

HENDRICK HUDSON SCHOOL DISTRICT



HYBRID LEARNING PLAN AND GUIDANCE

Resource for Parents and Families

August 2020

PLEASE NOTE:

As circumstances evolve, with respect to changes from the State and Federal Government, this document will change accordingly and will be communicated to all staff and parents.

INTRODUCTION

A Hybrid schedule provides simultaneous in-person and remote learning capability by reducing the student population to enforce proper social distancing when all students cannot meet in a traditional classroom setting together.

The following plan was developed in July 2020 and has been updated to meet changing guidance, expectations and criteria set forth by the New York State Education Department and to provide continuity of instruction during the COVID-19 crisis.

The Hendrick Hudson School District recognizes that a hybrid schedule will not replace the complete complement of social experiences students have when they are in school under normal circumstances.

This plan is grounded in the understanding of current circumstances and lessons learned from last spring, and is carefully balanced against what can be meaningfully accomplished with expecting students to learn from a distance in a Hybrid schedule.

While some expect our approach to mirror college and university experiences with distance learning and/or professional work-from-home arrangements, educating K-12 students in a digital environment requires much different planning and preparation that must include specifically-designed, developmentally-appropriate curriculum, materials, and activities, based on using digital platforms (a novel experience, especially for younger learners). In addition, digital learning and digital instructional platforms are pedagogical areas that are just at the precipice of exploration in public schools.

For years, but especially since it was ordered closed in March 2020, the District has provided training for all of its teachers in this modality. We recognize some staff were a novice in the Spring of 2020. Since then, our robust training program has allowed us to increase expectations by providing timely and relevant training and support. As always, we are asking parents to partner with us throughout this plan to provide the resources, space, and encouragement for their children to engage in learning activities, complete assignments, and ask questions of their teachers, if they are unclear about expectations.

All Hendrick Hudson Students Will:

- Attend each class, in school, pursuant to their prescribed schedule
- Attend each class virtually, pursuant to their prescribed schedule, in its entirety (unless otherwise directed) or they may be marked absent by the teacher (all attendance information will be documented utilizing the school's student information system (SIS) and families will have access to attendance data through the SIS)
- Be provided a District touch screen Chromebook for Remote Learning
- Utilize their computer camera and microphone for the class duration when remote
- Participate in all classroom discussions and be ready to answer teacher questions
- Complete and submit assignments as directed
- Use technology appropriately as outlined in the District's Acceptable Use Policy (AUP), adhere to the District's Code of Conduct, and all guidance outlined in the [Hendrick Hudson School District Loaner Chromebook Program Parent/Guardian and Student Responsibility Form](#)

Attendance:

Students will follow their prescribed schedule while in-school and while remote. Attendance will be taken daily. It is expected that all students engage with, and in, the learning experiences provided by their teachers, especially on remote learning days. The New York State Education Department has mandated attendance be taken every day and every class period for the upcoming school year.

School administration will receive real-time attendance updates and reports. Administrators, counselors and teachers will follow up with students and families, as needed, to address attendance concerns.

While attendance is mandatory, we still ask that parents and/or caregivers monitor student work on a regular basis. It is extremely important to establish routines while students participate in remote learning. Establishing a routine will assist students with the adjustment that must be made to a Remote Learning Environment.

Social emotional health should be a priority during this time and certainly can be supported through the development of a daily schedule. A routine schedule should include time for students to disconnect and eliminate, or drastically reduce, screen time on Remote Learning days.

Instructional Expectations:

Classroom teachers will continue to provide students with daily activities/lessons in all instructional areas following a prescribed schedule.

Teachers will use their professional discretion in how the time is allocated. For example, if teachers feel that it is more appropriate to focus on one area more than others, based on their current curriculum sequence, they have been encouraged to do so. The key is that all students, in-class and remote, are provided the opportunity to do work that is meaningful and enhances student learning. There will be opportunities for teachers to virtually meet with students in smaller groups during Remote Learning days.

Grading Student Work:

Students will be formally graded. All assignments will be assessed and teachers will provide feedback for the express purpose of monitoring student progress and accountability purposes. Due dates must be honored in order for students to position themselves for success. Schools will review grading policies based on best practices for Hybrid learning considerations.

Elementary Hybrid Model - Every Student, Every Day

It is important to provide in-school instruction to as many elementary students as possible, in a safe and secure environment. Elementary grades are the foundational years. We desire to create as much interaction and direct instruction between students and their teacher as possible. Given the physical layout of each elementary school, as well as guidance provided, the district's Elementary Hybrid Model invites all elementary students to school, every day.

