

Chautauqua Lake Central School District Curriculum & Instruction Plan

COVID-19: Suspension of Onsite Classes

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

Continued learning is essential. We need to ensure we provide all students with continuity of learning that is accessible and clearly communicated. Monitoring and maintaining student and family connections with our school community is also essential. The approaches we take – as a region and as individual districts – must account for the varied realities of our students. In order to ensure equity in opportunities and outcomes, our students' learning needs are a vital charge of our work and actions.

The design of instruction, as well as any assignments, must align with the skill level of students of all age groups and abilities to the greatest extent possible. General education teachers who have special education students in their class will continue to collaborate with special education teachers to ensure that instruction meets the needs of all students.

Curriculum During the Suspension of Onsite Classes:

- Teachers will prioritize NYS learning standards that are foundational for future learning in subsequent courses and/or grade levels as they provide instruction.
- Curriculum should be pared down, providing students exposure to and instruction in the most important standards.
- At risk learners will continue to be regularly monitored by AIS providers and receive research based interventions to address areas of weakness.
- Teachers will track student progress to ensure participation and check-in with students if they are struggling or non-participatory.
- Seniors working toward fulfilling graduation requirements have the support that is needed in order to meet and exceed their program essentials.
- Teachers of Regents courses will continue to provide students with instruction focused on remaining content for the school year. Additional guidance related to Regents courses is forthcoming from NYSED.



- Teachers of Advanced Placement courses should follow information provided by The College Board, which has developed AP tests for this year that will cover content taught through early March. See [College Board website](#).
- Teachers of college courses will follow instructions they receive from the college/university.

Instruction and Assignment of Work During the Suspension of Onsite Classes

Instruction of new material should only be provided with direct support from the student's teacher. This may include students watching video lessons, students watching digital lessons created by individual teachers, and/or direct contact between teachers and students through other means available.

Protection of students' personally identifiable information, as required by Ed Law 2D, will factor into decisions about which digital platforms teachers use to deliver instruction and support students' completion of assignments.

Digital platforms that students are expected to use to view video lessons must be available and accessible to all students. Teachers should provide direct links to online resources for students in the learning management system used by the school.

Teachers are encouraged to create meaningful learning opportunities for students within the assignments that are given. Avoid creating work just to assign work. If an activity does not further students' learning of course content, it should not be assigned.

Students must be able to complete assignments with minimal resources and should not require additional resources such as poster boards, trips to craft stores etc.

Instructional Equity

Chautauqua Lake Central School District has been working to ensure that all students are provided equitable access to educational materials and instruction to the furthest extent possible during this period of extended school closure. In order to ensure equity, we have made it a top priority to offer diversified methods for learning. We understand that not all students may have consistent access to the Internet, and thus may be unable to utilize digital learning methods. Therefore, all students have access to instruction via hard-copy materials and telephone conferencing with teachers. Digital learning platforms and resources will also be utilized at the elementary level (grades 3-6) and at the secondary level.



All students in grades 3 through 12 have been provided school-issued Chromebooks. At those grade levels, internet-based instruction has been provided to students. However, to ensure equity, any instructional materials provided via the internet have been provided as hard copy materials when necessary.

For secondary students who do not have the internet at home, a Chromebook compatible flash drive is provided on a weekly basis that contains teacher lessons and instructional materials. Students can submit work using the district's various internet platforms and/or by exchanging their flash drive on a weekly basis. All student work completed on the flash drive will be emailed directly to teachers upon receipt for review.

Consistent with core instructional methods during a typical school day, students in grades PK-2 are solely accessing core instruction using hard-copy materials. Students will continue to have access to web-based supplemental platforms provided by the District. Where applicable (K-12) hard copy materials can be returned on a weekly basis via District provided transportation runs and scanned to teachers for review.

Recommended Time Allocations

Students' at-home learning time includes a mix of new material, which may include watching video lessons, participating in class discussions and completing assigned work and activities. Activities may also entail review activities to maintain previously taught skills. Teachers should utilize judgment as to how much time should be spent in review of the new material being learned, depending on the learner(s).

For co-taught classes, special education teachers, teacher aides and general education teachers should be planning together in order to meet students' IEPs to the greatest extent possible. Resource room teachers should be delivering services to individual students and groups of students based on the new learning and each student's IEP to the greatest extent possible. Students in self-contained classrooms should be given specialized instruction based on individual students' IEPs to the greatest extent possible. Related service providers should meet students' IEPs to the greatest extent possible, including teletherapy services when possible.

Grading During Suspension of Onsite Classes

The determination of how Chautauqua Lake Central School District provides grades to students is a local decision. The provision of grades and awarding of course credit must be aligned with guidance from NYSED and local school district policies.

Chautauqua Lake Central School District has ensured that grading occurs only in those classes/courses in which all students being graded have had equitable access to mandated and non-mandated services. In addition, it is expected that teachers will continue to provide opportunities for feedback (teacher-to-student and/or student-to-teacher) as part of the instructional and grading process.

