



7-12

Long Term Continuity of Instruction Plan

Goals of Instruction during a Long Term Closure

Goals of Instructional Continuity:

- Provide all students with continuity of learning that is accessible and clearly communicated.
- Monitor and maintain student and family connections with school communities.
- Ensure the highest level of support for students in priority courses culminating in a NYS Assessment, Regents examination, AP examination or Dual Enrollment credit.
- Ensure that seniors working toward fulfilling graduation requirements have the support that is needed in order to meet and exceed their program essentials.

Goals will be achieved by:

- Tightly aligning building principals, director and supervisors to deliver unified communication.
- Gathering teacher and staff input, including them in the development of essential standards and common instructional guide.
- Providing teachers, administrators and staff with expectations, roles & responsibilities during the unique closure period.



Roles and Responsibilities

| Role | Responsibility |
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| General Education Teachers | <p>Instructional Planning & Delivery:</p> <ul style="list-style-type: none"> • Create weekly <i>home learning experiences</i> per the curriculum/instruction guidance in the following section. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. • Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to student/families. • Prioritize instruction for Regents/AP/Dual Enrollment courses and courses that are a requirement for graduation. • Log/catalog <i>home weekly learning experiences</i> /revised scope and sequence to inform future planning and EOY review. <p>Communication:</p> <ul style="list-style-type: none"> • Identify students/families who are not engaging with provided resources and <i>attempt to reach out</i> to those homes (<i>See communication options section for more information</i>). Parent phone numbers and email addresses should be changed in IC as needed. • Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts. • Serve as the point person for communication and for providing materials to students/families. • Provide ongoing feedback and communication with students and families (at least once per week) • <i>Individually, or as a part of a course team, create office hours, at least once per week, in order to be available for students/families. (Coordinate with service providers so times do not overlap).</i> • Participate in virtual faculty, department, IST, PST or CSE meetings, as needed. |
| Building Principals & Assistant Principals | <ul style="list-style-type: none"> • Facilitate Zoom meetings as needed to update staff and/or provide professional development. • 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, IST, PST or CSE meetings, as needed. |
| Instructional and Related Service Providers: | <p>Instructional Planning & Delivery:</p> <ul style="list-style-type: none"> • Create appropriate, differentiated <i>home learning experiences</i> for students on caseload. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. • Create communication to allow progress monitoring of student progress/ IEP goals |

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| <p><i>Resource, Intervention, Speech, ENL, OT/PT, TOD/TOVI, Counseling, Psych/SW</i></p> | <ul style="list-style-type: none"> Collaborate with classroom teachers to understand which standards are being focused on in order to ensure continuity of instruction. <p>Communication:</p> <ul style="list-style-type: none"> Determine with classroom teachers how lessons will be communicated to students/families, minimizing the number of emails and/or communications a family may receive. In coordination with classroom teacher, provide ongoing feedback to students Keep a record of differentiated <i>home learning experiences</i> distributed to students throughout closure. <i>Collaborate to individually, or as a part of a team, to establish office hours, at least once per week, in order to be available for students/families/other staff. (Coordinate with classroom teachers so times do not overlap)</i> Participate in virtual faculty, department, IST, PST or CSE meetings, as needed. |
| <p>Integrated Co-Taught Special Education Teachers</p> | <p>Instructional Planning & Delivery:</p> <ul style="list-style-type: none"> Collaborate with co-teachers to create weekly <i>home learning experiences</i> per the curriculum/instruction guidance in the following section. Create appropriate, differentiated <i>home learning experiences</i> for students on their caseload, including study-skills lessons. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. Keep a record of <i>home learning experiences</i> distributed to students throughout closure. Create communication to allow progress monitoring of student progress/ IEP goals <p>Communication:</p> <ul style="list-style-type: none"> Coordinate with co-teacher in order to identify students/families who are not engaging with provided resources and <i>attempt to reach out</i> to those homes (<i>See communication options section for more information</i>). Parent phone numbers and email addresses should be changed in IC as needed. Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts. Continue to provision work. Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to student/families. Provide ongoing feedback and communication with students and families (at least once per week) <i>Individually or as a part of a team, establish office hours, at least once per week, in order to be available for students/families. (Coordinate with service providers so times do not overlap). Record office hour times on the matrix provided on SharePoint.</i> Participate in virtual faculty, department, IST, PST or CSE meetings, as needed. |
| <p>Self-Contained Special Education Teachers</p> | <ul style="list-style-type: none"> Create appropriate, differentiated <i>home learning experiences</i> for students on their caseload. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. Keep a record of <i>home learning experiences</i> distributed to students throughout closure. Create communication to allow progress monitoring of student progress/ IEP goals Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts. Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to student/families. Participate in virtual faculty, department, IST, PST or CSE meetings, as needed. |

