

Revision to our K-5 Reopening Framework

October 8, 2020
6:00 pm

Agenda:

1. Presentation with embedded Q&A from submitted questions.
Thank you to all that took the time to ask questions. We will assist and support both you and your child throughout this transition.
2. Q&A

At the conclusion of the presentation, any parent wishing to ask a question is welcome to do so by placing their name in the chat box. We will facilitate this process and call on each parent in the order received.

Any questions regarding the individual needs of your child should be directed directly to me via email or phone at a later time.



Thank you for joining us

The start of the 2020-21 school year has been unprecedented due to social distancing, interrupted learning due to school closures last spring, the loss of routine experienced by every member of the school community, and the ongoing health and economic challenges created by Covid-19.

Ensuring all students benefit and grow in our district is more essential than ever. Our goal is to create caring and supportive school environment, in the midst of uncertainty, that encourage students and families to attend and experience high levels of engagement in school regardless of the learning model they are in.

As a district, we will not stop doing what we feel is best for our students health, safety, social emotional wellbeing, and education. Change is not easy however we truly feel that it is imperative or we would not do it.

We are proud of each teacher and parent that has worked tirelessly the past month to support each child in their classroom whether at home or in school. Schuylerville truly has the best teachers with an outstanding community!



Health and Safety Protocols



- All individuals will wear an appropriately fitting mask
- Maintain Social Distancing
- Two ES Nurses
- Daily Temperature Checks
- Faculty and Staff Questionnaire/Screening
- Classroom Desk Shields
- Cleaning protocols throughout the building and on school buses.
- Parents/guardians, visitors, and outside groups will not be permitted into the building (beyond the vestibule).
- Field trips will not take place.



ES Student Expectations



In-person learners must arrive to school (School's Out, bus stop, bus, drop off, building, etc) wearing a mask.

Students will report to their classroom at 9:00am, drop belongings in their locker/cubbie, and sit at their assigned desk. Adults will continue to assist students.

Student Desks = Desks will be six feet apart and when not feasible, outfitted with desk shields.

Mask Breaks = Students will have mask breaks throughout the day (ex - every other row in the classroom, during lunch while eating, at recess).

Water Bottles = Water fountains will be capped off. Water fill stations will be available. Students are encouraged to come with full water bottles each day.

Snacks = Students will continue to have a snack time. Classrooms with allergies will be restricted to the types of snacks allowed.



Why Change?

As a district we will continue to review our practices and procedures regularly as regulations are updated.

I can assure you that we would not make a change if we did not feel it was needed for our students.

Academics and learning have slowed as a result of the pandemic. The current pace of instruction both in the classroom and remotely is slower than it needs to be. The pace has been okay up to this point as we transition students back into the classroom with many new protocols in place. The revised plan will increase the ability to meet individual learning needs.

While health and safety will remain our priority, our responsibility of educating our children at a high level must remain at the top as well.

What are my options as a parent/guardian of a K-5 student?

1. In-Person Model

- a. Full return to school Monday through Friday
- b. Health and safety protocols in place throughout the day
- c. Attendance will be taken and grading practices will be in place.

2. Remote Model

- a. Instruction will take place outside of the classroom at home remotely.
- b. Students will be expected to join their class for ELA and Math instruction.
- c. Students have the option to participate in synchronous Art, Library, Music, and Social Emotional Learning. PE will be asynchronous.
- d. Attendance will be taken and grading practices will be in place.

3. Homeschool Education

- a. The student disenrolls as a Schuylerville CSD student and the parent/guardian is responsible for the education of the student.

What if I choose a model and wish to change?

Regardless of the reason, if a family feels that the model they have chosen is not working, these are the options:

- Students who are learning through the in-person model, may opt for the remote model at any point by contacting the main office.
- Students who are learning in the remote model, are to remain in that model for a minimum of five weeks before transitioning back to the in-person model.
- As soon as a student opts into in-person learning, they need to opt back into transportation by contacting Wendy Sullivan in the Transportation Department if they ride the bus to/from school.

Current Class Sizes

Our plans account of class sizes intended for a full 100% return to school. This allows us to accommodate all students that may decide to return to in-person instruction.

