



REOPENING PLAN (UPDATED 9/30/20)

The District's Draft Reopening Plan "Pathways Forward" outlines the steps the District is taking for the 2020-2021 school year to ensure that the restart of school is safe while providing quality educational opportunities for all students. At the forefront of our planning and decision-making process is our District Vision and the following key considerations:

- **Health and safety** → The District will make every effort to safeguard the health, safety, and well-being of our students, staff, and school community. We want students and employees to feel comfortable and safe returning to school campuses. The District plans will be adjusted as needed based on how the pandemic continues to evolve based on guidance from the Governor, New York State Education Department, and Department of Health.
- **Continuous high-quality instruction** → The District will deliver high-quality instruction seamlessly to all students in an equitable manner.
- **Educational equity** → The District will provide all students with access to quality grade-level instruction and social-emotional support, with a focus on removing and overcoming barriers.
- **Flexibility** → With the uncertainty and changing landscape, the District's plan builds in flexibility, so we're prepared to adjust to guidance from the state and feedback from our school stakeholders.
- **Accurate and timely communication** → The District will ensure that students, employees, and families have the information they need to be safe and keep all stakeholders up to date with important information throughout the school year.

The plan outlined here is for the reopening of schools for the 2020-2021 school year, following the building closures related to the COVID-19 pandemic. This plan includes procedures that will be followed in all six (6) elementary schools, the middle school and the high school buildings:

- Caroline Street Elementary, Division Street Elementary, Dorothy Nolan Elementary, Geysers Road Elementary, Greenfield Elementary, Lake Avenue Elementary
- Maple Avenue Middle School
- Saratoga Springs High School

To help inform our reopening plan, the district has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health care providers and professionals, staff, and community groups. Engagement efforts included online surveys, virtual forums, and over 100 participants serving on a District-wide Steering Committee and four Advisory Teams (Instructional, Operations, Personnel and Financial, and Communications).



COMMUNICATION

- The district’s reopening plan progress is available to all school community members via the district website at www.saratogaschools.org/reopening/. The plan will be updated throughout the school year as necessary.
- The District has developed a plan for communicating all necessary information to district staff, students, parents/guardians, and community members. The district will use its existing communication channels – including the District website, SchoolMessenger phone calls, emails and SMS text messages, social media, SMORE newsletters and a printed school calendar. In addition, appropriate signage and training opportunities will be used to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.
- The District will make every effort to ensure that communication to parents and guardians is in their preferred language. The District website, SchoolMessenger, and SMORE newsletters provide translation into preferred languages.
- For K-5 students and teachers will use the Seesaw learning platform to streamline communication.
- For 6-12 students and teachers will use the Canvas learning platform to streamline communication.
- Trainings for students and parents will occur throughout the school year in order to familiarize everyone with the features of these two learning platforms.

HEALTH & SAFETY

Health and Safety procedures have been developed by local health officials and school nurses. Further modifications will be made with input from school nurses, community members, staff, and students.

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- Health Checks
 - Staff and students will be required to self-screen daily using the Pinpoint Health App.
 - Parents/guardians will be required to screen their students and report this daily. Specific instructions will be sent to parents/guardians before school starts.
- Social Distancing and PPE
 - The District will develop a schedule that will support appropriate social distancing. All students will be required to maintain a minimum of 6-foot distancing while in school. This distance will be increased to 12 feet if students are singing, playing a wind instrument or participating in an aerobic activity.
 - Students, and staff will be expected to wear face coverings indoors and outside, including on the school bus. Students will be allowed to remove face coverings during meals, and outdoors as long as they maintain appropriate social distance.
 - Students and staff can wear their own personal face covering. It is recommended that face masks be those with multiple layers or made of thick material (low permeability). Single layer coverings, such as bandanas and thin neck buffs, are not as efficient and may still permit transmission of viral droplets. Our school nurse or Covid Coordinator retain the right to ask students, visitors or staff to wear a school provided face covering if the personal choice covering does not appear to be effective in preventing viral droplets from spreading. It is recommended that students and staff have an additional face covering in case their face covering becomes soiled or damaged. .
 - Persons who have a medical or behavioral reason for not wearing a facial covering should consult with a primary care provider. If a medical exemption is recommended, then written notification will need to be shared with the school nurse. Decisions for medical exemption will be made in partnership with the health care provider and school nurse.
- Infection Control Strategies
 - Highly visible signage will be placed throughout the District to educate and remind all school community members about appropriate safety measures and hygiene protocols.
 - Training shall be provided to students, staff, and families about recognizing the signs and symptoms of illness and guidance on appropriate medical care.
 - Student belongings will be kept separated. Belongings will be sent home regularly to be cleaned.
 - Limit use of shared supplies to one group of students, clean between use by cohorts of students.
 - Student transitions and movement will be limited to the extent possible. Movement into and throughout the building will be staggered to the extent possible.
 - The district will provide and maintain hand hygiene stations around the school, as follows:
 - For handwashing: soap, running warm water, and disposable paper towels.
 - For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
 - Accommodations for students who cannot use hand sanitizer will be made.
 - Hand hygiene and respiratory etiquette will be part of mandatory training for all students and staff.
- Management of ill persons and monitoring

