

Sandy Creek Central School District



Sandy Creek CSD Continuity of Learning Plan 2020 - 2021

July 31, 2020

**Sandy Creek CSD Continuity of Learning Plan
2020-2021 School Year**

Table of Contents:

Overview	2
Objectives	3
Consistent Components	3
Communication and Contacts	4
Technology and Connectivity	5
Chronic Absenteeism	5
Safeguards and Monitoring for our At-risk Students	5
Social-Emotional Learning and Family Engagement	7
In-Person Instructional Model and Key Elements	8
Remote Model and Key Elements	11
Hybrid Model and Key Elements	22
Additional Changes that Impact NYS Learning	28
Additional Resources	29
Sandy Creek CSD Teaching and Learning Evaluations Tool	32

Sandy Creek CSD Continuity of Learning Plan for the 2020-2021 School Year

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. In reviewing the recent New York State Education Department (NYSED), Centers for Disease Control and Prevention (CDC), and New York State Department of Health (NYSDOH) guidelines, there are numerous mandates that need to be implemented in order to reopen our school safely.

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, we need to develop 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)

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. Efforts will be made to keep families with children in multiple buildings on the same schedule to assist with transportation, childcare, and related challenges. 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.

We are committed to developing plans based on Social Distancing Guidelines – 6 feet of separation. We are striving to allow for as much in-person learning as possible, but we are required to plan with distancing constraints (space and staff). Given these constraints, we are prioritizing maximizing in-person options based on developmental appropriateness, students within self-contained classrooms, and special education students.

As educators, we must adjust our traditional educational delivery system. We will also continue to work with districts county-wide to make this adjustment as consistent as possible. 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.

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

Our primary goal is to support on-going learning through all models provided. 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, in-person or a combination of both remote and in-person (hybrid model)
- Clearly communicating with students and families as part of all models
- Providing feedback to students as part of all models.

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 32 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 instruction to ensure continuity for the 2020-2021 school year
- Ensure equity of instruction for all students as part of all three instructional models



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.sandycreekcscd.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.sandycreekcscd.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:

Even if a child is currently scheduled for the in-person model, we need to ensure that families have access to the internet in case an entirely remote or hybrid model is needed this year. 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. This information will be used to explore options and support families in obtaining reliable internet.

Chronic Absenteeism:

The Sandy Creek ROC team has developed mechanisms to collect daily attendance data for each of the three instructional models. These tools and methods are included below for each of the instructional models. To combat chronic absenteeism for all three instructional models, 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.

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.



In-Person Instructional Model (daily):

In the event that schools are allowed to bring students on campus, the designated grade levels will receive their instruction from classroom teachers. Small groups of students, cohorts, will stay together for the day. As part of this model, students will follow social distancing guidelines and wear appropriate face coverings when unable to social distance. Instructors will also work with students to offer mask breaks when possible.

In-Person Attendance:

- Teachers will take attendance daily of the students through the student management system, SchoolTool.

In-Person Setting:

- Classrooms have been reconfigured to align with spacing guidelines. Tables have been removed and students will now have an assigned desk as needed.
- Cubbies or lockers will be assigned strategically to ensure that students maintain social distancing when accessing their personal belongings.
- Students will order (if they did not bring their lunch) each morning. Breakfast and lunch will be delivered to the classrooms in the elementary (K-5). Middle and high school students will have breakfast provided in the classroom and will eat lunch in the cafeteria (6-12).
- Students and staff will continue to practice mandated safety drills when onsite.

In-Person Instructional Resources:

All K-12 students, regardless of instructional model selected, will have a 1:1 device. For students following an in-person model, the device will remain at school unless required to follow an entirely remote model.

- K & 1 - iPads
- Gr. 2-12 - Chromebooks

In-Person 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:

- | |
|---|
| <ul style="list-style-type: none"> • FlipGrid • Google Classroom • Google Meets • Schoology • Seesaw |
|---|

In-Person Delivery of Instruction:

Depending on grade level and developmental appropriateness, students will receive instruction through the following modes of delivery:

- Lecture or whole group instruction depending on the content of the lesson
- Small groups when social distancing can be maintained
- Accessing live stream or recording of content area teacher if different than homeroom or cohort assigned teacher

In-Person Model Schedule:

In order to allow opportunities to clean the buildings and for teachers to support both onsite and remote learners at those grade levels who are unable or not ready to return back to onsite at the beginning of the school year, the district would follow a shortened daily schedule. Students receiving in-person instruction would start the day at 8:00 (same as previous years), but end the day at 1:30 instead of 3:00 for the days they are on campus.

