Sandy Creek Central School District

Sandy Creek CSD
Remote Learning Plan
2020 - 2021

August 13, 2020

Sandy Creek CSD Remote Learning Plan

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Sandy Creek CSD Remote Learning Plan

While our entire country is working through this pandemic, we have been diligently working on developing a safe, district-wide reopening plan. Since our transition to remote learning last March, we have been reflecting and planning for an eventual return to school that includes a remote learning option for our families.

We currently have a Sandy Creek Reorganizational Committee (ROC), consisting of 30 key stakeholders that include administrators, teachers, support staff, other professionals, parents, students, and community members. This team has been hard at work reviewing mandates, asking important questions, looking at parent/staff response surveys, and trying to plan for multiple instructional models. We really want all of our students and staff back in our buildings this fall.

Per New York State Education Department (NYSED) guidance, the ROC developed a plan that includes all three of the following instructional models:

● In-person Model: Students physically attend school using social distancing guidelines.

● Remote Model: All learning done remotely

● Hybrid Model: A combination of remote and in-person learning (given space and staff constraints)

This plan will focus primarily on remote learning. The Sandy Creek Continuity of Learning Plan (https://www.sandycreekcsd.org/pub/1071) includes all instructional models if more information is needed.

It is important to emphasize that all students will engage in learning every day, whether it be an in-school or an at-home remote school day. Attendance will be taken daily for all learners. In addition to the above, we are preparing all staff and students to transition to full remote learning should county health officials or the Governor close schools, due to the pandemic, at any given time.

This plan will address three different variations or types of remote learning:

- K-12 Off-site Remote Learners: These students will receive daily remote learning while in-person instruction is in place for other students.
- Gr. 7-12 Hybrid: These students are in-person for two days each week as part of an assigned cohort and then remote for the other three days.
- All Remote District Model: All students would receive daily remote instruction should county health officials or the Governor close schools, due to the pandemic, at any given time.

Regardless of the instruction model or variation implemented, the administration and staff at Sandy Creek have specific goals and objectives that will be the same for all models.

Our primary goal of the remote learning model is to support on-going learning. We will do this by:

- Clear opportunities for equitable instruction for all students
- Providing daily New York State Learning standards-based instruction to our students that will both maintain skills and promote academic growth by introducing new content, along with addressing existing gaps
- Ensuring continuity of learning and daily interaction whether fully remote or a combination of both remote and in-person (hybrid model)
- Clearly communicating with students and families
- Providing feedback to students.

To ensure that the district accomplishes these objectives, along with NYSED requirements, the administrative team has created the Sandy Creek CSD Teaching and Learning Evaluation Tool (page 21 of this plan). This checklist will allow the Reopening and CDEP Committees, along with instructional staff, the ability to quickly identify and monitor needs in regards to the following key areas:

- Identify and address existing gaps due to remote 2019-2020 instruction
- Delivery of remote instruction to ensure continuity for the 2020-2021 school year
- Ensure equity of instruction for students learning remotely

Consistent Components of all instructional models Section:
Regardless of the instructional model accessed by our students, many of the essential components will remain the same such as:

- Communication with parents, guardians, students, and staff
- Technology and Connectivity
- Chronic Absenteeism
- Safeguards and monitoring for our students with disabilities, English Language Learners and children receiving Response to Intervention/Academic Intervention Services. Delivery of these services will vary slightly depending on the instructional model. For more information on delivery of services, please see the instructional model sections below.
- Social-Emotional learning and family engagement

Communication with parents, guardians, staff, and students:
- Phone, email, letters, videos and approved platforms and/or web-based portals
  - Links, along with this information will be posted on the district website
- Approved platforms currently include: Google Meetings and an additional parent/family communication app (compliant with Ed Law 2-D) before the beginning of the 2020-2021 school year.

