



Plan for Curriculum, Instruction, and Grading During School District Closure
New Instruction to begin Monday April 6th, 2020

During this unprecedented time, ongoing learning remains essential for our students as the foundation for their academic and post-secondary future. The shift to learning from home is how we can continue to support our students in their K-12 education.

While continued learning is essential, the approaches we take must account for the varied realities of our students in order to ensure equity in opportunities and outcomes as a vital charge of our work and actions.

Curriculum during building closure

- Teachers should prioritize NYS learning standards and use a compressed curriculum model.
 - Prioritization should focus on standards that are foundational for future learning in other courses/grade levels.
 - Curriculum should be pared down, providing students exposure to and instruction in the most important standards.
- Teachers of college courses should follow instructions they receive from the college/university.
- Teachers of Advanced Placement courses should follow information provided by The College Board, which is developing AP tests for this year that will cover content taught through early March. See [College Board website](#).
- Information about Regents is forthcoming when guidance from NYSED becomes available.

Instruction and assignment of work during building closure

- Teachers will need to facilitate educational direction with on-going support to students; teachers will need to provide options for students; different ways to learn the content and different ways for students to demonstrate mastery of the content.
- Instruction in new material will need to be provided under the direction of a classroom teacher(s). See links to state and federal guidance below.
 - Links to externally existing resources should be directly linked to through Class Dojo for Grades K-3 and Schoology for Grades 4-12 and should be universally available and accessible to students.
 - Resources must be 2-D compliant and must not require students input any personal information. If there is any question regarding a resource, please reach out to Fred Hutchinson.
- Teachers are encouraged to create meaningful learning opportunities for students with easy-to-complete assignments. Avoid creating work just to assign work. If an activity does not further students' learning of course content, it should not be assigned. Optional extension activities may be offered.
- Independent educational opportunities should focus on the lower levels of cognitive work (gaining knowledge and comprehension). Focus on the higher forms of cognitive work (application, analysis,

synthesis, and/or evaluation) should be with the support of the instructor through intentional lesson design and feedback.

- Students must be able to complete assignments with minimal resources; assignments should not require items such as poster boards, trips to craft stores etc.
- Each teacher Grades 4-12 will be assigned a time to provide direct instruction to students via Schoology - Big Blue Button. This is an optional platform - you may choose to use Google Meets or Class Dojo. *If you are using Schoology Conferences, please understand that access will be limited. The Guidance Department at the Secondary level is working to develop a master schedule for this feature in order to reduce conflicts.*
- Teachers must be available at least an hour a day for “office hours” - this includes answering emails, making phone calls, etc. to assist students. Please establish a consistent time of day and communicate this with families, pertinent colleagues, and building principal.

Grading during building closure

- Teachers should use varied forms of assessments and graded assignments to measure and document evidence of student learning with multiple opportunities for revision, resubmission and remedial supports.
- Grades 6-8 will be graded Pass/Fail for Quarter 3. A “Fail” will be recorded as a 55 within the SchoolTool system, while “Pass” will be recorded as 100.
- Grades 9-12 and 8th grade high school courses: Quarter 3 work up until March 16th will have an 80% weight in the overall Quarter 3 average; work assigned to be done at home after March 16th should be graded pass/fail (pass = 100, fail = 55) and will have a 20% weight. Quarter 3 will end on Friday April 3rd, but the date for submitted grades will be April 17th.
- Teachers will need to provide opportunities for work assigned prior to March 16th to be submitted for credit.
- Though we will continue to review what guidance is provided by State Ed, if/when in-person classes resume any time during Quarter 4, traditional grading practices will resume at the MS/HS.
- If/when 3rd trimester classes resume, traditional grading practices will resume at BES. Work completed at home during the review time as well as during new instruction should be evaluated.
- Work with your students to submit assignments completed during building closure. Ideas include taking pictures, email, online submission, mail, drop box at school, etc.

