

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

Hancock Central School District *Wildcat Reset* Task Force Planning Tool©* Continuity of Instruction Sub-Committee

Context

The Hancock Central School District recognizes school closure as a result of COVID-19 has led to learning loss and greater awareness of the digital divide. Now is the time for the district to take steps to address these issues and plan for optimal teaching and learning during the 2020-21 school year. Simply going back to what formerly was would be a missed opportunity for innovation and likely ineffective, given that future disruption is highly possible.

Effective planning for learning recovery and entry into the next grade-level curriculum means staying grounded in the instructional core, how *students* and *teachers* engage with the *content*. That includes a system of balanced assessments to diagnose student learning loss and inform placement and teacher practice, adaptations to the instructional units and lessons, access to digital technology to support flexible instructional delivery models, as well as teacher training. Consideration must be given to the needs of at-risk and special populations—students with disabilities, economically disadvantaged students, homeless students, and English language learners—who may have limited **access** to education due to lack of access to technology and wrap-around services.

Reopening plans should consider several scenarios, including normal opening, normal open with unexpected disruption, remote instruction, and a blending learning model that disturbs educational time between in-person learning and distance learning. Teachers will need training for blended learning success and planning time to prepare for instruction. Regardless of the mechanism of delivery, clear expectations for each scenario should be provided to principals, teachers, and other school staff, and the plan and schedules for each scenario should be communicated to all stakeholders.

The **Continuity of Instruction Sub-Committee** is charged with brainstorming and scripting the best strategies to optimize teaching and learning during the 2020-21 school year regardless of delivery scenario for teaching and learning.

Planning for Reentry

The *Wildcat Reset* Continuity of Instruction Planning Tool© will be used to guide discussion and planning around a set of actionable indicators that drive successful outcomes and inform a report to the task force. The sub-committee will read and evaluate each indicator and place a mark (X) in the descriptor cell that best aligns. Marking and planning should explain:

- How each indicator will look through the lens of the selected school reentry scenario(s).
- The current status of each indicator (No-Action, In-Progress, or Complete).
- The expected implementation phase outlined in the *Wildcat Reset Communications Planning Timeline 2020-21*.

* The *Wildcat Reset* Task Force Continuity of Instruction Planning Tool© is the exclusive intellectual property of Terrance P. Dougherty, Ph.D. The author gratefully acknowledges Julie Bergman, Jackie Beamer, Diane Meredith, Albert Penna, Ed.D. and Connie Wehmeyer, Ph.D. (FourPoint Education Partners) for their outstanding research, editing and technical support.

Planning Notes