

**GILBERTSVILLE-MOUNT UPTON
CENTRAL SCHOOL
DISTRICT**



**CONTINUITY OF EDUCATION PLAN
April 2020**

Continuity of Learning Plan

Overview:

The Gilbertsville-Mount Upton Central School District has created our Continuity of Education Plan. The purpose of this plan is to provide GMUCSD students with continuity while at home and learning remotely.

Essential Questions to be Answered Below:

- ❖ How will students access instructional plans and materials?
- ❖ How will students receive assignments, submit work and get feedback?
- ❖ How will students collaborate with their teachers and with each other?
- ❖ How will teachers collaborate to support colleagues and students?

District Goals:

The overarching goal will be to continue to monitor and maintain student and family connections. Students will be provided a continuity of instruction by exposing them to new material and moving their learning forward. Students will also be provided checks for understanding and ongoing feedback. Our primary goal is to help our students continue to learn during this unprecedented situation. We want to give opportunities for teachers and students to interact with each other via video, audio, chat, or through provided discussions.

District Beliefs:

- Students and parents will need guidance on independence and self-pacing in this new environment
- The emphasis will be on quality of learning over quantity of material
- Effective approaches with online platforms will be used based on student needs and grade level
- Both online and offline formats will be offered because not all students have internet access and reliable connectivity

Contents:

The document begins with elementary and continues with secondary information followed by general staff guidelines.

Included are:

- Online learning specifics
- Schedule
- Parent letter
- Planning expectations
- Video-chats with students
- Instructional delivery approaches
- Providing feedback to students
- Special considerations for Special Education students

We recognize that this is a starting point and teachers may need to use their professional judgment to modify and adjust to be responsive to their individual courses and varying student needs.

Posting Guidelines, Hard Copy/Offline Work & Instructional Support:

- Teachers will prepare in hard copy (Place in Amphitheatre bus bins) and/or post all instruction for two weeks by 10am, Monday, March 30th and again on April 20th. Future district-wide deliveries will be assessed and scheduled as necessary.
- Hard copy work should be prepared and provided through May 15th. Digital lessons can be posted weekly on assigned content days.
- Hard Copy Work should be labelled with a cover sheet for each week with basic expectations for the week as not to overwhelm parents.
- Hard Copy Lessons will be distributed to students concurrently with food deliveries via buses. Teachers will work with families to determine the best way to gain access to completed work for the purpose of feedback regarding performance and assessment. This can be done via phone, email, Remind, Seesaw, Zoom, and/or Google Classroom.

Online Learning:

- **Devices:** Will continue to be made available to those who do not currently have access to a device. They will be provided with a device to use at home during the closure.
- **Platforms:** We will aim to offer a variety of online learning platforms that are age-appropriate for learning remotely. These include:

Platform	How it is used
District Website	District wide updates Pk-12 Online Learning Platforms and Instructions
Facebook	District wide updates Parent communication and reminders Positive Highlights
Office365 Email	Communication tool for students, parents and teachers All staff and students have been set up with an
ABCya	Educational games for grades PreK through 6 that will keep kids engaged and having fun
Buzz	
Castle Learning	Comprehensive instructional support platform for in class, homework, review, and testing
Class Dojo	Class Dojo is an online behavior management system intended to foster positive student behaviors and classroom culture. Teachers use Class Dojo to keep parents up to date on student progress and classroom happenings.
Edmodo	Teachers use the platform to communicate with students, assign work, start group discussions, submit grades, administer polls, post resources, and create events.
Funbrain	Funbrain is a free resource that includes books, games, and videos for students. Students can browse content by grade level (pre-K to 8) or content (games, videos, reading, playground, and math zone).
Google Classroom	Google Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication
Google Forms (Fitness Journal)	Google Forms is a web-based app used to create forms for data collection purposes. Students and teachers can use Google Forms to make surveys , quizzes, or event registration sheets.
Kids A-Z	Kids A-Z is an online portal where students go to learn and teachers go to manage. Students use Kids A-Z to access all their online learning materials in class, at home, or on the go.
Newsela	Newsela is an education website focused on building student reading comprehension by providing high-quality news