All of our new remote teachers work closely with grade level colleagues to align their instruction to current grade level curriculum.

We do not have a need to have a remote teacher for each grade level due to the half day split for each grade level and 100% focus on remote learners. Small group instruction will be provided for remote learners. The master schedule is forthcoming.

Classroom distractions (both in-person and remote) will be managed more effectively and academic engagement will be improved. Additional technology for remote teachers will be provided.



Remote Learner Class Size

Effective October 8, 2020

Kindergarten	Mr. Jennings	19 Students
First Grade	Mr. Jennings	18 Students
Second Grade	Mrs. Thivierge	14 Students
Third Grade	Mrs. Thivierge	15 Students
Fourth Grade	Ms. Froats	15 Students
Fifth Grade	Ms. Froats	16 Students

K-5 as of 10/8/20

Grade	In Person Sections	Remote Learners	In Person Average Class Size
K (101)	6	19	13.66
1 (103)	7	18	12.14
2 (100)	6	14	14.33
3 (106)	6	15	15.16
4 (83)	5	15	13.6
5 (116)	7	16	14.28



Question:

If the number of remote learners increases, what is your plan for adding additional resources to the virtual school? What is the student threshold that would trigger this as you currently have listed the number as an average of 20 per grade level?

Answer:

Since the start of school, we have had 1 student return from in-person to remote instruction. We have had 47 students return from remote instruction to in-person instruction.

We will continue to review our plan and make revisions as necessary. We are working through a time where making predictions is difficult. We do not want to make changes, however we will hold tight to our goal of doing what we as a district feel is best for students.



Question:

How will each of the teachers be able to provide the same level of education to remote learners when they are preparing for two different grade levels with very little notice? Will the level of instruction for the remote learners be as quality as those students that are in person when this is being done on such short notice? Why such a quick change without talking to parents?

Answer:

Remote instruction and in-person are different. Different does not mean less than or better than. All students will be provided with instruction aligned to the NYS learning standards.

We are thankful that parents have had a positive experience with our reopening model and we feel confident that they will have an extremely positive experience with our revisions.

Many of our students have experienced a lag in instruction due to the pandemic. As a district we need to work harder than ever to support the varying needs of our learners at a high level to support the learning loss. Teaching two models of instruction simultaneously does not allow for this at the level we need it to.



Class Placements

Placement letters were mailed home 10/7 to students with a placement change.

Remote learners will have a remote teacher AND an in-person teacher. In the event a student returns to in-person instruction, they will return to their in-person teacher.

The only in-person students that have had a change to their in-person teacher are students that were with Mr. Jennings, Mrs. Thivierge, and Mrs. Froats.

Transition is integral throughout this change and is a priority.

If a student returns to in-person instruction after 10/19, the remote teacher and in-person teacher will work together for a seamless transition both academically, socially, and emotionally.



Question:

As listed in the expected benefits, can you give specific examples of how this model could increase contact time and academic engagement of each student with such large student numbers? As listed in the expected benefits, how will virtual teachers have the time to be able to conference in small groups or individually with students when they will be responsible for 2 grade levels worth of instruction and preparation in addition to having a student load 3 or 4 times (2 *20 remote students per grade level) that of an in-person learners classroom with around 13 kids? Can you assure us as parents of remote learners that our children are not afterthoughts and that you are working just as hard to give a comparable quality education to them as what is occurring in the classroom?

Why are you not pulling one teacher per grade level for the remote school? Based on a remote student average of 20 per grade level that certainly justifies a full time teacher as the in person average is about half that. The teacher could focus on one grade level and split that group of 20 into 10 member cohorts matching the classes of in person instruction. For example: teaching 2 Kindergarten ELA classes in the morning one for each cohort and 2 Kindergarten Math classes in the afternoon, one for each cohort. Obviously this would require the redistribution of students from 3 additional classrooms (I would guess based on class numbers less than 40 students) but since you are disrupting the entire group of remote learners why is this not a reasonable consideration to give them an equitable experience in terms of class size and more teacher interaction compared to what is happening for in person instruction.

Answer:

Outlined in the remote learner master schedule in the following slides.



