Chester Upland School District Continuity of Education Plan

2020-2021 Academic Year

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Continuity of Education Plan

Goal of Plan: The Chester Upland School will implement a Continuity of Education Plan in the event that prolonged school closure is necessary. The purpose of this plan is to provide, to the extent possible, opportunities for teachers and students to engage in planned instruction or enrichment and review of student's prior learning.

Overview of Plan: This plan outlines planned instruction guidelines for Chester Upland School District's schools, PreK-12th grade. According to the Pennsylvania Department of Education, "Planned Instruction is formal teaching and learning, similar to what occurs in a classroom setting." During the 2020-2021 academic school year, when students are required to attend school remotely and online, planned instruction will occur using school issued computers and/or personal mobile devices, the Internet and digital platforms such as Zoom and Google Classroom. All students will be issued a consistent daily schedule that meets the required instructional minutes as per PA Code 22 § 11.3. The expectation is that students will attend school daily and attend classes as per their schedules.   Monday through Friday, teachers will facilitate synchronous lessons, in real-time and post weekly plans with mandatory assignment completion dates for grades Prek-12th.

This plan is based on a 1-1 device model, where the Chester Upland School District will issue a device (laptop or iPad) to every student in the District. Laptops and devices will be distributed to students who currently do not have them the week of August 24th.

Families who do not have Internet at home will be asked to contact the District. The District will work with these families to provide them with information regarding free or low-cost internet access provided by Internet Essentials from Comcast. A Verizon hotspot will be issued to families who are not eligible for low-cost Internet.

This plan takes into consideration that due to COVID-19 related school closure during the last quarter of the 2019-2020 school year, students may have missed instruction in all content areas. Therefore, the plan also includes guidelines and updates to the Chester Upland School District's Curriculum and Pacing Guides which are intended to close student learning gaps.

Addressing Student Learning Gaps: In order to be successful, all students need to be equipped with specific knowledge and skills that will help them acquire new learning. The Chester Upland School District has updated its curriculum pacing guides, reading and math intervention mandated instructional minutes to close student learning gaps.

The first three weeks of school will be used to teach students essential prerequisite skills that they may have missed the previous school year, and that are essential to meeting learning objectives at the beginning of the 2020-2021 school year.

The master schedule of K-8th grade students has been amended to incorporate the use of adaptive technology, in reading and math for thirty minutes per content area. Adaptive technology is designed to

work with students on skills based upon their individual performance level. This individualized technology is beneficial to all students regardless of their ability level.

All students will complete baseline assessments at the beginning of the school year which establishes their background knowledge and skills. Core content materials include online assessments which will be used while students work remotely. Performance based assessments will be used to inform student learning plans and differentiate instruction.

Remote, Online Learning Instructional Design: The Chester Upland School District's Core Curriculum as well as all online education content is aligned to Pennsylvania Department of Education Academic Standards and the Pennsylvania Danielson Frameworks for Teaching. In order to ensure that all students participate in remote, online instruction that is engaging and effective, the District's Curriculum & Instruction Department has adapted the instructional design of core content lessons to also align with the National Standards for Quality Online Courses, Programs, and Teaching (Virtual Learning Leadership Alliance and Quality Matters) and ISTE Standards for Educators.

The Chester Upland School District recognizes that all students should have a quality, standards-based education that is appropriate and relevant to the educational setting. Remote, online education provides a unique educational environment that requires thoughtful, knowledge-based adaptations to meet the needs of all learners in an online setting.

Standard C of the National Standards for Quality Online Courses, Program, and Teaching was used to adapt the Chester Upland School District's Core Curriculum.

National Standards for Quality Online Courses, Programs, and Teaching: Instructional Design, Standard C: *The online course incorporates instructional materials, activities, resources, and assessments that are aligned to standards, engage all learners, and support the achievement of academic goals.*

C1 The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring.

C2 The online course's content and learning activities promote the achievement of the stated learning objectives or competencies.

C3 The online course is organized by units and lessons that fall into a logical sequence.

C4 The online course content is appropriate to the reading level of the intended learners. *

C5 The online course design includes introductory assignments or activities to engage learners within the first week of the course.