K-5 Elementary In-Person Schedule:

Time	<i>4th grade (example)</i>
8:00-8:30	arrival, breakfast, attendance
8:30-9:30	Math
9:45-10:30	Special (Music- Monday PE- Tuesday Art- Wednesday Tech- Thursday)
10:35-11:35	ELA
11:30-12:00	Lunch
12:05-12:45	Science/Social Studies
12:50- 1:25	Intervention
1:30	Student Dismissal
1:30-3:30	remote instruction, planning and online support (office hours)

(Schedules for students learning remotely can be found in the Remote Instructional Model section of this plan.)

Schedule for Gr. 6 In-person Daily and Gr. 7-12 Hybrid In-Person Schedule (2 days each week)

Time	6th	Time	7th/8th	Time	9-12 Lunch A	Time	9-12 Lunch B
8:00-8:30	Breakfast/ AIS/ COMET						
8:30-9:00	Period 1						
9:05-9:35	Period 2						
9:40-10:10	Period 3						
10:15-10:35	Lunch	10:15-10:45	Period 4	10:15-10:45	Period 4	10:15-10:45	Period 4
10:40-11:10	Period 4	10:50-11:10	Lunch	10:50-11:20	Period 6	10:50-11:20	Period 6
11:15-11:45	Period 5	11:15-11:45	Period 5	11:25-11:45	Lunch	11:25-11:55	Period 5
11:50-11:20	Period 6	11:50-12:20	Period 6	11:50-12:20	Period 5	12:00-12:20	Lunch
12:25-12:55	Period 7						
1:00-1:30	Period 8						
1:30	Dismissal	1:30	Dismissal	1:30	Dismissal	1:30	Dismissal

(Schedules for students learning entirely remotely at Gr. 6-12 can be found in the Remote Instructional Model section of this plan. Remote learning days for the Gr. 7-12 Hybrid Model (3 days each week) can be found in the Hybrid Instructional Model section of this plan.)

In-Person Model Collection & 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

Assignments will be submitted electronically or collected by teachers as part of daily in-person instruction.

In-Person Model 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 progress.

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.



Remote Model:

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	<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.

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:

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

Remote Model Instructional Resources:

All K-12 students, regardless of instructional model selected, will have a 1:1 device. For students following a fully remote model, the device will remain at the home with each student.

- K & 1 - iPads
- Gr. 2-12 - Chromebooks

Remote Model Schedules:

In order to allow opportunities to clean the buildings and for teachers to support both onsite and remote learners at those grade levels who are unable or not ready to return back to onsite at the beginning of the school year, the district would follow a shortened daily schedule. Students receiving in-person instruction would start the day at 8:00 (same as previous years), but end the day at 1:30 instead of 3:00 for the days they are on campus. Teachers will be available at the end of the day from 1:30 till 3:30 to provide instruction or support for those students that are learning remotely. Individual schedules will depend on the teacher.

Elementary Remote Schedule for students unable or unready to return to the district for in-person instruction:

K-2 typical daily schedule for small group of remote 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

Elementary Remote Schedule if district is entirely remote:

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 students will follow the same schedule they use during in-person instruction. The teachers will be available to the students and providing instruction during the prescribed times. Teachers will follow their 8-3:30 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 and asynchronous instruction to engage all students. From 8:00-1:30, teachers will use a variety of instructional strategies to engage all 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 Daily Schedule for those students unable or not ready to return for in-person instruction.

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

Social Studies 1:15-1:45

Reading 1:50-2:20

Math 2:25-3:05

B Day Schedule

ELA 1:15-1:45

Special Education or Specials 1:50-2:20

Science 2:25-3:05

Grade 7 Remote Daily Schedule for those students unable or not ready to return for in-person instruction.

