Continuity of Learning Plan
for
Remote Instruction

Continuity of Learning for Remote Instruction Committee

Dr. Robert Dufour, Superintendent

Natasha Shea, Assistant Superintendent for Instructional Programs

Maria Sommer, Director of Curriculum and Instructional Support Services

Megan Becker, Executive Principal of Elementary Programs

Linda Blanton, Executive Principal of Secondary Programs

Scott D. Palermo, Executive Principal of Career and Technical Education

Adam Riehl, Executive Principal of Specialized Programs

MaryKate Boesch, Assistant Principal of Secondary Programs

Colleen Lynch, Assistant Principal of Specialized Programs

Jeffrey Molusky, Assistant Principal of Career and Technical Education

Janavette Urena, Assistant Principal of Elementary Programs

Theresa Panny, SCBTA President

Debra Charlton, SCBTA Vice-President

Laura Gettel, CSEA President

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OVERVIEW

As directed in the New York State Education Guidance Documents, school districts must provide a free appropriate public education (FAPE). In doing so, districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP). Although NYSED recognizes schools may not be able to provide all services in the same manner they are typically provided, they are required to provide the services to students using as many means possible. Schools are also expected to document all services and the ways in which they are provided to students. (NYSED Guidance Document, March 27, 2020)

This instructional guidance document has been created as a collaboration between teachers, classroom support staff, administration, and instructional support staff as a response to the COVID-19 world pandemic. The guidance outlined in this document is not intended to replicate the classroom, rather to serve as an instructional emergency measures during state-wide emergency closings or long-term local closings enacted by the Governor. All provisions described are subject to change based on changes to NYSED Regulation, mandates, or changes to State Law.

CONTINUITY OF LEARNING GOALS

We believe that teaching and learning is a social experience that happens between teacher and student via ongoing interactions. Teachers and service providers will use a variety of methods to:
- Provide all students with continuity of learning that is accessible and clearly communicated;
- Clearly communicate lesson objectives;
- Introduce and reinforce content and skills in a variety of ways;
- Provide opportunities to interact with the teacher or with other students via video, audio, chat, or discussion;
- Provide a variety of formative and summative assessments that are planned and made clear to students. Feedback will be provided in a timely manner.

SULLIVAN BOCES APPROVED INSTRUCTIONAL RESOURCES

During a long-term temporary school closure, teaching and learning may take many forms. For most of our learners, Sullivan BOCES supports the use of Google Classroom as the instructional platform with additional tools that teachers may use to support instruction. Teachers will provide ongoing communication through posting instructional material and hosting Google Meets with students or other electronic communication on an ongoing basis. Some students may require the use of paper instructional materials delivered to home, with ongoing instruction delivered through phone communication between the student and teacher. Regardless of the method of teaching and learning, Sullivan BOCES will provide equitable access to curriculum and instruction that meets each individual student's needs.

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For staff-student communication, staff should use Google G-Suite for Education (i.e., Google Classroom, Meet, Chat, Forms, Documents, etc.). Internal staff communication should use Google G-Suite for Education (i.e., Meet, Chat, Forms, Documents, etc.), email, or phone. Administrators conducting meetings may use Google Meet or Zoom, provided meeting administrators follow Zoom protocols for conducting meetings (see appendix A).

RECOMMENDED TOTAL LESSON TIME/SCHEDULE

Work should be designed for students to complete independently. Use technology strategically. Build in a balance of varying activities including choice of activities, quiet time (i.e. watching an instructional video), active time, reading print and writing. Additionally, teachers should include face-to-face scheduled meetings with students, group lesson sessions, and/or individual conferences through Google Meet at least once per week. Recommended total student time outlined below includes face-to-face virtual interactions as well as independent work time.