C6 The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.

C7 The online course provides regular opportunities for learner-learner interaction.

C8 The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress. *

C9 Online course instructional materials and resources present content in an effective, engaging, and appropriate manner. *

Prekindergarten/Elementary/Middle School Students-Planned Instruction:

Students will be required to complete assignments using digital programs. Teachers will use a virtual platform, such as Zoom and Google Classroom to provide students with direct instruction and assistance. Support will be available for all elementary/middle school students. Core content materials are available for teachers and students online.

High School Students- Planned Instruction:

Core content course materials are available to teachers and students online. Students will participate in daily teacher directed synchronous instruction. Support would be provided for all high school students utilizing existing high curriculum.

Students will be required to complete lessons by the specified date in order to receive credit and be marked as present. This plan seeks to accomplish the District's mission that all students graduate high school, and are college and career ready by ensuring students engage in and continue to complete their courses.

Submission of Student Assignments

Teachers will collect student work for feedback and or grading using a variety of resources to include, but not limited to, the following:

> ● Google Classroom (Discussion Groups, PowerPoint, Work Samples, Tests, Writing Assignments, Oral Presentations,etc.)

> ● Google Forms

> ● Camera snapshots taken of work and uploaded or emailed

> ● Online software (see appendices.)

> ● Student progress monitoring information collected via real-time teacher-led Zoom sessions

Student Work Feedback and Grading

As per Chester Upland School District's *Assessment of Student Progress Policy*, the District's "instructional program shall include a system of assessing all students' academic progress. The system shall include descriptions of how achievement of academic standards will be measured and how this information will be used to assist students having difficulty meeting required standards. [3][4][1][5][6][7][8]"

All students will be required to meet the academic grading guidelines as per the aforementioned CUSD Board Policy.

The Chester Upland School District utilizes progress monitoring and assessments to provide students with feedback and support in a timely manner. Feedback on student work is essential to helping students monitor their performance and address content misconceptions. Students will receive written, constructive feedback from teachers in addition to a numerical or letter grade. Teachers will use Google Classroom features to provide students with feedback. The District's Student Information System, eSchoolPlus, will give parents and students access to online test grades, attendance reports, transcripts, etc.

Expectations for Teaching and Learning

All Teachers will:

1. Develop lesson plans, post assignments, as well as demonstration videos which feature core content materials and other District approved ancillary materials and websites.
2. Provide real-time, synchronous instruction.
3. Use student progress monitoring tools and documents as well as maintain an up-to-date gradebook.
4. Implement remote, online teaching protocols and etiquette.
5. Schedule time to meet with parents, as necessary.

Pre-K-8 Teachers (Planned Instruction) will:

1. Develop and implement PA Standards Aligned Lessons.
2. Review assignments and provide students with constructive feedback.
3. Create and post a video lesson to support the teaching of major concepts.
4. Follow a master schedule.
5. Design teacher developed assessments.

High School Teachers (Planned Instruction) will:

1. Develop lessons plans and post utilizing content from existing online course content.
2. Create and post a video lesson to teach the major concepts of the lesson.
3. Follow a master schedule.
4. Provide daily synchronous classes via Zoom
5. Review lessons and provide feedback on completed student work.

Communication Tools and Strategies

1. District Webpage with link to individual school webpages
2. Robo calls from the Principal as a reminder to students
3. Community Forums
4. Parent/Student Manual
5. Parent/Student Orientation and Recorded Orientation and Support Videos
6. Parent and School Partner Groups
7. Home Access Center
8. School Webpages

9. Class Tag
10. Teacher Webpages
11. Google Classroom
12. CUSD Email

Staff General Expectations

1. Administrators and principals will attend professional development on strategies for leading and supporting teaching and learning in a flexible and remote "school" environment.

2. Teachers and other school staff will attend professional development on strategies for flexible and remote learning strategies.

3. Principals will conduct and staff will attend morning and afternoon virtual Recap/Support meetings with staff in their schools.

4. All staff will be required to follow remote work guidelines and procedures as outlined in each school's staff Handbook Manual.

5. All staff will be required to be available via email and/or phone in accordance with CUEA contract guidelines and District designated work hours.