In Brief:

- Maximum class size of 15 students (accomplished by adding sections to each grade level)
- All students, K-5 will return to school with no expectation of remote learning.
- Students will follow a traditional schedule.
- Classrooms will provide desks and learning spaces that meet social distancing guidelines.
- Students will have access to all specials (Art, PE, Music, etc.), support and mental health services within the regular school day.
- Schools may repurpose large spaces for classroom instruction that meets social distancing guidelines.
- Classroom instruction may take place outside, weather permitting.
- Lunch will be provided to students in classrooms, or the cafeteria if necessary.
- School-specific protocols will be developed collaboratively
- Students will utilize their assigned chromebook for in class work, when needed.

A Day in the life of an Elementary Student

It is time for Abby to go to school. The first order of business is for Abby's parents/guardians to take her temperature and see how she is feeling. If her temperature is normal, and she is not feeling ill, her parents go on the app (which the district will provide) to indicate she has cleared the mandated screening to come to school.

Abby is driven to school. Her parents have opted to drive her rather than take the school bus. She arrives around 9:00AM wearing a mask, enters the school and heads to her classroom.

Abby drops off her belongings and puts her things away. She goes to her desk or table, which is marked with her name and begins working on a "Do Now" task that her teacher is providing everyone while the class gets settled.

Brian took the bus to school today. His day started with the same temperature check and his mom quickly attested that he's healthy and ready for school on the same app. While at the bus stop, Brian's father made sure his mask was on and he was socially distancing. Brian notices his neighbor Charlie forgot his mask. That's ok, because the bus driver will give one to Charlie and any other student that forgot a mask. As the bus arrives, Brian and Charlie notice the bus driver is also wearing a mask, as well as the other students on the bus. The boys hop on the bus and head to their assigned seats. Upon arrival, both Brian and Charlie enter school the same way Abby did, and they all begin their assignment in the classroom.

Each classroom has around 15 students. To make enough room for spreading out desks and to be sure everyone can be socially distanced, classes are smaller than normal.

Throughout the day, the teacher, also wearing a mask, brings different materials to the students and helps them with their work. Every day, multiple times, students are given some time to take their mask off, in a safe and socially-distanced place in the room. Or the class may go outside so everyone can take their mask off, exercise or just enjoy the weather and fresh air. Before students leave the room, and upon returning, everyone washes their hands and uses sanitizer.

Abby is now ready to eat lunch. Again, everyone washes hands before and immediately after lunch.

You can bring your own lunch or have a bag lunch from the cafeteria. Eitherway, Abby and her classmates eat in the classroom. Some students may eat in the cafeteria, if necessary. If permitted, Abby and her classmates may go outside again after eating lunch.

In the afternoon (or morning, depending on the schedule) students have special activities designed by the Music teacher, PE teacher or the Art teacher. These teachers come into the classroom so the students do not need to leave. Sometimes the students will have these special classes outside. Regardless, everyone is wearing a mask and everyone washes their hands before and after that special activity.

As Abby and her classmates are getting ready to head home for the day, everyone takes turns getting ready and packing up. All of the students leave the building safely and get another dose of sanitizer on the way.

Middle School and High School Hybrid Model - AA/BB Rotating Schedule

Due to the enrollment and complexity of student schedules, varied course offerings and commencement requirements, middle and high school students will receive in-school instruction two days each week and remote instruction three days each week.

This Hybrid Model is consistent throughout the region, as schools adapt to NYS guidance received for the purposes of reducing school population each day; reducing hallway traffic and transitions; and providing longer, less interrupted periods for learning.

All students will follow a prescribed schedule every day and have daily, period-by-period interaction with their teachers, both while in school and while remote. Students are expected to engage in learning experiences and complete assignments on a daily basis, as articulated in the received guidance.

Each grade level will be divided into two groups (A and B) based on the following:

- Last name to account for students of the same household in grades 6-12
- Other logistical needs as identified by the school

Group A will:

- Attend school and receive on-site instruction every Monday and Tuesday.
- Engage in remote learning every Thursday and Friday.
- Will join their scheduled class remotely on Thursday and Friday for a fixed time period.
- Engage in remote learning every Wednesday.
- Wednesday's schedule will be later designed and communicated.

Group B will:

- Attend school and receive on-site instruction every Thursday and Friday.
- Engage in remote learning every Monday and Tuesday.
- Will join their scheduled class remotely on Monday and Tuesday for a fixed time period.
- Engage in remote learning every Wednesday.
- Wednesday's schedule will be later designed and communicated.

Students will follow their prescribed schedule, in-school and remote, on Monday, Tuesday, Thursday and Friday. All students will engage in remote learning every Wednesday.