Grade Level	Minimum Total Student Time	Maximum Total Student Time
K	30 minutes/day *15 minutes/day for Art/Music/PE	60 minutes/day *20 minutes/day for Art/Music/PE
1-2	45 minutes/day *15 minutes/day for Art/Music/PE	90 minutes/day *20 minutes/day for Art/Music/PE
3-6	60 minutes/day *15 minutes/day for Art/Music/PE	120 minutes/day *25 minutes/day for Art/Music/PE
7-8	15 minutes/day/class Total: 90 minutes/day* *Classes include Art/Music/PE/Spanish	30 minutes/day/class Total: 180 minutes/day* *Classes include Art/Music/PE/Spanish
9-12	20 minutes/day/class Total: 120 minutes/day* *Classes include Art/Music/PE/Spanish	45 minutes/day/class Total: 270 minutes/day* *Classes include Art/Music/PE/Spanish
CTE non-accreditation	45 minutes/day/class *Includes integrated academics	60 minutes/day/class *Includes integrated academics
College/ CTE articulation courses	Determined in collaboration with participating college	

**Related services will be scheduled separately

We encourage teachers to give additional support and enrichment opportunities as long as the work could be used to positively impact a student's grade. Those additional activities can include:

Suggestions for Additional Activities				
Mind	Body	Spirit	Environment	Family
● Reading, e.g., independent reading, listening to someone else read, audiobook ● Puzzles, Word Searches ● Write a story, poetry or in a journal ● Count money ● Lego design ● Listen to a podcast ● Watch a documentary	● Exercise ● Fine/gross motor activities ● Stretch/Yoga ● Play a sport ● Walk	● Listen to music ● Play Music ● Play inside or outside ● Art activity ● Imaginative play ● Mindfulness activities ● Start a new hobby	● Clean your room or do a chore ● Gardening ● Fix something that's broken ● Take care of plants or pets ● Cook or bake ● Laundry ● Help a friend (virtually or over the phone) ● Learn how to change a tire	● Write a letter to someone you can't see right now ● Play games with family members ● Invent a new game or exercise ● Create a new family tradition ● Learn how to balance a checkbook

Suggested Schedule			
	Monday/Wednesday	Tuesday/Thursday	Friday
K-6	ELA/Social Studies Art/Music Related Services Office Hours	Math/Science PE Related Services Office Hours	Individual/Small Group Academic Support Related Services Office Hours
7-8	All Content Areas Art/Music/FACS Related Services Office Hours	All Content Areas PE/Health/Spanish Related Services Office Hours	Individual/Small Group Academic Support Related Services Office Hours
9-12	All Content Areas Art/Music/Electives Related Services Office Hours	All Content Areas PE/Health/Spanish Related Services Office Hours	Individual/Small Group Academic Support Related Services Office Hours
CTE	CTE Course Integrated Academics	CTE Course Integrated Academics	CTE Course Integrated Academics

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GRADING

Third quarter grades will be calculated based on the work completed and submitted through March 12th. These grades may include any mailed instructional materials and/or Google Classroom work completed and returned by Friday, April 3rd. Teachers may request an extension of this deadline based on individual student circumstances. An "incomplete" may be issued until resolved.

Fourth quarter grades will be calculated based on work submitted through Google Classroom or instructional resources mailed to families. Additional activities can be considered to improve student grades during the course of the quarter. Report cards will reflect mastery levels of the Next Generation Learning Standards in each content area and specific skills related to specialized courses.

- *Elementary Programs (WSS/G Building)* will continue with standards-based grading

- *Specialized Programs (RPEC Elementary, ITAP K-12) and Secondary Programs (RPEC Special Education MS/HS, Alternative Education)* will average the final grades from quarterly marking periods 1, 2, and 3 to calculate a baseline 4th quarter grade. Semester courses will only use quarter 3 grade as a baseline. Students have the opportunity to earn additional 4th quarter value-added points using a standards-based rubric for completed assignments. The rubric to determine 4th quarter value-added points and the calculation formula for the final 4th quarter grade is listed below.

- *CTE Programs* will calculate 4th quarter grades the same as Specialized and Secondary Programs. Additionally, final exams will not be administered which normally are counted as a fifth marking period for CTE students. Final averages will be calculated based on the four quarter grades.