Paper-Based Packets	
Prodigy Math	Prodigy is a free, Pokemon-style math game that has been proven to improve student scores and confidence!
PBS Kids	<i>PBSKids.org</i> is an educational, jam-packed-with-fun site full of games, videos, and quests featuring <i>kids'</i> favorite <i>PBS</i> television show characters.
Service Providers	Quia, HearBuilder, OT Activities
Senor Wooly	<i>Señor Wooly</i> teaches Spanish through music videos.
Sora eBook	<i>Sora</i> is your gateway to the best selection of <i>ebooks</i> and audiobooks.
Student Art Gallery	
Sumdog Math	Sumdog is an online adaptive response program for K-8 math, K-6 spelling, and K-5 grammar.
Typing.com	Online Keyboarding Lessons and <i>Typing Games</i> for K12 Schools, Digital Citizenship Lessons and Coding Lessons.
Zearn Math	<i>Zearn</i> is an online <i>math curriculum</i> for grades 1–5, with supplemental skills practice activities for kindergartners.
Zoom	Zoom is a video-conference-calling platform designed primarily for professional use, which links remote teachers/students/colleagues together for real-time interaction.

Platform Considerations:

- In many cases, these platforms are familiar to students. By emphasizing these familiar platforms, students will have a more seamless online learning experience.
- If a new platform is remotely introduced, time will be allowed for introduction and exploration so as to not take away from learning.

Teaching/Learning Schedule:

Recommended Activity/Lesson time:

Grade	K-1	2	3-4	5	6-8	9-12
Time spent by student on specific class during that day	15 minutes per lesson 4 Lessons per day 60 minutes	20 minutes per lesson 4 Lessons per day 80 minutes	25 minutes per lesson 4 Lessons per day 100 minutes	25 minutes per lesson Up to 6 Classes 150 minutes	30 minutes per lesson Up to 6 Classes 180 minutes	30 minutes per lesson Up to 6 Classes 180 minutes

Schedule for an Elementary Student*

Sample 1 - Elementary Online Course Master Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics & Reading 15-30 minutes	Phonics & Reading 15-30 minutes	Phonics & Reading 15-30 minutes	Phonics & Reading 15-30 minutes	Catch up day

Writing 15-30 minutes	Writing 15-30 minutes	Writing 15-30 minutes	Writing 15-30 minutes	
Math 15-30 minutes	Math 15-30 minutes	Math 15-30 minutes	Math 15-30 minutes	
Extra SEL/SS/Science 15-30 minutes	Extra SEL/SS/Science 15-30 minutes	Extra SEL/SS/Science 15-30 minutes	Extra SEL/SS/Science 15-30 minutes	
Art	Music	Library/Computers	PE	

Sample 2 - Elementary Online Course Master Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics & Reading 60-180 minutes	Writing 60-180 minutes	Math 60-180 minutes	Extra SEL/SS/Science 60-180 minutes	Catch up day
Art	Music	Library/Computers	PE	

MS/HS Online Course Master Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
English	Math	English	Math	Catch up day
Social Studies	Science	Social Studies	Science	
PE	Technology	Business	Spanish	
Music	Art	FCS		

****TC3 Concurrent Enrollment Courses - Continue as Normal due to TC3 Final Exams****

Considerations:

- Teachers will Track student progress to ensure participation and check-in with students if they are struggling or non-participatory. Compassion and understanding should always govern decisions.
- The district will communicate with parents clear expectations with regard to how they can best support their students during online learning. Building administrators will continue to support the appropriate involvement of the parent community.
- Student attendance should be taken based on participation and submission of assignments.
- Administration will continue to support and oversee the teaching and learning process. In order to support the teaching and learning process as well as the professional learning of staff. Administrators may request access to online learning experiences and student instructional plans as necessary.
- Administration and staff will continue to partner to support student learning and engagement.
- The district will communicate with parents, the clear expectations with regard to how they can best support their students during online learning.

