

Frankfort-Schuyler Central School
Continuity of Learning Plan
April 13, 2020

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Schedule of Learning for Elementary

Elementary Classroom Teachers

All students will receive instructional material in paper form, including but not limited to Reading passages, Math instruction, journals, rubrics. Students must also receive their unique username and passwords for necessary website access (IXL, Google Classroom, ConnectEd, etc.) Class Dojo will be utilized for Pre-K, K-2. Google classroom will be utilized in all grade levels 1-5 to provide instruction for the paper packets mailed home. Class Dojo and/or Google classroom will provide videos of instruction. Virtual meetings are expected at least 2 times per week. If students do not have access to technology at home, teachers will make phone calls to students/parents.

Pre-Kindergarten and Kindergarten	1-5
Class Dojo will be used for video instruction <ul style="list-style-type: none">Minimum of 2 virtual meetings per week via Zoom or Google Hangout	Google Classroom will be used for video instruction <ul style="list-style-type: none">Minimum of 2 virtual meetings per week via Zoom or Google Hangout

Any "new instruction" will be referred to as "essential instruction". Weekly lessons will be established at the beginning of each week to outline the standard, concept and expectation of the students. This will be shared with parents/students via Class Dojo, Google Classroom, and mailed home as appropriate. The lesson will clearly define the assignments students are expected to complete, and be understood by the appropriate grade level student. This will provide structure for the students, and encourage appropriate task completion and time management. The focus of instruction will be a prioritized curriculum to allow students to successfully transition to the next grade level. Reading and Math standards will be top priority. Science and Social Studies standards as appropriate to meet grade level standards. All online learning opportunities will be clearly indicated, including appropriate websites to access information. This includes IXL, ConnectEd, keyboarding without tears, etc, for students with technology access. Teachers will continue to provide differentiated instruction and follow the provisions of the student's IEP, Section 504 plans and accommodations. This is essential! For students without access to technology, or prefer to complete paper assignments, a plan to return material to the elementary school will be established.

Hours of instruction per day (including video time)

PreK, K, 1, and 2	3, 4, and 5
1 hour of total instruction	2 hours of total instruction
1 hour of additional office hours to assist students	1.5 hours of additional office hours to assist students

General Expectations For Classroom Teachers

Teachers are expected to maintain the communication log in Google Sheets. This must be shared with the building principal. The log will include information regarding telephone calls, texts, emails, comments on Google Classroom, and posts in Class Dojo with students and/or parents. Teachers will contact the school psychologist and school counselor when students need emotional support. After 3 attempts to make contact with students/parents, and no contact was made, report to the Building Principal. The Building Principal will follow up with the student/parent.

Teachers are expected to continue participation in virtual faculty meetings, department meetings, grade level meetings, CSE meetings, etc. Grade level teams should continue to collaborate and support one another and our students. It is crucial that we all work together to offer a consistent approach to instruction.

Elementary Special Education Teachers

Elementary Special Education teachers are expected to follow the guidelines as established for classroom teachers. Special education teachers will continue to provide support for students with disabilities. Special education teachers will collaborate with general education teachers to ensure equitable access to instruction and adherence to CSE identified accommodations. Special education teachers will assist with the development of a modified curriculum and modified assessments, where needed and/or required. Communication with parents is key to explaining the current circumstances and the plans special education and the general teachers have for addressing the educational needs of the students, and guiding parents in ways to assist their children at home.

Elementary Special Area Teachers (PE, Art, Music)

Teachers will make two weekly videos and/or assignments for students via Class Dojo for grades K-2 and Google Classroom for grades 3-5 for each grade level. Teachers will follow the schedule below.

Special Area	Days to Post
Art (Watson)	Monday and Thursday
Music (Hance)	Tuesday and Friday
Band (Bunger)	Wednesday and Thursday
PE (Carinci)	Monday and Thursday
PE (Giambrone)	Tuesday and Friday

Elementary AIS Teachers (Reading and Math)

AIS Teachers are also expected to follow the guidelines established for all teachers. AIS teachers will collaborate with teachers of students on their caseload to support student learning. AIS teachers will post activities for all students on Wednesdays in Class Dojo or Google Classroom. AIS teachers will also schedule office hours for students to contact/or specialists to contact students to provide support per the same schedule as classroom teachers. AIS teachers are expected to maintain student contact and to assist students with the instructional work assigned by the classroom teacher.

