

# Distance Learning Plan 2.0 Guide

EMBRACING DIVERSITY,  
DRIVING CHANGE

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## Introduction

The goal of this guide is to present the second phase of our Distance Learning Plan launched at the start of the COVID-19 crisis of 2020. This guide will serve as a resource for families as we roll out our Distance Learning Plan 2.0.

The COVID-19 pandemic is a global crisis that is now projected to last for months, not weeks as was originally predicted. This Distance Learning Plan 2.0 is dynamic, designed to be updated as new information becomes available. Since the Governor's announcement of school closures in mid-March, the District has been faced with a series of rolling two-week closures. Teachers have been working to deliver instruction in a virtual environment while simultaneously learning and building the platforms for delivering instruction. As we anticipate extended closures of schools in New York State, this evolving Distance Learning Plan 2.0 will serve as the roadmap for our *online platform with a focus on continued commitment, communication, and connection* to our learning community.

From the outset, the City School District of New Rochelle (CSDNR) has designed an asynchronous (not occurring at the same time) platform and will be gradually and consistently adding functionality along three prongs:

- Continuously keeping all stakeholders apprised of the developments during these unprecedented times.
- Increasing the connection and support structures between students, parents, and teachers.
- Modifying and delivering instruction to ensure a continuity of learning for all students.

Despite our best efforts, this crisis has presented an unprecedented disruption to “regular schooling.” With this disruption, we neither want inequities to further harm students most at risk, nor to be used as an excuse to not continue to strive to provide excellence and push all students remotely. The physical and emotional health and safety of our students, as well as our community, remain our top priority as we work to make learning a part of each student's daily life.

## General Overview

During this period of prolonged school closure, the District will take measures to ensure that there is some continuity in the lives of all students. While distance learning through remote experiences cannot replicate the rich learning environment of our classrooms, labs, theaters, studios, gymnasiums, libraries and resource centers, we can provide experiences that will challenge students' thinking, tap into their abilities to work independently and keep them current with curriculum content whenever possible.

## Learning Expectations

Given the broad range of ages in our schools, we understand that students have different needs, levels of independence, and stamina. That is why we have outlined the basic grade-level

expectations for students. More detailed plans can be found at each of the school websites, under the Distance Learning Tabs.

## **Elementary Schools**

- For all students in elementary schools, the general structure is to provide daily work in the areas - Reading, Writing, Mathematics, Science and Social Studies - on a weekly basis.
- All courses will be transitioning to Google Classroom, or an approved online platform. Traditionally, Google Classroom has only been used in the upper grades. We are building support for teachers and families as we extend Google Classroom connections for all classes.
- Students in PreK to 2 will have synchronized (live instruction occurring at the same time) time with teachers on Google Hangout, or approved online platform for 2 periods per week for socialization and activities.
- Students in grades 3 and 4 will have synchronized instruction with teachers on Google Hangout, or approved online platform for 2 periods per week for literacy and 2 periods per week for math.
- Students in 5th grade in each subject area (math, ELA, science, social studies) will meet 2 periods per week for each subject for synchronous instruction on Google Hangout, or an approved online platform.
- Students are expected to attend all synchronous classes.
- Assignments are designed to give students the appropriate amount of work per subject per day by grade with the understanding that time-on-task will vary for each child. Please refer to your respective elementary school's website, under the "Distance Learning" tab for a suggested Learning Schedule.
- Beginning on April 27, 2020, teachers will host at least two synchronous classes per week on Google Classroom, or an approved online platform. Teacher will have time to prepare and set a schedule and allow parents to acclimate students to their new synchronous schedule.
- Teachers will interact with students regularly for support and to indicate the assignments that should be submitted for feedback. Daily interaction with students includes online learning platforms, emails, phone calls, etc.
- Teachers and administrators are available to answer questions to support students on school days between the hours of 8:25 AM and 3:15 PM.
- Special area teachers (CAMPEL) will provide learning opportunities and suggestions for students in their respective subjects on the school's website, under the "Distance Learning" tab. These activities are designed to provide students with enrichment work and give students some choices for different learning experiences.
- Our Clinicians and School Counselors are providing students with social-emotional support, academic counseling, transition planning.