Remote Master Schedule

Grade K & Grade 1

Mr. Jennings

	Grade K	Grade 1
<u>Period 1</u>	Morning Meeting 9:00-9:15	1st Special 10:03-10:43
<i>9:20-10:00</i>	Phonics/Reading/Writing 9:15-10:00	
<u>Period 2</u>	Math 10:00-10:35	
<i>10:03-10:43</i>		
<u>Period 3</u>	Small Group Instruction 10:40-11:10	
<i>10:46-11:26</i>		
<u>Period 4</u>	Lunch 11:10-11:50	Lunch 11:10-12:00
<i>11:29-12:09</i>		
<u>Period 5</u>		Afternoon Meeting 11:50-12:00
<i>12:12-12:52</i>		Phonics 12:00-12:25
<u>Period 6</u>		ELA 12:25-12:55
<i>12:55-1:35</i>		Math 12:55-1:35
<u>Period 7</u>	K Special 1:38-2:18	Small Group Reading 1:35-2:00
<i>1:38-2:18</i>		Small Group Math 2:00-2:20
<u>Period 8</u>		
<i>2:20-3:00</i>	Special Area Support 2:20-2:40	Special Area Support 2:20-2:40
<i>Current Min/Day</i>	Current 75 min/day	Current 90 min/day
<i>New Math Min/Day</i>	Math 35 min/day	Math 40 min/day
<i>New ELA Min/Day</i>	ELA 60 min/day	ELA 60 min/day
<i>Weekly Gain</i>	100 min/wk, 40 min/wk small group	50 min/wk, 40 min/wk small group



Remote Master Schedule

Grade 2 & Grade 3

	Mrs. Thivierge	
	Grade 2	Grade 3
<u>Period 1</u> 9:20-10:00		Math 9:00-9:50
<u>Period 2</u> 10:03-10:43	Math 9:55-10:45	
<u>Period 3</u> 10:46-11:26	2nd Special 10:46-11:26	
<u>Period 4</u> 11:29-12:09	ELA 11:35-12:55	
<u>Period 5</u> 12:12-12:52		
<u>Period 6</u> 12:55-1:35	Lunch 12:55-1:30	3rd Special 12:55-1:35
<u>Period 7</u> 1:38-2:18		Reading 1:40-2:20
<u>Period 8</u> 2:20-3:00		Writing 2:20-3:00
	Special Area Support 2:40-3:00	
		Special Area Support 3:00-3:20
<i>Current Min/Day</i>	Current 90 min/day	Current 90 min/day
<i>New Math Min/Day</i>	Math 50 min/day	Math 50 min/day
<i>New ELA Min/Day</i>	ELA 80 min/day	ELA 80 min/day
<i>Weekly Gain</i>	200 min/wk, small group instruction	200 min/wk, small group instruction



Remote Master Schedule

Grade 4 & Grade 5

	Ms. Froats	
	Grade 4	Grade 5
<u>Period 1</u> 9:20-10:00	4th Special 9:20-10:00	ELA 9:00-10:30
<u>Period 2</u> 10:03-10:43		
<u>Period 3</u> 10:46-11:26		Math 10:30-11:35
<u>Period 4</u> 11:29-12:09		
<u>Period 5</u> 12:12-12:52	Lunch 11:35-12:10	5th Special 12:12-12:52
<u>Period 6</u> 12:55-1:35	ELA 12:10-1:35	
<u>Period 7</u> 1:38-2:18	Math 1:35-2:40	
<u>Period 8</u> 2:20-3:00		
	Special Area Support 3:00-3:20	Special Area Support 3:00-3:20
Current Min/Day	Current 120 min/day	Current 120 min/day
New Math Min/Day	Math 65 min/day	Math 65 min/day
New ELA Min/Day	ELA 85 min	ELA 90 min/day
Weekly Gain	170 min/week, small group instruction	175 min/week, small group instruction



Question:

How does this one size fits all remote option take into account the different needs and ability levels of students at different grade levels? How are you going to address the more demanding needs of the kindergarten subset with large groups of 20 on a meet? What professional development and/or review of best practices has been done to address better implementation of remote teaching to elementary education students?