- Students and staff that have signs of illness while in school will be assessed by the school nurse and placed in a separate isolation room until arrangements can be made for them to leave the site.
- If a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health department.
- If a student or staff member has a confirmed case of COVID-19 the District will assist the Department of Health with contact tracing and follow their guidance on appropriate steps to ensure everyone's safety.
- **Contract Tracing**
 - If/when COVID-19 cases are discovered in the school, in consultation with Saratoga County Public Health, the district will do the following:
 - Upon Request we will provide information on the past locations of students and staff who are involved in the New York State Contact Tracing Program, including, but not limited to room locations, who was in the room and information on transportation. SSCSD will maintain adequate records to answer questions. Should this information be needed, the Saratoga County Public Health Liaison will contact the COVID Coordinator in each building to obtain the needed information in a timely manner.
 - SSCSD has assigned a team(s) of individuals to participate in the Johns Hopkins University contract tracing initiative. Although the SSCSD team will not be responsible to lead a contact tracing program, it will provide information on how the process works and the type of information that will be needed when contact tracing is needed.
 - The online training program and assessment covers the following key concepts for contact tracing:
 - COVID -19/SARS-CoV-2 Overview
 - Basics of Contact Tracing for COVID-19
 - Steps to Investigate Cases and Trace Their Contacts
 - Ethics and Technology for Contact Tracing
 - Skills for Effective Communication and Embracing Complexity.
 - The course is hosted by the online platform Coursera. It takes about 5 hours to complete with quizzes after each module and a final assessment at the end of the course. Click [here](#) for additional information.
- **COVID Testing**
 - The Saratoga Springs City School District (SSCSD) has 8 school buildings all within Saratoga County. Saratoga County Public Health and SSCSD will identify a COVID-19 liaison to facilitate conversations about students or staff who have tested positive. The SSCSD liaison will reach out to the county should there be a suspected case or if there is a concern.
 - SSCSD has designated, Debra Meerdink as the District COVID -19 Safety Coordinator.
 - A list of additional contact information will be developed and shared between SSCSD and Saratoga County Public Health. Our Covid-19 Coordinator, Debra Meerdink and/or the school nurse will work with Saratoga County Public Health to refer students/staff for required testing.
 - Individuals who have returned from international travel and/or a state designated through a New York State Travel advisory must complete mandatory quarantine prior to returning to school. Saratoga County Public Health has indicated that they will work with SSCSD

school nurses on a series of “algorithms” or steps that nurses can use and provide additional guidance to school nurses.

- Primary care providers are the first line COVID-19 testing contact.
 - SSCSD Physician, Dr. Cirenza is able to work to assist with a referral.
 - SSCSD will contact Saratoga County Public Health directors should there be questions if there is a positive case or a suspect case.
- Testing Sites
 - Saratoga Hospital- 211 Church Street Saratoga Springs, NY 12866 - 518-587-3222
 - Wilton Medical Arts- 3040 Route 50 Saratoga Springs, NY 12866 - 518-580-2273
 - Saratoga Hospital Urgent Care – Adirondack 959 Route 9 Queensbury, NY 12804 - 518-223-0155
 - Malta Med Emergent Care- 6 Medical Park Drive Malta, NY 12020- 518- 289-2024
 - WellNow Urgent Care- 1694 Route 9 Clifton Park, NY 12065- 518-930-7486
 - For additional COVID-19 testing sites please access this [link](#).
- Cleaning and disinfecting
 - The District will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.
 - Regular cleaning and disinfection of restrooms will be done throughout each day. Cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19 are outlined in the containment plan.
- Vulnerable populations/accommodations
 - Accommodations will be provided to the best of our ability to support the safety and well-being of all students and staff who have been identified as being high risk.
 - Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. Aerosol Generating Procedures include but are not limited to oral or tracheostomy suctioning, nebulizer treatments and use of a peak flow meter. These procedures **will not** be performed while the public health emergency exists. However, in the event of respiratory distress the nurse will take the necessary action needed while waiting for emergency services to arrive. The Treatments will be conducted in a room separate from others. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the nebulizer treatment is finished. Parents will be notified to get a doctor's order for an MDI (inhalers) and valved holding chamber/spacer for in school use. Students with self-carry orders for inhalers will also be encouraged to use a spacer.

Visitors on campus:

- Visitors or volunteers will have limited access on school campuses.
- Visitors to our schools will always be expected to wear face coverings while indoors and outside when unable to maintain social distancing.

- Necessary visitors such as required vendors/contractors will be mandated to participate in the District’s screening process.
- District/building administrators will make the final determination if a visitor is deemed essential.
- School safety drills will be modified as necessary to fulfil requirements as well as maintaining social distancing and pursuing the use of alternative exits.
- Before and aftercare programs at school facilities must create procedures ensuring the safety of all staff and students in their programs. These safety procedures must align with District protocols/procedures.
- The District has designated Debra Meerdink, School Nurse Supervisor, as the District COVID-19 Safety Coordinator. In addition, building level COVID-19 Safety Coordinators will be designated.

FACILITIES

[Click here to view updated information in the Reopening Operations Plan](#) – Updated 9/30/20

- The District will utilize current facilities, including outdoor learning areas. If temporary learning space needs to be created or leased all plans will be vetted through NYSED Office of Facilities Planning.
- All facility upgrades will comply with requirements of the 2020 New York State Uniform Fire Prevention and Building Code including the 2020 Building Condition Survey. Modifications to classrooms, libraries, cafeterias, auditoriums and other learning areas will follow all safety codes. Submission of detailed floor plans to the Office of Facility and Planning will take place as deemed necessary. All new building construction will be submitted to Office of Facilities Planning for a full code review and appropriate labelled as dedicated to COVID-19.
- The District will ensure that existing or altered number of toilet and sink fixtures meets New York State Building Code. One drinking fountain per one hundred occupants will be provided. Existing hands-free bottle filling stations will be utilized, and additional units will be added where deemed necessary. Lead-in-Water Testing procedures will be performed following NYS DOH regulations.
- Alcohol based hand sanitizer dispensers will be installed in high use areas in accordance with FCNYS 2020 section 5705.5.
- The District will maintain adequate, code required ventilation (natural or mechanical) as designed and increase ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols. The District will continue to work with design professionals to establish filtration requirements.
- The District will install polycarbonate separators in accordance with NYS Building Code requirements in areas where frequent interactions take place.