- Please see the designated District COVID-19 webpage that will include regular updates in regards to instruction, health and safety information, and other important information: https://www.sandycreekcsd.org/district/covid19

Sandy Creek Contacts of Communication	
Sandy Creek Staff Directory	If you know the name of your child's teacher, you can access the Sandy Creek Staff Directory at any time to access email addresses at the following link: Staff Directory
Technology Office - technical assistance	Student Help Desk Link: https://students.sandycreekcsd.org/ OR (315) 387-3445 Ext. 1949

Additional Contacts to support all instructional models		
District Contacts	**Email**	**Phone Number**
Timothy Filiatrault, Elementary Principal	timothy.filiatrault@sccs.cnyric.org	(315) 387-3445 (Directory)
Elementary Office: Elizabeth McKenzie	emckenzi@sccs.cnyric.org	
Amy Molloy, Middle School Principal	amy.molloy@sccs.cnyric.org	
Kim Manfredi, CSE Chairperson	kmanfred@sccs.cnyric.org	
Kevin Seymour, High School Principal	kevin.seymour@sccs.cnyric.org	
Middle and High School Office: Julie Hemingway	julie.hemingway@sccs.cnyric.org	
Amy McCormack, Director of Curriculum & Instruction	ahowardm@sccs.cnyric.org	
Robin Cashel, Director of Transportation	rcashel@sccs.cnyric.org	
Michael Stevens, Athletic Director	mstevens@sccs.cnyric.org	
Danielle James, School Counselor	djames@sccs.cnyric.org	

Tanya VanOrnum, LMHC School Counselor	tvanornu@sccs.cnyric.org	
Buffy Peterson, School Social Worker	bpeterso@sccs.cnyric.org	

Technology and Connectivity:

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. A parent/guardian survey was deployed on July 16, 2020. As part of this survey, parents/guardians were asked to provide access to internet information, including specific barriers and residential information of those homes not having reliable internet access.

- Address of Residence
- Cell Service
- Internet Provider at that location
- Barriers to the access

For families that did not respond to the survey posted on social media and district website, a written version of the survey, along with a postage paid envelope, was mailed to each of the remaining families on July 24th. This information continues to be compiled and updated in preparation for reopening. If written responses were not received, designated staff made phone calls to parents/guardians on August 2, 2020 to collect internet information. This information will be used to explore options and support families in obtaining reliable internet.

The district is currently exploring the following options for those students who do not have internet access:
- Bringing students (hybrid model) in on their remote learning days to access internet when access cannot be provided in the home
- Working with local town offices to try to provide internet access for school downloads from their parking lots.
- Also investigating the possibilities of providing internet signal through bus radio communication towers.
- If cost is a barrier, contact other internet providers to determine if affordable cost is available at the residence
- Provide mini Wi-Fi if all other options have been exhausted

In order to provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models (especially if students do not have sufficient access to devices and/or high-speed internet), the district is also exploring the following options:

- Bringing students (hybrid model) in on their remote learning days to access internet when access cannot be provided in the home

- Using a jump drive or other device with school content so students can load learning content directly to the device without need for internet access
- If entirely remote, district will provide locations where Wi-Fi is available for student without internet in the home to access.

Devices:
All students K-12 will have a 1:1 device assigned to them for the 2020-2021 school year.
- K & 1 - iPad
- Gr. 2-12 - Chromebooks

Chronic Absenteeism:
The Sandy Creek ROC team has developed mechanisms to collect daily attendance data for the different types of remote learning. To combat chronic absenteeism, the district is currently working with the Harvard Proving Ground Team, along with other nearby rural schools, to implement district specific interventions. For the 2020-2021 school year, the Sandy Creek School District will be implementing a Personalized Digital Intervention in addition to current school attendance practices and procedures. In addition to calls and letters notifying parents of absences resulting in chronic absenteeism, the staff will utilize other methods such as email, an additional parent/family communication app (compliant with Ed Law 2-D) before the beginning of the 2020-2021 school year, digital reports, and/or texts to engage parents across the three instructional models.

