

Sauquoit Valley Central School District
Curriculum, Instruction, and Grading Guideline During School Closure
(Created: 4/17/20)

As we navigate these unprecedented times, the need to maintain instruction and learning is of paramount importance. Therefore, it is essential as we shift to remote instruction we recognize how we can continue to support the education of our K-12 students. In doing this, we must take into account the varied realities of our students in the remote learning environment. Essentially, when we provide our instruction in this manner, we must ensure equity of access to content and the manner in how student learning is assessed. To the greatest extent possible, instruction and assignments must align with the abilities and skill level of students throughout grade levels.

Curriculum during the school closure:

Teachers will re-examine curriculum and prioritize the NYS learning standards to determine what is most essential and realign their instruction accordingly.

- Focus on standards that are foundational for future learning in other courses and/or grade levels.
- Curriculum should be streamlined to provide students exposure to and instruction in the most important standards.

Teachers of Regents courses should continue to provide instruction focused on the remaining content for the year with an emphasis on content that serves as a foundation for a future course.

Teachers in Advanced Placement courses should follow guidance provided by The College Board.

Teacher of Dual Credit college courses should follow instruction they receive from the college or university.

Instruction and assignments during the school closure:

The instruction of new material must be provided with direct support from teachers. This may include:

- Students watching a video of a lesson.
- Students watching digital lessons created by their teacher.
- Direct contact between teachers and students through other available means (such means shall be Education Law 2-d compliant)

Protection of student privacy (Education Law 2-d) must be adhered to when using digital platforms to deliver and support instruction. Likewise, such digital platforms should be available to all students, and if this is not possible, instructional content that mirrors what is presented digitally must be provided in an alternative manner.

Teachers are encouraged to create meaningful learning opportunities for student with assignments that students can complete. While parents are encouraged to support student learning remotely, assignments should be designed such that students can reasonably complete on their own or with little assistance. Assignments should be designed to demonstrate evidence of learning/understanding and **not** just created to merely assign work (i.e. no busy work). Understand that student lives at home vary, instructional support for students at home will vary, and the family dynamics and situations between households will vary. Assignments and assessment of such shall take this understanding into account.

Recommended Time Allocations:

Expectations for students' at-home learning time should not exceed the following expectations. Please note that at-home learning times includes time spent learning new material, watching video lessons, participating in class discussions, and completing assigned work and activities. Teachers should utilize judgement as to how much time should be spent in review of the new material while being mindful of at-home dynamics stated above.

- Grade K-2: 2.5 hours total per week for ELA and Math with an additional one hour per week for other disciplines. **(3.5 hours per week total)**
- Grades 3-4: 4 hours total per week for ELA and Math with an additional one hour per week for other disciplines. **(5 hours per week total)**
- Grades 5-8: 2 hours each per week for ELA, math, science and social studies, with an additional 2 hours for other subject areas **(10 hours per week total)**
- Grades 9-12: 3 hours per week for each credit-bearing course **(24 hours per week total)**

Number of minutes per week for ELL students should follow current state guidelines to the greatest extent possible, depending on the level of each student. Special education and general education teachers should be planning together in order to meet student's IEPs to the greatest extent possible. Resource room teachers should be providing services to individual students and groups of students based on the new learning to the greatest extent possible. The same goes for students in self-contained classrooms.

Grading during the school closure:

The grading of student work during an extended school closure should be done with great discretion and with the understanding there are many factors outside of our control in the remote learning environment. How a student learns in the “traditional” environment may be vastly different in the remote learning environment, and grading of student work should reflect this. One must also keep in mind the equity of access to new content, and account for all students not having the same access to the material (i.e. digital access v. hard copy access).

For classes in which grades are to be provided, grading should be modified or simplified based on measures of student learning:

- Evidence of Learning: A student has demonstrated learning of essential curriculum based on what was taught and assigned.
- Not Yet Learned: Student has not completed assignment or work does not demonstrate learning of essential curriculum. Student will be given opportunity to redo and re-submit work to demonstrate learning.

Students should be given every opportunity to turn in assignments after due dates, to redo or revise work in an attempt to demonstrate their learning. Students should not be penalized for missing on-line content. They should have an alternative means to access content missed that was presented on-line. Assessing a student’s level of effort and participation in the remote learning environment shall be done with great discretion. Grades may be enhanced if student is putting forth a reasonable effort under these circumstances.

Marking period grades:

- For full-year high school courses, final course averages will be calculated by averaging 5 numbers: each of the four quarter averages and the midterm score.
- For full-year middle school courses, final course averages will be calculated by averaging each of the four quarter averages.
- We will maintain four marking periods, and the third marking period has been extended. It will now end on Friday, May 1 (two weeks after it was originally scheduled to end).
- For 2nd semester courses, the final course average will be an average of the third and fourth quarters.
- No grade entered from work that was assigned March 16 - April 14 may negatively impact a student's average.
- The minimum quarterly average for the third and fourth marking periods will be 60.

- Teachers are allowed to give an “incomplete” for quarter 3. You are encouraged to do this for students who are or may be facing particularly challenging circumstances.
- A decision on the fourth quarter progress report will be made at a later date.
- ***It is imperative in these trying times to exercise discretion with student grades. It is extremely important to do so given the fact that not all students have equitable access to instructional support at this time. Opportunities for revising and resubmitting shall be provided.***