

## SCHOOL SCHEDULES

Schools are given the ability to restructure their programs using flexible scheduling models—taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction.

Models will need to consider if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations.

To maximize in-person instruction, Schools/districts should consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts (e.g., alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).

The school schedules that the Herricks School District plans to implement at the beginning of the 2020-2021 school year will be an all in-person model at the elementary schools and a hybrid A/B rotation model at the secondary level for grades 6 through 12.

**Elementary Model:** All elementary students in grades K through 5 will attend school in person (face-to-face) every day for a full day including lunch and recess. Daily attendance will be taken through Google Meet or Infinite Campus.

In the event of a school closure--whether intermittent or full--the elementary school is able to transition to hybrid or fully remote learning. The daily schedule would remain the same. Daily attendance will be taken through Google Meet or Infinite Campus. Instruction would be a mix of synchronous and asynchronous opportunities with classroom teachers, including special area classes.

The School District considers in-person services a priority for our youngest and high needs students. Reopening plans include bringing all K - 5 students in person every day to the buildings. All of their IEP mandated services and supports will be provided in-person. To maintain the health and safety of students and staff to the maximum degree possible, students may be hand scheduled into “pods” with common support services to avoid contact with high numbers of people during the day. Push in services will be utilized when appropriate. When necessary students may be pulled out into smaller groups within the “pod” which will continue to shrink class size throughout the day as well.

**Middle School and High School Models:** The secondary schools will operate on an A/B Four-Day Hybrid rotation (Blue A, Blue B, Silver A, and Silver B). At the middle school and high school, the student population at each building will be divided in half alphabetically into two

cohorts--A and B--so that siblings will be in the same cohort and will report on the same day(s). Students will alternate with one day in school in-person and one day remote at home and follow a 9-period bell schedule. In this model, students will report to school in person at least twice a week.

The School District considers in-person services a priority for our youngest and high needs students. On the secondary level, general education students will attend in-person on alternate days and all ENL students, students in special classes, and students with extensive special education supports such as those receiving numerous Integrated Co-Teaching program classes, will receive daily in-person services and instruction. Related services and support services will be provided in person for those attending daily in-person classes and a combination of in-person and remotely for those students attending in-person on alternate days.

On the days when students are in school, face-to-face learning may be blended using technology during class to ensure that students gain familiarity with the digital tools (i.e. teachers may have students collaborate through a Flip Grid, or engage in an activity through Google Classroom).

On the days when students are working remotely from home during the rotation, they will follow the same bell schedule. Learning may be largely asynchronous (online tasks that may be completed independently, such as a test or a flipped video lesson), along with projects and choice boards, but may include synchronous (i.e. a live stream of the in-school cohort, live small group peer through digital break out rooms or teacher meetings through Google Meet, etc.) learning.

In the event of a school closure--whether intermittent or full--the middle and high schools are able to transition to fully remote learning on a truncated bell schedule. All students in grades 6-12 will attend remotely. Periods will alternate between live (face-to-face) instruction and asynchronous instruction. Daily attendance will be taken through Google Meet or Infinite Campus.

The district has taken into consideration ways to decrease density within the buildings. At the elementary level, the number of sections at each grade was increased to reduced class size and to maintain 6' distance between desks. At the secondary level, the district's hybrid model helps decrease the density within the school buildings by having only half the number of students attend on any given day.

At all levels K-12, the principals seek to stagger arrival and dismissal times, as well as increasing the number of entry and exit points throughout the building to minimize congestion.

School schedules will be shared with families at the building level by administrators and teachers. All schedules are subject to change or modification as we experience the plan.

