

George Junior Republic UFSD



CONTINUITY OF LEARNING PLAN

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I. Continuity of Learning

This Continuity of Learning Plan is designed to provide a template for the continuation of baseline learning expectations in the event of a long-term closure (5 consecutive days or more). More specific guidance will come from the administration in our school.

We know that nothing can replace the learning experience in the classroom, but there are times in which extenuating circumstances prevent the optimal learning environment in our schools with our outstanding faculty and staff. With the advent of the Novel Coronavirus (COVID-19) upon us, this is a new challenge for our school district. Therefore, this document itself is a work-in-progress and will be updated periodically as new guidance and resources become available from the town, county, state and federal government and department of education. We will periodically update our plan, with new changes **highlighted in yellow**. Please also refer to the ‘Last Updated’ date on the bottom of the page.

II. Expectations for Students

School-wide Behavioral Expectations

Expectation	All Settings	Classrooms	Transitions	Restroom
Be Safe	<ul style="list-style-type: none"> Follow and respond to staff directions Use coping strategies/ tools Keep hands, feet, objects to self 	<ul style="list-style-type: none"> Keep all chair legs on floor Transition with staff when prompted 	<ul style="list-style-type: none"> Walk quietly Walk directly to destination Maintain <u>safe personal</u> space 	<ul style="list-style-type: none"> One person at a time Keep floor clear Wash hands for 20 seconds Flush
Be Respectful	<ul style="list-style-type: none"> Maintain personal space/ boundaries Use appropriate language and volume 	<ul style="list-style-type: none"> Use materials as instructed Avoid being a distraction to others 	<ul style="list-style-type: none"> Focus on getting to destination Avoid being a distraction to others 	<ul style="list-style-type: none"> Get in, get out Respect privacy of others
Be Responsible	<ul style="list-style-type: none"> Dress appropriately Advocate for yourself and others when appropriate 	<ul style="list-style-type: none"> Be prompt Be prepared Be positive Focus on learning 	<ul style="list-style-type: none"> Arrive on time Stay in supervised area(s) 	<ul style="list-style-type: none"> Respond to knocks Clean up after yourself Report concerns to adults

III. Grading

The plan for third marking period grading is that we are going to calculate the first 7 weeks we had students in class and use the grading rubric to calculate the cottage averages. The two averages will be used to calculate the final average. If there are special circumstances please contact the principal, otherwise department chairs can explain details if you have questions. See chart on the next page.

Category	Excellent (100-90)	Good (89-80)	Satisfactory (79-65)	Needs improvement (65-51)	50*
Attitude	90-100% of the time, student is respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is critical of ideas or work of others. Has a positive attitude about the task(s). Treats others and self with respect 80-89%	Has a positive attitude about the task(s) and behaves in a respectful manner 65-79% of the time	Critical of the work or ideas of others. Behaves in a respectful manner less than 65%-51%of the time.	50% of the time or less.
Focus on Class Work	Stays focused -90 – 100% of the time on class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time -80-89% of the time.	Focuses on the task and what needs to be done some of the time -65-79% of the time. Must be reminded by the teacher about what needs to get done.	Focuses on class work and what needs to be done less than 65%-51% of the time.	50% of the time or less
Contributions	Provides useful ideas when participating in classroom discussion 90-100% of the time. A definite leader who contributes a lot of effort	Provides ideas when participating in classroom discussion 80-89% of the time.	Provides useful ideas when participating in classroom discussion 65-79% of the time. A satisfactory student who does what is required.	Provides useful ideas when participating in classroom discussion 65%-51% of the time. May refuse to participate.	50% of the time or less
Time management	Uses time well 90-100% of the time to ensure things get done on time. Student never asks to adjust deadlines.	Uses time well 80-89% of the time, rarely misses deadlines.	Tends to procrastinate, does not use school time or schedule provided to get work completed 65-79% of the time	Gets work done by deadlines 65%-51% of the time.	50% of the time or less
Quality of work	Provides work of the highest quality that reflects the student's best efforts 90 – 100% of the time	Provides quality work that reflects an effort from the student 80- 89% of the time.	Work needs to be redone or does not reflect any time or effort.	Provides illegible work or work that reflects little quality 65%-51% of the time.	50% of the time or less
Behavior	Student is awake and engaged in class on a daily basis, and shows no disruptive behavior 90- 100% of the time.	Student is awake and engaged in class nearly every day, and shows no disruptive behaviors 80-89% of the time.	Student is awake most of the time but has fallen asleep or done nothing. Show no disruptive behavior.	Student sleeps and/or disrupts class	50% of the time or less

