and their families are doing well.

The strategies outlined below range from sending copies of assignments home with students to web-based distance learning coursework. Specifically, they include:

- **Hard copy packets:** Photocopies (or PDF - Portable Document Format) of reference materials, curriculum, and assignments can be prepared in advance for distribution to all students;
- **Online materials or other aligned content:** Digital copies of reference materials, assignments, and audio-visual learning supports can be made available on the Internet using e-learning and other Learning Management Systems (LMS) (e.g., school websites, etc.);
- **Teacher check-ins and tutorials:** A variety of technologies (telephone, email, web conferencing) can be used to facilitate one-on-one interaction between students and teachers, counselors and other appointed adults (e.g., tutors) during the remote learning period.
- **Recorded class meetings:** Using audio or video technology, recorded class meetings can be shared through district approved learning management systems and/or tools.



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- **Live class meetings:** Schools can use available tools such as conference calling or webinars, online courses, or virtual learning management systems with two-way interaction between the teacher and students;
- **Other student supports:** Schools can use any of the above methods to promote non-classroom academic priorities, such as student wellness checks, college and other counseling support, including student loan preparation (Free Application for Federal Student Aid) or study groups that are enabled through web-based tools.

SOCIAL-EMOTIONAL LEARNING AND FAMILY ENGAGEMENT

Ensuring the social and emotional well-being of our students during this time is critical. We understand the many challenges that students and families are facing, and we want to emphasize that learning is secondary to the health and safety of our students. In order to develop family partnerships and provide support mechanisms we will:

- Suggest time guidelines/schedule for student engagement in learning activities while remaining sensitive to the fact that typical learning has been disrupted for all.
- Implement wellness visits by the School Resource Officer and appropriate administration.

Recommendations for time spent on lessons/activity time

daily. (Instructional staff and parents, you know your students/children best when determining daily instructional time frames.

Grades	PreK-1	2	3-4	5	6-8	9-12
Total amount of time spent each day on lessons and/or activities	Up to 60 minutes	Up to 80 minutes	Up to 100 minutes	Up to 120 minutes	30 minutes per lesson - up to 6 classes for 180 minutes	30 minutes per lesson - up to 6 classes for 180 minutes

- Monitor and support student participation.
- Provide prompt discussions, collaboration, feedback, and assessment.
- Consider ways to focus on relationships and connections with students via various means, including phone conversations, various e-resources, and other social media platforms.
- Maintain regular contact at consistent times using consistent methods allows family members to become comfortable with that form of communication (e.g., phone calls, Remind messages, email, text messaging, and/or online conversations).
- Communicate expectations for students and ask families how they feel they can best support their student's success.
- Assist families with creating daily schedules and routines as needed.
- Connect families with educational and social-emotional supports from school and within the community.
- Provide flexible time frames that allow for middle or high school students who may be in charge of younger children.

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PreK-12 DISTRICT-APPROVED AND ED 2D LAW COMPLIANT DIGITAL PLATFORMS

As we continue to transition to and support on-line instruction and learning, we strive to provide safe digital learning environments for our students. Sandy Creek teachers should have many of the necessary skills in order to utilize virtual learning platforms for coursework and/or appropriate grade levels. The primary web-based portals that are supported by our district are:

- FlipGrid
- Google Classroom
- Google Meets
- Schoology
- Seesaw

Methods of communication for students, families, and all staff:

- Phone, email and approved platforms and/or web-based portals
- Additionally, teachers and staff will be tracking communication with students (and families when needed). These documents will be created by the Administrative Instructional Team and shared with appropriate staff to cover 1-2 week increments. If a student cannot be reached during a certain time period, the principals and/or other support staff will work on contacting these hard to reach students and families to ensure that they are safe and stable.
- As part of the meal delivery survey, we also provided a question regarding access to the Internet. Based on that, our Business Administrator worked with families to set up Spectrum and other internet access services for families.
- Other avenues to provide access to the internet to our families and staff:
 - Students and parents have been invited to the school parking lot to utilize the Wi-Fi available at the district.
 - Teachers in need of access are being provided access to the building at scheduled times.