CHILD NUTRITION / FOOD SERVICES

- The District will provide meal service to all enrolled students who choose to participate in the program for both breakfast and lunch on each school day. Meals will be available to students who are in a hybrid or online schedule and are not on campus during an instructional day. This

may include either an option for pick-up on campus or, to the extent practical, meals may be sent home with students who are attending on an alternating schedule.

- The District will adhere to all applicable health and safety guidelines set forth by the State Education Department, Departments of Health, and any other regulatory agency with oversight of the Child Nutrition program.
- The District will make special accommodations for students with allergies if meals are provided in a space other than the cafeteria, to prevent any contact with foods or students consuming foods which would be problematic for the student.
- Students will be educated on the proper protocols for hand hygiene and will be provided the appropriate resources to properly wash their hands before/after each meal. Students will eat in a socially distanced setting and will be discouraged from leaving their seat until they have completed their meal. In addition to educating students on the dangers of contact spreading of germs, the physical distance will serve as a deterrent to sharing of food or beverages.
- Students will be served in traditional serving lines while observing current safety protocols. This will require that staff and students are using proper Personal Protective Equipment, as well as observing social distancing while in line. Staff will be responsible for wiping surfaces whenever possible and disinfecting between serving different cohorts of students.
- The District will continue to adhere to all School Food Authority requirements to maintain compliance with the Child Nutrition Program.
- The District will communicate to all families through multiple means, including the use of School Messenger, which allows messages to be received by families in their preferred language of record.
- Students will consume meals in a socially distanced space; in most cases, this will be the classroom where desks will already be arranged six feet apart. In cases where this is not practical, seating arrangements will be made in accordance with social distancing requirements.

TRANSPORTATION

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- The District will schedule and train staff in the Transportation Department to properly disinfect buses daily when they are not in use. Typically, this will occur between A.M. and P.M. runs but may occur after P.M. runs for buses that do not return to the garage during the day. The District will ensure that all contracted carriers are following similar protocols for disinfecting.
- School bus drivers will be responsible for wiping down high contact areas after each run, depending on the disinfecting schedule.
- When temperatures are above 45 degrees Fahrenheit, school busses will open roof hatches and/or windows for ventilation.
- School buses will be equipped with hand sanitizer.
- Transportation Department staff and students will be allowed to carry personal bottles of hand sanitizer with them onto the bus.
- Transportation Department staff will be provided masks and will be required to wear them while operating or staffing a bus, or in any other setting when social distancing cannot be observed.

- All staff will be provided training and periodic refreshers on the proper use of personal protective equipment and the signs/symptoms of COVID-19, as well as the proper use of social distancing.
- The District will make available proper personal protective equipment for staff and students.
- The District will provide hand sanitizer for use in transportation locations, such as dispatch offices, break rooms and garages.
- Transportation Department staff who must have direct contact with students will be required to wear gloves.
- Transportation Department staff will be given specific criteria and instructions on how to perform required self-health assessments for symptoms of COVID-19 before arriving to work. Staff should contact their supervisor or the Director of Personnel Development if they have questions about whether they should report to work.
- Students who are physically able (exceptions must be medically documented) will be required to wear a mask at all times when riding a school bus. The District will provide masks to students who do not have one at the time of boarding, and no student will be denied access to transportation for not having a mask with them. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- All parents/guardians will be required to screen their child/children before they board a school bus.
- Students should always carry and scan their ID card to help with contact tracing if needed.
- There will be assigned seating for all students K-12.
- Members of the same household will be seated together.

SOCIAL EMOTIONAL WELLBEING

- Social Emotional Learning (SEL) has been identified by NYSED and the district as a priority in daily instructional and social practices. As a result, SEL is being incorporated into daily interactions at all grade levels.
- The District has implemented the *Second Step* Social Emotional Learning (SEL) curriculum in grades K-8 to address social-emotional learning. Grade-specific social-emotional learning activities can be implemented both in the classroom and on-line. In grades 9-12, this work will be addressed through an advisory time, as well as woven into content areas as appropriate.
- SEL standards are embedded across all grade levels (in school or on-line) to promote social-emotional skill building and mental wellness.
- The District will utilize staff members including school psychologists, school social workers, school counselling staff, homeless liaison, along with partnerships with outside agencies and specialists to address and identify and meet the social-emotional needs of students. This includes referrals to outside agencies.
- Interventions may include small group counselling, mindfulness strategies, providing parent/caregiver support, student check-ins, tele-therapy sessions, on-line meetings, etc.
- The District's social-emotional interventions provide the flexibility that will allow staff to support the social-emotional needs of students in school and at home