FOURTH QUARTER GRADING RUBRIC

	Below Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Additional 4th Quarter POINT TOTALS
Participation	Student has **never** checked in via Google Classroom despite having internet and computer/electronic device. Student **has not** completed/returned any printed assignments mailed home. All attempts to contact student have failed. **0 Point**	Student has checked into Google Classroom **less than once a week** or has submitted **minimal** printed instructional materials. Staff successfully contacted student **at least one time.** **1 Point**	Student has been engaged and present on Google Classroom or submitted **most** printed instructional materials **1-3 times a week**. Student has responded to or engaged with staff **1-3 times** since closure. **2 Points**	Student checks into Google Classroom **3 or more times a week or** student has submitted **all** printed instructional material. Student actively responds or reaches out to staff **each week.** **3 Points**	**Participation Points Earned:** **_____**
Overall Effort	Student has completed **no** assignments on Google Classroom nor has student completed/returned any printed assignments mailed home. **0 Point**	Student has completed **some/partial** assignments on Google Classroom or printed material. **1 Point**	Student has completed **most** assignments on Google Classroom or printed material. **2 Points**	Student has completed **all** assignments on Google Classroom or printed material. **3 Points**	**Effort Points Earned:** **_____**
Quality of Work Produced	Student has produced **no** work. **0 Point**	Work completed demonstrates **little** accuracy and understanding of the assignment. Assignment displays multiple errors that impede readability or scoring. **1 Point**	Work completed demonstrates **some** accuracy and understanding. Assignment displays errors that do not impede readability or scoring. **2 Points**	Work completed demonstrates **strong** accuracy and understanding of the assignment. Assignment displays no or very minimal errors. **3 Points**	**Quality Points Earned:** **_____**

Total Points: _____

Student Name: _____   **Class:** _____   **Teacher:** _____

Average of Q's 1,2,3 _____ + points earned **_____** = 4th Q grade **_____**

4th QUARTER GRADE MAY NOT BE BELOW A 65

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REGENTS EXAMS/3-8 ASSESSMENTS/ALTERNATIVE ASSESSMENTS

Regents and 3-8 assessments have been canceled for the 2019-20 school year. Alternative assessment data can be used for district/guardian/student communication only and have been waived for the 2020-2021 school year.

CTE TECHNICAL ENDORSEMENTS

Technical Assessments have been waived by the New York State Education Department as a requirement for achieving the Technical Endorsement. *Criteria for achieving the Technical Endorsement are currently under discussion but are likely to look as follows:*
1. Met Regents Diploma Requirements
2. Passed Course with an 85% (1st year plus 1st, 2nd, 3rd quarter of the 2nd year)
3. Completed Portfolio
4. Teacher Recommendation (Skills/Knowledge Obtainment)

CSE/504 MEETINGS

CSE and 504 meetings will resume April 1, 2020. CSE and 504 meetings will be conducted by component school districts using approved platforms designated by the component school district. Student reports must be provided to the school district's CSE in advance.

RECOMMENDATIONS TO PROVIDE CONTINUITY OF INSTRUCTION

All staff are expected to document student and parent contact through the respective Student Contact Log:

> Alternative Education (Linda Blanton, Executive Principal)
> CTE (Scott Palermo, Executive Principal)
> Elementary Programs (Megan Becker, Executive Principal)
> Special Education Middle and High School (Linda Blanton, Executive Principal)
> Specialized Programs (Adam Riehl, Executive Principal)

Principals and Assistant Principals should...

- Facilitate Zoom meetings as needed to update staff
- Provide/document professional development opportunities to all staff
- Facilitate documentation of services provided to students and families; facilitate requested documentation from central office in regard to continuity of programming
- Continue with school wide newsletters and/or weekly videos for the duration with suggested family activities, resources and to promote a sense of community
- Work with counselors to determine a list of high needs students and assign "Check in Coaches" or building staff identified to support those students/families in determining

whether they can access instructional materials, are able to complete them and responding to any questions the student/families may have
- Continue to be available to students and staff during regular school hours
- Participate/facilitate in virtual faculty, department, CSE meetings, as needed

Teachers should...
- Interact with students regularly through Google Classroom
- Post daily classroom assignments in Google Classroom and provide equivalent instructional activities to students needing mailed materials
- Continue with ongoing grading of student work submitted/sent back to school (via applications or paper instructional materials)
- Complete progress reports/report cards
- Participate in CSE/504 meetings when applicable
- Log interaction with students/guardians using Student Contact Log form for your program; record equivalent instructional materials mailed to students
- See resources at the SCBOCES ISS Remote Instruction page.