Strategies in place to support students and their families in understanding and accessing available academic resources and other supports from home:

- Teachers will contact students/families directly to share how students will access their course and/or grade level academic resources. Instructional packets are being delivered directly to students as part of the meal delivery program. Packets that cannot be delivered for any reason will be mailed home to the primary residence.
- Additional instructional packets can be delivered and/or mailed if a teacher makes arrangements with the administrative team.
- Using collected survey data, the administrative team will notify instructional staff on the following information:
 - Student specific information on device and/or internet access. Instructional staff will use this information to provide materials in a format that works best for students, parents and/or guardians.

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- As part of this sharing of data, staff will work with administrative team to also consider how to best support and provide materials that meet the unique needs of all students (IEPs, ESL, Tier 2/3, etc...) based on existing plans, along with ongoing feedback from students, parents and/or guardians.

Equipment and other resources to access remote learning content:

- Parents/guardians were contacted by a district-wide automated call (along with being posted on the district website) that 1:1 issued devices for students in grades 3-12 could be picked up on March 21st at the district if access to a device was needed. Students/parents or guardians unable to attend the March 21st pick up are encouraged to contact the district office to set up a pick up and/or delivery plan if a device is still needed.
- To support online learning, the Technology Department will be accessible for students and families by phone (315) 387-3445 Ext. 1949 or through established student electronic helpdesk (<https://students.sandycreekcsc.org/>). Sandy Creek staff members will continue to use designated staff help desk and/or contact Technology Department directly

Additional professional development needed to effectively support remote learning:

- If an instructional staff member needs support with a district approved or used technology tool and/or learning system, the teacher will contact their building principal, the School Librarian, and/or Director of Curriculum and Instruction to put supports in place as needed.
- Student questions or supports that target technology and/or devices should be shared with the Technology Department via phone (315) 387-3445 Ext. 1949 or through established student electronic helpdesk (<https://students.sandycreekcsc.org/>). Instructional staff will continue to use designated staff help desk and/or contact Technology Department directly.
- To support remote learning practices and opportunities for instructional staff to share ideas, the instructional team is using a shared Google Document. All staff members have the ability to access and/or add to this document at any point.

Response to Intervention (Rtl), English Language Learners (ELLs), and Special Education Services

To the greatest extent possible, services, modifications, and accommodations that are part of a child's IEP, ELL, or RTI/AIS plan should be provided in a manner consistent with protecting the health and safety of students, families, and service providers. Special Education and Rtl teachers are collaborating with classroom teachers to discuss ways in which to best address the needs of students in a remote learning environment. ***In regards to Special Education services directly, the directive has been to provide the accommodations that we can within reason to our students, with the understanding that it is impossible to provide all of them.***

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To best support students with disabilities, the following approach is in place: When moving to new instruction during this time of remote learning, the overarching goal is to ensure that our special education population is receiving Free Appropriate Public Education (FAPE).

The two ways the New York State Education Department (NYSED) has expressed this should be happening right now is by:

1. giving students access to the general education curriculum
2. giving students the opportunity to work on IEP goals

Districts need to address these two points and provide reasonable accommodations and modifications that will work with our remote learning platforms, then we can be assured we are implementing IEPs and 504's with fidelity.

The following suggestions have been given to our case managers for IEP's and 504's:

- create a chart/template listing each student's accommodations/modifications that can reasonably be met through remote learning and share these with all teachers working with that student
- meet remotely with grade level teams as much as possible to determine accommodations/modifications for assignments
- attempt to contact all parents (and document attempts and conversations) to explain which accommodations/modifications/services will be provided during this time and how parents can expect to see that delivery
- if technology is not accessible for students/families, please provide accommodations/modifications by paper, which the district can deliver with our meal delivery system

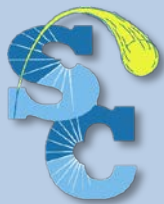
Additional safeguards:

- Special Education Teachers have also been asked to reach out to parents about the remote learning accommodations too. It is ***imperative*** that timely and regularly scheduled collaboration happen between both the classroom teachers and our special education teachers to make this happen.
- Our paraprofessionals will also be utilized to assist with providing modifications and accommodations as needed.
- CSE meetings are being completed virtually during this period of remote learning. We have made this a priority over anything else, including virtual instruction.

