

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Schodack Central School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

- The Schodack Central School District recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. In the event, students and/or teachers do not have access, the District will take the necessary steps to meet their needs where plausible.
- Conduct and/or maintain an inventory of equipment and other assets. Identify which students, families, and staff have district assets in their possession.
- Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
- Arrange a helpdesk system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The Schodack Central School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of the New York State Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom or other LMS). In the event students do not have sufficient access to devices and/or high-speed internet, the District will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, use of parking lots for internet access after hours, etc. The District will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning, this continuity of learning instructional plan has been developed for the 2020-21 school year. This plan considers and outlines teaching and learning through the three models of instruction: in-person, remote, and a hybrid approach. Our plan assures that in all models, the instruction is equitable, accessible, engaging and aligned with the New York State Learning Standards. For all learners, equity is at the heart of all school instructional decisions. All instruction will be designed so that in the event of a school closure, there is a clear, comprehensive, and accessible continuity of instruction for all students.

Our teaching and learning plan emphasizes routines, communication, and maintains a high quality, standards-based instructional program that includes core classes, academic intervention, electives, and modified physical education, music and art opportunities that meet safety guidelines. Our

academic programming will include regular and engaging instruction with an appropriately certified teacher, regardless of the delivery method (e.g., in-person, remote or hybrid).

A clear communication plan for how students and their families/caregivers can contact the school and teachers with questions will be shared. Support regarding instruction and/or technology will be accessible to all, available in multiple languages as needed, widely disseminated, and include various ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

The Schodack Central School District will survey parents and request that they make clear their intention for the upcoming school year. The survey will require families to indicate whether they will voluntarily select the optional remote instruction model for their child(ren) or if the intention is to fully participate in the model of instruction the school is providing.

Professional Development:

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the District will focus these in-service days on providing support to faculty and staff in the areas of social-emotional health, best practices in remote teaching, and technology integration.

As we enter the new school year, teachers will spend time building relationships, supporting students with the transition back to school, and teaching social distancing and safety etiquette at developmentally appropriate levels. Additional lessons will be incorporated into the K-12 SEL curriculum that focus on mental health, safety, empathy and new routines.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English Language Learners, some students identified for intervention services, as well as students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Pre-assessments before a unit of instruction to assess student understanding of pre-requisite skills will be common practice. In addition, formative and summative assessments will be designed and implemented in all learning models. Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized NYS Learning Standards, key understandings, and skills necessary for students' success in future study.

Assessment and Grading

Assessment and grading will follow the traditional grading systems with an emphasis on encouraging and assessing student engagement, participation, and evidence of learning throughout all learning models. Flexibility in grading may be necessary. At K-3, a standards-based framework is utilized to provide direct feedback regarding students' progress and mastery of NYS Learning Standards. In grades 4-12, a percentage-based grading system is used. Feedback will be given on student work and access to grades will be posted for student and parent access through a common learning management system. Final grades will be reported on quarterly report cards, or available through the eSchoolData Parent Portal.

In-person Instructional Model

Castleton Elementary School and Maple Hill Jr./Sr. HS

The ultimate goal returning to school would allow for all of our students to return back to a normal schedule with little to no restrictions. With current guidelines in place recommending social distancing at all times, building capacity constraints, and limited resources for staffing, in-person instruction for all students each day is **not possible to do safely**. In the event restrictions lessen, the following will apply to all students, K-12:

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six (6) feet apart.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students. To reduce the amount of transition:

- Teachers will move to classrooms to provide instruction and supervision, when possible.
- K-6 students will eat lunch in their classroom instead of the cafeteria.
- Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction. Students and staff will adhere to twelve (12) feet between students when engaging in physical exercise, chorus and band, and singing activities.

Remote Instruction:

Castleton Elementary School and Maple Hill Jr./Sr. HS

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment (explained below).

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in-person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. Attendance will be taken in all learning models.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

- Grades K-12 will utilize a learning management system that allows for students, teachers and parents to access and organize online learning resources, content and work, receive feedback, grades and communicate between students, teachers and families.
- Students will follow a provided schedule and routine that will closely align to the minutes of instruction required in school.
- Classes will be scheduled throughout their day to allow for structure and consistency.
- Students will be required to participate in all remote learning activities and classes and will be required to complete assignments. Student expectations will be determined by the teacher within parameters established by the District.
- Google meets will be utilized for full group instruction, small group instruction and one-to-one support.
- Attendance will be taken on all virtual learning days.
- Student work, participation and effort will be graded.

