

DEER LAKES SCHOOL DISTRICT CONTINUITY OF EDUCATION PLAN

School District: Deer Lakes School District

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GOAL OF PLAN

The goal of the Deer Lakes School District Continuity of Education plan is to make a good faith effort to provide instruction to all District students through remote learning opportunities.

OVERVIEW OF PLAN (MISSION/VISION)

As a 1:1 school district, all students have access to a device at home that will allow for the execution of the District's remote instruction program. Our K-3 students will utilize their district-issued iPads and engage in a continuation of learning provided by their teachers via the SeeSaw application. Students in grades 4-12 will utilize their district-issued Chromebooks to engage in a continuation of learning provided by their teachers via Google classroom. Teachers will be available to students via office hours during each day of virtual instruction. This includes the availability of teachers, special education teachers, paraprofessional staff, guidance, and nursing staff for the purpose of providing support. Each building will run on a modified schedule during its remote instruction days with a combination of live and recorded lessons.

Expectations for Teaching and Learning

The Deer Lakes School District acknowledges the complex situation this crisis is presenting to our educators as well as our students and their families. Our educators are expected to provide engaging and meaningful instruction/assignments using the online tools appropriate for their respective grade levels. Also, educators have been asked to keep the challenges our students/families are facing at home in mind when designing developmentally appropriate instruction, assignments, and assessments. All educators will be available during office hours and expected to respond to students/families in a timely manner. Students are expected to engage in their remote learning daily as scheduled by the District and assigned by teachers.

Teachers have made the proper adjustments to timelines and due dates to be sensitive to the challenges provided with remote instruction. It remains the District's expectation that students engage in assignments and complete schoolwork as they would in our usual school setting. Student attendance will be determined by engagement and completion of assignments.

COMMUNICATION TOOLS AND STRATEGIES

Deer Lakes School District is utilizing a variety of communication tools and strategies to ensure continuous communication with its students and their families while executing our Continuity of Education plan.

Communication with key stakeholders has been ongoing utilizing a variety of tools including the Skyward student information system, Alert Now, social media platforms and the district website. Also, principals, counselors and teaching staff are in regular contact with families of students not completing work to check-in, answer questions and to offer their support.

Teachers regularly communicate with students and their families through email for the purpose of answering questions related to student learning and to provide support. The SeeSaw application allows teachers to comment directly to students/families and provide feedback on student work. Within Google classroom, students have the ability to post comments/questions for the class or just for the teacher.

Our teachers are providing live instruction that is also recorded so that students can access at a later time if they are not available during the live stream. Lastly, for students that receive related services or to ensure the delivery of specially designed instruction per a student's IEP, Google Hangout/Meet will be utilized for video conferencing with students/families, as well as a means for conducting an IEP/504 meeting.

Access (Devices, Platforms, Handouts)

Beginning with the 2017-2018 school year, the District began a two year initiative where it implemented 1:1 learning for all of its students in grades K-12. In grades K-3 every student was provided an iPad and in grades 4-12 every student was provided a Chromebook. Every Deer Lakes teacher and paraprofessional has also been provided with a Chromebook. Professional development has been provided regarding best practices related to working in a 1:1 learning environment.

Teachers in grades K-3 are utilizing SeeSaw as their learning management system to provide students with continuity of learning. In grades 4-12, teachers and students utilize Google Classroom as their learning management system. Special education and related services are delivered via video conferencing.

STAFF GENERAL EXPECTATIONS

Asynchronous learning is student-centered instruction where students engage with pre-recorded video lessons, assignments, and other learning tasks on their own and instruction is not being delivered in person or in real-time. This will be the primary instructional delivery method so that families can manage learning around their schedules and to minimize the stress on Internet connectivity.

Synchronous learning is online or distance learning that happens in real-time, but not in the same physical location. This will occur during some class times and may occur during office hours.

Office hours are times when teachers will be available to assist small groups or individual students, answer questions, and provide additional help.

- Teacher Workday: 8:00 a.m. to 3:45 p.m., Monday through Thursday, and 8:00 a.m. to 3:15 p.m., on Friday. Teachers will be available throughout their scheduled workday and will take lunch daily and a prep period at the end of the day. Any student/parent questions received between the hours of 8:00 a.m. and 2:00 p.m. should receive a response within one hour.
- IEP Case Managers will send the letter to families with the schedule and permission for group sessions via confirmed email, and if there is not a confirmed email it will be mailed by office staff. IEP Case Managers will also complete IEP revisions with the families using the National Emergency IEP Addendum.
- Paraprofessional Workday: 8:00 a.m. - 3:30 p.m., Monday through Friday, with a thirty-minute lunch daily.
- If teachers choose, they can present live instruction during their scheduled times. Any live instruction will be recorded and placed on the Google Classroom for students to watch at a later time. When teachers do not have “Live Instructional Time”, they will be planning lessons and responding to student questions/conducting small group remediation/extension sessions.
- It is suggested that the teachers maintain office hours during the school day, one hour, every other day to be available for administrators and teachers who have questions or concerns about their students’ academic progress/enrichment. Staff should utilize Google Meets to provide this service.
- Students should have at least one graded assignment per subject per week.