Remote Learning Safeguards:
Safeguards and monitoring for our students with disabilities, English Language Learners, Homeless or Migrant, and children receiving Response to Intervention (RtI)/Academic Intervention Services (AIS):

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 RtI/AIS teachers are already collaborating with classroom teachers to discuss ways in which to best address the needs of students across all three instructional models. In regards to Special Education services directly, the directive has been to provide the accommodations, modifications, and services to the greatest extent possible to our students, with the understanding that it is impossible to provide all of them based on the elected mode of instruction.

To best support students with disabilities, the following approach is in place:
When providing new instruction across all three instructional models (in-person, remote, or hybrid), the overarching goal is to ensure that our special education population is receiving Free Appropriate Public Education (FAPE).

The three ways the New York State Education Department (NYSED) has expressed this should be happening is by incorporating the following into each of the three instructional models:
1. giving students access to the general education curriculum

2. giving students the opportunity to work on IEP goals
3. a contingency plan will be developed for each student, in addition to their IEP or 504

Districts need to address these three points and provide reasonable accommodations and modifications that will work with all learning platforms, to ensure that IEPs and 504's are being implemented with fidelity.

The following suggestions have been given to our case managers for IEP's and 504's:
- create a contingency plan for each student and contact all parents (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 based on the mode of instruction (in-person, remote, hybrid)
- meet either in-person or remotely (depending on current instructional model) with grade level teams as much as possible to determine accommodations/modifications for assignments
- if Internet access is not accessible, the District will be providing families with hotspots.
- there will also be a room provided in the building Monday-Thursday, that can host students who need Internet or technical support

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 will continue to be virtual to keep the safety of our staff and students in place.

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 documented. The district will provide the following supports to best meet the needs of our ELL population.
- 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 support for ELLs through videos, virtual meetings and additional resources.

- ESOL and Classroom Teachers also have established schedules for each instructional model, along with email and/or phone to communicate with both the student and family as needed.
- ELLs also have access to district 1:1 device.

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. This team will work to identify these students, determine the current instructional model for these pupils, and eliminate possible barriers to continuity of instruction.
- The administrative team will then work with the appropriate teachers, and individual supports will be provided based on the needs of each student.

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:

- Provide time guidelines/schedules across all models 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/ counselors across all models.
- Provide contact information and resources for students and families across all models to support the social-emotion well-being of our students.

In order to meet the needs of all learners across the three instructional models, the Sandy Creek Counseling Team has updated the Sandy Creek Comprehensive Counseling Plan (Link: https://www.sandycreekcsd.org/pub/942) and established a reopening plan amongst the counseling staff

Planning team consists of the following members:
> Kyle Faulkner, Superintendent
> Kevin Seymour, High School Principal
> Amy Molloy, Middle School Principal
> Tim Filiatrault, Elementary School Principal
> Danielle James, School Counselor 6-12
> Tanya VanOrnum, LMHC, School Counselor 6-12
> Buffy Peterson, School Social Worker K-5
> Whitney Oak, School Psychologist K-5
> Dave Minney, School Psychologist 6-12

The Comprehensive School Counseling Plan is multifaceted and involves all members of the school community, along with alignment to all three instructional models (in-person, remote, and hybrid). School counselors provide direct counseling services to students. Just as importantly, career- and college-ready objectives are incorporated into

curriculum, special activities, school policies and practices. Ongoing activities are directed toward maintaining and monitoring student records, coordinating services for students, providing feedback to students and parents, providing exposure and information about community and career options all support the academic and personal development of the whole student.

Remote Learning:
While we are working to support a continuity of remote learning for certain students, we are also focused on the mental health and well-being of all students. Our students, especially those learning remotely, will continue to be impacted by this extremely difficult situation and they will need support to navigate this uncharted territory. If you notice that your child is struggling and may need assistance, please reach out to the district for support.

Collective Commitment to Remote Learning:
To help our students, families, and staff navigate remote learning whether with select children or the entire student population, we have included this chart as guidance to describe and clarify our collective roles. 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 any period of remote instruction.

Collective Commitment to Remote Learning	
Students	Students will ensure remote learning when they: ● 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	Families will ensure remote learning when they: ● 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	Teachers will encourage remote learning when they: ● 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	Support Staff will ensure remote learning when they: ● 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	Leaders will ensure remote learning when they: ● 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.