Answer:

Education is not a one size fits all as each learner has very different needs. Teachers will work with students in whole and small groups to support individualized, differentiated learning. Parents/guardians in both models are encouraged to reach out to teachers, just as they always have, if there are concerns about a child's level of learning.

With each teacher responsible for one model of instruction, rather than two models, teachers will be more responsive to learners. Engagement will increase as well as pace of instruction. Students will be provided with synchronous (whole group, small group, and individualized as needed) as well as asynchronous learning.

Professional development has been and will continue to be provided to all teachers. We have shifted superintendent's conference days to support this as well as provided teachers will grade level days.



In-Person Special Area Classes

Physical Education (3/7) = Held outdoors with modified activities that support social distancing guidelines. If a class is not able to go outside, PE will be held in the classroom. No changing for PE or locker room use.

Music (1/7) = In the classroom.

Art (1/7) = In the classroom. No sharing of supplies.

Library (1/7) = In the classroom. Rotation of books on a seven day cycle. Returned books rest for 5+ days.

Social Emotional Learning (1/7) = In the classroom.



Remote Special Area Schedule

Special area classes for remote learners (Art, Music, Library, and SEL) will rotate through grade level cohort classrooms. We will rotate every seven day cycle between classrooms to allow remote learners to have access to all students in their grade level cohort. We value keeping students connected and will be able to do so through our special area classes. PE will remain asynchronous via Google Classroom.

Google Meet Codes:

- Kspecial
- 1special
- 2special
- 3special
- 4special
- 5special

Each special area class will have support time once time every seven cycle days.

Grades K, 1, and 2 2:40-3:00 pm

Grades 3, 4, and 5 3:00-3:20 pm

- | | | | |
|-----------|---------|-------------|---------------------------|
| • Day 1 - | Art | Mr. Shea | Google Meet Code: Art |
| • Day 2 - | PE | Mr. Cornell | Google Meet Code: PE |
| • Day 3 - | Library | Mrs. Weeks | Google Meet Code: Library |
| • Day 4 - | SEL | Ms. Cady | Google Meet Code: SEL |
| • Day 5 - | PE | Mr. Wilson | Google Meet Code: PE |
| • Day 6 - | Music | Mr. Tucker | Google Meet Code: Music |
| • Day 7 - | PE | Mrs. Torres | Google Meet Code: PE |



Remote Special Area Classes

Physical Education (3/7)

- Asynchronous learning

Music (1/7)

- Synchronous learning

Art (1/7)

- Synchronous learning

Library (1/7)

- Synchronous learning

Social Emotional Learning (1/7)

- Synchronous learning

Special Area Office Hours (2:30-3:00pm)

Google Meet Codes

Kspecial

1special

2special

3special

4special

5special



ES Technology Platforms

K-5 = Google Meet



K-2 = SeeSaw



3-5 = Google Classroom



All K-5 students will be provided with an iPad regardless of need and students requiring wifi in the home will be supported based on financial need.

Increased technology support for remote teachers. Two promethean boards to best display the remote learners.

Remote Learners Digital Citizenship

Students will be expected to:

- Remain muted unless directed otherwise by the remote teacher.
- Only use the chat feature when directed to do so by the remote teacher.
- Sit in an area free from distraction.
- Dress appropriately for the remote learning time just as they would if in school.

Remote Learner Packet Pick up #3

Friday, October 16

7:30am-4:00pm

Elementary Main Office

We will continue to provide remote packet pick ups for remote learners. Our youngest learners will be provided with more printed materials than our older learners. All will continue to use online platforms.



Attendance

In-Person Learners

The process for notifying the school when your child is home (regardless of the reason) is to notify Norma Thivierge indicating your child's absence from school by 9:00am. The child will be marked absent excused or absent unexcused accordingly.

Classroom teachers are able to provide work for your child to complete while out. Please work with your child's classroom teacher for this. We will provide students with what they will miss while out. We do not want your child(ren) to fall behind either.

Students are not able to temporarily move between models. Tracking students who are not absent, but not physically in school was an extremely cumbersome process with many safety implications tied to it.

We are finding that students out with COVID related symptoms are able to return in less than a week following clearance from a doctor and negative COVID test.