English Language Learners (ELLs):

Services are provided through an integrated co-taught approach. The classroom and ESOL teachers will continue to collaborate on priority content needed to be covered for all students, along with identified ELL students during the remote learning period. Communication with families and all students, including ELLs, is also continuously entered as part of the communication tracker. The district will provide the following supports to best meet the needs of our ELL population.

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- Certified English as a Second Language (ESOL) teacher communicates directly each week (or more frequently if needed) with parents to support needs. Teacher provides foundation, supports understanding of district communication/documents and answers questions as needed.
- ESOL teacher works with classroom teachers to provide additional supports for ELLs through videos, virtual meetings and additional resources.
- ESOL and Classroom Teachers also have established teacher office hours, along with email and/or phone to communicate with both student and family as needed.
- ELLs also have access to district 1:1 device in the home if needed.

Homeless and Alternately Placed Students:

- To meet the needs of all other students, such as McKinney Vento students and those legally placed out of district, the administrative team is working closely with the data warehouse specialist and BOCES personnel to provide support.
- The students are being identified, the administrative team is working with the appropriate teachers, and individual supports are being provided based on the student.
- Some supports include, phone calls, wellness home visits, instructional work drop-off and pickup, and food distribution.

COLLECTING & GRADING OF STUDENT WORK

Student work is important. We would like completed student work to be reviewed by teachers so they may provide appropriate feedback to students. For on-line learning, the work is typically completed and submitted online. For students using paper-based materials, we ask that you follow the steps below before returning completed work to us.

- Please communicate with your child's teacher before bringing any work back to school, to be sure that you are only returning the work they feel is necessary for feedback and grading purposes. Many of you are able to scan work or take pictures using your phone and email them to your child's teacher, but if physical copies or work needs to be dropped off, please do so in the bus loop near the flagpole. (look for the white drop box) If you have any further questions or concerns, please reach out first to your child's teacher. You may also call our office and leave a message and someone will return your call as soon as possible.

Purpose of feedback:

- Feedback should be used to encourage and motivate learners to access content and engage in suggested activities.
- Feedback should be informative, personalized, and tailored to the assignment as a means of keeping students engaged.

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Basis of Marking Period Grades (as of 4/24/2020 - pending New York State Education Department directives)

Marking Period 3:

- The 3rd quarter will be graded numerically based on what students completed up until March 13th and then taking into account any work done March 16th-April 29th that may have helped their average. The lowest grade for the third marking period will be 50.

Marking Period 4:

- All 4th quarter grades will be assigned either Pass (P) or Fail (F) even in the event that we return.
 - Items considered for P or F
 - Student virtual attendance if applicable
 - Student work completion (Packets and/or Virtual)
 - Student effort
 - Student communication

There will automatically be a COVID-19 comment on every report card for the 3rd and 4th marking period. All report cards will read a variation of, "For 3rd and 4th quarter, instruction has been modified due to the COVID-19 pandemic and mandatory school closures."

Culminating Events and Activities:

Culminating or celebratory events and activities that typically occur at the end of each school year are a significant part of the learning cycle. We understand the importance of these traditions to our community; however, the district is required to follow the social distancing regulations that are currently in place, along with the actions that the NYS Governor has taken to close districts for the remainder of the school year. Please know that we will consider alternate options whenever possible to recognize the hard work and dedication put forth by our students and their families.

Additional Changes that impact NYS Assessments, Learning Standards and/or Professional Development:

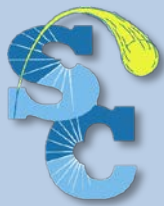
New York State 3-8 Testing:

In response to the statewide closures of districts to prevent the spread of Covid-19, the New York State Education Department is cancelling all NYS Elementary and Intermediate Level State Assessments for the remainder of the 2019-20 school year. This includes NYS 3-8 ELA and Math Tests, Science 4 and 8 Exams, K-12 NYS English as a Second Language Achievement Tests (NYSESLAT), and Gr. 3-12 NYS Alternative Assessment (NYSAA) Assessments.