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.

Remote Model Attendance:
● Teachers will take daily attendance through the use of a Google Sheet by class or grade level. This information will be uploaded daily into SchoolTool.
● Attendance is required to be taken daily for reporting purposes. Therefore, all remote learners will have to check-in daily with their teachers.

Remote Model Setting/Learning Platforms:

The Sandy Creek Instructional Teams strives to provide safe digital learning environments for our students. These approved digital learning platforms will be accessed to enhance in-person instruction, along with preparing students for remote instruction if needed at any point during the school year. The primary web-based portals that are supported by our district are:

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● FlipGrid
● Google
  Classroom
● Google Meets
● Schoology
● Seesaw
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Remote Learning Current Enrollment:
As part of a survey process, along with verification reports, parents/guardians are able to select their child's mode of instruction. By having this information, building principals have been able to place remote off-site learners across classrooms to support low teacher-to-student ratios.
- K-6 off-site remote learners range from 3-12 students per grade level as of 8/13/2020; however, updates will be accepted from parents and guardians until August 19, 2020.
- Gr. 7-12 off-site learners range from 2-7 students per grade level as of 8/13/2020; however, updates will be accepted from parents and guardians until August 19, 2020.
- Gr. 7-12 hybrid learners are split into cohorts to keep class sizes smaller (15 or less).

Remote Model Schedules:
All K-12 off-site remote learners will receive an individual schedule to help parents/guardians plan and support instruction when needed.

Elementary Off-Site Remote Learner Schedule:
K-2 typical daily schedule for small group of remote off-site learners:

Daily	Delivery of Instruction
8:30 - 12:30	Depending on grade level approach and schedule, students might be accessing learning through the following but not limited to: ● prerecorded instruction, completing class tasks, accessing special area content when possible, instructional software with reports monitored by teachers, and/or other instructional supports
1:30 - 2:00	Direct Science/SS Instruction - Learning Platform
2:00 - 2:30	Direct ELA Instruction - Learning Platform
2:30 - 3:00	Direct Math Instruction - Learning Platform

Students will receive class content (online/digital or materials that have already
been sent home) before direct learning. Gr. 3-5 typical schedule for small group of remote learners:

Time:	Days:	Delivery of Instruction
8:30 - 12:30	Daily	Depending on grade level approach and schedule, students might be accessing learning through the following but not limited to: ● prerecorded instruction, completing class tasks, accessing special area content when possible, instructional software with reports monitored by teachers, and/or other instructional supports
2:00 - 3:00	Monday & Wednesday	Direct ELA/Social Studies Instruction - Learning Platform Instructional support/office hours
2:00 - 3:00	Tuesday & Thursday	Direct Math/Science Instruction - Learning Platform Instructional support/office hours

Students will receive class content (online/digital or materials that have already been sent home) before direct learning. Two teachers will work with all remote learners during these sessions.

All Remote District Elementary Schedule (if district is required to transition to an entirely remote learning model):

K-3 typical daily schedule for all remote learners:

Time	Delivery of Instruction
9:00 - 9:30	Direct ELA Instruction - Learning Platform
9:40 - 10:10	Direct Science/Social Studies Instruction - Learning Platform
10:20 - 10:50	Direct Math Instruction - Learning Platform
11:00 - 11:30	Intervention support as needed - Learning Platform
12:30 - 1:30	Teacher office hours for all students.

Students will receive class content (online/digital or materials that have already been sent home) to support remote learning.

Gr. 4-5 typical daily schedule for all remote learners:

Time	Delivery of Instruction

9:00 - 9:30	Direct ELA Instruction - Learning Platform
9:40 - 10:10	Direct Science Instruction - Learning Platform
10:20 - 10:50	Direct Math Instruction - Learning Platform
11:00 - 11:30	Direct Social Studies Instruction - Learning Platform
12:30 - 1:30	Teacher office hours for all students.

Students will receive class content (online/digital or materials that have already been sent home) to support remote learning.