Total grade for 3 weeks = average of categories

*No grade should be below a 50%

IV. Assessments

All New York State Assessments have been suspended for the remainder of the school year, including the following:

- New York State Grades 3-8 English Language Arts Test;
- New York State Grades 3-8 Mathematics Test;
- New York State Grade 8 Intermediate-Level Science Test;
- New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities in Grades 3-8 and high school.

The Board of Regents has also announced the cancellation of the June and August administration of the Regents Exams. Students who would have otherwise taken the exams are now largely exempt and will still receive diploma credit.

Summary Guidance for NYS Regents Exams

<p>Grades 7-12 students currently enrolled in a course that will culminate in a Regents who will earn credit by the end of 2019-2020 school year</p>	<p>Exempt from <u>Regents Exam</u></p>
<p>Grades 7-12 students currently enrolled in a course that will culminate in a Regents who will not earn course credit by the end of the 2019-2020 school year</p>	<p>If student attends summer school in 2020 to earn course credit, they are still exempt from the culminating Regents Exam if it is administered in August 2020</p>
<p>Grades 8-12 students who are not currently enrolled in a course that will culminate in a Regents, but were in the past and have already earned course credit and planned on taking the exam in June 2020</p>	<p>Exempt from <u>Regents Exam</u></p>
<p>Any student preparing to take a +1 Pathways Assessment in June 2020 who:</p> <ol style="list-style-type: none"> 1. Currently or previously enrolled in the course that lead to the pathway assessment and will or has already earned course credit or, 2. ELL whose home language is Chinese, French, Italian, Korean or Spanish, intending to take LOTE +1 or, <p>Student intending to use the ASL +1 Pathway</p>	<p>Exempt from <u>Pathway Assessment</u> (including <u>Technical Assessments</u> for the purposes of graduation)</p> <p>Exemption from <u>Technical Assessments</u> for the purposes of a <u>CTE Technical Endorsement</u> is not automatic. This determination is student-specific and a local decision using data regarding individualized student proficiency.</p>
<p>Any student who has earned 3 course credits by end of school year 2019-2020 in LOTE, who was intending on taking the LOTE Checkpoint B Exam in June 2020 for an Advanced Regents Diploma</p>	<p>Exempt from <u>Checkpoint B Exam</u></p>
<p>Any student exiting high school in June 2020 who is unable to meet the requirements of the CDOS Commencement Credential or the CSOS +1 Pathway because of the COVID-19 situation, who has demonstrated proficiency of the CSOS learning standards may be granted various waivers.</p>	<ol style="list-style-type: none"> 1. Granted a waiver from the completion of the <u>216 hours of CTE instruction</u> and/or 2. Granted a waiver of the <u>54 hours of work-based learning requirement</u> and/or 3. Granted a waiver from any other <u>NYSED approved exam</u> that may have been being used to achieve the CDOS +1 Pathway <p>*Student eligible to earn either the <u>Regents or Local diploma</u> as applicable</p>

IV. Curriculum

The focus of the students learning will be a review of material that they have covered since the beginning of the year. Once the students are comfortable in the learning environment we will shift our focus. The focus of all learning will be on essential skills and knowledge. Curriculum will be streamlined and linked to the Next Generation Learning Standards for New York State.