- The District will continue to provide staff training in Therapeutic Crisis Intervention for Schools (TCIS) to train staff in the proper utilization of de-escalation techniques and to promote the use of preventative strategies with students in crisis.
- The District will continue development of the multi-tiered system of support (MTSS) to help determine and provide social and emotional support services for students.
- The District will continue its partnership with Parsons to maintain its three satellite mental health clinics available to all students. The clinics are located at Geyser Road Elementary School, Maple Avenue Middle School, and Saratoga Springs High School.
- The District has a comprehensive list of resources available in Saratoga County available on its website. [Click here for a list of Saratoga County resources.](#)
- The District addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resiliency skills for students, faculty and staff. This is addressed by our:
 - Consultants to the District focusing on Emotional Supports and Trauma,
 - Building a trauma-informed culture to support connection, healing and restorative justice practices.
 - Professional Learning Planning Committee
 - District Equity Committee (2020-2021)
 - Continuing to build and support culturally responsive practices and core competencies for engaging in conversations about equity

TEACHING AND LEARNING

The school calendar typically includes staff-only professional learning days before students arrive at school. Acknowledging the challenges that our teachers and staff faced this spring, the District will focus these Superintendent’s days (September 8 and 9) on providing supports to staff in the areas of social-emotional health, technology integration and working with their Professional Learning Teams on curriculum and instructional development. Additionally, to prepare students for the opening of school prior to coming onsite, students will officially begin school on Thursday September 10 and Friday September 11 by receiving online Learning Orientation per individual teacher directions. Activities may be live or consist of other instructional assignments and activities to be shared out as we get closer to school.

The District’s plan for reopening is focused on ensuring substantive daily interaction between teachers and students. As we enter the new school year, all staff will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels. The plan serves to provide clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing prioritized standards-based instruction; and clearly communicating information about instructional plans with parents and guardians. All instruction will continue to be aligned to the New York State Learning Standards.

Based on how the pandemic continues to evolve, the district has prepared to shift through a Continuity of Learning Plan. This plan prepares for in-person, hybrid, and online (remote) instructional options.

- **In-person instruction** - Teachers and students engage in-person, at school and in real time. During the pandemic, in-person instruction is modified in compliance with Covid-health and safety guidelines.
- **Hybrid instruction**- Teachers and students engage in combination of in-person and online learning. This may look different by age and grade level. Teachers may use a combination of live and individual or small group learning assignments and activities, some of which are not conducted live.
- **Online (remote) instruction**- Teachers and students engage through a Learning Management System and a virtual meeting platform. Teachers use a combination of live and other individual or small group learning assignments and activities some of which are not conducted live.
- **Virtual School instruction** - The District will offer a Virtual School option for the 2020-2021 academic year during the pandemic. Parents should make the decision to participate in this model based primarily on concerns regarding virus exposure with attendance at a school site. With Virtual School, students will follow a set schedule and participate from home, regardless of what model the rest of the district is utilizing. This option requires a marking period time commitment. Students participating in the virtual school option must meet all criteria to enroll in SSCSD.
- The District is requiring families to commit to this option for the first marking period (HS/MS: Nov. 13 and Elementary: Nov. 18) and will establish additional dates for the remainder of the school year.

Families who prefer not to have their child attend any of the district's models above may also exercise their right to home-school their child. Please see additional information on our website regarding this process.

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 learning standards, key understandings and skills necessary for students' success in future study.

- Curriculum for all SSCSD students will be adjusted to include:
 - An analysis of the current curriculum to determine the extent to which content was delivered prior to and during the Covid19 Continuity of Learning.
 - Identification, prioritization, and sequence of the New York State Learning Standards to be taught when schools reopen, using guidance from local/state/national professional organizations and SSCSD stakeholder feedback.
 - Instructional delivery will include evidence-based practices, will be matched to student needs, and include content-specific instructional resources.
- Teachers will provide grade-level instruction in ways that will engage students in learning through a combination of regularly scheduled synchronous and asynchronous learning opportunities. This may include lectures, modelling, videos and presentations, and other forms of teaching with outcomes, tasks and strategies that will meet the needs of students. Students will be engaged to apply key learning concepts to reach a deeper understanding of content. The District will plan learning opportunities to maximize students contact with teachers to the greatest extent possible daily.

- Grading practices will follow a standards-based framework at the K through fifth grade levels, as has been the District's regular practice. Traditional grading models (0-100) will be used in grades 6-12. Both approaches are designed to provide direct feedback regarding students' mastery of course content as it relates to the standards.
- Every student will be provided with equitable access to the educational rigor, resources, and support that are designed to maximize the student's academic success and social/emotional well-being.
- The teaching and learning plan include a variety of methods for how students and their families/caregivers can communicate and contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in alternative languages as needed, and widely disseminated. School Messenger, mailings, emails, website postings, social media postings, and/or by phone.
- Saratoga will continue to work with Head Start and Saratoga Regional YMCA to ensure the designed Continuity of Learning Plan is in place and implemented.

SCHOOL SCHEDULES

- The District will transition through its Continuity of Learning Plan for the 2020-21 school year. This plan will prepare for in-person, hybrid and online (remote) instructional models. Virtual school students will remain online for the duration of their marking period time commitments.
- The District has created schedules which provide for transitioning from one scheduling model to another as smoothly as possible for students, parents and staff. *It is realistic to expect that we will have to adjust between models during the school year.*
- Scheduled plan adjustment periods: Adjustments to instructional plans will be made as we go through the first several weeks of school, learning from our own models as well as that of other school districts in order to best serve students and safety protocols. We will also review at 5- and 10-week intervals throughout the year in order to remain flexible.
- Regardless of the instructional model implemented, equity and access are a priority for all SSCSD students.
- All related services will be provided for students, including special education and English Language Learners. For additional information see the Special Education section below and the FAQ document.
- Specific information regarding student schedules will be available from the individual schools beginning on or around September 1, if not sooner. Parents should contact their child's school with any questions.