Middle and High School Remote Schedules:
Middle and high school hybrid students will follow the same schedule they use during in-person instruction for their remote learning days. The teachers will be available to the students and providing instruction during the prescribed times. Teachers will follow their 8:00-3:30 schedule to teach lessons and provide open office hours for reteaching, preteaching, and meeting other needs of the students. Each teacher will be different in their approach to instruction, but will use a combination of synchronous (accessed at the same time) and asynchronous (occurring or accessed at different times) instruction to engage all students. From 8:00-1:30, teachers will use a variety of instructional strategies to engage all off-site remote learners. From 1:30 till 3:30, the teachers have flexibility in their schedule to plan and have office hours to interact with students individually or in small groups. A variety of instructional strategies will be used to engage students in the learning process.

Grade 6 Remote Off-site Learner Daily Schedule
6th Grade Remote Schedule Monday-Friday
8:30-1:30 Monday-Friday
Students will be working independently on assignments from the previous days' instruction and or assignments related to the schedule for instruction that day.

Direct Instruction 1:30-3:30 Monday - Thursday

A Day Schedule	**B Day Schedule**
Social Studies 1:15-1:45	ELA 1:15-1:45
Reading 1:50-2:20	Special Education or Specials 1:50-2:20
Math 2:25-3:05	Science 2:25-3:05

Grade 7 Remote Off-site Learner Daily Schedule
7th Grade Remote Schedule Monday-Thursday
8:30-1:30 Monday-Thursday
Students will be working independently on assignments from the previous days' instruction and or assignments related to the schedule for instruction that day.

Direct Instruction
1:30-3:30 Monday-Thursday
Direct Instruction from teacher 1:30-3:30 Monday-Thursday

A Day Schedule	**B Day Schedule**
Spanish/Special Education 1:30-2:00	Science 1:30-2:00
English-2:00-2:30	Math: 2:00-2:30
Social Studies 2:30-2:30	Technologies: 2:30-3:00
7th Grade Specials: 3:00-3:30	Reading 3:00-3:30

On Friday, students will follow their 8:30-1:30 class schedule as all 7-12 learners will be remote.

Grade 8 Remote Off-site Learner Daily Schedule
8th Grade Remote Schedule Monday-Thursday
8:30-1:30 Monday-Thursday
Students will be working independently on assignments from the previous days' instruction and or assignments related to the schedule for instruction that day.

Direct Instruction
1:30-3:30 Monday-Thursday

A Day Schedule	**B Day Schedule**
English 1:30 - 2:00	Spanish/Special Education 1:30 - 2:00
Social Studies 2:00 - 2:30	Science 2:00 - 2:30
Health 2:30-3:00	Math 2:30 - 3:00
PE 3:00 - 3:30	8th Grade Specials 3:00 - 3:30

On Friday, students will follow their 8:30-1:30 class schedule as all 7-12 learners will be remote.