Technology:

- Devices were assigned to students as requested and this process is ongoing throughout the closure as student needs arise.
- The school Wifi access was expanded so that students could access from our parking lots.

Special Education Teachers:

- Special education teachers will continue to support students on their assigned caseload.
- Special education teachers will continue to collaborate with their cooperating teachers to ensure equitable access to instruction.
- To the extent possible, Special education teachers will continue to support the Individual Education Plan for each student.
- Specialists and interventionists will develop an instructional plans to meet the needs of each individual student on their caseload and will structure communication plans that work with/for students and parents.

CSE and 504 Meetings:

Teachers will be available for scheduled meetings that can be performed by phone and or video conferencing with parent agreement.

Counselors:

- Counselors will focus on the academic progress and social-emotional well-being of students during online learning.
- Counselors may need to advocate for modified learning expectations for students who are unable to advocate for themselves.
- Teachers may contact counselors if a student needs social or emotional support and the counselors will follow up as necessary.
- Counselors are available to families and students to offer assistance with challenges of online learning and will respond and support as much as they can from afar for other low-level social/emotional needs.
- At the HS, the counselor will continue to support seniors during the post-secondary admissions process and will meet with 8-11 students and their parents to have conversations about course requests for the 2020-2021 school year.
- Counselors will clearly communicate with all students their availability to connect if students are sad, overwhelmed, frustrated, or confused.
- Counselors will utilize MCAT and System of Care Grant Employees to support our emotionally distraught students and families who may need crisis interventions to remain safe.

BOCES CTE Students:

BOCES will be sending all CTE students work in their respective trades through the mail. This will come directly from BOCES to their home address. Our understanding is they will have Microsoft Teams as a way to communicate with their CTE teachers if needed. More details will follow as they become available.

Professional Learning Communities (PLCs):

These teams will continue to meet weekly as follows: Pk-2, 3-6, English/History 7-12, Math/Science 7-12. Special area teachers are embedded throughout.

Additional Social-Emotional Support for Students and Families:

- Teachers are assigned a “caseload” of students that they will be responsible to call weekly. These conversations should stem around the student and their needs including food security/insecurity, social-emotional needs, and check –in on technology or other needs.
- Class advisors will set up monthly class meetings with students via online platforms, to check in and provide an opportunity for social sharing and discussion.

Child Nutrition Plan:

At GMU, with a 63% free/reduced breakfast/lunch rate, we recognize the importance of a good nutrition program and food security for students and families.

The district submitted the COVID-19 Food Delivery Application and was approved. We are a small rural school district and were fortunate to have secretarial staff call each family that qualified for free/reduced meals to inform them that we would be providing meals to families during closure. That same day, the district sent out an automated call to all families to let them know of our meal program and to inform them that all were eligible and that they could inform the office if they would like delivery of food during the closure. We began providing breakfast and lunch on Monday, March 16th through present. The food provided follows federal nutritional guidelines and each delivery contains enough food for breakfast and lunch for five days for each child in a household. Through the school year, we have a backpack program that provides food for weekend dinners for needy families within the district. This program has continued through this closure and will be delivered to families by our buses on a weekly basis. Delivery times are between 11:00am – 12:30pm, every Monday.

Explanation of Grading Procedures:

Dear families,

We recognize that the COVID-19 epidemic is a very stressful time for most people. All of us have had our lives disrupted and are trying to figure out how to navigate the challenges that have become a part of this time period. We want you to know that the Gilbertsville-Mount Upton staff is here to help and support our families and community. Our goal is to provide all of our students with continuous instruction and social-emotional support throughout our extended closure.