## **Middle Schools**

- Beginning on April 27, 2020, teachers will host at least two synchronous classes per week on Google Classroom, or an approved online platform. This provides teachers with time to prepare and set a schedule and it allows parents time to acclimate students to their new synchronous schedule.
- All classes that meet 5 days per week will have synchronous instruction 2 times per week for a full period for each subject.
- Students will continue to use Google Classroom, and additional approved online platforms. Assignments and resources will be posted to Google Classroom and will be updated.
- Middle School work will be organized by subject area with the major subjects - ELA, Math, Science, Social Studies, and World Languages providing assignments that can be spread out over the week but should last 20-30 minutes per subject per day.
- Teachers and administrators are available to answer questions to support students on school days between the hours of 8:30 AM and 3:15 PM.
- As has been previously prescribed, special area teachers will also provide activities and suggestions for students in their respective subjects (Art, Music, Physical Education, Family and Consumer Science, Health, Technology Education, and Guidance). These activities are designed to supplement the other work and give you and your children some choices for different learning experiences.
- Our Clinicians and School Counselors are providing students with social-emotional support, academic counseling, transition planning.

## **High School**

- Beginning on April 27, 2020, teachers will host at least two synchronous classes per week on Google Classroom, or an approved online platform. This provides teachers with time to prepare and set a schedule and it allows parents time to acclimate students to their new synchronous schedule.
- All classes that meet 5 days per week will have synchronous instruction 2 times per week for a full period for each subject.
- Students will continue to use Google Classroom, and additional approved Online Platforms. Assignments and resources will be posted to Google Classroom and will be updated.
- High School work will be organized by course and by assignments that can be spread out over the week but should last up to 30 minutes per subject per day.
- Teachers will make daily contact with their classes. They will also post their availability for questions and support during school days between 8:15 AM and 3:05 PM daily.
- In addition, teachers will reach out to students through Google Classroom to indicate if any work should be submitted for feedback.
- Special area teachers will also send assignments and suggestions for students in their respective subjects (Art, Music, PAVE, Physical Education, Health, and elective courses).

- Our Clinicians and School Counselors are providing students with social-emotional support, academic counseling, transition planning.

## Suggested Student Schedules

We acknowledge that for many of our students, a lack of structure and contact with the adults who provide support in a multitude of ways has compounded the distress caused by this ongoing health crisis. A schedule allows our students to access a small sense of normalcy and structure. In addition, it allows them to maintain academic awareness and potentially not only prevents regression, but also allows for some progress.

In response to the feedback that we are receiving from students and parents regarding the pressure our students are under and the number of hours they are spending daily attempting to navigate this new way of learning, we are providing the following guidance. This guidance is addressing very specific feedback received from students, parents and teachers alike.

### Suggested Secondary Schedules

Students are expected to participate in all classes. Teachers are required to teach during the time (period) they usually teach to avoid conflicts with other subjects. Synchronous classes can be expected a minimum of two times per week per major subjects (classes that meet 5 days per week). All classes that meet 5 times per week will have synchronous instruction 2 times per week on Google Classroom, or an approved online platform for a full period. Synchronous instruction for all other classes is at the discretion of the teacher. Considering that not all students' home schedules will allow them to participate live, teachers will record and post these classes.

### Suggested Elementary Schedules

Suggested Elementary School schedules are unique to each school and can be found at each respective Elementary school website, under the Distance Learning tab.