Grades 9-12 Off-site Learner Remote Daily Schedule
In order to provide flexibility and access to the standards and curriculum, teachers have the option to stream or record lessons for students and provide feedback. Courses that will be live streaming or recorded to post with regular feedback are U.S. History, Chemistry, Physics, Integrated Science, Calculus, College Algebra, Pre-Calculus, Global 9, Global 10, English 10, and several other electives. Remote students will be expected to log on when appropriate to engage in virtual instruction. All other courses have been provided a time slot after 1:30.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:30-1:55	➤ Algebra A ➤ Spanish 112/122 ➤ Eng 101/102 ➤ Eng 12	➤ Spanish 9 ➤ Algebra B ➤ Econ/Govt	➤ Algebra A ➤ Spanish 112/122 ➤ Eng 101/102 ➤ Eng 12	➤ Spanish 9 ➤ Algebra B ➤ Econ/Govt	All students will follow the 8-1:30 schedule. 1:30-3:05 will be used for open office hours and GLTM.
1:55-2:20	➤ Spanish 221/222 ➤ Global 9 ➤ Eng 11, Eng 11 (15-1)	➤ Int Alg 1 ➤ Spanish 1 ➤ Am in 20/21 and Intro to Am. Govt ➤ Resource 12	➤ Spanish 221/222 ➤ Global 9 ➤ Eng 11, Eng 11 (15-1)	➤ Int Alg 1 ➤ Spanish 1 ➤ Am in 20/21 and Intro to Am. Govt ➤ Resource 12	All students will follow the 8-1:30 schedule. 1:30-3:05 will be used for open office hours and GLTM.
2:20-2:45	➤ Earth Science ➤ Spanish 10 ➤ Financial Math ➤ Calculus ➤ English 9/ Literacy 9	➤ Algebra 2 (Trig) ➤ Geometry ➤ Resource 9, 10, 11 ➤ Bio 208	➤ Earth Science ➤ Spanish 10 ➤ Financial Math ➤ Calculus ➤ English 9/ Literacy 9	➤ Algebra 2 (Trig) ➤ Geometry ➤ Resource 9, 10, 11 ➤ Bio 208	All students will follow the 8-1:30 schedule. 1:30-3:05 will be used for open office hours and GLTM.
2:45-3:05	➤ PE (9-12) ➤ History of Rock and Roll ➤ Apps in Criminal Justice ➤ ADV Draw Paint ➤ Chorus	➤ Public Speaking ➤ Publications ➤ PE (9-12) ➤ Studio Art ➤ Band ➤ Robotics ➤ Photo1/2 ➤ Wood Man/Prod/Adv Wood	➤ PE (9-12) ➤ History of Rock and Roll ➤ Apps in Criminal Justice ➤ ADV Draw Paint ➤ Chorus	➤ Public Speaking ➤ Publications ➤ PE (9-12) ➤ Studio Art ➤ Band ➤ Robotics ➤ Photo1/2 ➤ Wood Man/Prod/Adv Wood	All students will follow the 8-1:30 schedule. 1:30-3:05 will be used for open office hours and GLTM.

Grades 6-12 All Remote District Model Schedules:
Grade levels would transition to these schedules in the event of a closure.

Grades 6-8 Remote Schedule if district is entirely remote:
In the event we must return to *ALL* remote instruction, we will follow the Monday - Friday schedule from 8:30-1:30. 1:30-3:30 staff will be available for office hours to support students as needed.

High School Remote Schedule if the entire district is remote:
In the event that the entire district goes remote, all staff and students will follow their 8-1:30 schedule for instruction. 1:30-3:05 will be available office hours for teachers to teach, re-teach, or provide any support necessary.
Ex. 11th Grade

Time	9-12 Lunch B
8:00-8:30	Breakfast/ AIS/ COMET
8:30-9:00	Spanish 112
9:05-9:35	College Algebra
9:40-10:10	Physics Lab/Break
10:15-10:45	Adv Draw Paint
10:50-11:20	Physics
11:25-11:55	English 11
12:00-12:20	Lunch
12:25-12:55	Social Studies
1:00-1:30	PE/Break
1:30	Dismissal

Recommendations for instructional staff in supporting remote learners.
- 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, parent communication app (compliant with Ed Law 2-D) before the beginning of the 2020-2021 school year, 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 implementing daily schedules and routines as needed.
- Connect families with educational and social-emotional supports from school and within the community.

Remote Learning Collection and Grading:

In preparation of the 2020-2021 school year, teachers will identify priority standards and/or content, along with review of key standards and content not covered in previous grades at the end of the 2019-2020 school year due to COVID-19 remote instruction. Depending on the course and grade level, grades could be based but not limited to the following:

- Participation (entrance and exit tickets)
- Project-based assignments
- Quizzes, assessments, or other evaluations of student learning
- Reading Comprehension
- Essays or Reports
- Skill-based assignments
- Homework assignments

The same expectations for in-person instruction will also apply to the remote learning model. Students, learning remotely, will be expected to complete assignments for their classes or coursework.

Assignments will be submitted electronically through email and/or approved learning platforms.