Related Service Providers (Speech, OT, PT)

Related service providers are also expected to follow the guidelines established for all teachers, as appropriate. Speech and language, OT and PT should incorporate teletherapy in their instructional plans, as appropriate. Actual vision conferencing and instruction with students should occur, if the student/parents have the technology available.

Elementary School Psychologist and Elementary School Counselor

The School Psychologist and School Counselor will focus on social emotional health and learning for the academic progress of students. They will create individual schedules to call or virtually meet with their students. Teachers will contact the school psychologist and school counselor when students need emotional support. Weekly suggestions for social emotional support can be posted on Class Dojo and Google Classroom. Postings will be made on Wednesday (at least), unless a need for information needs to be shared in which case any day is appropriate. In addition, they will attend all CSE, Building Team, Grade Level, faculty and other meetings as required and/or needed. They will assist staff with the implementation of IEP, 504 and accommodation requirements.

Elementary Teacher Assistants

Teaching assistants will continue to serve as a resource to our students, teachers, clerical staff and administrators. TAs will check-in with the special education teachers at least 3 times per week to determine specific ways in which the TAs can provide assistance. TAs will check in at least 2 times per week with the building principals to determine if additional support is needed. TAs can assist with teachers by making connections with students at least 2 times per week to assist them with their academic assignments. All communication made with teachers, TAs, administrators, and students will be documented by the TA.

Expectations For Elementary Students

Students will have direct communication with the classroom and/or special education teachers at least 2 times per week through a variety of means. This could include, but not be limited to, the following:

- Attending a class via Google Hangout, Zoom or dialing in by phone
- Emailing or texting your teacher
- Communicating with your teachers during office hours
- Commenting on Google Classroom

Students will complete all assignments and return them, when they are due. Students will communicate with teachers and/or school counselor if/when they are experiencing any difficulties or have questions. Students will follow the schedule of instruction provided by the teacher.

Expectations For Parents

Parents will check with their child to make sure he/she is receiving, completing, and/or returning assigned work. Parents will contact the classroom teacher first, if they have questions/concerns. If issues are not resolved, parents will contact the building principal. Parents will make sure their cellular voicemail is open, school staff cannot leave messages if the voice box is full or not set up.

6th grade schedule

Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
New lessons and assignments posted 2 hours of total lessons/assignments daily	ELA Reading	Science Social Studies	Math Music	Tech/Art or Keyboarding	PE and AIS
Office Hours 2hour time frame	ELA Math Science Social Reading Resource Room	Typing Music PE Health Tech Art	ELA Math Science Social Reading Resource Room	Keyboarding Music PE Health Tech Art	ELA Math Science Social Reading Resource Room

- Students should be expected to work a maximum of 2 hours/day. Please work with your co-assigned colleague/subject area to ensure this time frame is being followed and implemented accordingly.
- Your office hours are to be made at your discretion – based on your schedule and availability of yourself and students. Again, collaborate with your colleagues as needed to ensure proper scheduling.
- Resource Room teachers – please work with content area teachers during instruction, activities and office hours as needed to ensure student IEPs are being met and followed accordingly.
- Direct Instruction Special Education Teachers – please follow the schedule and make adjustments as needed for your direct assigned core content areas.

MS Schedule 7th and 8th grade

Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
New lessons and assignments posted 3 hours of total lessons/assignments daily	ELA Art – 7 th Health – 8 th	Science Spanish	Social Studies Music	Math FACS	PE Honors Classes AIS
Office Hours 2hour time frame	Math Science Spanish Resource Room	ELA FACS Music PE Health Art Social	ELA Math Science Spanish Resource Room	FACS Music PE Health Art Social	ELA Math Science Social Spanish Resource Room

- Students should be expected to work a maximum of 3 hours/day. Please work with your co-assigned colleague/subject area to ensure this time frame is being followed and implemented accordingly.
- Your office hours are to be made at your discretion – based on your schedule and availability of yourself and students. Again, collaborate with your colleagues as needed to ensure proper scheduling.
- Resource Room teachers – please work with content area teachers during instruction, activities and office hours as needed to ensure student IEPs are being met and followed accordingly.
- Direct Instruction Special Education Teachers – please follow the schedule and make adjustments as needed for your direct assigned core content areas.