## Homework Guidelines

### High School

During these unprecedented times, we want to provide for the right instructional balance not to overload students but to support academic progress therefore, homework will be limited to 30 minutes per subject and assigned to the following schedule:

<b>ODD CALENDAR DAYS</b>	ELA, MATH, ART, ELECTIVES
<b>EVEN CALENDAR DAYS</b>	SS, SCIENCE, HEALTH, WORLD LANGUAGES

Physical Education assignments can be completed during class time or at the student's leisure.

Homework is defined as any assignments that are expected to be completed outside of class time. Teacher homework assignments will vary.

### **Middle Schools**

During these unprecedented times, we want to provide for the right instructional balance not to overload students but to support academic progress. Therefore, homework will be limited to no more than 30 minutes per subject (for core academic classes). We encourage students to utilize opportunities to engage in enrichment activities, independent reading, and daily exercise/movement. Homework will be assigned on the following schedule:

<b>Mondays and Wednesdays</b>	ELA, SCIENCE, HEALTH, English as a New Language
<b>Tuesdays and Thursdays</b>	MATH, SS, WORLD LANGUAGES
<b>Fridays</b>	Electives

### **Connections for Building Community, Feedback, and Support**

Principals and teachers are working together to maintain and enhance the frequency and the responsiveness of their feedback and support. This work is ongoing and requires professional development for administrators and teachers. Most of the approved technology currently being used is listed in the Instructional Technology Website and also on each school's Distance Learning page.

- Google Classroom allows teachers to create lessons, distribute assignments and provide feedback. This tool will be a new addition for certain elementary grades and more information will be provided on our district professional development homepage.
- Google Docs allows students to collaborate with each other, as well as turn in assignments and receive feedback from their teacher. Teachers can use Google Docs to virtually conference with students.
- Google Forms allows teachers to create assessments with open-ended questions as well as multiple choice. Teachers can provide feedback to students after receiving data.
- Screencastify allows teachers to create short videos on classroom topics and create a shared community learning experience.
- EdPuzzle provides teachers with a platform to assign videos, while embedding questions during the viewing experience. Teachers can then use those questions to provide feedback and support to students, creating a shared learning experience.



- Google Meet and Zoom provide opportunities for teachers to meet or chat with students, fostering discussions, providing clarification and promoting engagement.
- Castle Learning offers a comprehensive instructional support platform for in class, homework, review, and testing available both online and offline.
- Padlet is an application to create an online bulletin board that is used to display information for any topic or use as a soundboard for student participation.
- Dreambox offers adaptive online software that focuses on mathematics education at the elementary and middle school level.
- IXL offers students opportunities to practice a variety of skills K-12 in Math and ELA. Teachers can monitor student growth and progress from this application. Teachers can also assign skills to students.
- RazKids provides students with leveled texts. Students practice reading independently both fiction and nonfiction. Teachers can monitor progress in reading via quizzes and activities within the application.
- Newsela provides leveled current events for students. Teachers can assign articles, along with writing assignments, note-taking activities and quizzes. Teachers can provide feedback on writing assignments.
- Imagine Learning provides early learners and English Language Learners opportunities for building foundational literacy skills. Teachers can monitor student growth and progress through this application.

In addition, we continue to look for other proven technological solutions to improve our connections with students.

### **Implementation of Online Instruction**

We recognize now that new material cannot always be introduced in the same formats or volume as in conventional schooling. Since school closures, teachers have been working to break down lessons and reorganize units. This ensures that the curriculum is fully covered and properly assessed in order that course requirements and standards are met.

Specific guidelines on the volume and pace of new instruction will vary by grade level and will follow in the coming weeks.

