

Remote Learning

SCHOOL SCHEDULES

CLASS SCHEDULES

NHCS D is considering operating a hybrid model that will allow all students to receive in-person and remote instruction, allowing students to receive as much in-person, live instruction as possible. All students will receive instruction that is aligned with the New York State Learning Standards in every subject area. Delivering the hybrid model will ensure students receive equitable, high quality standards based instruction which includes daily interaction with teachers in order to meet their academic needs.

HYBRID MODEL OF INSTRUCTION: Bradley, Hughes, and Myles Elementary Schools

The Hughes/Bradley/Myles Elementary Hybrid Model will allow all students to receive in-person and remote instruction while operating on a 6-day schedule minimizing the amount of screen time. The capacity at all elementary buildings allows for 50% of the K–6 population to attend at one time based on the current safety guidelines of social distancing and face coverings. Therefore, students will be divided into two groups, Cohort A and Cohort B. Students who opt to attend school remotely will be assigned to one of the cohort groups in case they change their minds and decide to attend the hybrid model.

Cohort A: Students in Cohort A will attend school in-person on Monday, Wednesday, and every other Friday. When not attending school in-person students in Cohort A will attend class remotely via Google Classroom and video conferencing. Students will participate in class activities via Google assignments, projects and other planned instructional activities focusing on extensions from previous learning and new class content. Students who have chosen to attend 100% remotely will follow the same schedule accessing lessons remotely via Google Classroom and video conferencing with teachers.

Cohort B: Students in Cohort B will attend school in-person on Tuesday, Thursday, and every other Friday. When not attending school in-person students in Cohort B will attend class remotely via Google Classroom and video conferencing. Students will participate in class activities via Google assignments, projects and other planned instructional activities focusing on extensions from previous learning and new class content. Students who have chosen to attend 100% remotely will follow the same schedule accessing lessons remotely via Google Classroom and video conferencing with teachers.

This hybrid model allows the NHCS D the ability to shift from hybrid to remote learning, keeping the same schedule without disrupting parent/student schedules.

HYBRID MODEL OF INSTRUCTION: Perry Junior High School/New Hartford High School

Perry Junior High School and New Hartford High School Hybrid Model will allow all students to receive in-person and remote instruction while operating on a 4-day cycle with 50% of students making up one cohort who will attend in-person instruction Monday, Wednesday, and every other Friday. The 50% balance of students will make up an additional cohort and attend Tuesday, Thursday, and every other Friday. All students will participate remotely on days not scheduled for in-person meetings. This schedule allows all students to receive instruction in-person for every subject on their schedule including labs, physical education, and other required coursework. The capacity at the aforementioned schools allows for 50% of the grade 7-12 populations to attend at one time based on the current safety guidelines of social distancing and face coverings. Students who opt to attend school remotely will be assigned to one of the aforementioned groups in case they change their minds and decide to attend the hybrid model.

When not attending school in-person, students in both cohorts will attend class remotely via Google Classroom and video conferencing. Students will participate in class activities via Google assignments, projects and other planned instructional activities focusing on extensions from previous learning and new class content. Students who have chosen to attend 100% remotely will follow the same schedule accessing lessons remotely via Google Classroom and video conferencing with teachers.

This hybrid model allows Perry Junior High School and New Hartford Senior High School the ability to pivot from hybrid to remote keeping the same schedule without disrupting parent/student schedules.

NHCS D Basic Hybrid Learning Schedule

In Person =



Remote Learning =



Student Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
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Cohort A					 or 
Cohort B					 or 
Remote Students					
Students in 12:1:1, 12:1:4 and ELL programs					 or 

ATTENDANCE AND CHRONIC ABSENTEEISM

Attendance

Daily student attendance is critical, especially when students are at home, during this uncommon time. Attendance records will be maintained for all instances when students are expected to be “in class” whether in the classroom or connected remotely from home. Student attendance will be guided by the New Hartford Central School District’s Attendance Policy #6005. Though good student attendance is critical, students should always be kept home from school when they are experiencing any symptoms of illness. The following will take place daily:

- Every teacher will record attendance daily on our Student Management System whether instruction is delivered in school or remotely.

- Each school will make a phone call home to check in with students not logged in or virtually present.
- Building principals will analyze attendance weekly and implement a tiered approach to avoid potential chronic absenteeism.

Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Chronic absence includes all absences from instruction, both excused and unexcused. It is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school. During these challenging times, the development of positive school relationships may be a lifeline for students disconnected from school. Although flexibility is recommended when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, New Hartford will utilize a variety of methods of reaching out to families including the following:

- Phone calls to families are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs.
- Where families do not respond to phone calls, texting may offer a lower-stress alternative and a subsequent phone call can be arranged.
- Seeking out adults in the school who have established a connection with the student and/or family may yield improved results. Counselors, coaches, social workers, and psychologists are often logical choices, in addition to teaching staff. Social media contact or using friends to reach out can also be effective strategies.
- School Based Intervention Team will meet virtually and work collaboratively with parents to address and create a plan to address improving student chronic absenteeism
- Attendance letters will be sent on a quarterly basis to families.
- Students not in compliance with the New Hartford Central School District’s Attendance Policy #6005 will be referred to IST at the secondary level.

TECHNOLOGY AND CONNECTIVITY

To best support hybrid (in-person and remote) learning, high-speed internet access and computing devices for each student and staff member’s exclusive use are critical. As was conducted prior to the COVID-19 closure at the end of the 2019-2020 school year, NHCS conducted a survey of all parents/guardians which included specific questions regarding internet and device access for students. The results of the survey facilitate the identification of all cases in which students do not have high-speed internet access and/or exclusive access to a

computing device. The survey was made available online, on paper, and was translated for ELL families. The results were compiled in a detailed spreadsheet, allowing for the identification of those parents/guardians who did not respond. Building-level administrators will reach out to them directly to inquire about these critical needs.

As was the case in response to the COVID-19 closure at the end of the 2019-2020 school year, gaps in student high-speed internet access at their place(s) of residence will continue to be addressed through the use of district-assigned 4G LTE Wi-Fi hotspots.

Staff high-speed internet access at their place(s) of residence is pervasive; any unique outliers are addressed through the use of district-assigned 4G LTE Wi-Fi hotspots. All staff are assigned district-provided PC 2-in-1s (laptop/tablet) or laptops for their computing device needs. NHCS D has purchased an additional 580 Chromebooks in order to ensure all students have access to an exclusive device. This will ensure that all students are able to participate in learning and demonstrate mastery of Learning Standards in hybrid (in-person and remote) and/or remote learning models. Mastery of learning standards will be facilitated through dial-in and/or paper learning materials and/or assessments in the event of unique connectivity challenges. Such challenges may include instances whereas a device or hotspots cannot be provided to students.

TEACHING AND LEARNING

The NHCS D Reopening Plan includes a continuity of learning plan for the 2020-2021 school year. The plan prepares the district for in-person, remote, and hybrid models of instruction.

IN-PERSON	All students physically return to school in September following health and safety guidelines. This determination is made due to successful virus containment and minimal or low levels of COVID-19 transmission.
REMOTE LEARNING RETURN	Students are not physically present and learn through synchronous and asynchronous learning experiences using a remote platform. This determination is made due to high levels of virus spread and widespread transmission of COVID-19.
HYBRID RETURN	Students engage in some combination of in-person and remote learning (e.g. select classes or grade levels, alphabetic split, half days). This determination is made due to moderate virus spread and higher levels of COVID-19 transmission.

Instruction will be guided by current curricular materials and units that are aligned with NYS Standards. Teachers will follow the district curriculum maps, calendars, and pacing guides that ensure pacing to meet grade level standards. Teachers will interact directly with students every day in several ways. Teachers will use video conferencing to have live contact with students, as well as Google Classroom, Zoom and other applications to monitor student work, check for

understanding, and know if students are completing assigned tasks. Additionally, teachers will provide office hours to students to further monitor student progress. When a student is not attending live sessions and/or completing assigned tasks, the teacher will reach out to the student and parents to offer support and problem-solving. When needed, the teacher will collaborate with school social workers, counselors, the ELL teacher, the special education teacher (if appropriate), and the building administrator for additional support for the student and his/her family. Teachers will use a common Google Form created by NHCS D to communicate concerns with counselors, social workers, and building administrators. NHCS D and its IT Department will monitor students' ability to connect to the internet. The District will provide devices and internet access to any family who needs it. Students who receive support services will continue to receive those services. Services will be provided in school, if students are in school, as well as remotely.

Methods for contacting schools and teachers will be communicated in several ways:

- District website.
- District and school newsletters (printed and mailed to each home).
- Teachers' Google Classrooms.
- School voicemail system which is accessible to teachers and administrators remotely.
- School email.