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

A Day Schedule

English 1:30-2:00

Social Studies 2:00-2:30

Technologies: 2:30-3:00

7th Grade Specials: 3:00-3:30

B Day Schedule

Science 1:30-2:00

Spanish and Special Ed.-2:00-2:30

Math: 2:30-3:00

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 Daily Schedule for those students unable or not ready to return for in-person instruction.

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

- English 1:30-2:00
- Social Studies 2:00-2:30
- Health 2:00-3:00
- 8th Grade Specials 3:30

B Day Schedule

- Science 1:30-2:00
- Special Education/Spanish 2-2:30
- Math: 2:30-3:00
- PE 3:30:30

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

Grades 9-12 Remote Daily Schedule for those students unable or not ready to return for in-person instruction.

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	<ul style="list-style-type: none"> ➤ Algebra A ➤ Spanish 112/122 ➤ Eng 101/102 ➤ Eng 12 	<ul style="list-style-type: none"> ➤ Spanish 9 ➤ Algebra B ➤ Econ/Govt 	<ul style="list-style-type: none"> ➤ Algebra A ➤ Spanish 112/122 ➤ Eng 101/102 ➤ Eng 12 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Spanish 221/222 ➤ Global 9 ➤ Eng 11, Eng 11 (15-1) 	<ul style="list-style-type: none"> ➤ Int Alg 1 ➤ Spanish 1 ➤ Am in 20/21 and Intro to Am. Govt ➤ Resource 12 	<ul style="list-style-type: none"> ➤ Spanish 221/222 ➤ Global 9 ➤ Eng 11, Eng 11 (15-1) 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Earth Science ➤ Spanish 10 ➤ Financial Math ➤ Calculus ➤ English 9/ Literacy 9 	<ul style="list-style-type: none"> ➤ Algebra 2 (Trig) ➤ Geometry ➤ Resource 9, 10, 11 ➤ Bio 208 	<ul style="list-style-type: none"> ➤ Earth Science ➤ Spanish 10 ➤ Financial Math ➤ Calculus ➤ English 9/ Literacy 9 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ PE (9-12) ➤ History of Rock and Roll ➤ Apps in Criminal Justice ➤ ADV Draw Paint ➤ Chorus 	<ul style="list-style-type: none"> ➤ Public Speaking ➤ Publications ➤ PE (9-12) ➤ Studio Art ➤ Band ➤ Robotics ➤ Photo1/2 ➤ Wood Man/Prod/Adv Wood 	<ul style="list-style-type: none"> ➤ PE (9-12) ➤ History of Rock and Roll ➤ Apps in Criminal Justice ➤ ADV Draw Paint ➤ Chorus 	<ul style="list-style-type: none"> ➤ 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 6-8 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 Model 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 Model 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.



Hybrid Model Instructional Model (Combination):

In the event that schools are allowed to bring students on campus, the designated grade levels will receive their instruction from classroom teachers on days when a cohort is in session. As part of this model, students will follow social distancing guidelines and wear appropriate face coverings when unable to social distance. Instructors will also work with students to offer mask breaks when possible. On days when students are not on campus, instruction will be provided remotely.

Hybrid Model Attendance:

- When students are in school, the teacher will take daily attendance using SchoolTool and a GoogleSheet will be used to record attendance when the students are not in the building.

Hybrid Setting (Combination of in-person and remote learning days):

In-person setting

- Classrooms have been reconfigured to align with spacing guidelines. Tables have been removed and students will now have an assigned desk.
- Lockers will be assigned strategically to ensure that students maintain social distancing when accessing their personal belongings.
- Students will preorder (if buying lunch) each morning. Small cohorts will use large areas such as the cafeteria for lunch. Students will eat breakfast in the classroom and remain socially distanced.
- Students and staff will continue to practice mandated safety drills when onsite.
- Students will engage in regular sanitation through handwashing and the use of hand sanitizer. Additionally, regular sanitation of the building will occur.

Hybrid 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:

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

Hybrid Instructional Resources:

All K-12 students, regardless of instructional model selected, will have a 1:1 device. For students following a hybrid model, the device will travel with the student between home and school.