Fourth Quarter Grading

For the fourth quarter, Chautauqua Lake's Continuity of Instruction Plan prioritizes the New York State learning standards and their corresponding key instructional concepts and outcomes. Instructional design and plans for support are aligned with the skill level of age groups and abilities, including those students with disabilities and 504 accommodation plans. Upon our return to school, we will work hard to identify if and where there has been

any regression of skills and then will do everything possible to remediate and improve those lagging skills..

Teachers have been instructed to use varied forms of assessments and assignments to measure and document evidence of student learning with multiple opportunities for revision, resubmission and remedial support. With the unique nuances of the present instructional environment, students are not penalized for turning in late assignments. Teachers will continue to prioritize quality over quantity and focus efforts on student progress with core learning standards.

Elementary Level Grading Procedures

At the elementary level, students will be graded using a Pass (P) or Incomplete (INC) system. Teachers are reviewing completed assignments that represent the key learning standards for the 4th quarter. Rather than arriving at a percentage grade, teachers are focusing on overall work completion for assignments. Students should be able to grasp concepts with some teacher support, taking as much time as needed with new material so that all students are able to demonstrate some level of competency prior to moving on to the 2020-21 school year.

In addition to ongoing communication between teachers and parents, both the elementary and secondary level will issue student progress reports. These progress reports will indicate incomplete assignments and allow students ample opportunity to submit them.

Secondary Level Grading Procedures

At the secondary level, students will continue to receive grades based upon a percentage range of 0-100. At the close of the fourth quarter, teachers will modify their grading scales to align with the format depicted below:

0-64: Incomplete (INC)

65-100: Passing (P)

Secondary Students who obtain an 84.5% or higher will be recognized with a remote learning Merit, Honor or High Honor Roll designation. This will be determined at the end of the 4th quarter. Depicted below are the percentage determinations:

Merit 84.5% - 89.4%

Honor 89.5% - 94.9%

High Honor 95% or above

Depicted below are the key elements from the NYSED regarding Regents and grading that has led our local decision-making process and enabled us to make additions to the Chautauqua Lake Instructional Continuity Plan:

- Cancellation of June 2020 Regents exams
- Students enrolled in a Regents course prior to COVID-19 school closures are exempt from the exams if they earn course credit by the date of the scheduled 2020 exam:
 - School districts have been informed that in order for students to receive course credit, students must demonstrate an understanding of the learning outcomes for each course
 - Teachers of Regents courses are continuing to provide students with instruction focused on remaining content for the school year
 - For Regents classes, in order to obtain course credit, a Chautauqua Lake student must have a passing average for the first three quarters of the school year AND receive a “Pass” designation

for the fourth quarter. This will validate that a student has a complete understanding of the learning outcomes of the Regents course and be in compliance with the NYSED Regents exemption guidelines.

Due to the suspension of onsite classes the district has determined that the third quarter grades closed on Friday, March 13th being that it was the last date of onsite instruction.

Q1 and Q2 grades have been completed and will stand as entered in our student information system (SIS). Any changes would need to follow district policy and must be authorized by the school principal.

For all Chautauqua Lake students, their final grade will consist of the average of the first three quarters of the school year. In instances where the final average is less than a passing score all attempts will be made by the teacher to provide additional support to assist students in obtaining a passing grade. This may include the development of individualized learning plans, specialized supports, and provision of alternate methods of assessment.

Student Schedules for PreK-12 New Learning

For elementary students, scheduling is primarily coordinated by the homeroom teacher. Special area teachers, intervention supports, school counselors and special education supports (including related services) coordinate scheduling with the homeroom teacher to ensure students are not overwhelmed or having conflicts with instruction. In addition, students' individual needs and learning styles are taken into account. This results in differentiated instruction appropriate for all ability levels. It is not expected or recommended that teachers provide direct instruction comparable to what they do in their traditional classroom setting.



At the secondary level, teachers are required to follow the A/B daily schedule and the preexisting bell schedule. This will be done so that there is no overlap in time schedules and to ensure we do not overwhelm students at any given time. This is for both new instruction and teacher-student meetings so that students are able to balance and plan their work over the five school days in each week. It is not expected or recommended that teachers provide direct instruction comparable to what they do in their traditional classroom setting.

Summer 2020 and Start of 2020-21 School Year

At both the elementary and secondary level, students who obtain an incomplete designation for the fourth quarter will be eligible and encouraged to complete additional summer remediation. This remediation will focus on ensuring that students obtain the key concepts and standards needed to move to their next grade level and or provided full credit for their course(s). In the event that these students cannot participate in summer remediation, there will be additional instructional opportunities built into their programming for the first 5-10 weeks of the 2020-21 school year:

For grades K-6, schoolwide screening and progress monitoring tools, including STAR and FASTBridge, will be used to identify student learning gaps and areas of weakness. Within the Response to Intervention framework, students will be assigned to additional instruction and intervention groups within the school day through our Instructional Support Team (IST) process. Individual student progress will be monitored through our IST

rubrics, as students show acquisition of skills, tiered services can be reduced or removed.