***ELEMENTARY: All elementary students report to school in person every day***

SAMPLE SCHEDULE OF ONE CLASS (Excludes Language Immersion)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-9:00	Staggered Student Arrival				
9:00-10:00	ELA				
10:00-10:30	Snack, including hand washing/Stretch/Movement Break				
10:30 -11:00	Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference				
11:00 - 11:40	PE	LIBRARY	MUSIC	COMPUTER	ART
11:45-12:45	Lunch/Recess				
12:45-1:45	Mathematics				
1:45-2:15	SS	Science	SS	Science	Science/SS
2:15-2:45	Possibly Classroom SEL activities (i.e. Responsive Classroom)				
2:45-3:05	Staggered Dismissal				

*\* The sample is intended to illustrate a possible elementary class schedule. It is not representative of every class. Elementary schedules will be determined by a master schedule created at each building for each teacher and grade level. Elementary classes will have at least one hour of ELA daily, one hour of Mathematics daily, ½ hour of Science or Social Studies daily, a 40-minute special class daily, and one hour lunch daily (includes recess). Teachers will share their schedules with their students and families.*

*In an effort to reduce-in school movement, wherever possible schools will maintain students within a defined area or classroom to preserve the integrity of “pods” (a cohort of students). However, students with disabilities will have opportunities for instruction with students without disabilities to greatest extent possible- consistent with their IEPs. In providing in person instruction, schools will ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non- disabled peers.*

*Teachers of special area classes will travel to classrooms. Students will attend PE and/or music outdoors whenever possible.*

<b>SAMPLE SCHEDULE OF ONE GRADE LEVEL LANGUAGE IMMERSION CLASS</b>		
	<b>Homeroom A*</b>	<b>Homeroom B*</b>
8:40-9:00	Staggered Student Arrival	Staggered Student Arrival
9:00-10:00	<b>English Literacy</b>	<b>Spanish Language Literacy through content mathematics/science</b>
10:00-10:30	Snack, including hand washing/Stretch/Movement Break	Snack, including hand washing/Stretch/Movement Break
10:30 -11:00	Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference	Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference
11:00 - 11:40	Special Area Class: PE, Library, Music, Computer, or Art	Special Area Class: PE, Library, Music, Computer, or Art
11:45-12:45	Lunch/Recess	Lunch/Recess
12:45-1:45	<b>Spanish Language Literacy through content mathematics/science</b>	<b>English Literacy</b>
1:45-2:15	Social Studies/History	Social Studies/History
2:15-2:45	Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)	Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)
2:45-3:05	Staggered Dismissal	Staggered Dismissal

*Students in Language Immersion classes will report to their homeroom each day. To preserve the integrity of the program, students will be exposed to both the English literacy and the Spanish language math/science daily. Language Immersion teachers will travel between classrooms midday to provide students instruction in either Spanish or English. In addition, there will be a small cohort of students (Grades 2-3 and Grades 4-5) who will be pulled out from the homeroom on a rotating basis on a 6-day cycle for a full day to participate in language enrichment/culture activities.*

*The sample is intended to illustrate a possible elementary Language Immersion class schedule. It is not representative of every Language Immersion class. Elementary schedules will be determined by a master schedule created at each building for each teacher and grade level. Teachers will share their schedules with their students and families.*

*Teachers of special area classes will travel to classrooms. Students will attend PE and/or music outdoors whenever possible.*

**SECONDARY SCHOOLS HYBRID/BLENDED (Alt Day)**

	DAY 1	DAY 2	DAY 3	DAY 4
<b>Grades 6-12</b>	<b>BLUE A</b>	<b>BLUE B</b>	<b>SILVER A</b>	<b>SILVER B</b>
<b>COHORT A</b>	<b>In School 9 Period Day</b>	<b>Out of School Remote Learning</b> <ul style="list-style-type: none"> <li>• Core Classes</li> <li>• Blue Day Specials</li> </ul>	<b>In School 9 Period Day</b>	<b>Out of School Remote Learning</b> <ul style="list-style-type: none"> <li>• Core Classes</li> <li>• Silver Day Specials</li> </ul>
<b>COHORT B</b>	<b>Out of School Remote Learning</b> <ul style="list-style-type: none"> <li>• Core Classes</li> <li>• Blue Day Specials</li> </ul>	<b>In-School 9 Period Day</b>	<b>Out of School Remote Learning</b> <ul style="list-style-type: none"> <li>• Core Classes</li> <li>• Silver Day Specials</li> </ul>	<b>In School 9 Period Day</b>