Remote Learners

Students are expected to log on for both ELA and Math each day. If neither are attended, a student is marked absent. If only one is attended, a student is marked half day absent.



Question:

In-person students that are sent home, to keep other student safe, deserve to have access to remote education. The current plan treats them as if we chose to homeschool them or leaves them on their own. Why are remote sessions unavailable for those students who are sent home? The equipment already exists, and teachers know how to use it. Removing the 100% at home learners will greatly lessen the burden on the teacher as the remote sessions would only be needed when a student is out. If you don't want to keep a temporary remote student in their class, why would they not be able to join the remote classes on a temporary basis?

Answer:

If a student is home due to illness, the respective classroom teacher will support the student while out. If a child is out on a regular basis they, it may be to the advantage of the family to transition to the remote model. We are not allowing temporary switches between models of instruction.

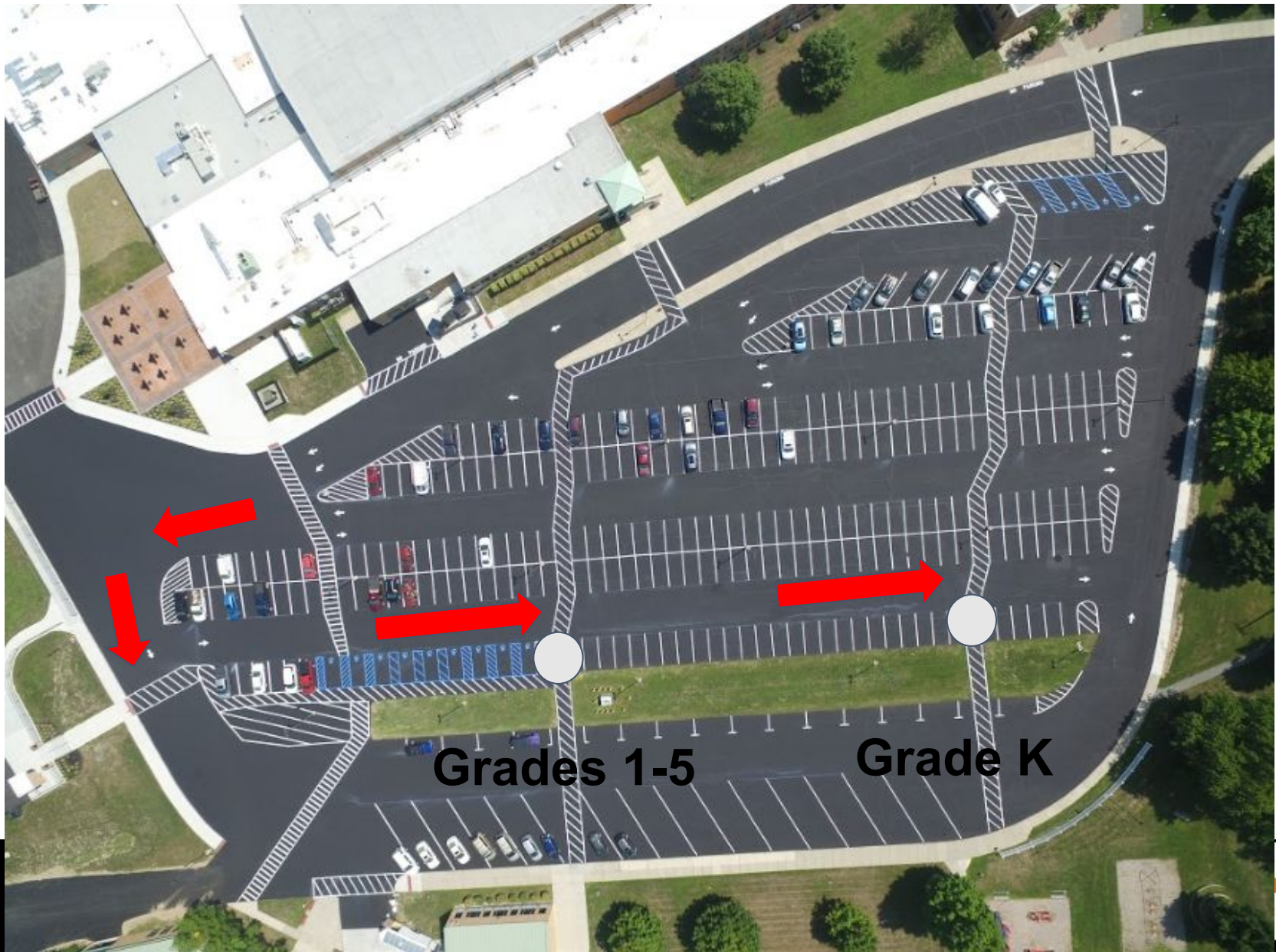
The district found that having one teacher teach two models of instruction simultaneously, with the developmental age of K-5 grade students, presents a decrease in engagement and pace of instruction. This is not the fault of anyone (teacher or students).