- K & 1 - iPads
- Gr. 2-12 - Chromebooks

Hybrid Delivery of Instruction:

Depending on grade level and developmental appropriateness, students will receive instruction through the following modes of delivery on days when they are in-person:

- Lecture or whole group instruction depending on the content of the lesson
- Small groups when social distancing can be maintained
- Accessing live stream or recording of content area teacher if different than homeroom or cohort assigned teacher

Remote days of instruction:

- **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.

Hybrid Schedule:

At the middle and high school level, students would receive two days of onsite in-person instruction (8am - 1:30pm) and three days of remote instruction each week. In order to keep numbers reduced, the students at each grade level would be divided into two different cohorts (groupings).

Teachers will be using a combination of synchronous and asynchronous instruction K-12 in order to meet the needs of remote and on-site learners. Teachers and students will engage in synchronous learning through Google Meets and in-person instruction. Students and teachers will engage in asynchronous instruction through prerecorded lessons, posted assignments, and other instructional strategies.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
*Grades K-6 Cohort A (Alphabetically A-L)	In-School	Virtual	In-School	Virtual	Virtual
*Grades K-6 Cohort B (Alphabetically M-Z)	Virtual	In-School	Virtual	In-School	Virtual
MS/HS Cohort A	In-School	Virtual	In-School	Virtual	Virtual
MS/HS Cohort B	Virtual	In-School	Virtual	In-School	Virtual
Remote Learners	Virtual	Virtual	Virtual	Virtual	Virtual

*In the event that a hybrid model needs to be implemented at K-6 due to individual student needs or mandates.

Example:

Hybrid Model

Grade 7	Cohort A (half of the grade) *Alphabetically A-L	Cohort B (half of the grade) *Alphabetically M-Z
In-district	Mondays & Wednesdays	Tuesday & Thursdays
Remote	Tuesdays, Thursdays & Fridays	Mondays, Wednesdays & Fridays

*Whenever possible, families will be scheduled to attend the same days even if their last names are different from one another.

Gr. 7-12 Hybrid Schedule:

Gr. 7-12 This chart reflects the in-person student schedule for 2 days each week depending on the assigned cohort. All students will be remote on Fridays and will follow this same schedule. For the other two days when a cohort is receiving remote instruction, they will follow a variation of this same schedule.

Time	7th/8th	Time	9-12 Lunch A	Time	9-12 Lunch B
8:00-8:30	Breakfast/ AIS/ COMET	8:00-8:30	Breakfast/ AIS/ COMET	8:00-8:30	Breakfast/ AIS/ COMET
8:30-9:00	Period 1	8:30-9:00	Period 1	8:30-9:00	Period 1
9:05-9:35	Period 2	9:05-9:35	Period 2	9:05-9:35	Period 2
9:40-10:10	Period 3	9:40-10:10	Period 3	9:40-10:10	Period 3
10:15-10:45	Period 4	10:15-10:45	Period 4	10:15-10:45	Period 4
10:50-11:10	Lunch	10:50-11:20	Period 6	10:50-11:20	Period 6
11:15-11:45	Period 5	11:25-11:45	Lunch	11:25-11:55	Period 5
11:50-12:20	Period 6	11:50-12:20	Period 5	12:00-12:20	Lunch
12:25-12:55	Period 7	12:25-12:55	Period 7	12:25-12:55	Period 7
1:00-1:30	Period 8	1:00-1:30	Period 8	1:00-1:30	Period 8
1:30	Dismissal	1:30	Dismissal	1:30	Dismissal

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 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	<ul style="list-style-type: none"> ➤ Algebra A ➤ Spanish 112/122 ➤ Eng 101/102 ➤ Eng 12 	<ul style="list-style-type: none"> ➤ Spanish 9 ➤ Algebra B ➤ Econ/Govt 	<ul style="list-style-type: none"> ➤ Algebra A ➤ Spanish 112/122 ➤ Eng 101/102 ➤ Eng 12 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Spanish 221/222 	<ul style="list-style-type: none"> ➤ Int Alg 1 ➤ Spanish 1 	<ul style="list-style-type: none"> ➤ Spanish 221/222 	<ul style="list-style-type: none"> ➤ Int Alg 1 ➤ Spanish 1 	All students will follow the 8-1:30