<p><b>NOTES ON Hybrid/Blended Learning:</b></p> <p>Regular bell schedule</p>	<p><b>GRADES 6-12</b></p> <ul style="list-style-type: none"> <li>• EVERY DAY CLASSES 2X PER CYCLE</li> <li>• ALT DAY CLASSES 1X PER CYCLE</li> <li>• REMOTE LEARNING ON ALT DAY</li> <li>• SPLIT ALPHABETICALLY</li> </ul>	<p><b>INSTRUCTIONAL STAFF</b></p> <ul style="list-style-type: none"> <li>• IN-PERSON TEACHING EVERY DAY</li> <li>• TEACH SAME LIVE LESSON AND PREPARE SAME REMOTE LESSON: <ul style="list-style-type: none"> <li>○ DAYS 1 and 2</li> <li>○ DAYS 3 and 4</li> </ul> </li> <li>• REMOTE DAY may include small groups, tests, extension activities, recorded lessons, synchronous and asynchronous experiences for students</li> </ul>
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The secondary schools will operate on an **A/B Four-Day Hybrid Rotation** (Blue A, Blue B, Silver A, and Silver B). At the middle school and high school, the student population at each building will be divided in half alphabetically into two cohorts--A and B--so that siblings will be in the same cohort and will report on the same day(s). Students will alternate with one day in school in-person and one day remote at home and follow a 9-period bell schedule. In this model, students will report to school in person at least twice a week.

The School District considers in-person services a priority for our youngest and high needs students. On the secondary level, general education students will attend in-person on alternate days and all ENL students, students in special classes, and students with extensive special education supports such as those receiving numerous Integrated Co-Teaching program classes, will receive daily in-person services and instruction. Related services and support services will be provided in person for those attending daily in-person classes and a combination of in-person and remotely for those students attending in-person on alternate days.

On the days when students are in school, face-to-face learning may be blended using technology during class to ensure that students gain familiarity with the digital tools (i.e. teachers may have students collaborate through a Flip Grid, or engage in an activity through Google Classroom).

*On the days when students are working remotely from home during the rotation, they will follow the same bell schedule. Learning may be largely asynchronous (online tasks that may be completed independently, such as a test or a flipped video lesson), along with projects and choice boards, but may include synchronous (i.e. a live stream of the in-school cohort, live small group peer through digital break out rooms or teacher meetings through Google Meet, etc.) learning.*

*Regarding **Medically Vulnerable/High Risk Groups** (NYSED guidance pgs. 30-31), the district is prepared to provide added or alternative provisions for social distancing, additional PPE, and/or provide instruction remotely. The district will review all requests for accommodations due to a student or a family member being medically vulnerable or at high-risk for complications from COVID-19. To ensure the health and safety of students who are medically fragile or in a high risk group who will be transitioning back to school, the district will plan and coordinate with school health services personnel, special education personnel, pupil personnel services, and administration as required by the NYSED guidance. If the parents/guardians choose not to send their child back to school, the district is prepared to provide instruction remotely. Please also see the section on Special Education for more details.*

***Regardless of the instructional model implemented, equity and access will be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.***

*The district has devised a schedule that permits seamless transition to fully remote in the event of a school closure. Equity and access will be the priority for all students, including students with disabilities, English language learners, and students experiencing homelessness.*

### **FULLY REMOTE (in the event of a school closure)**

During **fully remote instruction** at the elementary schools, each teacher's schedule may vary from the sample, however, all elementary classes will be blended with some live instruction and some independent work done asynchronously. Students will have at least one hour of ELA daily, one hour of Mathematics daily, ½ hour of Science or Social Studies daily, ½ small group instruction at least 1x per week, and a 40-minute special class daily.

Teachers will also hold at least one ½ hour Office Hours daily, which may include small group work or work with specific students.

In the fully remote model, students in Language Immersion classes will report to their “homeroom” each day. To preserve the integrity of the program, students will be exposed to both the English literacy and the Spanish language math/science daily. Language Immersion teachers will switch cohorts midday to offer students instruction in either Spanish or English. In addition, there will be a small cohort of students (Grades 2-3 and Grades 4-5) who will be pulled out from the “homeroom” on a rotating basis on a 6-day cycle to participate in a full day of language enrichment/culture activities.