SSCSD's Learning Models K-12: The District is working towards safely bringing back as many students and staff to in-person education as possible. The models are based upon safety, student-centeredness, space/capacity and staffing availability. All models below require regular student daily/class attendance and daily interaction/engagement with teachers.

- **In-Person Learning Model:** The decision will be made to return to 100% in-person learning for SSCSD students if the district is able to comply with required health and safety

requirements and guidance from NYSED. *Realistically, we do not anticipate this occurring soon*, but look forward to having everyone safely returning when it is possible.

- **Hybrid Learning Model:** Refers to varying combinations of learning situations, whether by schedules, student groupings/grade levels and how teachers deliver instruction (ex. live/pre-recorded, individual work) and/or a combination of all. Hybrid learning can occur in a building and across a district.
- **Online (Remote) Learning Model:** SSCSD will pivot to online learning if required by the state or local health department. Students will have a set schedule to follow every day, which differs from the spring 2020 experience.
- **Virtual School Model:** The District will offer a Virtual School option for the 2020-2021 academic year due to the pandemic. Parents should make the decision to participate in this model based primarily on concerns regarding virus exposure with attendance at a school site. In a completely virtual instructional option, students receive instruction via a combination of individual or small group learning assignments and activities. Virtual students do not come onsite for the time period they are enrolled as such.

Prioritizing our neediest learners K-12: Our homeless (based on definition under the federal McKinney Vento Act), English as a New Language, specific Self-Contained Special Education students, and students with no home internet access will receive our highest priority for hybrid and in-person return. Additional groups that will be onsite include high school students enrolled in Spring 9, Spring 10, Career Technical Education (CTE) P-Tech, and ECCA.

General information for All Instructional Models K-12

Grade K - 5

- All students learn Monday - Friday using Seesaw online learning platform.
- Students receive (live) instruction as well as other assignments utilizing a variety of instructional strategies during every class scheduled on Monday, Tuesday, Thursday, and Friday. A daily schedule of classes provides structure.
- Students will be expected to engage in their daily classes on Monday, Tuesday, Thursday, and Friday (as well as any group/individual work with teachers on Wednesday in grades 4 and 5) regardless of instructional setting (hybrid, online, virtual, in person).
- Wednesdays will be utilized to schedule small group instruction if needed and instructional support.
- The student school day starts at 9:40am and ends at 3:05pm.
- Daily attendance will be taken during morning meeting and students will receive Social Emotional Learning (SEL) instruction at that time. This applies to all instructional schedules.
- Every student will have substantial live interaction with the teacher and engagement with content daily regardless of their instructional setting.
- Special area classes (art, music, physical education, library) will continue to be offered to all students.

Grades 6-12:

- The District remains student centered in the ability to offer students the course selections outlined in the course catalog. If for some reason a course is not offered, it is not related to the COVID closure.
- Students will have the same scheduled classes they chose in the spring during course selection for the 2020-2021 school year, including honors, accelerated, AP, CEIP, CTE, etc.
- All classes will be taught by Maple Avenue and High School Faculty in their certification areas.
- Will have four instructional classes each day. Students will see all of their teachers/classes follow their full schedule over the course of two days.
- Students are expected to follow their schedules every day regardless of instructional setting (hybrid, online, virtual, in person).
- Students are expected to log in for attendance and receive instructions and engage in instructional activities planned by the teacher for that day, whether they are going to be asynchronous or synchronous.
- Every student will have substantial *live* interaction with their teacher and engagement with content at least two times a week during the assigned scheduled class. Wednesdays may consist of teacher scheduled and guided support along with student opportunities to request individual help during the designated content time periods. Students will also interact asynchronously with teachers in addition to the synchronous instruction.

K-5 Hybrid Learning Schedule: Note: Hybrid schedules look different depending on age and grade levels

Students in grades K – 3

- Students attend school daily, Monday - Friday.
- K-3 Special Education Self Contained students and English Language Learners attend daily, Monday – Friday.
- Class rosters are separated into smaller groups to appropriately distance.
- Classroom teachers, AIS teachers and Instructional coaches provide core instruction.
- Additional staff members work with students during non-core time.
- The student day starts at 9:40am and ends at 3:05pm.
- K-3 students who are out ill for extended time or go on quarantine will remain in their regularly scheduled section with their teacher and participate via live stream, as appropriate until their return.

Students in grades 4 – 5

- Students attend school on-site two days per week.
- Class rosters are separated into smaller groups to appropriately distance.
- Students in Group A will attend in person on Monday and Tuesday and will be online Thursday and Friday.

- Students in Group B will be online on Monday and Tuesday and will attend in person Thursday and Friday.
- Group A and Group B will be online on Wednesdays. Wednesday will be designed using asynchronous instruction.
- 4-5 Special Education Self Contained students and English Language Learners attend daily, Monday – Friday.
- The student day starts at 9:40am and ends at 3:05pm.
- 4-5 students who are out ill for extended time or go on quarantine will remain in their regularly scheduled section with their teacher and participate via live stream, as appropriate until their return.

K-5 Online Learning Schedule:

- All students learn Monday - Friday using Seesaw online learning platform.
- Students receive (live) instruction as well as other assignments utilizing a variety of instructional strategies during every class scheduled on Monday, Tuesday, Thursday, and Friday.
- An online daily schedule of classes provides structure.
- Students will be expected to engage in their daily classes on Monday, Tuesday, Thursday, and Friday as well as any group/individual work with teachers on Wednesday.
- Wednesdays will be utilized to schedule small group instruction if needed and instructional support.
- The student school day starts at 9:40am and ends at 3:05pm.