Student Expectations

All Students:

1. Will be expected to attend school daily and follow their schedules
2. Complete all assignments as given by the date due
3. Will be required to follow the Chester Upland School District's Technology Acceptable Use Policies.

Elementary/Middle School Students:

● Students will be required to login daily
● Students will be required to attend daily Zoom class sessions, on time.
● Students will be required to view a teacher created video or video of the lesson.
● Students will be required to complete lessons and submit work by a specified time.

High School Students:
● Students will be required to login daily and attend synchronous classes as per their schedules
● When absent from class, students will be required to view teacher created video or video of the lesson
● Students will complete online lessons as outlined by the teacher.
● Students will be required to complete lessons and submit work by a specified time

Attendance /Accountability

PreK-12 Attendance and Accountability

Student attendance will be monitored daily. Students will be required to complete Planned Instruction activities and access instruction available via Google Classroom, Zoom, and CUSD digital interventions.

Tier	Definition	Approved Devices	Approved Modes of Communication	Approved Modes of Submission
(1)	All students will be marked present if they are logged into the live scheduled zoom sessions for class.	Computers Laptops Tablets Cell Phones Landlines	Zoom/Chat Email Text/ Call Google Classroom Webpage	Email Google Classroom Photo/Screen Shot Text
(2)	A student will be marked present if they attend scheduled classes and if they complete assignments by the date and time due.	Computers Laptops Tablets Cell Phones Landlines	Zoom/Chat Email Text/ Call Google Classroom Webpage	Email Google Classroom Photo/Screen Shot Text
(3)	A student will be marked present if they attend scheduled class and if they complete assignments by the date and time due.	Computers Laptops Tablets Cell Phones Landlines	Zoom/Chat Email Text/ Call Google Classroom Webpage	Email Google Classroom Photo/Screen Shot Text

(4)	Students will be marked present for completion of student work packets and choice board activities if completed by due date.	Computers	Zoom/Chat	Email
		Laptops	Email	Google (4)Classroom
		Tablets	Text/ Call	Photo/Screen Shot
		Cell Phones	Google Classroom	Text
		Landlines	Webpage	

Student completion of daily/weekly instructional hours is required. Students will be given a number of hours per course per week that are required to be considered present. Each course will have a daily required number of minutes and number of hours that students are required to complete each day.

Good Faith Efforts for Access and Equity for All Students

The District shall provide flexible and remote teaching and learning options for teachers and students in the event of school closure. The District will make good faith efforts for access and equity for all students by committing to the following assurances:

1. Staff, students, and parents shall be made aware, as appropriate and to the extent possible, of notification procedures prior to the institution of a flexible and remote learning day and the means of notification shall be fully accessible.

2. Responsibilities shall be agreed upon and expectations shall be communicated, to all staff, students, and parents, as appropriate and to the extent possible, prior to the institution of a remote learning day.

3. Attendance, as appropriate and to the extent possible, shall be strictly enforced in compliance with XIII during flexible and remote learning days.

4. Students, as appropriate and to the extent possible, will be provided health services in compliance with Article XIV, during implementation of flexible and remote learning days.

5. Free Appropriate Public Education (FAPE) shall be afforded, as appropriate and to the extent possible, all students during a flexible and remote learning day.

6. Should technology ever be employed during a flexible and remote learning day, policies and measures will be employed, as appropriate and to the extent possible, to ensure the cyber-safety and security of students accessing online school services and digital resources.

7. Should technology ever be employed during a flexible and remote learning day, technical assistance and support shall be provided, as appropriate and to the extent possible, to ensure access to instruction and resources.

Special Education

Compliance
Whenever students are unable to attend school, and Chester Upland School District in acts its Continuing Education Remote Learning Plan, CUSD will provide a free and appropriate public education (FAPE) in accordance with all federal, state and local regulations. The goal will be to ensure the continuity of education for all CUSD students with an IEP or GIEP.

During remote learning a student's IEP or GIEP will be implemented as it was prior to the mandatory school closing; however, in the event revisions to the IEP or modifications of services are required, they will be addressed through the IEP process. For example, the daily instructional schedule may change to reflect a remote learning environment or a blended learning environment.