<b>SAMPLE Elementary Remote Learning Schedule</b> <b>Language Immersion</b> <b>Highlights</b> indicate time during which students will receive live instruction (~3 hours) <b>Highlights</b> indicate time during which students may receive live instruction		<b>SAMPLE Elementary Remote Learning Schedule</b> <b>Highlights</b> indicate time during which students will receive live instruction (~3 hours) <b>Highlights</b> indicate time during which students may receive live instruction	
<b>8:30-9:00</b>	Possible Office Hours (if not done in afternoon)	<b>8:30-9:00</b>	Possible Office Hours (if not done in afternoon)
<b>9:00-10:00</b>	English Literacy OR Spanish Language Literacy through Content Math/Science	<b>9:00-10:00</b>	ELA
10:00-10:30	Stretch/Movement Break/Snack	10:00-10:30	Stretch/Movement Break/Snack
<b>10:30-11:00</b>	Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)	<b>10:30-11:00</b>	Students may not necessarily be online the entire ½ hour. They may work independently or have a 10-min scheduled meeting, for example, with their teachers or with peers in a virtual break-out room. Teacher may pull small groups
<b>11:00-11:40</b>	Art, Music, Computer, Library, and PE: One 40-minute online class each week.	<b>11:00-11:40</b>	Art, Music, Computer, Library, and PE: One 40-minute online class each week.
11:35-12:35 Lunch/Recess		11:35-12:35 Lunch/Recess	
<b>12:45-1:45</b>	English Literacy OR Spanish Language Literacy through Content Math/Science	<b>12:45-1:45</b>	Mathematics
<b>1:45-2:15</b>	Social Studies/History	<b>1:45-2:15</b>	Social Studies/Science
<b>2:15-2:45</b>	Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)	<b>2:15-2:45</b>	Small Group/Whole Class SEL Activities/Office Hours * varied groups may be seen in small groups over the course of a week
<b>2:45-3:15</b>	Possible Office Hours (if not done in morning)	<b>2:45-3:15</b>	Possible Office Hours (if not done in morning)

### SAMPLE Secondary Fully Remote Learning Schedule

In the event of a school closure--whether intermittent or full--the middle and high schools are able to transition to **fully remote learning** on a truncated bell schedule. All students in grades 6-12 will attend remotely. Periods will alternate between live (face-to-face) instruction and asynchronous instruction. Students will have some contact with their teachers on a daily basis. The “flex” periods will be time for students to participate in small group work, office hours, guidance meeting, and grade level assemblies, for example, as directed by the teacher. Daily attendance will be taken through Google Meet or Infinite Campus.

Student: Grade 11	BLUE ODD	BLUE EVEN	SILVER ODD	SILVER EVEN
8:15-8:50	1st Period Human Systems	1st Period Human Systems	1st Period Human Systems	1st Period Human Systems
8:55-9:30	2nd Period AP Eng Lang	2nd Period AP Eng Lang	2nd Period AP Eng Lang	2nd Period AP Eng Lang
9:35-10:10	3rd Period Amer. History	3rd Period Amer. History	3rd Period Amer. History	3rd Period Amer. History
10:15-10:50	Break/Flex	Break/Flex	Break/Flex	Break/Flex
10:55-11:30	4th Period AP Physics 1	4th Period AP Physics 1	4th Period AP Physics 1	4th Period AP Physics 1
11:35-12:10	5th Period Phys Ed	5th Period Phys Ed	5th Period AP Physics 1 Lab	5th Period AP Physics 1 Lab
12:15-12:50	6th Period Lunch	6th Period Lunch	6th Period Lunch	6th Period Lunch
12:55-1:30	7th Period Virtual Ent.	7th Period Virtual Ent.	7th Period Virtual Ent.	7th Period Virtual Ent.
1:35-2:10	8th Period International Business	8th Period International Business	8th Period International Business	8th Period International Business
2:15-2:50	9th Period PreCalc	9th Period PreCalc	9th Period PreCalc	9th Period PreCalc
3:00-3:30	Clubs/Extra Help			
5:00	All Assignments Due by 5:00pm			
Assignments Due	ELA Health/PE	Math Music	Science Related Arts	SS World Language

**4 Day Cycle:** Every Day Classes (2 Live, 1 Independent) 1.5 Classes (3 Live, 1 Independent) Alt Day Classes (1 Live, 1 Independent)