Arrival to School

- We are asking parents to take the temperature of their child(ren) each morning.
- **Walkers** and **drop off** students can arrive between 9:00am and 9:15am. Crossing guards and other staff will support students in walking to the building.
- Parents/guardians will follow the designated traffic patterns for drop off.
- Parents/guardians will not be allowed to exit their vehicle (unless assisting with a carseat).
- “Kiss and Go” to keep the process moving as quickly as possible.
- Upon arrival, students will enter their designated door to have their temperature taken.
 - Kindergarten students will enter through the side door closest to the playground.
 - Students in grades 1-5 will enter through the main entrance.
 - Staff will be located at both entrances to take the temperature of students prior to students entering the building.
- Students riding the **bus** will have their temperature taken on the bus by the bus driver.
- All students with a temperature under 100 degrees will exit the bus beginning at 8:55am and enter the building through their designated door. Students with a temperature of 100 degrees or higher will be escorted to the health office.
 - Kindergarten students will enter through the side door closest to the playground.
 - Students in grades 1-5 will enter through the student services entrance.
- Students will report directly to their classroom. The classroom teacher will direct students to the hallway in an orderly manner to drop items off into their respective cubby or locker.



Arrival to School - Parent Drop Off

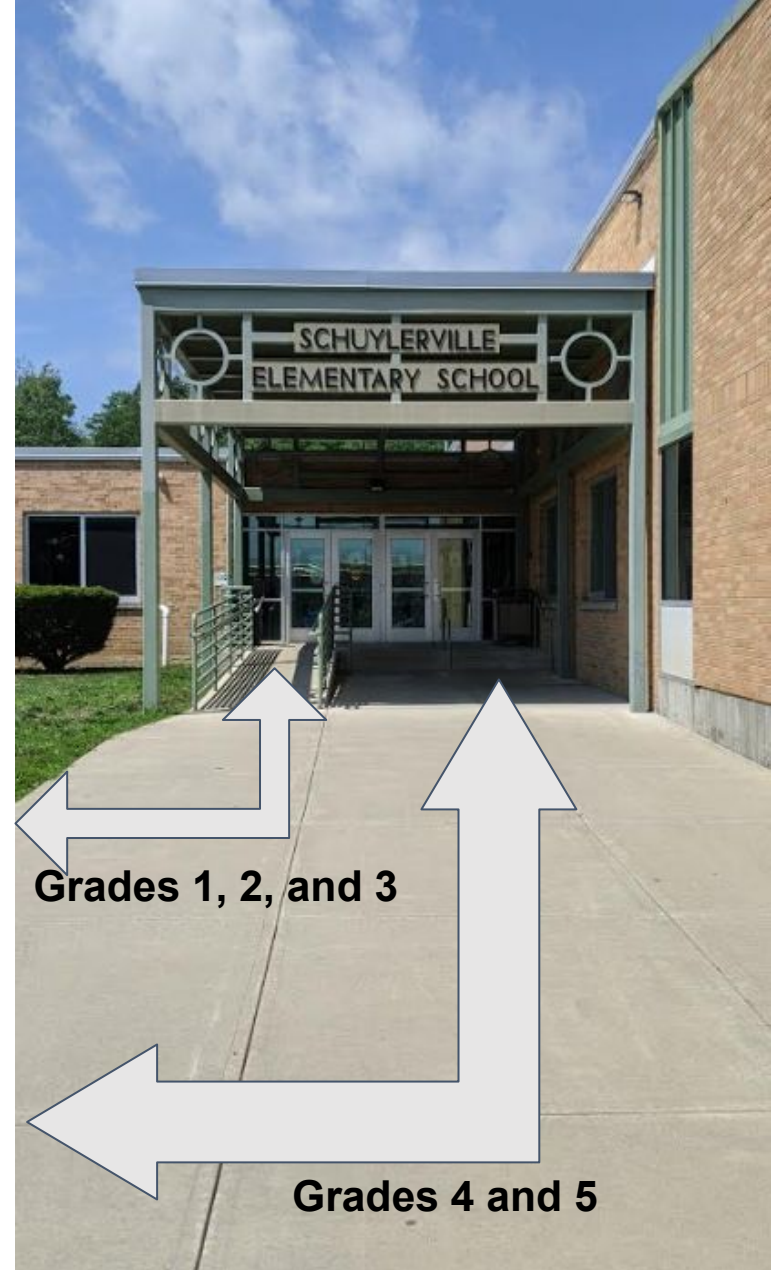


Kindergarten Students: Arrival (Bus & Drop Off) & Bus Dismissal (Parent Pick Up will be from the ES Gym)



Gr. 1-5 Arrival: Walkers & Drop Off Students

Students will form single file lines, six feet from one another while waiting to have temperatures taken prior to entering the building.



ARRIVAL TO SCHOOL

Bus Students (grades 1-5) - Student Services Entrance



Square Desks



Trapezoid Desks



Food Service

- Breakfast/lunch available daily for in-person learning
- Students electing for 100% remote learning may pick up meals from school. Contact Sarah Keen at keens@schuylerville.org to sign up
- Birthday treats from home or the store will not be allowed in the classroom this year. Families may work with Sarah Keen if they wish to provide a birthday treat for the class.
- Students in grades 1-5 purchasing lunch will now enter the lunch lines.
- Students in grade K purchasing lunch will continue to have their lunch delivered to them.

Lunch

- **ES Cafeteria** 88 students max - 76 floor, 12 stage