Hybrid Instructional Model:

(This model will be utilized if the Governor authorizes students to return to school in the Fall for all students)

Castleton Elementary School-Grades K-6

In-Person Grades K-3:

- Students will attend in-person 5 days per week.
- Students may be split into smaller cohorts (10-14 students in regular classroom spaces, while large spaces may accommodate 18-23 students safely), as needed, to maintain social distancing guidelines (minimum of six (6) feet between student work spaces).
- Students will learn primarily from their classroom teachers but may be supervised by other school personnel during times of independent work or remote/live streamed instruction within the building.
- Breakfast and lunch will be provided in the classrooms. Students will eat at their desks, which will be at least six (6) feet apart.
- Movement in the hallways will be limited. Students and adults will walk on the right side of the hallway. Hallways will be marked with directional signs and social distancing spacing will be labeled on the floor in places where waiting may be necessary.
- Special area classes will push into the classroom or utilize a large or outdoor space that allows for social distancing. Activities will be designed to ensure the health and safety of students and adults.
- Recess will consist of opportunities for movement and free time where social distancing is possible.
- In the event of a school closure, instruction will switch to virtual-only learning.

GRADES 4-6:

- A hybrid model consists of a partial in-person and partial virtual instruction.
- Half of students will attend school in-person on Mondays and Thursdays, the other half of the students will attend school in-person on Tuesdays and Fridays.
- Students will receive 2-3 days of in-person and virtual instruction each week based on need.

- Wednesdays will be used to provide support services to students who have individual education plans through the Committee on Special Education or 504 Committee, English Language Learners, and students who are at risk for failing. All other students will take part in virtual instruction on Wednesdays.
- On virtual learning days, students will be required to participate in all remote learning activities. Students will be required to complete assignments. Student expectations will be determined by the teacher within parameters established by the District.
- Attendance will be taken for both in-person and virtual learning days.
- Students work, participation and effort will be graded.
- Grades K-12 will utilize a learning management system that allows for students, teachers and parents to access and organize online learning resources, content and work, receive feedback, grades and communicate between students, teachers and families.
- Movement in the hallways will be limited. Hallways will be designed to be one way when possible and marked with social distancing markers.
- Movement in the hallways will be limited. Students and adults will walk on the right side of the hallway. Hallways will be marked with directional signs and social distancing spacing will be labeled on the floor in places where waiting may be necessary.
- On in-person days, special area teachers will push into the classroom or utilize a large or outdoor space that allows for social distancing. Activities will be designed to ensure the health and safety of students and adults.
- Recess will be offered daily unless we are unable to meet the health and safety requirements set forth in this plan.
- In the event of a school closure, instruction will switch to a virtual-only learning.

Maple Hill Jr./Sr. High School - Grades 7-12

PHASE 1:

- Half of the students will attend on Mondays and Thursdays, the other half of students will attend on Tuesdays and Fridays.
- Wednesdays will be used to provide support to students under the Committee on Special Education (CSE), English Language Learners (ELL) and for students who are at risk for failing.
- Students must maintain the minimum of 5 classes plus Physical Education within their schedule (within any model of learning), unless otherwise determined by administration and guidance counselors.
- Maintain smaller cohorts of students that follow the same core rotation of classes. Student cohorts will be determined first by their core programs (when possible with staffing and cohorts) of ELA, Math, Social Studies, Science and Foreign Language. If students have fulfilled those requirements, we will look to schedule electives that are similar within the cohorts.
 - Students will be grouped in as small of cohorts as possible while maintaining class selections and options (Some cohorts may be smaller than others depending on class selections).
- On remote days, students will be scheduled into classes as well.
- Students will be placed into electives where attendance and engagement are required. In addition to this time, students will need to be engaged in an additional hour of learning in their core classes that have met in-person for two hours throughout the week (this can be independent practice, group work or meeting with teachers).

PHASE 2 (When it is determined that it is safe for students to be in larger cohorts):

- Half of the students will attend on Mondays and Thursdays, the other half of students will attend on Tuesdays and Fridays.
- Wednesdays will be used to provide support to students under the Committee on Special Education (CSE), English Language Learners (ELL) and for students who are at risk for failing.
- Students will attend in-person two days a week, and follow a schedule that allows them to see all teachers (Core and electives).
- On opposite days, students will complete instruction in a remote environment.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Schodack Central School District has collaborated with Questar III BOCES to ensure high school instructional plans are aligned. Questar III BOCES has developed models that ensure NYS Learning Standards, applicable industry certification requirements, clinical and work-based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

Athletics and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID-19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- cancel NYS Fall Regional and State Championship events;
- waive seven-day practice rule to enable greater opportunities for local participation;
- maintain current practice requirements;
- encourage geographic scheduling for games & contests; and
- offer off-season conditioning workout options, if permitted by State officials.

If the Fall sports season is interrupted or impacted by COVID-19 (i.e. State official guidance, school closings, cancelation of high-risk sports, etc.), then a condensed season's plan will be implemented.

This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative:

- **Season I (Winter Sports)**
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
 - *Note: tentative dates. Sports: basketball (girls & boys), bowling (girls & boys), indoor track & field (girls & boys), and wrestling (because of the high risk nature of wrestling, it may have to be moved to Season II or Season III).
- **Season II (Fall Sports)**
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - *Note: tentative dates. Sports: cross country (girls & boys), soccer (girls & boys), , and volleyball (girls) . *Note: Weather will have an impact upon outdoor sports in some parts of the State in March and potentially early April. Girls tennis moved to Season III.