### **Attendance (Monitoring of Student Engagement)**

Teachers expect students to check in daily through Google Classroom or other approved online platforms. Activity will equate to present/attendance. For students who have access to Google Classroom, activity online will be evidence of daily attendance. For those without access, teachers will mark “E” for “Engaged” if they are able to confirm evidence of activity (e.g. phone call conferences, emails, work packet, etc.). If your child is sick or cannot check-in, please send an email to your school’s contact below:

School	Contact
Barnard Early Childhood Center	Daisy Guizar, <a href="mailto:DGuizar@nredlearn.org">DGuizar@nredlearn.org</a>
Jefferson Elementary	Mary Beth Kettner, <a href="mailto:MKetterner@nredlearn.org">MKetterner@nredlearn.org</a>
Daniel Webster Elementary	Josie Fennell, <a href="mailto:JFennell@nredlearn.org">JFennell@nredlearn.org</a>
William B. Ward Elementary	Jackie Castaldo, <a href="mailto:JCastaldo@nredlearn.org">JCastaldo@nredlearn.org</a>
George M. Davis Elementary	Sylvia Trister, <a href="mailto:STrister@nredlearn.org">STrister@nredlearn.org</a>
Columbus Elementary	Noemi Sanchez, <a href="mailto:NSanchez@nredlearn.org">NSanchez@nredlearn.org</a>
Trinity Elementary	Fidelia Barajas <a href="mailto:FBarajas@nredlearn.org">FBarajas@nredlearn.org</a>
Isaac E. Young Middle School	Vickie Petrellese, <a href="mailto:VPetrellese@nredlearn.org">VPetrellese@nredlearn.org</a>
Albert Leonard Middle School	Tiffany Formisano, <a href="mailto:TFormisano@nredlearn.org">TFormisano@nredlearn.org</a>
New Rochelle High School	Latoya Pryce, House I, <a href="mailto:LPrice@nredlearn.org">LPrice@nredlearn.org</a> Francis Cruz, House II, <a href="mailto:FCruz@nredlearn.org">FCruz@nredlearn.org</a> Seth Busching, House III, <a href="mailto:SBusching@nredlearn.org">SBusching@nredlearn.org</a> Daniel Gonzalez, House IV, <a href="mailto:DGonzalez@nredlearn.org">DGonzalez@nredlearn.org</a>

If we have not heard from you or your child after three (3) days, someone from the school will reach out to you to determine if you or your child needs support. While we do not intend to use this monitoring of attendance as a punitive measure, we are obligated to keep attendance and hold students accountable for “attending school” in order to maintain our State mandates.

### Special Student Services

The City School District of New Rochelle intends to administer special education and related services remotely through Distance Learning that may involve video teaching and/or telepractice. If your child accesses services through video teaching and/or telepractice, the District shall consider such access as your consent to receive services through that modality. Any parent who does not agree to receiving services through that modality should contact Dr. Anthony Bongo, [ABongo@nredlearn.org](mailto:ABongo@nredlearn.org). If you do not consent to the use of video teaching and/or telepractice, your child will be provided instruction in an alternative format, such as through written instructional materials or telephone consults.

### Individualized Education Plan (IEP) and Section 504 Plans

As our Distance Learning Plan 2.0 rolls out, Special Education providers will continue to reach out directly to the families and students with IEPs and Section 504 plans. All direct and related service providers (speech, occupational/physical therapy, and psychologists) have met and developed plans that include the following:

- Appropriate skill-building work and/or differentiation of classroom teacher assignments;
- Clear guidance on how to contact them in case of questions or concerns; and
- Regular check-ins to consult on how to help children structure their time and continue to review and advance their skills while at home.

We encourage all parents who have questions to reach out to any of their providers via email.

We ask all students and family members to be respectful of the privacy interests of other students. As a result, where possible, students participating in group services should attempt to do so from a location which cannot be observed by others. To the extent that family members observe the delivery of instruction to other students, we ask that you respect the privacy of the other students and not disclose personal information about any student to any third party. For more information on all special student services, please link on the link: [Special Student Services](#)

## English Language Learner (ELL) and Multi-Language Learner (MLL) Support

Teachers of ELLs/MLLs will provide students at all levels of proficiency the following supports:

- enhancement of literacy skills such as reading comprehension and vocabulary development
- scaffolding of classroom assignments through comprehensible inputs such as visuals and videos
- coordination with classroom teachers to differentiate instruction based on English language proficiency

## Technology Assistance

### Chromebooks

Chromebooks are available for students who need a device to engage in work consistent with the Distance Learning Plan 2.0. Chromebooks will be prepared for pickup after an appointment is scheduled by emailing [Chrombooks@nredlearn.org](mailto:Chrombooks@nredlearn.org). A district representative will coordinate with the student/parent requesting a Chromebook.