Delivery of Specially Designed Instruction (SDI) and Services
All teachers will be required to deliver specially designed instruction and supports as per a student's IEP or GIEP. Teachers will utilize the online delivery systems as outlined in the CUSD Continuing Education Plan for Remote Learning. Teachers and related service providers will contact and provide parents with a schedule that outlines the specific days and times:
- · direct instruction will take place
- · remedial and/or supplemental instruction will take place
- · related services will take place
- · office hours

These modes may include but are not limited to online synchronous, small group, one-to-one instruction and or other forms. In the event the methods and modes of attending school are not appropriate for a student, alternate modes and methods of instruction will be explored and identified through a reconvening of the IEP team. As outlined in the Continuing Education for Remote Learning Plan, students with IEPs will be expected to attend school daily and follow their prescribed individual instructional and or related services schedule.

> **Kindergarten – Eighth Grades**
> Remote learning for elementary and middle school students with IEPs will implement the Specially Designed Instruction and related services as outlined in a student's IEP. The Supervisor of Special Education for Elementary and Middle School will ensure the delivery of SDIs and related services for students in kindergarten through eighth grades are consistent with the Special Education Remote Learning Guidelines. (See Appendix ____ for Special Education Remote Learning Guidelines).

> **High School (Ninth – Twelfth Grades**)
> Remote learning for elementary and middle school students with IEPs will implement the Specially Designed Instruction and related services as outlined in a student's IEP. The Supervisor of Special Education for High School will ensure the delivery of SDIs and related services for students in ninth through twelfth grades are consistent with the Special Education Remote Learning Guidelines.

Related Services

To the extent possible, related services will be delivered online via a mobile device and the Internet as per a student's IEP. If online delivery is not possible, the IEP team will convene to determine the method of delivery. When remote learning is being implemented, the Special Education Remote Learning Guidelines will outline the processes and procedures for the delivery of related services.

Approved Private School (APS)
During periods of remote learning, in the event that an APS is closed due to Health and or Safety matters, CUSD will consult its APS Providers Roster and contact the APSs to consult APS providers to determine if additional supports or services are needed for remote instruction. In the event CUSD has implemented its remote learning plan, but the APS is open, the instruction and supports will be delivered as per the IEP and as weather conditions permit, the District will continue to provide transportation as outlined in a student's IEP.

Child Find and Evaluation Requests
During remote learning, CUSD will continue to follow the process for Child Find and evaluation as outlined on the Special Education page of the CUSD website (https://www.chesteruplandsd.org/Administration2/2). A Parent who seeks an initial evaluation for his or her child during remote learning should follow the steps as outlined in the Procedural Safeguards. The *Procedural Safeguards* are located Special Education Remote Learning Guidelines, the CUSD District Website (https://www.chesteruplandsd.org/userfiles/-4/my%20files/cusd%20special%20education%20procedures.pdf?id=41).

The CUSD Child Find processes and procedures will be utilized during remote learning to identify students who may need to be referred for evaluation. The *Child Find* processes and procedures can be found in the Special Education Remote Learning Guidelines and the CUSD Website under the Special Education tab.

IEPS During Remote Learning
All students' IEPs will be reviewed to identify if the IEP team should be reconvened to address accommodations, modifications, and related services that need to be made as a result of remote learning. All other IEPs, initials and annuals, will be scheduled and convened within the prescribed timelines via Zoom.

Teacher Support and Professional Learning
The Director of Special Education will review the Special Education Remote Learning Guidelines with building principals and administrative staff prior to the start of school. The Special Education Supervisors will provide on-going professional learning for both general education and special education teachers focused on delivering special designed instruction and supports in a remote learning context. The professional learning will address such topics as implementing modifications and accommodations in a remote and online learning and teaching; best practices for supporting students and conducting progress monitoring in an online setting; observations and feedback in the online classroom; supporting parents of students with an IEP or GIEP when schooling online as well as other topics identified by principals and teachers. The Special Education Supervisors will meet with the Special Education Teachers and the

building principal in each school for weekly check-in meetings to assess the effectiveness of teaching and learning and supports to special education students and make adjustments as necessary. The Special Education Supervisors will be available during daily office hours in their Zoom rooms to provide on-going support to staff and parents.