HS Schedule

Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
New lessons and assignments posted 3 hours of total lessons/assignments daily	ELA Art Social Studies if needed	Science Spanish Tech if needed	Social Studies Music Science if needed	Math Tech ELA if needed	PE/Health AIS Math if needed
Office Hours 2hour time frame	Spanish Music PE/Health Science Resource Room Math	ELA Social Studies Art Tech Music	ELA Math Science Resource Room Art Spanish	Spanish Music PE Health Art Social Studies	ELA Math Science Social Studies Tech Resource Room

- Students should be expected to work a maximum of 3 hours/day. Please work with your co-assigned colleague/subject area to ensure this time frame is being followed and implemented accordingly.
- Your office hours are to be made at your discretion – based on your schedule and availability of yourself and students. Again, collaborate with your colleagues as needed to ensure proper scheduling.
- Resource Room teachers – please work with content area teachers during instruction, activities and office hours as needed to ensure student IEPs are being met and followed accordingly.

Useful links for Remote Learning

NYSED Continuity of Learning

<http://www.nysed.gov/edtech/continuity-learning>

PRIORITIZED STANDARDS

<https://essentialed.capitalregionboces.org>

ONLINE INSTRUCTION MEETING (Zoom, Google Hangout, etc)

<https://sites.google.com/btboces.org/bocesofnewyorkstateonlineconfe/home>

GOOGLE CLASSROOM HELP

10 Google Classroom Tips:

<https://shakeuplearning.com/blog/10-google-classroom-tips-for-remote-learning/>

Turn PDFs into Google Forms: <https://alicekeeler.com/2020/04/06/automagically-pdf-worksheet-to-google-form/>

For Parents: <https://www.youtube.com/watch?v=2lowi-gmbys>

Incorporate Google Hangout in Google Classroom:

<https://m.youtube.com/watch?v=yVfScBKrSOk&feature=youtu.be>

GOOGLE HANGOUT HELP

<https://www.youtube.com/watch?v=txrw8wNvL88&feature=youtu.be>

<https://support.google.com/hangouts/answer/3115553?co=GENIE.Platform%3DDesktop&hl=en>

<https://m.youtube.com/watch?v=yVfScBKrSOk&feature=youtu.be>

ZOOM HELP

https://www.weareteachers.com/zoom-for-teachers/?utm_source=WAT_MDR&utm_medium=Enews&utm_campaign=WAT_Enews04012020

<https://zoom.us/docs/doc/Comprehensive%20Guide%20to%20Educating%20Through%20Zoom.pdf>

Classwork with Zoom: <https://youtu.be/iHsFYFj1nEq>

WEBSITE HELP
https://help.blackboard.com/Web Community Manager/Teacher Editor

APPROVED WEBSITES FOR INSTRUCTIONAL USE (because we already subscribe)
IXL
HMH (Into Reading)
CONNECTED (Wonders and My Math)
Keyboarding without Tears
Pearson (Elevate Science and Envisions 2020)
Studies Weekly (Science and Social Studies)
Scholastic Weekly
Google Platform (Classroom, Docs, etc)
Class Dojo
Buzz (for Science kits through OHM BOCES)

Expectations for Teachers

1. All General Education, Special Education and Student Support Services and staff are required to consistently communicate with each of their students, at least two times per week.
 - Samples of this communication include, but are not limited to, the following:
 - Calling, texting, e-mailing during “office hours.”
 - Allowing a class via Google Hangout or by telephone dial-in.
 - Comments on Google Classroom
 - The teacher will establish, with their students, the type(s) of communication that will take place.
2. All teachers will be available during established instruction, communication and office hour times to interact with their students.
3. All teachers will maintain a record of contacts with their students.
4. Teachers will identify students and families who are not engaging. Make sure you document attempts to make contact. After three incidents of a documented lack of engagement, please make a report to your Building Principal. The Principal will follow-up with the parent and student.
5. Participate in virtual faculty, department, grade level, C.S.E. and other meetings, as required and needed.
6. Prioritize your curriculum for the remainder of the school year. Plan on implementing, at most, 50% of the remaining curriculum. Identify and communicate for the students the essential standards and materials that will be focused upon in the fourth quarter.
7. Maintain student attendance and document the same.
8. Utilize a differentiated instruction approach and be sure to follow the provisions of the student I.E.P., Section 504 Plan and/or accommodations.
9. Follow the developed process for the distribution and collection of instructional packets and on-line information.
10. Be sure to post student grades in School Tools. Given the highly unusual circumstances and the fact that S.E.D. has greatly modified expectations for the remainder of the school year, be reasonable and fair with the fourth quarter grades.
11. Refer to all new material as “Essential” Material.
12. Grade level teams should continue to collaborate and support one another and our students.
13. It is crucial that we all work together to offer a consistent approach to instructional and specific grade level grading procedures. A universal approach, under these highly-unusual circumstances, is essential.