Instruction of new material should be provided with direct support from the teacher. In addition, all learning should be supported by clear and posted learning objectives. Assignments and assessments must be able to be completed independently from a remote location and completed with minimal resources. In addition, they must be meaningful.

V. Instruction - Daily Schedule

Residential Student Groupings:

Before 3/16/20

School team	Number of cottages represented on team as of 3/16/20
2	6
3	4
4	6
5	4
6	4
7	5
8	Day School – currently with 13 school districts sending students
9	1- RTA program

After 3/16/20

Cottage name	Number of Residents	# of Teachers/ TA's assigned for direct instruction
Ed George	6	2/1
Grace	6	2/2
McDonald	12	2/3
Terry	10	2/3
Millett	5	2/2
Stevens	6	2/2
Choate	9	2/2
Newburger	10	2/2
Booth	9	2/2
Finn	12	3/3
Lodge	11	2/2
Newman	12	2/3
Republic	12	2/2
Heizer	6	2/2
McAllister	4	1/2
Barber	9	2/2
Butler	10	2/3
Seidell	8	2/2

Day School Students:

Day school students will not come to campus while our school and the sending schools are closed. We will coordinate mailed packets of academic work per student schedules. Additionally, we will provide opportunity for remote, electronic face to face sessions for related services and general social emotional check-ins. All interactions will protect personally identifiable information in accordance with state and federal regulations.

Special Education:

The District will put forth its best efforts to provide all students with a “Free and Appropriate Public Education” (FAPE) during the time we are closed. We are committed to providing students with disabilities access to educational opportunities to the same extent as their peers. To the extent possible, we will provide services that approximate those on students’ IEPs. Collaboration will continue between classroom teachers and special educators. We continue to follow the guidance from the New York State Department of Education (NYSED) and the U.S. Department of Education and will adjust as additional guidance is made available.

VI. Social Emotional Learning:

Students and teachers transitioning to learning in the cottages and practicing social distancing are experiencing a major, and likely disconcerting, change in daily activities and interactions, and with that, are under a great deal of stress. During this period in which our ability to check in on one another in person is limited, it is even more critical that we find ways to reach out and check in with each other, supporting everyone's social emotional learning (SEL) and mental health.

Our district will be offering SEL or mental health education lessons or incorporate opportunities to practice SEL competencies within academic subject areas. Using community circles in cottages could offer all adults and students an opportunity to be heard, and to voice their experience and concerns. These circles might also offer insights as to adults or students who might benefit from an additional check-in.

VII. Provision of Related Services:

In its guidance document, entitled “Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in New York State,” dated March 27, 2020, the New York State Education Department (“NYSED”) stated, “NYSED will allow school districts as much flexibility as federal and State laws and regulations allow in determining how FAPE is to be provided during the Coronavirus outbreak and [it] will continue to seek further guidance regarding additional flexibility during this pandemic.” In particular, NYSED explained in the document as follows:

School 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). However, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. During this emergency, schools may not be able to provide all services in the same manner they are typically provided.

During a webinar, entitled “COVID-19 and Its Effects on School Operations - What We Know and Don’t Yet Know,” on March 28, 2020, the Interim Commissioner of Education explained that NYSED understands there is no way school districts will be able to provide all services mandated by students’ IEPs and the practicalities of the provision of such services may not be exactly as written on such IEPs.

With that said, the District will provide special education and related services to the greatest extent possible.

Related Services

Support services noted on a student’s IEP including will be provided in accordance to student need. Special Education Teacher or Manager can expect a student’s service provider to contact them to discuss how services on the IEP will be delivered.

Therapists will plan and provide specific activities designed to work toward individual student goals. The Therapists will be available to guide these activities, answer questions, and check in on progress.

VIII. CSE and 504 Meetings

CSE and 504 meetings will be held in accordance with the regulation of Federal and NY State laws. Invitations will be sent to parents via email. If your child was recommended for an evaluation that requires a face-to-face assessment or observation, the evaluation will be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while schools are closed, if the parent or legal guardian provides consent.