### Remote Student Support Solution

Students should first reach out to their teacher if they have a technical question or problem, especially if it is about work on our online platforms. Your principal can also support with building-level technology support.

Our partners at the Lower Hudson Regional Information Center (LHRIC) are providing a service to assist students/parents who need technical support with their Chromebook at home. The Student Portal is being used to request Technical Support. Parents/Students must fill out a simple form for each request. This form is accessed by the following link: <https://lhric.service-now.com/student>. A field engineer will respond and assist as needed.

## Professional Development

We are also continuing to provide [professional learning opportunities](#). Recently, we sent out a survey to CSDNR educators to garner professional development needs in our community. Thus, our professional development Calendar is updated regularly to reflect current needs.

Additionally, we will be providing access to recorded webinars for educators to use on their own time in order to support distance learning.

### **Synchronous Learning**

The Instructional Technology Team will continue to provide professional learning opportunities on Zoom and Google Meet. These two applications are currently being used by teachers in the District and can be utilized for synchronous learning. The team has been providing training for teachers via live webinars, on-demand webinars, videos and how-to documents on both platforms. Professional learning opportunities will be listed on the [Professional Development Calendar](#). Additional support for these platforms as well as other technology applications are available on the [Instructional Technology Website](#). The team is always adding resources to the site. The [Professional Learning Page](#) continues to grow as the team finds or creates materials to support distance learning.

### **Grading**

Grading in an online environment presents many challenges to traditional grading, and we acknowledge that the nature of the closure was disruptive to the 3rd Marking Period. Our goal with our grading plan is intended to:

1. Maintain the integrity of our assessment and grading practices so they are transparent and fair for all.
2. Remain flexible enough that student's grades are not unfairly impacted by the challenges of learning remotely.
3. Remain in compliance with State regulations around credits, promotion requirements and graduation requirements.

### **Grading and Reporting at Elementary Schools**

Existing procedures will continue for the current trimester and final grades.

### **Grading and Reporting at Middle Schools**

The grading structure for middle school is nuanced. The default grading structure is Pass (P) and Incomplete (I) for the 3<sup>rd</sup> and 4<sup>th</sup> marking period which will then result in a P/I for the final grade on the transcript. However, we are also providing options for students to receive a traditional grade (numeric/alpha). We are providing this option for a traditional grade by individual class for those students that opt-in. For example, a student can opt for a P/I for music while opting for a numeric grade in Social Studies. In order to receive a traditional grade on your final transcript, student/families must communicate their desire to receive this grade for each individual subject area through their teacher by the deadline set forth by your teacher. Teachers who are notified

that students want to have a traditional grade will then populate the 3<sup>rd</sup> quarter and 4<sup>th</sup> quarter with a traditional grade and then calculate a final traditional grade for the student's transcript.

### **Grading and Reporting at High School**

The grading structure for high school is nuanced. The default grading structure is Pass (P) and Incomplete (I) for the 3<sup>rd</sup> and 4<sup>th</sup> marking period which will then result in a P/I for the final grade on the transcript. However, we are also providing options for students to receive a traditional grade (numeric/alpha). We are providing this option for a traditional grade by individual class for those students that opt-in. For example, a student can opt for a P/I for music while opting for a numeric grade in Social Studies. In order to receive a traditional grade on your final transcript, student/families must communicate their desire to receive this grade for each individual subject area through their teacher by the deadline set forth by your teacher. Teachers who are notified that students want to have a traditional grade will then populate the 3<sup>rd</sup> quarter and 4<sup>th</sup> quarter with a traditional grade and then calculate a final traditional grade for the student's transcript.