Please direct any comments or suggestions to your building principal.

Expectations for Specialists

- You are expected to follow the guidelines established for all teachers.
- Collaborate with the teachers of the students on your caseloads.
- A.I.S. teachers are expected to maintain student contact and to assist students with the instructional work assigned by their teachers.
- Speech and Language, O.T. and P.T. should incorporate teletherapy in their instructional plans, as appropriate. Actual visual conferencing and instruction with students should occur, if/when the student has the technology available.

Expectations for Teacher Assistants

- Continue to serve as a resource to our students, teachers, clerical staff and administrators.
- Check in with the collaborative teachers, at least three times per week, to determine specific ways in which you can provide support.
- Check in at least two times per week with the building principal(s) to determine what kind of support is needed.
- Make connections with your students at least two times per week, to assist them with their academic assignments.
- Document all contacts made with teachers, administrators, students and/or their parents.

Expectations for School Psychologists and School Counselors

- Attend all C.S.E., Building Team, Grade level, faculty and other meetings as required and/or needed.
- Assist staff with implementation of I.E.P., 504 and accommodation requirements.
- Maintain consistent communication with parents, utilizing, among other approaches, visual conferencing when/where possible.
- Maintain frequent communication with students who may be in need of social-emotional support during these unusual times. Use video conferencing where/when possible.
- Complete student scheduling for 2020-2021 academic year.
- Complete Senior college, employment and/or training applications, as needed.
- Monitor the graduation status of Senior students; follow-up as needed.
- Prepare and implement the scholarship and awards selection process.

Expectations for Nurses

- Communicate with the parents of students with significant medical needs to monitor their status and to offer assistance.

Expectations for Teachers of Students with Disabilities

- You are expected to follow the guidelines as established for all teachers.
- Continue to provide support for your assigned students. Continue to collaborate with teachers to ensure equitable access to instruction and adherence to C.S.E. identified accommodations. Assist with the development of a modified curriculum and modified assessment where needed and/or required.
- Provide differentiated instructional activities for your students.
- Reach out to parents. Help them to understand the current circumstances, the plans you and the teachers have for addressing the educational needs of their children and guiding them in ways to assist their children, at home.

Expectations for Students

1. Have direct communication with each of your teachers at least two times per week through a variety of means. This could include, but not be limited to, the following:
 - Attend a class via Google Hangout or dial-in by telephone
 - E-mailing or texting your teacher
 - Communicating with our teacher during office hours
 - Commenting on Google Classroom
2. Complete all assignments and return them when they are due.
3. Communicate with the teacher and/or school counselor when you are having difficulties or have questions.
4. Follow the schedule of instruction that your teachers give you.

Expectations for Parents

1. Check with your child to make sure he/she is receiving, completing and/or returning assigned class work.
2. Contact the teacher if you have any questions and/or concerns.
3. If the concerns are not resolved by your contact with the teacher, please contact the building principal.
4. Please make sure your cellular voicemail box is open. We cannot leave messages if the voicemail box is full.
5. Contact your child's School Counselor for assistance.

Administrative Offices
605 Palmer Street
(315) 894-5083 Superintendent
(315) 895-7781 Business Office
(315) 895-7011 Fax



Frankfort-Schuyler
Central School District
Frankfort, NY 13340

Middle-Senior High School
605 Palmer Street
(315) 895-7461 Principal
(315) 895-4032 Fax
(315) 895-7733 Special Education

Frankfort-Schuyler Elementary School
610 Reese Road
(315) 895-7491 Principal
(315) 895-4102 Fax

April 15, 2020

Dear _____:

As you are aware, schools in New York and throughout the nation are all responding to an unprecedented health crisis, which has effectively closed all schools (public and private) in New York (and most other states) due to the COVID-19 pandemic and the current State of Emergency declaration. Executive Order 202.14 (https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/EO_202.14_final.pdf) requires all schools to remain closed through April 29, 2020.