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| Counselors/ Psych/Social Workers <i>(Outside of IEP Counseling)</i> | <ul style="list-style-type: none"> • Work with building principal to identify high needs students who may need more frequent check-ins, create list of “Check In Coaches” and provide student contact information. • School based mental health staff and counselors should maintain a level of connectedness to students with known needs (one – two times per week), in addition to students who receive IEP counseling services. (See Related Services Section Above) • Coordinate with Building Leadership regarding instructional plans for At-Risk students, including seniors receiving Tier II/Tier III supports for Graduation Plans. • Participate in virtual faculty, department, IST, PST or CSE meetings, as needed. • For out of district case management, please continue to coordinate between students, families and providers to support access, monitoring and problem solving. • Create office hours, at least once per week, in order to be available for students/families/other staff. Record office hour times on the matrix provided on SharePoint. |
| Elective Area Teachers | <ul style="list-style-type: none"> • Create weekly home learning experiences per the guidance outlined in the curriculum/instruction section of this document. • May be assigned a roster of high needs students that may require more frequent check ins. Work with building principals and classroom teachers to help ensure families receive communication, are able to access materials and help facilitate questions of student/family. • Participate in virtual faculty, department, IST, PST or CSE meetings, as needed. |
| TLC Tutors | <ul style="list-style-type: none"> • Collaborate with students’ teachers of record to support weekly home learning experiences per the curriculum/instruction guidance. • Collaborate with students’ teachers of record to create appropriate, differentiated home learning experiences for students on their caseload. In compliance with NYS guidelines, students’ IEPs and 504 plans will be implemented to the greatest extent possible. • Keep a record of lessons completed by students throughout closure. Return completed work to teachers of record as appropriate. • Collaborate with student's assigned school counselor and building administrator to support progress monitoring and problem-solving as needed. • For students awaiting CSE placement, support ongoing diagnostic and skill-building needs, as well as assigned coursework when applicable. |
| Teacher Assistants | <ul style="list-style-type: none"> • Check in weekly with teacher or staff work most closely with to see how they can support. • May serve as a “Check in Coach” as needed, as well as to support materials management, coordinate data and ongoing progress monitoring tools through collaboration with SPED teacher. |
| Director of Instruction, Director of Student Services and Curriculum Supervisors | <ul style="list-style-type: none"> • Coordinate the implementation of “priority standards” and curriculum compacting, as necessary. • Consult, as necessary regarding the implementation of instructional plans, accommodations, modifications and/or scaffolding for Tier II-III needs. • Be available via email, Zoom meetings, etc. for ongoing curriculum questions and/or support with instruction. • Coordinate and provision ongoing professional development as needed. • Work with building principals and staff to support implementation of standards and continuity of instruction. • Participate in virtual faculty, department, IST, PST or CSE meetings, as needed. |
| Nurses | <ul style="list-style-type: none"> • Case worker to our most needy students with individual health plans (IHPs). • Update building principals and appropriate staff regarding student information as needed. |

Curriculum and Instruction

This section outlines the process and expectations during an extended school closure for curriculum and instruction.

Our traditional grading practices are suspended during this time. Work completed during at-home learning will be assessed using formative measures. Refer to the Grading section for additional guidance. We continue to emphasize the importance of providing students with meaningful feedback about the work they submit.

In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible.

Dake Junior High School; Grades 7-8

English Language Arts, 7th Grade World Language, Mathematics, Social Studies & Science (Non-Regents Courses)

1. Under the leadership of the curriculum supervisor, grade level/course teams collaborate to identify 3-5 (depending on length of closure) essential standards that students must master between the beginning of the closure and the end of the closure/school year.
2. Grade Level/Course teams collaborate with Department Supervisor to create weekly scope and sequence documents based on selected essential standards, including the identification of how students will demonstrate proficiency/mastery of standards.
3. Based on the scope and sequence, create *home learning* experiences) to distribute to their students on a **weekly** basis using LMS system (Schoology, OneNote) on **FRIDAY** for the week upcoming.
 - a. Teachers must work with principal and identified check-in coaches to ensure all students can access materials.
 - b. Teachers must collaborate with Related Service providers and/or co-teachers in order to provide appropriate scaffolding, accommodations or modifications.
 - c. Assigned work should take no more than 2 hours per week to complete per course.
4. Teachers work collaboratively with the matrix provided, to establish an "office hour" calendar, so students can receive weekly check-in assistance. Record Office Hours on the spreadsheet provided on [SharePoint](#).