Related Service Providers (RSP) should…
- Follow IEP services as closely as possible (e.g., individual sessions or set up)
- Provide services via phone or tele-services (Google Classroom/Meet) to the best of the provider's ability
- Document contact time and service as it relates to goals on IEP Direct if services were provided (OR log interaction with students/guardians using Student Contact Log form if services were not provided but attempts were made); record equivalent instructional materials mailed to students on the Student Contact Log for the program listed above
- Participate in CSE/504 meetings when applicable
- Medicaid: Direct services over the phone or Google Meet are compliant with Medicaid reimbursement of services (per Medicaid guidance document)
- NURSING services: Consulting over the phone weekly is acceptable at this time
- Not make amendments to IEPs at this time per NYSED Guidance Documents

TA/Aides/1-1 should...
- Provide remote support to students for whom they are responsible and/or for teachers/classroom instruction (via phone, Google Classroom)
- Check in with their assigned students at least once per week or as agreed upon with teacher and guardian (Google Classroom, phone, or email whichever is preferred by students/guardian)
- Support teachers and Google Classroom
    - E.g., could participate in reading groups and read virtually to students or have a student read to them; have a student present or talk about their work
    - E.g., support teacher by posting/recording assignments on Google Classroom
- Participate in professional development options available on MLP

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- Log interaction with students/guardians using Student Contact Log form for the respective program above

PROFESSIONAL LEARNING RESOURCES AND EXPECTATIONS

Professional learning opportunities will be available for all staff and will be listed in the Frontline Professional Growth Platform (MLP) in either the Internal [SCBOCES ONLY](#) catalog or in the [SCBOCES WebReg catalog](#). All staff can also take advantage of opportunities provided by ISS. Principals may assign workshops or staff may request workshops as a supplement to their daily work. Professional development options include, but not limited to:
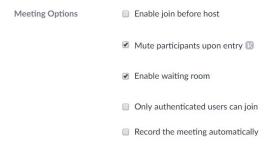
- MLP workshops (additional topics may be suggested to your principal and assistant principal)
- RBERN workshops
- Additional workshops on the SafeSchools portal (these must be requested via the principal)
- Book reads (through our Library resources)
- Master Teacher
- Article discussions and discussion groups assigned by administration each week

APPENDIX A

Best Practices to Secure Your Zoom Meetings

Please follow these guidelines to help ensure your meetings are secure:

- [BOCES of NY Online Conferencing Guide](#)

- [Blog post from Zoom](#)

- **Do not post your meeting ID anywhere, except for in an email or calendar invite sent directly to verified participants.** The link and password should be sent within an hour of the meeting starting.

    - Use the scheduled send feature in your email if you're concerned you will forget or will be busy with other meetings or responsibilities. Include yourself on the email so you know it was sent, OR:

    - You can set up the calendar invite with guests ahead of time, then copy and paste the Zoom Invitation in the notes portion of the calendar invite shortly before the meeting.

- [Set a password for every meeting](#).

    - **Do not embed the password in the link.** That is a setting in the "Settings" menu in Zoom.

- Do not use a [Personal Meeting ID.](#)

- Use the "Mute Participants Upon Entry" feature. You can set it so participants cannot unmute themselves.

- [Enable the waiting room.](#) You will control when participants enter the meeting from the waiting room. You can also send participants to the waiting room if there is an issue, and they will not be able to re-enter the meeting until you bring them in.

- [Manage the chat feature carefully, or turn it off.](#)

○ Do not allow for private messages between participants.

○ The safest setting if you do enable chat is to allow chat messages to the host only. You can then read them out to the group.

● [Manage screen sharing](#) Control who can share

● [Preferred settings for Scheduling Meetings](#)

● [Preferred setting for Settings](#)