The following recommendations are suggested as you complete lessons/activities at home:

Grade	K-1	2	3-4	5	6-8	9-12
Time spent by student on specific class during that day	15 minutes per lesson 4 Lessons per day 60 minutes	20 minutes per lesson 4 Lessons per day 80 minutes	25 minutes per lesson 4 Lessons per day 100 minutes	25 minutes per lesson Up to 6 Classes 150 minutes	30 minutes per lesson Up to 6 Classes 180 minutes	30 minutes per lesson Up to 6 Classes 180 minutes

Just as importantly, our staff will continue to reach out to all of our students and families weekly. Contact may happen via phone, email, video conferencing, FaceTime, Google classroom, Google Meet, Facebook, Instagram or other means of communication. Our goal is to have students receive weekly “voice contact” with at least one staff member. Of course, we also welcome you and/or your child to reach out to any of us as often as you need for both academic and social-emotional purposes. Please refer to our school website (www.gmucsd.org) for important information, helpful ideas and contact information. If you have any questions or concerns, please reach out immediately. Remember we are here to help and want to hear from you!

TESTING AND EXAMS:

All New York State assessments for the 2019-20 school year have been cancelled. This includes all grades 3 through 8 testing.

REGENTS EXAMS AND 8TH GRADE SPANISH PROFICIENCY EXAM:

Basically, all students scheduled to take a Regents Exam in June, for their class or as a re-take, will be waived from that requirement provided they earn or have earned the class credit for the associated class. This also pertains to the 8th Grade Spanish Proficiency Exam. **Pass Regents Class = Credit for Regents Exam**

GRADES:

Pk-4th Grades (Standards-based grading)

Grading for the third trimester/4th quarter will be reflective of student participation only. Because testing will not be administered, all skill grades will be marked N/A (not available) on the third trimester report card and only the comment portion will be completed by the teacher. The comment will reflect the participation of the student during this period of at home learning.

Teachers will formatively assess students in a variety of ways:

- Returned work that was mailed, emailed or dropped off at the school, submitted through online platforms
- Contact with parents via phone or email

- Conversations with students
- Student participation in remote learning opportunities such as Google classroom, Google meet, or other appropriate student apps dependent on availability. Not being able to join in these will not be punitive for any students.

5th-12th grade (Numerical-based grading)

Q3: January 27 - April 17

Students with missing assignments during the school closure (March 13 - April 17) will receive an Incomplete for their W30 grade. ***However, students will have until the end of the school year to make-up work or redo work for Quarter 3.***

Q4: April 20 - June 25

An average of W10, W20, and W30 grades will be calculated and used as the baseline for students' W40 grades. Extra credit points will be offered to students based on participation in W40 activities and/or teachers may assign additional assignments for students to improve their W40 grades.

All grades will continue to be entered as number grades in PowerSchool. **Please note: students must earn a passing course average to be given the Regents / Proficiency waiver for their June exam.**

Quarter 4 (Q4) will end as planned with all student work needing to be turned in by June 16th.

HONOR ROLL:

Will be run for Q3, but will not be published. Honor Roll will not be run for Q4 because the learning has occurred at home.

Please don't hesitate to reach out with any questions or thoughts you might have. You can email me at hwilcox@gmucsd.org, or call me at school 783-2207 ext. 106, or home 783-2818.

Stay safe GMU community.

Warm regards,

Heather Wilcox
Principal

GMU Vision

To provide an inclusive learning community which fosters life-long personal and academic growth.

GMU Mission

At Gilbertsville-Mount Upton Central School, we use a trauma-sensitive approach to cultivate confident individuals with the desire to take risks, experience new opportunities, and to recognize the potential within themselves. We are a student-centered learning community that values:

A Growth Mindset

Essential Skills for Career Readiness

Social–Emotional Wellness

Resilience

Critical Thinking

High Expectations

Meaningful Relationships