Elective Areas (FACS, Technology, Physical Education, Art, Music):

1. Using current curriculum as a guide, create two home learning experiences for students to engage in each week on Friday.
 - a. Lessons can be video based, a furnished written guide or in another forum for students to engage in (Schoology, O365, etc...).
 - b. Must collaborate to ensure all students have access.
2. Keep record of *home learning experiences* created.
3. Respond to student questions as they arise.
4. Where assigned, serve as "Check-In" Coaches for students.

Grades 8 Regents Courses (World Language Level 1, Advanced Algebra & Living Environment):

1. Under the leadership of the curriculum supervisor, teachers collaborate to identify remaining essential standards that students must master between the beginning of the closure and the end of the closure/school year.
 2. Create weekly scope and sequence documents based on selected essential standards, including the identification of how students will demonstrate proficiency/mastery of standards.
 3. Create home learning experiences) to distribute to their students on a **weekly** basis using LMS system (Schoology, OneNote) on **FRIDAY** for the week upcoming.
 - a. Teachers must work with principal and identified check in coaches to ensure all students can access materials.
 - b. Instruction should balance new content (new learning) and a review of content in preparation of end of year assessments.
 - c. Course instructional materials and assignments should take students no more than 3 – 4 hours per week to complete.
 4. Teachers work collaboratively with the matrix provided, to establish an “office hour” calendar, so students can receive weekly check-in assistance. Record Office Hours on the spreadsheet provided on [SharePoint](#).
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Irondequoit High School

Full Year or Semester Based, Non-Regents/Non-AP or Non-Dual Enrollment Courses:

1. Under the leadership of the curriculum supervisor, grade level/course teams collaborate to identify 3-5 (depending on length of closure) essential standards that students must master between the beginning of the closure and the end of the closure/school year.
2. Grade Level/Course teams collaborate with Department Supervisor to create weekly scope and sequence documents based on selected essential standards, including the identification of how students will demonstrate proficiency/mastery of standards.
3. Create home learning experiences to distribute to their students on a **weekly** basis using LMS system (Schoology, OneNote) on **FRIDAY** for the week upcoming.
 - a. Teachers must work with principal and identified check-in coaches to ensure all students can access materials.
 - b. Teachers must collaborate with Related Service providers and/or co-teachers in order to provide appropriate scaffolding, accommodations or modifications.
 - c. Learning experiences provided for each course should not exceed 2 hours over the course of the week.
4. Teachers work collaboratively with the matrix provided, to establish an “office hour” calendar, so students can receive weekly check-in assistance. Record Office Hours on the spreadsheet provided on [SharePoint](#).

5. Provide opportunities, at least weekly, to provide student feedback (either in terms of quantitative formative assessment data or qualitative, narrative feedback).

Full Year or Semester Based, Regents/AP or Dual Enrollment Courses:

5. Under the leadership of the curriculum supervisor, teachers collaborate to identify remaining essential standards that students must master between the beginning of the closure and the end of the closure/school year.
6. Create weekly scope and sequence documents based on selected essential standards, including the identification of how students will demonstrate proficiency/mastery of standards.
7. Create home learning experiences to distribute to their students on a **weekly** basis using LMS system (Schoology, OneNote) on **FRIDAY** for the week upcoming.
 - a. Teachers must work with principal and identified check in coaches to ensure all students can access materials.
 - b. Instruction should balance new content (new learning) and a review of content in preparation of end of year assessments.
 - c. Learning experiences provided for each course should not exceed 3-4 hours over the course of the week.
8. Teachers work collaboratively with the matrix provided, to establish an "office hour" calendar, so students can receive weekly check-in assistance. Record Office Hours on the spreadsheet provided on [SharePoint](#).
9. Provide opportunities **at least weekly** to provide student feedback (either in terms of quantitative formative assessment data or qualitative, narrative feedback).

AP Examination Updates:

1. No traditional face-to-face AP examinations this year.
2. Exams will be delivered in 45 minute at -home testing sessions (multiple platforms – tablet, phone or computer)
3. Two testing dates will be provided to students as options to select.
4. Course content minimized through material covered through early March. (See table below for course-specific information).

Preparation Resources:

- Starting on 3/25 - Online AP Review available through [AP College Board](#).
- Starting on 4/3, practice questions released.

We will continue to monitor guidance from NYSED for Regents Examinations and will provide updates as we receive them.

