

CONTINUITY OF LEARNING PLAN FOR FACULTY, STUDENTS & FAMILIES



HALDANE CENTRAL SCHOOL DISTRICT
APRIL 1, 2020



TABLE OF CONTENTS



01

INTRODUCTION

02

DISTRICT-WIDE GUIDELINES

04

ELEMENTARY SCHOOL GUIDELINES (GRADES K-5)

05

SECONDARY SCHOOL GUIDELINES (GRADES 6-12)

06

STANDARDIZED ASSESSMENTS

07

PUPIL PERSONNEL SERVICES

09

TECHNOLOGY

09

ATHLETICS

09

CONTACT INFORMATION

11

ADDITIONAL RESOURCES

INTRODUCTION

The goal of this document is to provide guidance and support to faculty, students, and families as we pivot to the introduction of new instruction during the extended school closure related to the COVID-19 health crisis. Despite the unprecedented nature of the current situation, we are striving to maintain focus on the Haldane Central School District Mission and Beliefs:

Haldane will prepare all students to succeed in an ever-changing global society.

In pursuit of this mission, we believe:

- Learning and the education of the whole child is a shared, collaborative, community-based responsibility
- We must be inclusive, provide multiple pathways to success, and strive to meet the needs of all learners
- Instruction should be authentic, challenging, and rigorous, and elicit the Haldane Essentials: Critical Thinking, Problem Solving, Communication, Emotional Intelligence, Growth Mindset, and Wellness.
- All facilities should be safe, environmentally respectful, and supportive of student learning

“Continuity of Learning” is the phrase used to describe the continuation of education in the event of a prolonged school closure. Within that mandate, the New York State Education Department (NYSED) requires that school districts establish plans that not only ensure health and safety but also continuity of learning, to the extent feasible and appropriate. NYSED clarifies that schools must consider the needs of all students and strive to provide continuity of learning that is equitable and available to all students. We will continue to review and coordinate our guidelines to remain consistent with those of NYSED.

DISTRICT-WIDE GUIDELINES

As the school faculty transition to delivering continuity through distance learning, the support staff will do their best to provide social and emotional support that engages Haldane students in meaningful, interactive learning experiences.

The following guidelines apply to all grades, K-12:

- Learning objectives will be clearly communicated.
- Content and skills will be introduced, and learning will be facilitated in a variety of ways.
- The facilitation of new learning will be primarily accomplished in an asynchronous manner. This means that students do not have to be online at the same time as their teacher or each other for the delivery of new instruction to occur.
- Teachers will monitor student participation, assess their progress, and provide timely feedback.
- Teachers will connect with their students through written feedback, online sessions, emails, or phone calls with a frequency similar to their contact model when students and faculty are on campus.

Instructional Platform

Google Classroom is the primary platform to facilitate distance learning for Haldane students. In addition, teachers may leverage various online learning tools to support student work.

Expectations for Communication

- Teachers will communicate their availability and the process they will use to connect with students on their Google Classroom page.
- Lessons will be posted to model the frequency of a course meeting when a student is on campus.

Guidelines for Synchronous Communication

Elementary students may be invited to participate in optional, synchronous opportunities to connect with their classmates in the form of read alouds, show and tell, and other activities designed to supplement asynchronous work.

At the secondary level, synchronous interactions, including office hours, may be offered to support asynchronous learning. To avoid conflicts, the following schedules will be maintained:

- Middle School will communicate the schedule via Google Classroom using the Blue/White rotation.
- High School will follow the schedule provided [here](#).

Attendance

Participation in distance learning activities will be monitored by classroom and special area teachers. Teachers will contact students or families directly if there is a concern. If a teacher does not receive a response, they will forward their concern to the attendance department. If participation issues persist, the attendance department will notify the principal who may involve a Haldane clinician to provide additional support.

Grading

At this time, teachers will not be recording specific grades; however, they will be tracking and documenting student participation and submission of assigned work. It is imperative that students engage in the activities and assignments developed by their teachers in order to minimize gaps in learning and prepare them for successful transitions in the future.

Guidelines for end of year grades, course credit, and documentation on high school transcripts have not yet been determined.

ELEMENTARY SCHOOL GUIDELINES (GRADES K-5)

The schedule provided below is for illustrative purposes. Instruction shall be provided asynchronously so that students and families can access the material when it can be facilitated by an adult.

Sample K-5 Daily Schedule

8:00 am - 9:00 am	Breakfast, morning check in, announcements, plan for the morning
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9:00 am - 11:00 am	Learning Block, with breaks as needed, including: - Independent reading - Classroom Lesson and Activities: Reading, Writing, Math, Science, and Social Studies
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11:00 am - 12:00 pm	Lunch, free play, plan for the afternoon
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12:00 pm - 1:00 pm	Learning Block: continued work
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1:00 pm - 2:00 pm	Special Area: PE (twice per week), Art, Music, Library/Garden
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2:00 pm - 3:00 pm	Teacher availability within the learning management platforms: Class Dojo or Google Meet
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Note that times will vary by teacher. If you have questions, please check with your child's teacher regarding when they will be available and how to access them.