Schedule Overview

Students	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In School	In School	Remote	Remote	Remote
Group B	Remote	Remote	Remote	In School	In School

All Middle and High School students with disabilities, English-language learners, and students who don't have reliable access to online learning will be provided the option to attend school every day.

Sample Middle School Schedule:

Monday Schedule for A Group

Thursday Schedule for B Group

BLOCK	Time*	Grade 6	Grade 7	Grade 8
1	8:30- 9:50	Academic 1	Unified Arts 1	Academic 1
			Unified Arts 2	
2	9:50-10:30	Unified Arts 1	Academic 1	Academic 2
	10:30-11:10	Lunch		
Skinny	11:10- 11:50	Unified Arts 2	Lunch	Lunch
3	11:50-12:30	Academic 2	Academic 3	Unified Arts 1
	12:30-1:10			Unified Arts 2
4	1:10-2:30	Academic 3	Academic 2	Academic 3

**All Times are Subject to Change*

Tuesday Schedule for A Group

Friday Schedule for B Group

BLOCK	Time*	Grade 6	Grade 7	Grade 8
1	8:30- 9:10	Academic 4	Unified Arts 3	Academic 4
	9:10- 9:50		Unified Arts 4	
2	9:50 -10:30	Unified Arts 3	Academic 4	Supp/AIS/Music/Art
	10:30-11:10	Lunch		Supp/AIS/Music/Art
Skinny	11:10-12:30	Unified Arts 4	Lunch	Lunch
3	11:50-12:30	Academic 5	Supp/AIS/Music/Art	Unified Arts 3
	12:30-1:10		Supp/AIS/Music/Art	Unified Arts 4
4	1:10- 1:50	Supp/AIS/Music/Art	Academic 5	Academic 5
	1:50- 2:30	Supp/AIS/Music/Art		

**All Times are Subject to Change*

A Day in the life of a Blue Mountain Middle School Student

David is in 8th grade. Along with approximately half of the school population, he attends school on Monday and Tuesday. He receives remote instruction on Wednesday, Thursday and Friday. The other half of the students attend school on Thursday and Friday, and receive remote instruction the rest of the week.

Today is Tuesday. As David is getting ready for school. His parents/guardian takes his temperature and asks a few questions to see how he is feeling. His temperature registers within the normal range and he indicates he's feeling well. His parents completed this quick screening on the app that all families will be provided.

As David arrives at BMMS, he makes sure his mask is on and takes a pump of sanitizer on his way into the school. David heads to his first period class. He stores his belongings and is getting settled in for class in his assigned seat. David only has about 10 or 12 students in his class, making it easy and safe to socially distance. While David is required to wear his mask, he knows that he can take a mask break when needed by going to certain areas of the classroom that do not have other students in proximity.

Class starts with his teacher logging on to Google Meets, inviting a group of students that are at home learning today. The students in class and at home are following their schedule throughout the day. The teacher is using various technology applications for both the students in the classroom and those working remotely. Everyone, regardless of their physical location, can see what is being presented.

Class periods at BMMS are now about 70-80 minutes. It is called a Block Schedule. BMMS changed the schedule so there would be fewer transitions in the hallways, providing more time in the class period to learn new content and ask questions, and so BMMS students only have to focus on a few classes each day.

Throughout the class, David's teacher is monitoring the students in the room and working with them, while the teacher has assigned some work for the students working remotely and checks in with them occasionally.

As the class period draws to a close, students pack up their materials and belongings. Many students have to leave the room for their next class, but they don't have to go very far, since the school is organized by grade level. If possible, teachers will rotate into the classes and students may not need to leave at all.

Each day, based on his schedule, David will have three or four classes, which may include ELA, Math, Social Studies, Science, Art, Language, Music/Band/Orchestra, Technology and PE.

David eats lunch with his grade level in the cafeteria or another safe area in the school where everyone can be socially distanced. After lunch, David washes his hands and heads to his afternoon classes.

It is now time for dismissal. To accommodate a safe journey to the bus or car awaiting, students are dismissed using a staggered schedule. This reduces the number of students in the hallways at once. Since it is Tuesday, and David is receiving remote learning the rest of the week, he is certain to have all the necessary materials he needs, especially his computer!