Grading and Report Cards

Traditional grading practices are suspended during this time. Work completed during at-home learning will be assessed using a formative approach; with quantitative and qualitative feedback applied for the purpose to inform student's on their progress. We continue to emphasize the importance of providing students with meaningful feedback about the work they submit.

Strategies to consider:

- Use IC to track assignments without 'counting' them into an average.
- Use Schoology Gradebook or other mechanisms to track student progress, understanding that it is not visible to parents nor will it carry over to IC.
- Have students track progress in a digital format (journal, spreadsheet, etc...)

We will continue to monitor the length of closure and guidance from NYSED in order to inform our final average calculations. Additional guidance regarding the use of IC to track progress and 3Q report cards will be forthcoming.

Student Service Staff:

Student service staff will complete third quarter IEP progress reports. Reports will be mailed to parents once schools re-open. Case managers will communicate updates with parents.

Common Communication Practices

- Above all else, consider the purposes of communication – reaching out to students and families should focus on their health, well-being and ability to access materials. If students are not accessing materials electronically through Schoology or via email, getting to the root cause and problem-solving barriers to access is essential.
- Choices for communication include, but are not limited to:
 - Remind
 - Schoology
 - Zoom (either connect through video conference or through a Zoom call-in number)
 - Email – direct email or IC Messenger
 - Blackboard Connect (Building or District based phone messages)
 - Telephone calls (Use *67 as an option to retain privacy. Tap in *67 prior to dialing number.)
- If you are unable to connect with a student in your class/on your caseload, please reach out to problem solve with a building administrator.

Role and Responsibility of Check-In Coach

Check-In Coaches are faculty or staff identified to support our most at-risk students during this time of isolation and confusion for many students. The main role of a Check-In Coach is to develop and/or maintain relationships with the identified student(s) and to facilitate problem solving regarding barriers to instruction.

- Call, email or check in via Remind, Zoom or another form of communication at least once per week with assigned student(s).
- Maintain a communication log, including any unsuccessful attempts.
- Work with classroom teacher to understand expectations of assigned instruction to support student.
- Facilitate questions between student/family and the classroom teacher and building principal.
- Support students in establishing an action plan to support the completion of work if applicable. Help students to prioritize and navigate challenges.
- Foster and maintain a positive relationship with the student(s).

Dake Junior High School & Irondequoit High School Office Hour Matrix **Template**

Below is a model matrix to support the planning of any Office Hours to avoid any potential conflicts for students. Following the guidance in this document, if you are planning on offering Office Hours to students, please type in the Course Name(s) that will be supported in the appropriate subject area boxes below. The cycle of subject area rotations is not meant to imply that courses must hold office hours multiple times a week; rather the cycle was established as to provide a variety of options as needed. We recognize that individual schedules are tentative and are subject to change.

The purpose of "Office Hours" are to extend live content support to students and families who are independently navigating home learning experiences. In addition, they maintain a sense of 'connectedness' during the time of closure. They are NOT meant to be used to deliver instruction in a virtual setting.

- All AP/Regents/Dual Enrollment courses should have at least 1 Office Hour Support scheduled per week.
- All Related Service Providers, Case Managers and Special Education Teachers should hold at least 1 Office Hour Support per week.
- All other courses should provide 1 Office Hour Support over the week.

Access the LIVE Irondequoit High School Document [HERE](#). Access the LIVE Dake Junior High School Document [HERE](#).

SAMPLE CHART – Content Areas (represented by different colors) are place holders only. Update the live charts (see links on proceeding page) with the schedule. Schedule will be published to students/families through building level communications.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|-----------------------------------|--|---|--|--|
| 9:00-10:00 am | English/Art | World Language | Math | Science AP-1 R Physics | Senior Electives/ Occ. Ed/Rel. Services |
| 10:30-11:30 am | Social Studies | Senior Electives/ Occ. Ed /Rel. Services | Science AP-C R Physics | Math AP Stats | World Language |
| 11:30 – 12:00pm | Counseling/Spec. Ed /Health/PE | Counseling/Spec. Ed /Health/PE | Counseling/Spec. Ed /Health/PE | Counseling/Spec. Ed /Health/PE | Counseling/Spec. Ed /Health/PE |
| 12-1:00 pm | Math AP Stats | English /Art English 10R (Langley- Cass) | World Language | Social Studies | Music |
| 1:30-2:30pm | Science R Physics | Social Studies | Senior Electives/ Occ. Ed /Rel. Services | English /Art English 10R (Langley- Cass) | Open |
| 2:30 – 3:00pm | Counseling/Spec. Ed | Counseling/Spec. Ed | Counseling/Spec. Ed | Counseling/Spec. Ed | Counseling/Spec. Ed |