New York State Regents Exams:

Students in grades 7-12 intending to participate in one or more of the Regents Exams shall be exempt from the requirements of taking the exam, provided they meet set guidelines. Please see the chart below (created by Roseann Bayne from CiTi BOCES) summarizing the recent guidance for our middle and high school students taking Regents level courses:

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Middle School
Principal

Kevin Seymour
High School Principal

Amy Howard-McCormack
Dir. of Curriculum &
Inst.

May 1, 2020

Student Profile	Exemption Status (Regents, Pathways, Checkpoint B, CDOS, Technical Assessments)
Grades 7-12 students currently enrolled in a course that will culminate in a Regents who will earn course credit by the end of 2019-20 school year	Exempt from <u>Regents Exam</u>
Grades 7-12 students currently enrolled in a course that will culminate in a Regents who will not earn course credit by the end of 2019-20 school year	If student attends summer school in 2020 to earn course credit , they are still exempt from the culminating <u>Regents Exam</u> if it is administered in August 2020
Grades 8-12 students who are not currently enrolled in a course that will culminate in a Regents, but were in the past and have already earned course credit and planned on taking the Exam in June 2020	Exempt from <u>Regents Exam</u>
<p>Any student preparing to take a +1 Pathways Assessment in June 2020 who:</p> <ol style="list-style-type: none"> 1. Currently or previously enrolled in the course that leads to the pathway assessment and will or has already earned course credit or, 2. ELL whose home language is Chinese, French, Italian, Korean or Spanish, intending to take LOTE +1 or, 3. Student intending to use the ASL +1 Pathway 	<p>Exempt from <u>Pathway Assessment</u> (including <u>Technical Assessments</u> for purposes of graduation)</p> <p>Exemption from <u>Technical Assessments</u> for the purposes of a <u>CTE Technical Endorsement</u> is not automatic. This determination is student-specific and a local decision using data regarding individualized student proficiency.</p>
Any student who has earned 3 course credits by end of school year 2019-20 in LOTE, who was intending on taking the LOTE Checkpoint B Exam in June 2020 for an Advanced Regents Diploma	Exempt from <u>Checkpoint B Exam</u>
Any student exiting high school in June 2020 who is unable to meet the requirements of the CDOS Commencement Credential or the CDOS +1 Pathway because of the COVID-19 situation, who has demonstrated proficiency of the CDOS	<ol style="list-style-type: none"> 1. Granted a waiver from the completion of the <u>216 hours of CTE Instruction</u> and/or 2. Granted a waiver of the <u>54 hours of work-based learning requirement</u> and/or



Sandy Creek Central School District

“Comet Pride is Community-Wide!”

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learning standards may be granted various waivers.

3. Granted a waiver from any other **NYSED approved exam** that may have been being used to achieve the CDOS +1 Pathway
*Student eligible to earn either the **Regents or Local diploma** as applicable

Update in regards to August 2020 Regents exam (4/30/2020):

Districts were also notified on April 30, 2020 that the August 2020 administration of the Regents exams has also been canceled "in response to the extended statewide closures of schools and districts to prevent the spread of COVID-19," according to the State Education Department.

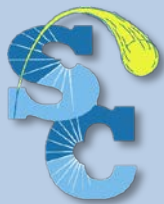
More guidance and information in regards to Guidance on Graduation and Course Requirement Changes Due to COVID-19 and Ongoing Statewide School Closure can be found at the following link: <http://www.nysed.gov/news/2020/state-education-department-issues-guidance-graduation-and-course-requirement-changes-due>

Next Generation ELA, Math and Science Learning Standards

The Board of Regents adopted the new [P-12 Science Learning Standards in December 2016](#) and the revised [Next Generation English Language Arts and Mathematics Learning Standards in September 2017](#). These standards are the result of years of collaborative and transparent work to ensure New York State has the best learning standards for students and work to implement the standards in a thoughtful manner has been ongoing. Throughout that time, the Board of Regents and Department have committed to timelines that make the needs of students and necessary professional learning for educators' top priorities.