Sample High School Schedule:

Monday Schedule for A Group

Thursday Schedule for B Group

Time*/Period	Activity
7:15-8:00	ARRIVAL: Office Hours; Counseling; Academic Support
8:00-9:15	Academic Class 1
9:20-10:35	Academic Class 2
10:40-11:20	LUNCH
11:25-12:40	Academic Class 3
12:45-2:00	Academic Class 4
2:00	DISMISSAL

**All Times are Subject to Change*

Tuesday Schedule for A Group

Friday Schedule for B Group

Time*/Period	Activity
7:15-8:00	ARRIVAL: Office Hours; Counseling; Academic Support
8:00-9:15	Academic Class 5
9:20-10:35	Academic Class 6
10:40-11:20	LUNCH
11:25-12:40	Academic Class 7
12:45-2:00	Academic Class 8
2:00	DISMISSAL

**All Times are Subject to Change*

A Day in the life of a Hendrick Hudson High School Student

Today is Thursday and it is time for Evelyn to attend school today and Friday. Evelyn is in 11th grade. Like BMMS, students at HHHS are split into two groups. Every student, including Evelyn and her high school classmates, has their temperature checked at home and reported to the school on the app. This is a new, but very important mandate this year.

Evelyn makes her way into the school and heads to first period. Like all classrooms, desks are set up six feet apart and Evelyn and her peers wear a mask all day. Given the varied number of courses kids can take at the high school, students move from class to class. The high school is also on a block schedule, so Evelyn only has three of four classes today.

Like BMMS, there are 12 or so students in Evelyn's high school classroom, and another dozen or so students joining class virtually, to be sure everyone is on the same page and moving through the curriculum together.

Today was different for Evelyn, however. She began feeling ill toward midday. She went to see the Nurse and had her temperature checked. Although Evelyn took her temperature earlier in the morning, the school will check her temperature because she is not feeling well.

The Nurse stated that, due to her high temperature, she would not be able to finish her day at school. Evelyn waited in a special area until her parents arrived. After a discussion with the Nurse, Evelyn's parents made an appointment for her to be tested for COVID-19 the next day.

Upon returning home, Evelyn attended her remaining classes on Google Meets and other platforms to stay up to speed and remain fully engaged in the learning. After a few days, Evelyn returned to school with documentation of her negative COVID-19 test results and rejoined her classmates and schedule without missing a beat.

CONTACT INFORMATION

(Office Voicemails are Forwarded)

Joseph E. Hochreiter, Superintendent of Schools

joseph.hochreiter@henhudschools.org

Phone: (914) 257-5112

Dr. Margaret Ruller, Executive Director of Curriculum & Instruction

margaret.ruller@henhudschools.org

Phone: (914) 257-5123

Enrique Catalan, Assistant Superintendent for Business

enrique.catalan@henhudschools.org

Phone: (914) 257-5132

Laura G. Neier, Executive Director of Educational Support Services

laura.neier@henhudschools.org

Phone: (914) 257-5170

Lisa Schuchman, Executive Director of Pupil Personnel Services

lisa.schuchman@henhudschools.org

Phone: (914) 257-5147

Ellen Garguilo, Interim Assistant Director of Pupil Personnel Services

ellen.garguilo@henhudschools.org

Phone: (914) 257-5144

Ann Narcisse, Assistant Director of Pupil Personnel Services

ann.narcisse@henhudschools.org

Phone: (914) 257-5144

Tom Baker, Director of K-12 P.E., Health, Athletics

thomas.baker@henhudschools.org

Phone: (914) 257-5182

Anthony Merlini, Director of School Facilities, Operations and Maintenance

anthony.merlini@henhudschools.org

Phone: (914) 257-5152

Elizabeth Gilleo, Supervisor of Transportation

liz.gilleo@henhudschools.org

Phone: (914) 257-5200

Clare Carey, Director of Food Service

clare.carey@henhudschools.org

Phone: (914) 257-5160

Joshua Cohen, Principal Buchanan-Verplanck

joshua.cohen@henhudschools.org

Phone: (914) 257-5412

Donna Torrisi, Principal Frank G. Lindsey

donna.torrisi@henhudschools.org

Phone: (914) 257-5512

Dr. Cynthia Kramer, Principal Furnace Woods

cynthia.kramer@henhudschools.org

Phone: (914) 257-5612

John Owens, Principal Blue Mountain Middle School

john.owens@henhudschools.org

Phone: (914) 257-5712

Anecia Bell-Jefferson, Assistant Principal Blue Mountain Middle School

anecia.belljefferson@henhudschools.org

Phone: (914) 257-5721

James Mackin, Principal High School

james.mackin@henhudschools.org

Phone: (914) 257-5812

Anthony Giovinazzi Assistant Principal High School

anthony.giovinazzi@henhudschools.org

Phone: (914) 257-5822

Nick Katsaris, Assistant Principal High School

nick.katsaris@henhudschools.org

Phone: (914) 257-5822