### **New York (NYS) Assessments**

#### **NYS 3-8 Testing**

NYS Education Department announced that it is suspending the following assessments: ELA and math in grades 3-8; science in grades 4 & 8; NYSESLAT K-12; and NYSAA in grades 3-8 and high school.

#### **NYS Regents**

NYS Education Department announced June 2020 Regents will be canceled. The NYS Commissioner's Regulations will be amended to provide alternative forms of evaluation for students receiving home instruction, in lieu of an annual assessment, for all grades in the 2019-2020 school year due to the State Emergency declared by the Governor.

Our teachers have been preparing our students for State assessments throughout the school year and students will be provided with resources to support their understanding of concepts and skills during distance learning.

### **National Assessments**

#### **Advanced Placement (AP) Exams**

The College Board announced that it will cancel face-to-face exam administrations and move to home testing in each AP subject with two different testing dates. Our teachers of AP courses will

continue to provide instruction to students in preparation for the exam and monitor the updates from the College Board.

- ALL students enrolled in an AP course will be testing during the scheduled times and days from May 11<sup>th</sup> through May 22<sup>nd</sup>.
- Only students with a legitimate reason will be permitted to test between June 1<sup>st</sup>-5<sup>th</sup>. Legitimate reasons include students with accommodations and those with multiple tests or perhaps a student that experiences technical difficulties.
- Students will not be permitted to register for the exam at this time.
- In an effort to maintain academic integrity, all tests must start and stop on the same device.
- AP Teachers will receive students' answers and can count as a final exam in the course if needed or desired.
- The \$94 fee will still be collected once payment system is updated on our website. As of now, the reduced fee is \$52.
- Students will get the approved accommodations
- For any questions related to your specific exam or for more detailed information you can review the College Board Website here on their [website](#).

## **SAT**

The College Board canceled the May 2, 2020, SAT administration. Registered students will receive refunds. The College Board will provide future additional SAT testing opportunities for students as soon as feasible in place of canceled administrations.

## **ACT**

The [ACT](#) has rescheduled the April 4 national test date to June 13 across the U.S.

## **Local Assessments and Determinations**

### **District-wide Kaleidoscope**

District-wide Kaleidoscope decisions will not be made by June as in past years. Since the length of the closures is uncertain, we will need to reassess policies as we learn more. Once again, we intend to adjust policies and practices so that no student is disadvantaged by the impact of school closures and on-line instruction.

### **Modified Kaleidoscope School-based Programs**

Modified Kaleidoscope decisions will continue to be made at each respective elementary school. Please contact your building principal for further information.

## **Considerations for 8th Graders and High School Seniors**

At present, we do not have definitive plans for events and traditions that have been disrupted by ongoing school cancellations. Our plan is to postpone or modify events before ever considering canceling them. We will update this section regularly. Some of the events we know are important to students are:

- Graduation Ceremony
- Prom
- Senior Activities (Trips, Spirit Day, etc.)
- Awards Ceremonies
- Honor Society Celebrations

## **Diploma Requirements Modifications for Students Impacted by the Cancellation of Regents Examinations**

Due to the cancellation of the June 2020 Regents Examinations, the New York State Department of Education is making certain modifications to the assessment requirements that students must meet in order to earn high school diplomas, credentials, and endorsements.

### **Regents Examination Exemptions**

Students who during the June 2020 examination period would take one or more Regents Examinations shall be exempted from the requirements pertaining to passing such examinations in order to be issued a diploma. In order to qualify for the exemption, students must meet one of the following eligibility requirements:

- The student is currently enrolled in a course of study culminating in a Regents Examination and will have earned credit in such course of study by the end of the 2019-2020 school year;
- The student is currently enrolled in a course of study culminating in a Regents Examination and has failed to earn credit by the end of the school year. Such student returns for summer instruction to make up the failed course credit and is subsequently granted diploma credit in August 2020; or
- The student was previously enrolled in the course of study leading to an applicable Regents Examination, has achieved course credit, and has not yet passed the associated Regents Examination but was intending to take the test in June 2020 to achieve a passing score.