To meet our obligation to students and their continued education and access to services during this epidemic, the District developed a continuity of education plan to offer instruction, supports and services to your child(ren) through a variety of distance learning tools, virtual and video platforms, work packets and assignments, telephone consultation and check-ins, and email communication. All students enrolled in the public school (or for classified students with disabilities attending an approved public, private approved school, or Special Act or State-run school) are expected to continue their education and instruction through this plan during the Governor-mandated continued school closure.

While we recognize that this change may be difficult for students and for parents, we are here to support you. We are offering technical support, training and resources for our students and parents, as requested, to facilitate this process. Your child's continued participation in learning activities, work and assignment completion and educational engagement remains essential for them to progress academically, socially, developmentally, and functionally. Please make every effort to encourage and facilitate your child's participation in and attendance for all lessons and instruction, and your child's work and assignment completion so that they can keep up with their studies. If there are issues or concerns about your child's instruction, supports or services, please contact your child's teacher, provider or this office at 315-895-7781 for further assistance.

For our older students, the Board of Regents issued guidance on April 7, 2020 regarding its decision to waive the June 2020 Regents Examinations and other competency tests (<http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-regents-grad-req-faq.pdf>). According to this guidance, students who continue to attend and participate in instruction remotely (through digital, video, audio, or telephonic means), and who ultimately satisfy the coursework requirements to earn credit will be deemed eligible for this waiver. *If your child does not complete the course and/or pass their classes, they may not qualify for the Regents examination waiver.* To ensure your child's eligibility, please encourage them to comply with the distance learning expectations and to put forth their best effort daily to continue their education during this time.

There have been a few instances where students and/or parents have not responded to outreach or communication from District staff or providers related to the continuity of education plan. Please keep in mind that **all students between the ages of six (6) and sixteen (16) who have not completed the school year in which they turn 16 must attend school and/or receive appropriate instruction to satisfy New York's compulsory education law.** The only exception to remaining enrolled in school to comply with the compulsory education law is when the student is homeschooled by his/her parent, pursuant to an individualized home instruction program (IHIP) that complies with the Regulations of the Commissioner at Section 100.10 (available at http://www.p12.nysed.gov/part100/pages/100_10.html) regarding the total amount of instruction, subjects, materials and content of instruction, duration of instruction, and reporting at periodic intervals. Pursuant to Section 100.10 of the regulations, parents intending to home school a child must promptly send their District notice of their intent to home school, and thereafter must submit an IHIP which must be approved by their Superintendent.

If you elect to withdraw your compulsory education aged child from school and intend to homeschool them, please notify the District Superintendent in writing of your intent to do so as soon as possible. Once the Superintendent receives such notification the District will arrange to provide you documentation and information advising you of your compliance and reporting obligations, so that you can prepare the necessary IHIP and submit it to the District for review. If your plan is deemed compliant, you may continue to home school your child and submit progress reporting at regular intervals as an alternative to your child's continued schooling through the school district's continuity of education plan. (Be aware that due to the statewide emergency cancellation of State testing, the usual standardized testing requirements for home school students have been temporarily suspended as well, and home schooled students of any grade level may be assessed by means of a "written narrative" as set forth in Section 100.10 of the Regulations.)

Alternatively, if your child is not participating in the District's current continuity of education plan, is not being homeschooled pursuant to an approved IHIP, and has no other legal basis for their absence, their non-attendance will be considered truancy, and the District, as a mandated reporter, must take appropriate measures to address the non-compliance with compulsory education law, including making a report of educational neglect to the Department of Social Services. To avoid unnecessary involvement of Social Services or other agencies, please contact your school administrator as soon as possible if your child has not been participating in the continuity of education services to reestablish their compliance. If we do not hear from you, and your child does not participate in the continuity of education plan, we will have no choice but to follow our legally mandated reporting obligations. Your immediate attention and cooperation is greatly appreciated.

Sincerely,

Robert F. Reina
Superintendent of Schools

RFR:clg