 - Cafeteria Tables (floor) - two students per table with table shields (typically 12 students per table)
 - Individual Student Desks (stage) - one student per desk with a six foot radius, facing the same direction
- **Multipurpose Room** 51 students max
 - Individual Student Desks - one student per desk with a six foot radius, facing the same direction
- **ES Gymnasium** 112 students max
 - Individual Student Desks - one student per desk with a six foot radius, facing the same direction
- Extended lunch times to reduce the number of students eating at any given time.
- Students will not be required to wear masks while eating lunch however will need to wear a mask when not sitting at the desk/table.
- Students are encouraged to bring lunch daily.
- Students in grades 1-5 buying lunch will walk through the lunch lines to purchase lunch. K students will have their lunch delivered to them.
- We will bring back a la carte sales (ice cream, snacks, drinks) for students.



Picture Day

Remote Learners

On Wednesday, October 21 and Thursday, October 22 Adirondack School Portraits will be here to take school pictures. We will have 2 cameras set up on the stage in the cafeteria. Traditional group style class photos will not be taken this year due to social distancing concerns, but composite (collage) style photos using individual student images will be created. We will be scheduling 2 classes every 20 minutes to have pictures taken.

Parents/guardians of remote learners have the option to have their child(ren) enter school to take a school picture for the K-8 Memory Book and/or for purchase. Parents/guardians must remain in the vestibule while the child(ren) enters the building for a picture. The child(ren) will then report back to their parent/guardian at the conclusion of the picture. The schedule is very tight and therefore it is critical that students arrive on time.

Remote Learners:

October 21 - Cycle Day 7	October 22 - Cycle Day 1
7:45 - Grade K Remote Learners	7:45 - Grade 3 Remote Learners
8:00 - Grade 1 Remote Learners	8:00 - Grade 4 Remote Learners
8:15 - Grade 2 Remote Learners	8:15 - Grade 5 Remote Learners

Remote learners also have the option of submitting a digital yearbook photo for the 2020-21 school year's K-8 Memory Book and for the classroom collage. To do so, please email a high-resolution photo to yearbook@schuylerville.org, indicating the full first and last name, grade, and teacher of the student by November 1. Upon receipt of your child's photo, we will follow up with a waiver from Adirondack School Portraits that must be completed in order for your child's photo to be used for the classroom collage and memory book.