## Resources

### Links for Students

[Google Classroom Sign On Directions](#)

[Chromebooks at Home](#)

[Dos and Don'ts for Chromebooks](#)

[Dashboard of Student Resources](#)

### Links for Parents

[Parents' Guide to Google Classroom](#)

[CK-12](#)

[Internet Discounts for Families COVID-19](#)

[Learn from Anywhere](#)

[TedEd](#)

[YouTube Learning Hub](#)

### Dashboard for Teachers and Administrators

Our professional staff have been working to create a repository of approved applications and websites to use with students. Our team is committed to supporting teachers and administrators as we navigate through distance learning. We have created lists of online resources and tools for [administrators](#) and [teachers](#).

### Instructional Technology Team

Our goal is to ensure that CSDNR educators have access to distance learning tools as they become available. We have been adding curated applications for use in our district regularly. Here is the [link to the CSDNR Instructional Technology website](#). It will be updated regularly.



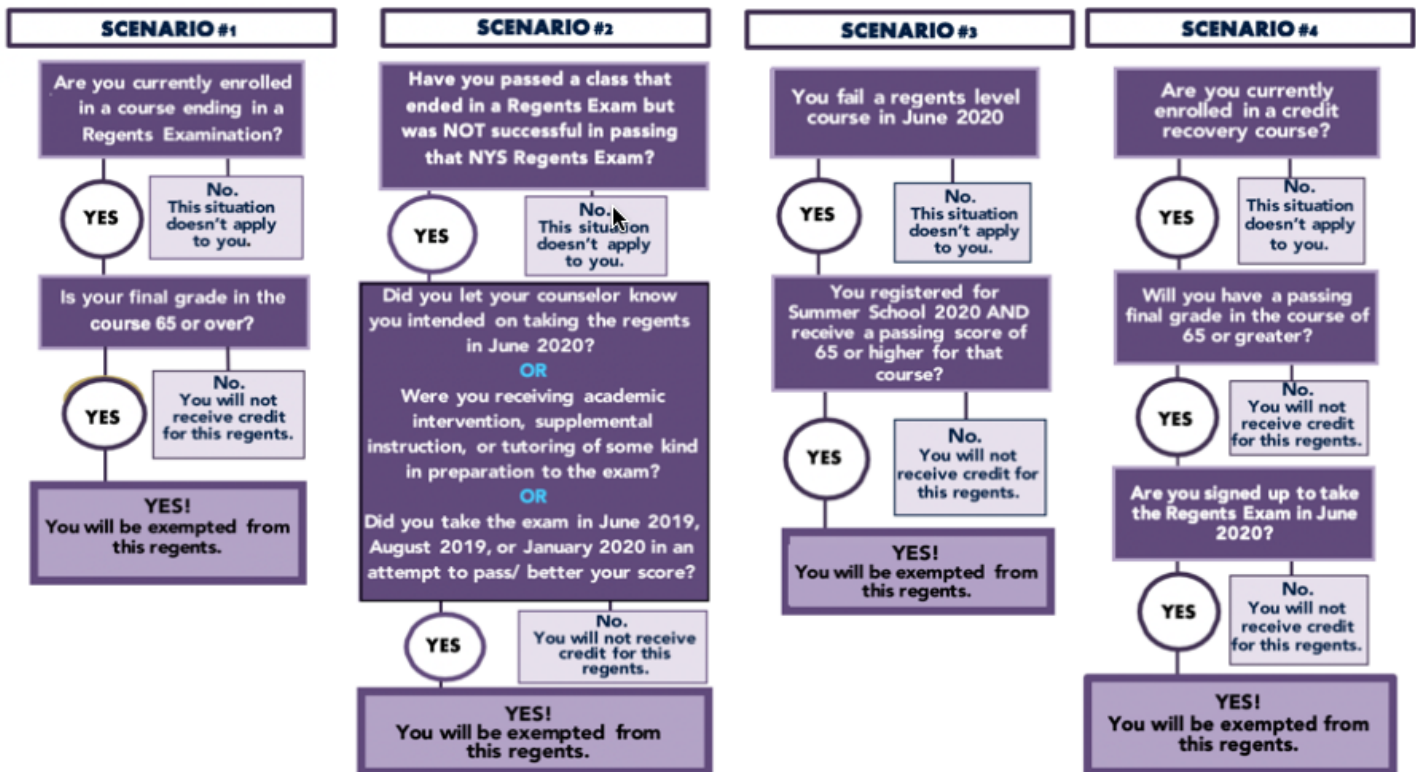
# NYS Regents Flowchart



## City School District of New Rochelle

### NYS Regents Examination Update

The New York State Education Department announced the cancellation of the June 2020 administration of Regents Exams and released guidance on modifications to requirements for students to graduate and earn their high school diplomas, credentials and endorsements. These modifications apply to **currently enrolled CSDNR students in grades 8-12 during the 2019-20 school year** who were intending to participate in one or more of the June 2020 Regents Examinations. Below are some of the most common scenarios students may encounter. Should you have additional questions please contact your School Counselor.



## Frequently Asked Questions and Answers (FAQs)

### **Q: When do you expect our schools will reopen for our students?**

A: Governor Andrew Cuomo ordered the closure of New York State schools at least through May 15, 2020 in order to slow the spread of the Coronavirus. We will carry out our Distance Learning Plan 2.0 as we further develop and bolster our on-line connections with our students.

### **Q: Where can I find information about the District's food service program?**

A: For information on the City School District of New Rochelle Food Service Program during the extended coronavirus school closure, please go to our website, [www.nred.org](http://www.nred.org), and click on the section "Food Distribution Update Center."