K-5 Virtual Learning Schedule:

- Grade level Virtual classrooms will be taught by a designated certified elementary classroom teacher districtwide. The class will contain students from a mix of elementary buildings and will be instructed by this designated teacher.
- Students who choose Virtual School will participate in both live streamed (synchronous) classes with their Virtual school teacher and asynchronous assignments M-F.
- The day will begin with the morning meeting/Social Emotional Learning time. The student will then follow their Virtual classroom schedule for the remainder of the day. Instruction will consist of both live and other instructional assignments.
- The student school day starts at 9:40am and ends at 3:05pm.

Grades 6-8 Hybrid Learning Schedule:

- Students attend school on-site two days per week.
- Students will have half their classes each day to reduce transitions and allow for additional time with the teacher, M/T and Th/F.
- Students will be broken up into two groups based on where their last names falls in the alphabet, creating Cohort 1 (M/T: A-Lang) and Cohort 2 (Th/F: Langl-Z).
- Students in Cohort 1 will attend in person on M/T and will be online Th/F.
- Students in Cohort 2 will be online on M/T and will attend in person Th/F.

- During the M/T or Th/F that a student is online, they will be required to stream into their scheduled classes virtually for attendance and to engage in any instructional activities planned by the teacher for that day.
- Both cohorts will be online on Wednesdays. Wednesdays will serve as an online instructional support day. Teachers will schedule guided support along with student opportunities to request individual help during the designated time periods.
- A/B classes will operate on a Week 1/Week 2 schedule with asynchronous practice on the off weeks.
- The following groups of students will attend in person 5 days/week in the Hybrid model to address specific educational needs: Homeless students (based on definition under the federal McKinney Vento Act), English as A New Language students, Specific Self-Contained Special Education classes, and students with no home internet access.
- The student day starts at 8:00am and ends at 2:20pm (Times subject to minor changes).

Grades 6-8 Online Learning Schedule:

- All students learn Monday – Friday online utilizing the Canvas learning platform.
- An online daily schedule of classes aligns with the in-person schedule and provides structure for students.
- Students receive (live) instruction as well as other assignments utilizing a variety of instructional strategies during every class scheduled on Monday, Tuesday, Thursday, and Friday.
- Wednesdays will be utilized to schedule small group instruction and instructional support.
- Students will be expected to engage in their daily classes as well as any group/individual work, attendance will be taken, and grades will be given.
- Daily student connection time will be scheduled to allow small group social connections and help with their assigned homebase teacher.
- The student day starts at 8:00am and ends at 2:20pm (Times subject to minor changes).

Grades 6-8 Virtual Learning Schedule:

- Students will have the same scheduled classes they were scheduled for based on spring during course selection and availability for the 2020-2021 school year, including honors, accelerated, etc.
- Virtual classrooms will be taught by Maple Avenue and High School Faculty in their certification areas.
- Students who choose Virtual School will participate with their hybrid peers in both live streamed (synchronous) classes with the classroom teacher and asynchronous assignments from home M-T and Th-F. Students will be required to log in to their scheduled classes online for attendance and to engage in any instructional activities

planned by the teacher for that day regardless of whether it is synchronous or asynchronous.

- On weeks where the teacher has a specific lesson or demonstration planned for the in-person students, Virtual School students will be expected to live stream in for that entire class time following the alpha split (M/T: A-Lang and Th/F: Langl-Z) to view the specific lesson/demonstration. Wednesdays as the instructional support day can be used to ask additional questions of the teacher about lessons or assignments.
- Wednesdays will serve as an online instructional support day. Teachers will schedule guided support along with student opportunities to request individual help during the designated time periods.

Grades 9-12 Hybrid Learning Schedule:

- Students attend school on-site two days per week
- Students will be broken up into two groups based on where their last name falls in the alphabet creating Cohort 1 (M/T: A-Lang) and Cohort 2 (Th/F: Langl-Z).
- Students will follow their block schedule with Cohort 1 attending in person on Monday and Tuesday and online Thursday and Friday.
- Students will follow their block schedule with students in Cohort 2 online on Monday and Tuesday and attending in person Thursday and Friday.
- “Skinnies” or half-block classes will stay as half-block classes.
- During the M/T or Th/F that a student is online, they will be required to stream into their scheduled classes virtually for attendance and to engage in any instructional activities planned by the teacher for that day regardless of whether it is live or other instructional assignments.
- Both cohorts will be online on Wednesdays. Wednesdays will serve as an online instructional support day. Teachers will schedule guided support along with student opportunities to request individual help during the designated time periods.
- The following groups of students will attend in person 5 days/week in the Hybrid model to address specific educational needs: Homeless students (based on definition under the federal McKinney Vento Act), English as A New Language students, Specific Self-Contained Special Education classes, students with no home internet access, and the additional high school groups of Spring 9, Spring 10, CTE, P-Tech, ECCA.
- The student school day starts at 7:49am and ends at 2:25pm.

Grades 9-12 Online Learning Schedule:

- All students learn Monday – Friday online utilizing the Canvas learning platform.
- The online daily schedule of classes aligns with the in-person schedule and provides structure for students.
- Students receive (live) instruction as well as other assignments utilizing a variety of instructional strategies during every class scheduled on Monday, Tuesday, Thursday, and Friday.