Picture retakes for K-5 students will be on Wednesday, December 2. Both remote and in person learners can take advantage of picture retakes on this day.

Picture Day

In-Person Learners

In-Person Learners:

October 21 – Cycle Day 7			October 22 – Cycle Day 1		
9:20	Devine - K	Moran - K	9:20	Bassani – 2	Morcone - 2
9:40	Carminucci - K	Curtis - K	9:40	Nevins – 2	Thomas – 2
10:00	Sorbero - K	Jennings - K	10:00	Becht – 2	Reeves - 2
10:20	Nesbitt – K	McMurry - LS	10:20	Froats - 2	Jordan - LS
10:40	Schwartz -5	Penniman - 5	10:40	Whittaker – 3	Anderson – 3
11:00	Cogan-Carpenter -1	Decker - 1	11:00	Thivierge – 3	Sanders - 3
11:20	Long – 1	Delmar - 1	11:20	Davis – 3	Quigley - 3
11:40	Weed – 1	Ekblom - 1	11:40		
12:00	Valle - 1				
	Lunch (12:20 -1:00)			Lunch (12:00 – 12:45)	
1:10	Carner – 4		1:00	Duncan – 5	Birge - 5
1:30	Moreau – 4	Defilippo - 4	1:20	Senatore – 5	Parker – 5
1:50	Mehan – 4	Gell - 4	1:40	Hart - 5	Rathbun - 3

20-21 Virtual Open House

for Remote and In-Person Parents/Guardians

Wednesday, October 28

TIME	PRESENTATION
5:30pm	Grade K Grade K Remote
6:00pm	Grade 1 Grade 1 Remote Grade 2 Remote
6:30pm	Grade 2 Grade 3 Remote
7:00pm	Related Service Providers -Speech -OT -PT -ESL -Specialized Reading -School Counselor -School Psychologist

Thursday, October 29

TIME	PRESENTATION
5:30pm	Grade 3
6:00pm	Grade 4 Grade 4 Remote
6:30pm	Grade 5 Grade 5 Remote
7:00pm	Art Library Music PE SEL



Spirit Week

October 26-October 30

Stay tuned for the daily themes!

We encourage both remote and in-person learners to participate in the fun!

Online Scholastic Book Fair



Elementary School fall Scholastic Book Fair
is still happening!

ONLINE ONLY
OCTOBER 21ST - NOVEMBER 3RD

Use the QR code or link below to directly access
the **Book Fair homepage**. This link is ONLY for
Elementary School students. Middle School students have
a different link for the fair for their profits.



www.scholastic.com/bf/schuylervilleelemschool
The link will also be posted on the school website/app and through
email notices.

***All purchases will be delivered right to your home and there
is free shipping on book-only purchases over \$25!***



Having trouble reaching that \$25 for free shipping?
Get a book for your child's classroom!
The Teachers will send out their wish list with instructions.

New Virtual 360 Fair!

On the homepage, click on the Virtual Fair.

- ☐ Experience the joy of browsing book cases, characters, and much more, just like you were at an in-person fair
- ☐ View exclusive book trailers and curated reading lists
- ☐ Shop over 200 hot, new books and premium titles

ALL for Books

We will still be collecting money for the All For Books program. This
program allows us to purchase books for the classrooms.
Please have students give donation money to their teacher.
The librarian will be collecting the money from now until Nov. 3rd.
Thank you for your support in making books
available in the classrooms!

NEW DIARY OF A WIMPY KID!



Get the newest book -

Diary of a Wimpy Kid #15: The Deep End

Exclusive Scholastic price of
only \$9.99!!!!

Questions

Thank you for attending this evening's K-5 parent/guardian forum!

Any items that were not answered can be asked at this point.

Just a reminder that questions related to the individual needs of your child should not be asked in this large group setting. Please contact Rose Beckett personally to discuss this becketr@schuylerville.org