SECONDARY SCHOOL GUIDELINES (GRADES 6-12)

Recommended Routine

Students should check their Google Classroom and school email each school day before noon. We recommend that students create a daily schedule that includes: distance learning experiences, independent reading and work on assignments, physical activity, and down time. Students may need family support in creating a flexible schedule that works for them.

High School College-Level Courses

To the extent possible, Haldane teachers leading college-level courses will follow the guidelines from the individual university hosting the course.

STANDARDIZED ASSESSMENTS

New York State Assessments (Grades 3-8)

The New York State Assessments for students in Grades 3-8 and the New York State English as a Second Language Achievement Test are cancelled.

New York State Regents Exams

At this time, Regents Exams are scheduled as planned. Teachers will continue to follow the scope and sequence of course expectations.

AP Exams

The College Board is posting updates at [AP Updates for Schools Impacted by Coronavirus](#). Beginning Wednesday, March 25, 2020, The College Board is offering free and optional classes on the [Advanced Placement's YouTube Channel](#). The schedule is available at [AP® Classes and Review on YouTube Live](#). We anticipate further guidance on April 3, 2020.

SAT and ACT Examinations

The College Board is posting updates at [SAT Coronavirus Updates](#). The May SAT date is cancelled and full refunds will be issued. Students who are planning to take the SAT and/or Subject Tests scheduled for June should register as soon as possible. Fall testing dates will open in July.

ACT is posting updates at [ACT Coronavirus FAQ](#). The April ACT is cancelled. Students registered for that test date will receive an email from ACT with instructions for free rescheduling to June 13 or a future national test date.

PUPIL PERSONNEL SERVICES

Haldane is committed to providing additional support services while our schools are closed. Please review the support services listed below and contact your child's teacher or the Director of Pupil Personnel Services, Tara Rounds at trounds@haldaneschool.org if you have questions.

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. Classified students will have access to all distance learning with supports based on their IEP. We continue to follow guidance from NYSED and the U.S. Department of Education, and will make adjustments as additional guidance regarding the provision of Special Education Services is made available.

Related Services

Support services noted on a student's IEP including: Counseling, Behavior Interventions, Speech, Language Therapy, and Occupational and Physical Therapy will be provided through distance learning activities. Parents can expect a student's service provider to contact them to discuss how services on the IEP will be delivered.

Speech Language Therapy and Occupational Therapy: Therapists will plan and provide specific activities designed to work toward individual student goals and provide instructional phone calls and/or videoconferences to guide these activities, answer questions, and check in on progress.

Physical Therapy: The Physical Therapist will offer synchronous sessions, provided through teletherapy on digital platforms to work toward individual student goals.

Counseling and Behavior Intervention: Social Workers, School Psychologists, and the Behaviorist will continue to provide resources and strategies for building social-emotional skills and will provide sessions via telephone and/or videoconferencing with parents and students to work toward individual goals.

CSE and 504 Meetings

CSE and 504 meetings will be held via videoconference using Zoom. 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.

School Counselors

School counselors in grades 6-12 will communicate with students directly, as needed. Counselors will continue to support students and families in course and transition planning. Remote support may consist of written communication, telephone calls, or videoconferences.

School Clinicians and Nurses

School psychologists and school social workers will provide resources for supporting students' emotional health at home. Parents who have questions about how to support the social and emotional needs of their child should contact their principal who will help them make connections to personnel and resources. Be mindful that students need routines and structures related to sleep, nutrition, and physical activity, as well as the new expectations of distance learning.

School nurses will remain in contact with families regarding specific needs. The District nursing staff will stay informed and contribute to any health updates regarding the Coronavirus.

TECHNOLOGY

To the extent possible, we will utilize technology platforms that are familiar to students. See school-specific guidelines in the sections above for the platforms being used to coordinate and communicate distance learning expectations.

Haldane will continue to support families with access to WiFi and technology devices to ensure that all students can access distance learning. Students and families who experience issues with connectivity at home should contact their principal or Leah Horn at lhorn@haldaneschool.org

Haldane will continue to monitor and comply with state laws and regulations regarding the use of digital learning platforms in order to protect students' personally identifiable information (PII).

ATHLETICS

The NYSPHSAA has suspended all practices, scrimmages, and games until further notice. If you have questions related to athletics, please contact Chris Salumn at csalumn@haldaneschool.org

CONTACT INFORMATION

Should you have additional questions related to the implementation of the general or school specific Continuity of Learning Plan guidelines, please contact your school principal:

Haldane Elementary School:	Christine Jamin	cjamin@haldaneschool.org
Haldane Middle School:	Dr. MaryAnn Seelke	mseelke@haldaneschool.org
Haldane High School:	Julia Sniffen	julia.sniffen@haldaneschool.org

Phil Benante, Ed. D.
Superintendent of Schools
pbenante@haldaneschool.org

ADDITIONAL RESOURCES

Haldane COVID-19 Response

www.haldaneschool.org/covid-19

New York State Education Department Coronavirus (COVID-19) Website

www.nysed.gov/coronavirus

New York State Education Department Continuity of Learning Resources

www.nysed.gov/edtech/continuity-learning

New York State Education Department Social and Emotional Learning Resources

www.p12.nysed.gov/sss/SELResourcesforCOVID-19.html