Therefore, the Next Generation [ELA](#) and [Mathematics](#) Implementation Timeline has been updated to reflect that state assessments will be aligned to the new learning standards in Spring 2022 to allow districts to make up the professional learning time lost by the school closures related to COVID-19. The overall timeline for the implementation of the Next Generation ELA and Mathematics Standards is now as follows:

- **September 2017:** Adoption of NYS Next Generation Learning Standards.
- **Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019):** Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase II: Build Capacity (2018-19, 2019-20 and 2020-21)*:** Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase III Full Implementation (September 2021 – ongoing):** Full implementation of the NYS Next Generation Learning Standards.



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- **Spring 2022:** New grade 3-8 tests measuring the NYS Next Generation Learning Standards.

*The 2019-20 assessments were not given due to the COVID-19 pandemic.

This delay affords NYSED the opportunity to better align this transition with the implementation of the New York State P-12 Science Learning Standards as well.

The last administration of the Grade 4 Elementary-Level Science Test was scheduled for June 2020. Due to school and district closures during the 2019-20 school year related to COVID-19, the last administration of the Grade 4 Elementary-Level Science Test will now take place in Spring 2021. The June 2021 Grade 4 Elementary-Level Science Test will be aligned to the Core Curriculum. The first administration of the new Grade 5 and Grade 8 Science Tests aligned to the NYS P-12 Science Learning Standards will now take place in June 2023. This will allow districts to make up the professional learning time lost by the school closures related to COVID-19. Detailed information and a [revised timeline](#) on the activities to engage and assist districts with their local implementation over this multi-year phase-in are available on our [Curriculum and Instruction website](#).

Additional Resources (provided or supported by NYSED):

NYSED Continuity of Learning

<http://www.nysed.gov/edtech/continuity-learning>

- We encourage you to explore these two links found under the Continuity of Learning: Technology Options
 - <http://www.nysed.gov/edtech/digital-content>
 - <http://www.nysed.gov/edtech/digital-tools>
- Capital Region BOCES Educator
Resource: <https://essentialed.capitalregionboces.org/>
- Central New York Regional Information Center (CNYRIC) instructional tools and resources for Covid-19 Planning Resources:
<https://docs.google.com/document/d/1jZpVGr58WaQ5i6qL8vdQwU3YZBSTlyTvXj71TUnUwh8/edit>
- Central New York Regional Information Center (CNYRIC) Data Protection and Continuity of Learning Resources: <https://riconedpss.org/covid19>
- Central New York Regional Information Center (CNYRIC) Data Protection Practices for offsite work: <https://www.sandycreekcsd.org/pub/1051>
- Central New York Regional Information Center (CNYRIC) Data Protection and Continuity of Learning Plan: <https://www.sandycreekcsd.org/pub/1050>
- Department of Education Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak: <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
- Early Learning Non-Technological Options: <http://www.nysed.gov/edtech/non-technological-options>
- PBS Live Broadcasting: <http://www.nysed.gov/edtech/pbs-live-broadcasting>



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- State Education Department Issues Guidance on Graduation and Course Requirement Changes Due to COVID-19 and Ongoing Statewide School Closure: <http://www.nysed.gov/news/2020/state-education-department-issues-guidance-graduation-and-course-requirement-changes-due>

Additional Resources (provided or supported by the Sandy Creek Central School District):

- Google Teach from Home Packet: <https://teachfromhome.google/intl/en/>
- Home Education Resources: <https://www.sandycreekcsd.org/pub/1047>
- Parents' Guide to Google Classroom: <https://www.sandycreekcsd.org/pub/1048>
- Google Teach from Home Packet: <https://teachfromhome.google/intl/en/>
- Sandy Creek Central School District Website: <https://www.sandycreekcsd.org/>
- Student Support Service (Technology Help Desk): <https://students.sandycreekcsd.org/>
- Student Wellness Memo (3/24/2020): <https://www.sandycreekcsd.org/pub/1049>

Other Remote Learning Resources shared with Sandy Creek Central School District:

- Laura Payne-Bourcy Consulting Services Virtual Learning Resources: <http://lpbconsulting.org/vrmain-menu>