Remote Learning Assessing:

In order to assess and address student learning gaps, teachers (when appropriate) will be administering a diagnostic assessment this fall based on standards that should have been mastered at the end of the 2019-20 school year. These assessments will allow teachers and support staff to identify gaps and plan how to best provide instruction as needed to fill these deficits. Additionally, the LEA will administer annual screening/benchmark assessments later in the testing window to allow for multiple measures when identifying at-risk students. Even though students will be in-person, whenever possible these screening/benchmark assessments (STAR, AIMSWeb Plus, etc…) will be in the form of computer-based testing to support social distancing, conversion to remote instruction, and preparation for NYS CBT testing. Progress monitoring measures will also be included during the year to measure student growth.

To identify possible gaps, teachers at the end of the 2019-20 school year were required to provide information regarding content that was not covered, along with recommendations for how to best cover or present this missed material for core areas. These grade level considerations are in shared documents and will be reviewed when planning instruction for reopening.

Teachers will give regular formative assessments to determine the students' ability to successfully express the skills and abilities necessary for the NYS standards. Assessments will be rigorous, age appropriate, and content specific.

Remote Learning Instructional Delivery:

- **Online materials or other aligned content:** Digital copies of reference materials, assignments, and audio-visual learning supports will 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) will 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.
- **Live class meetings:** Schools will 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.

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

The Sandy Creek Instructional Teams strive to provide safe digital learning environments for our students. These approved digital learning platforms will be accessed to enhance in-person instruction, along with preparing students for remote instruction if needed at any point during the school year. The primary web-based portals that are supported by our district are:

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

Strategies in place to support students and their families in understanding and accessing available academic resources and other supports from home:
- 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.
  - 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:
- To support online learning, the Technology Department will be accessible by phone (315) 387-3445 Ext. 1949 or through the established electronic helpdesk (https://students.sandycreekcsd.org/).

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/Instructional Staff 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 electronic helpdesk (https://students.sandycreekcsd.org/).
- 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.

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
o http://www.nysed.gov/edtech/digital-content
o 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

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

Sandy Creek CSD Teaching and Learning Evaluation Tool									
Teaching & Learning	**Instructional Model**				**Status**			**Check Points**	
What action(s) does the district need to take to ensure optimal teaching and learning during the 2020-2021 school year regardless of the instructional model?	In-person	Remote (Off-site)	Remote (District)	Hybrid	Not Started	In-progress	Complete	**Date of Review**	
Identify existing gaps due to remote 2019-2020 learning									
Provide teachers with appropriate screening/benchmark tools and/or opportunities to create grade level and/or course diagnostic tools to identify missed learning or existing gaps.									
Prioritize NYS Learning Standards (skills and knowledge) needed to address missed learning from previous year.									
Provide staff with time and/or opportunities to adapt instruction based on priority standards to address missed learning.									
Provide staff with time and/or opportunities to adapt scope and sequence or pacing maps to incorporate missed learning into current curriculum.									
Delivery of Instruction to ensure continuity of learning									
Provide opportunities for staff to identify and share effective practices from previous remote learning experiences.									
Provide staff access to training and strategies to incorporate blended learning.									
Provide staff with collaborative opportunities to plan and assess learning.									
Provide training and/or supports to parents and families about the use of technology and instructional software.									
Instructional staff provides consistent communication methods or access for students, including but not limited to direct feedback, office hours, Learning Platforms, etc…									
Instructional staff provides opportunities for substantive daily interaction with students (teachers to students and students to teachers).									
Instructional staff provides consistent communication methods or access for parents or guardians, including but not limited to phone, email, SchoolTool Portal, etc…									
Monitor student attendance and engagement of learning tasks.									
Provide periodic opportunities for staff to reflect and assess their own instructional practices to identify needed supports.									
Ensure equitable instruction for all students									
Students with IEPs/504 have access to general curriculum, opportunities to work on IEP goals, and are provided reasonable accommodations and modifications regardless of instructional model.									
Address barriers for homeless, English Language Learners, and Migrant populations regardless of instructional model.									
Create options or investigate strategies to support disengaged students due to COVID-19 to reduce digital truancy.									