	<ul style="list-style-type: none"> ➤ Global 9 ➤ Eng 11, Eng 11 (15-1) 	<ul style="list-style-type: none"> ➤ Am in 20/21 and Intro to Am. Govt ➤ Resource 12 	<ul style="list-style-type: none"> ➤ Global 9 ➤ Eng 11, Eng 11 (15-1) 	<ul style="list-style-type: none"> ➤ Am in 20/21 and Intro to Am. Govt ➤ Resource 12 	<p>schedule. 1:30-3:05 will be used for open office hours and GLTM.</p>
2:20-2:45	<ul style="list-style-type: none"> ➤ Earth Science ➤ Spanish 10 ➤ Financial Math ➤ Calculus ➤ English 9/ Literacy 9 	<ul style="list-style-type: none"> ➤ Algebra 2 (Trig) ➤ Geometry ➤ Resource 9, 10, 11 ➤ Bio 208 	<ul style="list-style-type: none"> ➤ Earth Science ➤ Spanish 10 ➤ Financial Math ➤ Calculus ➤ English 9/ Literacy 9 	<ul style="list-style-type: none"> ➤ Algebra 2 (Trig) ➤ Geometry ➤ Resource 9, 10, 11 ➤ Bio 208 	<p>All students will follow the 8-1:30 schedule. 1:30-3:05 will be used for open office hours and GLTM.</p>
2:45-3:05	<ul style="list-style-type: none"> ➤ PE (9-12) ➤ History of Rock and Roll ➤ Apps in Criminal Justice ➤ ADV Draw Paint ➤ Chorus 	<ul style="list-style-type: none"> ➤ Public Speaking ➤ Publications ➤ PE (9-12) ➤ Studio Art ➤ Band ➤ Robotics ➤ Photo1/2 ➤ Wood Man/Prod/Adv v Wood 	<ul style="list-style-type: none"> ➤ PE (9-12) ➤ History of Rock and Roll ➤ Apps in Criminal Justice ➤ ADV Draw Paint ➤ Chorus 	<ul style="list-style-type: none"> ➤ Public Speaking ➤ Publications ➤ PE (9-12) ➤ Studio Art ➤ Band ➤ Robotics ➤ Photo1/2 ➤ Wood Man/Prod/Adv v Wood 	<p>All students will follow the 8-1:30 schedule. 1:30-3:05 will be used for open office hours and GLTM.</p>

Recommendations for instructional staff in supporting learning on remote days.

- 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, an additional parent/family 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.

Hybrid Model Collection & 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 and remote instruction will also apply to the hybrid learning model. Students, learning remotely, will be expected to complete assignments for their classes or coursework.

Assignments will be collected through a combination of submitting directly to teachers when in-person and/or submitted electronically through email and/or approved learning platforms for remote learning days.

Hybrid Model 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 progress. Whenever possible, diagnostic and/or standardized testing will occur when students are in-person on designated cohort days.

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.

Strategies in place to support students and their families in understanding and accessing available academic resources and other supports from home on remote learning days/periods:

- 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 established electronic helpdesk (<https://students.sandycreekcsd.org/>).

Additional professional development needed to effectively support remote learning days/periods:

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

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

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://essential.ed.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.sandycreeksd.org/pub/1051>
- Central New York Regional Information Center (CNYRIC) Data Protection and Continuity of Learning Plan: <https://www.sandycreeksd.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/memosdcitrs/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>
- 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>

Guidance for Reopening Schools

- Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools, Reopening Guidance: <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>
- Reopening New York, Guidelines for In-Person Instruction at Pre-K to Grade 12 Schools: https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/P12_EDU_Summary_Guidelines.pdf

- Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the Covid-19 Public Health Emergency: [https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K to Grade 12 Schools MasterGuidance.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf)
- Reopening New York, Checklist of Pre-K to Grade 12 School Reopening Plans: [https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/P12 Checklist.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/P12_Checklist.pdf)
- Guidance for Cleaning and Disinfecting: Public Spaces, Workplaces, Businesses, Schools, and Homes: [https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening America Guidance.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)

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 (Scheduled)	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.								