For grades 7-12, progress monitoring tools, including fourth-quarter formative assessments designed by the teachers or developed through Castle Learning, and or recommendations from the Instructional Support Team will be used to identify students who need to be placed in remediation labs. These labs will focus on instructional gaps and areas of weakness that align with the loss of fourth-quarter instruction. Students can be removed from these labs based upon teacher/IST recommendation and/or additional progress monitoring.

Instructional Resources from NYSED for Continuity of Learning

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

This weblink possess the following:

- Over 40 new resources in the Digital Content section
- A new section for Computer Science resources
- Update to the Digital Tools section that includes examples of tools that could be utilized for instruction and learning
- A section specifically for educator resources, including an entire section for CTE teacher resources, as well as links to resources on online learning and professional collaboration and learning opportunities from organizations including BOCES and professional organizations

Modifications to Diploma Requirements for Students Impacted by the Cancellation of June 2020 Regents Examinations

NYSED Updates 4/7/20

Key Points

- The cancellation of June Regents examinations ***should not*** adversely impact any student.
- ***No determination*** has been made regarding August - this is an ever-evolving situation.
- The ***Regents exemptions*** apply to all students enrolled in grades 7-12 during the 2019-20 school year who ***were intending to participate in one or more of the June 2020 Regents Examinations***. Students ***are exempted*** from the requirement of ***passing one or more Regents Examinations*** in order to be issued a diploma based on the following criteria:
 - They must be in a Regents course now and ***will have earned credit*** by the end of the school year.
 - Seniors who are enrolled in a Regents course now, ***NOT earning credit by the end of the school year*** and return for summer instruction to make up the credit -> Diploma granted in August.
 - For students that are ***NOT seniors*** - if they take a summer class to earn the course credit, they ***will still be exempt from the Regents Examination***.
 - Students that ***previously took the Regents class, passed the course but didn't pass the Regents*** - and ***intended*** to take the ***June 2020 Regents also are exempt***.
- **Science Labs**: Students do not need to make up the 1,200 minutes of satisfactory lab work.
- **Mastery Designations** in Math and science require scores of 85 or above on 2 Regents Exams IN ADDITION to any exams that were exempted.
- **Ensure Accessibility to instruction - Equity**
- **Course Credit**: Continuity of instruction is important for being able to grant course credit - instruction has to allow students to meet the Learning Outcomes for the course

“ as long as the student has met the standards assessed in the provided coursework, the student should be granted the diploma credit.”

Additional Information:

- **4 + 1 Pathways** assessments are exempt - the students must have earned course credit and needs to take / pass the Pathway assessment
- **LOTE Checkpoint B** Local Examination for Advanced Regents Diploma is exempt as long as the student has earned 3 course credits counting toward a diploma by the end of the school year.
- **LOTE Checkpoint A** Local Examination - can be waived by Principal determination to grant credit to students meeting the assessed standards. (Students prior to grade 9 for LOTE diploma credit)
- **CDOS:**(Seniors) will receive a **CDOS** waiver for the 216 hours of CTE instruction and/or 54 work-based learning that has demonstrated proficiency (as determined by faculty and Principal) of the CDOS standards. CDOS + 1 students who have met the course requirements may be exempted from the examination to earn a Regents or Local Diploma
- **CDOS:** for students continuing their credential next school year may be exempted this year, but must complete all requirements next year.
- **Special Education Students** - SAFETY NETS - remain in effect. Schools should consider an exempted exam to be 65. However, it may not replace a previous lower exam score.
- **Honors Designations** will use the average of 90 or above (without rounding) of all exams taken for their diploma type and will receive an Honors endorsement. Exempted examinations will NOT be counted in the average.

Next Generation Learning Standards

Regents, AP, & 3-8 ELA & Math Assessment Modifications

NYSED Updates 4/7/20

- **Next Generation ELA and Math** Standards will not be assessed in grades 3-8 until Spring 2022 (Not Spring 2021) ([Math Timeline](#)) ([ELA Timeline](#))
- **ELA** Regents Examination will first be administered in June 2025
- **Math:** Algebra 1 Regents Assessment in June 2023
Geometry Regents Assessment in June 2024
Algebra II Regents Assessment in June 2025
- **ESSA** Determinations - no new determinations will be made based on 2019-2020 data.
- **Science:** Alignment of the State Assessments to the P-12 Science Learning Standards will begin in Spring 2023 (grades 5 & 8) and June 2024 for Biology, Earth Science and Space Science Regents Exams; June 2025 for Chemistry and Physics ([timeline updated](#))
- **Special Education** - Data Collection, document instruction and communication - consider methods of data collection and what they actually measure
- **AP** Exams will be administered online in a short version. Students will take them at home and will need access to a device and internet connections.