### **Q: How will students earn credit in courses that were interrupted due to the COVID-19 closures preventing them from completing the unit of study requirements in Commissioner's Regulations?**

A: [Guidance issued March 13, 2020](#) outlined the requirements for granting diploma credit for courses interrupted by the COVID-19 closures. In the event that extended closure interferes with a school or district's ability to provide the full unit of study by the end of the school year, either in face-to-face instruction or through other methods, the student should be granted the diploma credit as long as the student has met the standards assessed in the provided coursework.

### **Q: Do students need to complete 1,200 minutes of satisfactory laboratory experiences in order to be exempt from a science Regents Exam?**

A: No. Hands on laboratory experiences missed because of extended school closure or student absence due to COVID-19 does not preclude a student from being exempt for the corresponding Science Regents Examination.

### **Q: May CSDNR exempt a student from the locally developed Checkpoint B LOTE examination in order for students to meet the requirements of the Regents Diploma with Advanced Designation?**

A: We may exempt a student from the locally developed Checkpoint B examination if the student will have earned at least 3 diploma credits in the LOTE subject by the end of the 2019-20 school year.

### **Q: May a student who is exempt from a Regents examination due to COVID-19 be admitted to future administrations of the Regents exam?**

A: Yes, we shall provide opportunities for students to attempt Regents exams in subsequent administration periods, if students choose to take the exam.

### **Q: May students exempt from Regents exams still earn a Regents diploma with Advanced Designation?**

A: Yes, any students who have Regents Exams exempted due to the cancellation of the June 2020 examination administration are not required to pass such Regents exams necessary for the Regents with Advanced Designation. Example: A student is scheduled to take the Algebra II Regents examination and the ELA Regents examination in June 2020. S/he has passed all other examinations necessary for the Regents with Advanced Designation. Such a student will not be required to pass ELA and Algebra II but will still earn the Regents with Advanced Designation diploma.