- Wednesdays will be utilized to schedule small group instruction and instructional support.
- Students will be expected to engage in their daily classes as well as any group/individual work, attendance will be taken, and grades will be given.
- The student day starts at 7:49am and ends at 2:25pm (Times subject to minor changes).

Grades 9-12 Virtual Learning Schedule:

- Students will have the same scheduled classes they were scheduled for during course selection and availability for the 2020-2021 school year, including honors, accelerated, AP, CEIP, CTE, etc.
- Virtual classrooms will be taught by Maple Avenue and High School Faculty in their certification areas.
- Students who choose Virtual School will participate with their hybrid peers in both live streamed (synchronous) classes with the classroom teacher and asynchronous assignments from home M-T and Th-F. Students will be required to log in to their scheduled classes online for attendance and to engage in any instructional activities planned by the teacher for that day regardless of whether it is synchronous or asynchronous.
- On weeks where the teacher has a specific lesson or demonstration planned for the in-person students, Virtual School students will be expected to live stream in for that entire class time following the alpha split (M/T: A-Lang and Th/F: Langl-Z) to view the specific lesson/demonstration. Wednesdays as the instructional support day can be used to ask additional questions of the teacher about lessons or assignments.
- Wednesdays will serve as an online instructional support day. Teachers will schedule guided support along with student opportunities to request individual help during the designated time periods

SPECIAL EDUCATION

Special Education Reopening Guidance:

- Whether services are provided in-person, remote, and/or through a hybrid model the committee on preschool special education (CPSE) and committee on special education (CSE) will continue to monitor free appropriate public education (FAPE) while protecting the health and safety of our staff and students by adhering to the CDC and DOH guidance.
- The District will meaningfully engage parents and guardians (in preferred language or mode) regarding provisions of service for his/her child per IDEA.
- The CPSE and CSE will collaborate with outside providers and agency to ensure the implementation of programs and services consistent with the committee's recommendations on the IEP, as well planning for progress monitoring, and commitment to sharing resources.
- The District will ensure access to the necessary accommodations, modifications, supplementary aids and services and technology (including assistive technology) to meet the needs of students.

- The District will document the program and services offered and provide to students with disabilities as well as communications with parents, in their preferred language and mode.

As we prepare to reopen our schools in 2020-21, our goal is to remain mindful of requirements providing equity and access for students with disabilities to the greatest extent possible while considering the health, safety, and well-being of students, families, and staff. Until schools return to normal operating conditions, the implementation of IEPs will remain flexible with the commitment to deliver services to the greatest extent possible; whether in person or virtual (e.g., flexibility with mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of special education services, and special class size ratio etc.)

The district will provide all services indicated on a student's IEP or a 504 Accommodation Plan to the greatest extent possible. Due to the health and safety requirements that must be in place, the district may not be able to provide all services in the same mode and/or manner they are typically provided. Methods of delivery of services will be determined based on whether the student is in an in-person/hybrid, online (if closed), or virtual setting. Students' service provider(s), including their special education case manager and CSE Chairperson, if appropriate, will consult with parents regarding the specific methods of service delivery for their child.

K-12 Special Education Priority Students:

All students, who are recommended to attend one of our K-12 self-contained special programs will attend school 5 days per week. These groups of students typically spend at least half of their school day in a special class and are therefore deemed a priority for 5 days of in-person instruction due to their unique needs. The priority groups will only have the option of 5 day in-person or virtual school. No hybrid option is available.

Students assigned to the following Special Class Programs will attend school 5 days weekly:

- **Greenfield Elementary:** 9:1:3 Special Class Connections Program- K-5
- **Lake Avenue Elementary:** 8:1:2 Special Class Strategies Program K-5
- **Geyser Road Elementary:** 12:1:2 Special Class Life Skills Program K-5 and 15:1:1 Special Class Academic Skills ½ day Program K-5
- **Maple Avenue Middle School:** 12:1:2 Special Class Life Skills Program 6-8, 8:1:2 Special Class Strategies Program 6-8, and 15:1 Special Class Academic Skills Program
- **Saratoga Springs High School:** 12:1:2 Special Class Life Skills CARE Program, 8:1:1 Special Class Strategies Program, and 15:1 Special Class Academic Skills Program

How will other students with IEPs receive their special education supports and services?

Students who receive direct consultant (DCT) support, resource room students, related service will follow the district's plan per their building and grade level. They will follow the district hybrid model for grades 4th- 12th.

Virtual School and Related Services:

For students participating in Virtual School parents may transport children to their home school for their related services (i.e. OT, PT, Speech, Psychological Counseling), per their scheduled related service time or students may participate in their related services via teletherapy. Those students will need to follow the same health and safety protocols as other students if entering the building. Therapy sessions will be scheduled by the related service provider.

BILINGUAL EDUCATION AND WORLD LANGUAGES

English as a New Language (ENL) Reopening Guidance:

- The district will reopen using in-person or hybrid instruction and will complete the English Language Learner (ELL) identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 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 required 10 school days of initial enrollment.
- The district will provide required instructional units of study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- The district will maintain regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during reopening.

District ENL Communication and Service Information:

- The district contracted with Propio, a translation service and will allow for increased opportunity to phone or video translation. Additionally, the district has a contract with All Language Translations for in person translations when needed.
- Additionally, the district has a contract with All Language Translations for in person translations when needed.
- Parent Orientation for families of ELL's will be available online this year rather than in person, with video guidance and simplified documents.
- Due to the health and safety requirements that must be in place, the district may not be able to provide all services in the same mode and/or manner they are typically provided. Methods of services delivery will be determined by the ENL teacher and may be delivered in-person/direct or virtual platform, synchronously and/or asynchronously, or a combination of these methods to meet the required instructional minutes.