Parent Support and Communication
The Special Education Leadership Team will collaborate with Community and Parent Engagement to provide parent education sessions on topics pertaining to Special Education, when appropriate. In order to provide on-going support to parents of children with IEPs and GIEPs, the Special Education Leadership Team will offer workshops for parents. These workshops will be listed on the main page CUSD website, as well as the Special Education and individual school pages of the District website. The Special Education Department will develop a parent edition of the Special Education Remote Learning Guidelines and post it to the CUSD website; school webpages and email it to parents. The Special Education Supervisors will be available during daily office hours in their Zoom rooms to provide on-going support to parents.

ELD Supports

English Language Development (ELD) teachers will continue to provide English language acquisition support services to English Learners on a regularly scheduled basis.

Considerations for English Learners:

Elementary: During distance learning live lessons, English Learners may join breakout classes with their ELD teachers during a portion of the instructional block.

Middle and Secondary: Proficiency Levels 1 and 2 English Learners should be scheduled for separate ELD courses.

ELD teachers at all levels will provide targeted language instruction and content supports for English Learners at all language proficiency levels during remote learning.

ELD teachers will collaborate regularly with content teachers to ensure differentiated supports are included for ELs during remote learning.

Bi-lingual teaching assistants will provide Spanish supports during online ELD Courses and during virtual office hours.

Family Communication and Supports for All Families

Written and verbal parent communication will be translated in families' native languages.
On-going supports will be provided to assist families as they navigate remote learning processes and activities.

Home Access Center links will be provided to families for review of student progress.
Digital and hard copy enrichment tools and materials will be available.

1. Teachers will use Google Classrooms and Zoom to provide asynchronous and synchronous support and to communicate with families.

2. Every school in the district will provide an opportunity for students to engage in an orientation session prior to the start of the 2020-21 school year.

3. Written and verbal parent communication will be translated into the parent's native language.

4. English Language Learners can access Imagine Language & Literacy via the District's website which provides "English Learners strategic first-language support in fifteen languages, as well as explicit instruction in English phonemes." -Imagine Learning

5. Digital and hard copy enrichment tools and materials will be available for ELLs.

6. EL Teachers will use Google Classroom and Zoom to provide asynchronous and synchronous support to ELLs.

Building / Grade Level Contacts

Teachers, School Counselors, School Nurse, and Administration will be available to support students via email and phone.

Chester Upland School District Principals

1. Pearl Cameron, Chester High, Principal
2. Dr. Jason Hammer, STEM Academy, Principal
3. Lamonte Popley, Toby Farms, Principal
4. Rene Garner, CUSA, Principal
5. Carlena Parker, Main Street, Principal
6. Dr. Lavada Greene, Stetser, Principal

Resource Links

Elementary Digital Enrichment & Review

1. Imagine Language and Literacy
2. Imagine Math
3. Online Textbooks & Materials

Middle School Digital Enrichment & Review Resources

1. Imagine Language and Literacy
2. Imagine Math
3. IXL-Math, Literacy, Social Studies, Science
4. Achieve 3000-Literacy, Social Studies, Science
5. Newsela- ELA, Social Studies, Science
6. Online Textbooks & Materials

High School Digital Enrichment & Review Resources

1. Grad Point- English, Math, Science, Social Studies Courses
2. Reading & Math 180
3. IXL-Math, Literacy, Social, Science
4. Online Textbooks & Materials

Appendices

Appendix ___ *Danielson Framewor*k
https://www.palisd.org/UserFiles/Servers/Server_57014/Image/For%20Staff/Danielson%20Framework/The%20Framework%20for%20Teaching%20Evaluation%20Instrument.pdf

Appendix ___ *Standards for Online Teaching* https://www.nsqol.org/wp-content/uploads/2019/02/National-Standards-for-Quality-Online-Teaching.pdf

Appendix ____ *ISTE Standards* https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Appendix ____ Chester Upland School District *Assessment of Student Progress Policy*

Appendix ____ Attendance and Truancy Plan

Appendix _____ *Special Education Remote Learning Guidelines*