Provision of Special Education and Related Services during building closure

- Special Education and Related Service Providers (including Occupational Therapy, Physical Therapy, Speech/Language, Counseling, etc.) continue to have the health and safety of their students and our faculty as a priority and are unable to provide in-person services. Each provider will continue to connect with families and provide services outlined in the IEP to the greatest extent feasible and appropriate. During this time these supports will continue to be provided through distance learning and direct contact via phone. Google Voice and *67 are two ways that personally identifiable numbers can be “hidden” from phone call recipients.
- Special Education teachers will need to continue to collaborate with general education teachers to modify curriculum and assignments and to provide accommodations as outlined in a student’s plan.
- Special Class and Resource Room teachers will need to continue to plan and provide instructional activities related to each student’s IEP goal(s) or other learning goals.

- Related Service Providers (Speech, counseling, etc.) will need to continue to plan individualized learning opportunities for students on their caseloads via distance learning.

Other

- Do not use: Zoom; Youtube; Google Classroom; Google Hangouts (Google Meet is ok and can be found in your Google landing page waffle), Google Chat, or Google Video Chat. The reason for this is that we do not have security licensing agreements with these products so they are not Ed Law 2D compliant.
- Contact your direct supervisor with any questions about these options.

Resources

- Questar III BOCES Resources:
<https://www.questar.org/services/educational/school-improvement/resources-and-support-during-school-closure/> (includes federal special education guidance)
- USDOE: https://rem.s.ed.gov/docs/ED_ContinuityOfLearning-SchoolDismissalsK-12.pdf
- NYSED: <http://www.nysed.gov/edtech/guidance-continuity-learning>

Grades K-3

- Primary Platform: Class Dojo
- Secondary Technology Resources:
 - Journeys
 - Envisions
 - IXL
 - Teacher-made videos posted to Dojo
 - Brain Pop
 - Discovery Streaming
 - Kahoot
 - PBS Kids
 - Raz Kids
 - Prodigy
 - PBL from Ben Bache
- Material Resources:
 - Manipulatives
 - Leveled Readers
 - Books
- Personnel Resources:
 - Phone calls (*67, Google Voice for privacy)
 - Email
 - Contact through Class Dojo
 - Remind App
 - Google Meet
- K-3: 5 hours per week (total for all subjects)

Grades 4-5

- Primary Platform: Schoology
- Secondary Technology Resources:
 - Journeys
 - Envisions
 - IXL
 - Teacher-made videos posted to Schoology
 - Brain Pop
 - Discovery Streaming
 - Kahoot
 - PBS Kids
 - Raz Kids
 - Prodigy
 - Google Docs
 - NewsELA
 - Scholastic
 - PBL from Ben Bache
- Material Resources:
 - Manipulatives
 - Leveled Readers
 - Books
- Personnel Resources:
 - Phone calls (*67, Google Voice for privacy)
 - Email
 - Contact through Schoology
 - Remind App
 - Google Meet
 - Big Blue Button - Schoology
- Gr. 3-5: 5 hours per week (total for all subjects)

Grades 6-8

- Primary Platform: Schoology
- Secondary Technology Resources:
 - Teacher-made videos posted to Schoology
 - Brain Pop
 - Discovery Streaming
 - Kahoot
 - PBS Kids
 - Google Docs
 - NewsELA
 - Scholastic
 - TeenBiz
 - Aleks
 - Khan Academy
 - Senor Wooly
 - Quizlet
 - Castle Learning
 - PBL from Ben Bache
- Material Resources:
 - Manipulatives

- Textbooks/Books
- Personnel Resources:
 - Phone calls (*67, Google Voice for privacy)
 - Email
 - Contact through Schoology
 - Remind App
 - Google Meet
 - Big Blue Button - Schoology
- Gr. 6-8: 2–2½ hours per course per week

Grades 9-12

- Primary Platform: Schoology
- Secondary Technology Resources:
 - Teacher-made videos posted to Schoology
 - Brain Pop
 - Discovery Streaming
 - Kahoot
 - PBS Kids
 - Google Docs
 - NewsELA
 - Scholastic
 - TeenBiz
 - Aleks
 - Khan Academy
 - Senor Wooly
 - Quizlet
 - Castle Learning
 - PBL from Ben Bache
- Material Resources:
 - Manipulatives
 - Textbooks/Books
- Personnel Resources:
 - Phone calls (*67, Google Voice for privacy)
 - Email
 - Contact through Schoology
 - Remind App
 - Google Meet
 - Big Blue Button - Schoology
- Gr. 9-12: 2½–3 hours per course per week

(Current as of March 30, 2020)