ENL students have been identified by New York State and by the Saratoga Springs City School District as a priority group. **As a priority group, ELLs are eligible to attend 5 days in-person in the hybrid instructional model. 5 day in-person attendance will be based on English language proficiency level as determined by a student's most recent score on the NYSESLAT or NYSITELL.** See chart below.

NYSESLAT/NYSITELL ENL Level	Number of Days Attending
Entering	Attend school 5 days weekly*
Emerging	Attend school 5 days weekly*
Transitioning	Attend school 5 days weekly*
Expanding	Attend school 5 days weekly*
Commanding Level- 1,2, & 3	Attend school per the regular hybrid schedule

*Note: ENL Students will be given the option of attending in-person or online on Wednesdays.

Virtual School for ENL:

ENL students who choose Virtual School will be provided with their required units of study as well as any individual accommodations. Methods of services delivery will be determined by the ENL teacher and may be provided synchronously and/or asynchronously to meet the required instructional minutes. In addition, ENL teachers will collaborate with virtual/content area teachers to ensure that ENL instructional strategies, modifications and accommodations are provided to ENL students in Virtual School.

School Activities AND Childcare

The District recognizes that extracurricular activities and athletics are an important part of our students' physical, social and emotional development.

- Extracurricular activities will be examined and if found feasible, will occur in alignment with all health and safety protocols.
- Currently, interscholastic sports are not permitted. Additional guidance is expected to be forthcoming.
- Physical Education and performing arts activities will be examined to ensure 12 feet between participants.
- The District is working with community organizations to ensure proper health and safety guidelines are in place and implemented should before and/or aftercare programs be offered.

ATTENDANCE AND CHRONIC ABSENTEEISM

- Daily attendance will be required for all instructional models. Students will be required to follow their schedules each day.
- During both in-person and online learning, teachers will mark attendance.
- Students are expected to attend school five days per week, whether in-person or online, in alignment with state and district regulations.
- School based and district staff will actively identify students who are not regularly attending or engaging in class and take appropriate measures to re-engage and support families.

TECHNOLOGY AND CONNECTIVITY

[Click here to view updated information in the Reopening Operations Plan](#) – Updated 9/30/20

The District will utilize survey data to develop an estimated number of required devices and internet assistance for each family to support online learning.

- Devices such as laptops and iPads will be provided to students who indicate the need. These devices will be brought to and from school, based on the student schedule. Forms will be made available for families to request devices.
- Students (High School) will be encouraged to bring their own devices (BYOD) when they are physically in school.
- MiFi hotspots may be supplied to help supplement families without internet access.
- Due to potential service issues, if the MiFi hotspot is not a viable possibility the district will try to supply access through some other method (Spectrum, Verizon DSL, Frontier, etc.).
- The district will offer training sessions and videos for parents and families on how to access the different applications, devices, and accounts. The first several weeks of class will be focused on PD (professional development) for teachers and students on how to use and access the devices and programs.
- Consistent education platforms will be utilized for grades K-12.
- Professional development will be provided based on best practices for online instruction and using technology tools.

As we prepare to reopen our schools in 2020-21, we remain mindful of requirements and are proactive in providing equitable opportunities to the greatest extent possible while considering the health, safety, and well-being of students, families, and staff.

- Maintaining regular communication (in preferred language) with the parents/guardians of ELL students to ensure that they are equally able to be engaged and be aware during their children's education and the school reopening process.
- Reopening in-person or in a hybrid instructional model, the District will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closure 2019-20, as well as students who enroll during the summer of 2020 and during the first 20 days of the school year.
- If in-person or hybrid, the District will provide required instructional units of study for all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

STAFF

- Teacher and Principal Evaluation System
 - All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.
- Certification, Incidental Teaching and Substitute Teaching
 - The District is committed to ensuring that all teachers, school and district leaders, and pupil personnel service providers hold valid and appropriate New York State certification

for their designated assignments except where otherwise allowable under the Commissioner's Regulations or Education Law.

- If necessary, there may be times where a certified teacher may be instructing in areas not covered by their certifications. This time will not exceed 10 classroom hours a week during the 2020-21 school year.
- The District will employ substitute teachers to address staffing needs for the allowable amount of days. We will make a good faith recruitment effort to find available certified teachers to act as substitutes in teaching assignments for which they are appropriately certified. We may use non-certified substitutes in circumstances where a good faith recruitment search was made and there were no available certified substitute teachers to perform the duties.
- The District will continue to collaborate with local colleges and universities to help identify opportunities for student teachers and interns. Student teachers will help support classroom instruction. The student teacher will be under direct supervision of the certified classroom teacher.

Links to Additional Information

- **August 20:** Virtual Community Forum For Families: [Click here to watch the recording of the forum](#) (password: Saratoga7) or [view a PDF of the presentation](#).
- **August 18:** Virtual Community Forum For Families: [Click here to watch the recording of the forum](#) (password: Saratoga7) or [view a PDF of the presentation](#).
- **August 10:** Virtual Community Forum: [Click here to watch the recording of the forum](#) (password: Saratoga7) or [view a PDF of the presentation](#).
- **July 21:** Virtual Community Forum: [Click here to watch the recording of the forum](#) (password: Saratoga7) or [view a PDF of the presentation](#).
- [Reopening Operations Plan](#) – Updated 9/30/20