Currently, NHCS D does not provide pre-Kindergarten programs.

SPECIAL EDUCATION

Parents/guardians will choose their preferred mode of instruction, based on the NHCS D reopening plan, and will be provided general and special education instruction either in combination of in-person and remote learning (hybrid), or remotely, by their general and special education teachers and related service providers. Staff will collaborate with parents to provide services to the greatest extent possible, consistent with IEPs, and will document these services on the selected district forms and contact logs. BOCES and Out of District placements will also provide individual documentation. NHCS D's FAPE form will be completed for each special education student. NHCS D's FAPE form documents the following information: what programs and services will be provided to the student; what method will be used to deliver those programs and services; how progress towards goals will be monitored, if the methodology must differ from what is written in the IEP due to COVID-19 emergency; and how program modifications and accommodations will be addressed, if the methodology must differ from what is written in the IEP due to the COVID-19 emergency.

Special education teachers and service providers will communicate with parents/guardians regarding the provision of services and selected mode of instruction or services (hybrid or remote). Teachers and/or service providers will document communication with

parents/guardians. Teachers will maintain communication logs throughout the year. Progress reports will be provided quarterly to document student's progress toward IEP goals.

Targeted case managers will collaborate with parents/guardians regarding the provision of services and supports, as well as modifications and accommodations, and how those may be adjusted to reflect the setting for the students' education (i.e., in-person during hybrid vs. virtual during remote learning). Parents/guardians will receive documentation describing the provision of services in their preferred language or mode of communication.

Students attending out-of-district programs will be provided the options those programs develop, and the district will support those models of instruction. Out-of-district placement and CPSE providers will document their provision of FAPE and communicate that with the school district and CSE office, as well as parents. Providers will continue to use quarterly reporting mechanisms employed by those providers. Providers will use the Cleartrack contact log to maintain records of parent/guardian interaction and student participation in programs. The District will work with outside providers to ensure students have necessary technology/resources to access their education.

Programs and services will be provided to the greatest extent possible based on the student's IEP and the method of delivery, including adaptations to accommodations and modifications in students' IEPs to ensure access to their education. District staff can provide technical support to students. Staff will collaborate with parents/guardians to provide services to the greatest extent possible, consistent with IEPs, and will document these services, as well as any adjustments to modifications and accommodations to ensure FAPE on the selected district forms and contact logs.

BILINGUAL EDUCATION AND WORLD LANGUAGES

NHCS will complete the English Language Learner (ELL) identification process within 30 days of the start of the school year for all students who enrolled during the COVID-19 school closure, as well as all students who enroll during summer 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within 10 school days as required by NYSED Commissioner's Regulations Part 154.

All ELLs will receive the required instructional units of study based on their most recently measured English language proficiency level. ELLs in grades K-6 will receive both in-person and remote instruction with their general education cohort. ELLs in grades 7-12 will receive in-person instruction four days per week and remote instruction one day per week to allow for deep cleaning of the school.

Service providers of ELLs will collaborate with parents/guardians to discuss their child's education and English as a New Language (ENL) services in their preferred language and mode of communication. Service providers will document all communication including the language

and mode of communication used. NHCSD will continue to utilize translating services, as needed, to ensure parents/guardians are able to communicate with staff.

TEACHER AND PRINCIPAL EVALUATIONS

Pursuant to Education Law 3012-d, NHCSD will fully implement the currently approved [Annual Professional Performance Review](#) (APPR) Plan for the 2020-21 school year unless otherwise indicated. A NHCSD APPR committee will review any required modifications and amendments will be submitted.

CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

NHCSD will follow [Board of Education Policy #8100](#): Certification and Incidental Teaching, which states that all employees filling positions for which certification is required shall meet certification requirements of the Commissioner of Education as implemented through the New York State Education Department Office of Teaching Initiatives. In order to meet the instructional needs caused by COVID-19, the Superintendent may assign a teacher to teach a subject not covered by the teacher's certificate if no certified teacher is available. The Superintendent, upon making the assignment, will promptly apply to the Commissioner of Education for approval of the assignment, in accordance with the Commissioner's regulations. Substitute teachers may be an important resource for schools during the COVID-19 crisis. As such, NHCSD will follow the [Board of Education Policy #8402](#): Substitute Teaching, which adheres to Education Law Subsections 3004 and the NYSED Commissioner's Regulations 80-5.3.

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