Student Expectations

As referenced in the *Expectations for Teaching and Learning* section, students are expected to engage in their remote learning daily as scheduled by the District and assigned by teachers. Students are expected to complete learning activities and assignments as if they were in the school building. Because we are counting CEP days toward our days of instruction, students should expect to engage in rigorous work.

Attendance/Accountability

Attendance is monitored by each classroom teacher based on student engagement and completion of assignments. Administrators, teachers, counselors, and other support staff are calling families of students who are not engaging in or completing their assignments. Through this effort, students may be identified as needing an adaptation to the mode of instructional delivery or with technical assistance. The District will make a good faith effort to accommodate these students to ensure their continuity of education.

Good Faith Efforts for Access and Equity for All Students

Administrators, teachers, counselors, and other support staff are calling families of students who are not engaging in or completing their assignments. Through this effort, students may be identified as needing an adaptation to the mode of instructional delivery or with technical assistance. The District will make a good faith effort to accommodate these students to ensure their continuity of education.

The District's technology department has created a dedicated email address for students/families to request support. Also, the District's technology department has remained on site to provide technical assistance to students and their families.

SPECIAL EDUCATION SUPPORTS

Provision of FAPE and Equal Access to Instruction

Deer Lakes staff will utilize Google Classroom and SeeSaw as the platforms to provide instruction across the district. This enables the Special Education teachers to monitor student work and collaborate with core-content teachers. Teachers will conference to ensure accommodations and modifications are met within the assigned work. This is also done through shared "classrooms" within any other related sites.

Any "tests" or longer assignments, Deer Lakes will utilize Google Meet and paraprofessionals are supporting directly with the assignment. When completing assignments or demonstrating a need for re-teaching a concept, the paraprofessionals will provide the support.

Small group intervention courses (Foundations, Wilson, SRA) will be taught daily at a scheduled time. We will provide those utilizing Google Meet and all students and a teacher will log in at the same time to review the materials.

All related service providers (Occupational Therapy, Physical Therapy, Speech Therapy, Vision, and Hearing Support) will hold sessions in accordance with the frequency of the student's IEP. They will provide activities and work with students through teletherapy sessions on Google. Behavioral or executive functioning goals are monitored through video observation of work completion as well as student ability to initiate and submit assignments when assigned. The behavior consultant has office hours that allow for parents and staff to consult with her and for her to assist with data collection and behavior plan revisions.

Lesson plans should show how Special Education is individualizing instruction on student's annual goals and short term objectives. Special Education Service would be in addition to the content course unless regular/general ed. teachers are co-planning and co-teaching core content lessons.

Instruction should be delivered utilizing multiple resources to include the world wide web, purchased software programs, live streaming, physical documents created/mailed to homes, and other creative solutions.

When planning for instruction, progress monitoring will be implemented. Progress on goals per the student's IEP will be reported

Instructional time will be planned to allow equal access to education as non-disabled peers. It is recommended that your lesson plan format documents planned minutes in the event that we need to show our efforts to provide FAPE regardless of whether or not a student finished slower or faster than planned time. Teachers will consider characteristics of students' disabilities in order to plan an effective lesson. For example, teachers will consider how instruction will be delivered for students who display deficits in fine/gross motor skills.

Supplemental Aids and Services Special Education Teachers will make sure that all staff working with a student who has a disability have access to the students' current IEP. These will be available to staff in OnHands. Staff are encouraged to keep documentation on how they are providing accommodations and modifications to instruction in order to meet individual student needs.

IEP/GIEP and Evaluation Timelines

IEP/GIEP meetings and evaluation timelines are maintained at this time. When school is in session, meetings are held via phone or video conference and this is documented through an emailed invitation. The IDEA specifically allows that parents can participate by "individual phone conference"—presumably with one team member—or by circulation of an IEP draft with the opportunity to make comments, ask questions, and propose revisions to appropriate team members, prior to finalization of the document. Draft documentation is sent to a verified email address, the LEA representative documents members participated by phone, then the IEP is finalized and the NoREP is emailed to the verified email address.

If the parent/guardian declines to meet in that format, the school team should continue to meet in order to maintain compliance. The date the school team met is the IEP meeting date. All emails and documents will be kept in the student's record as documentation and a copy can be mailed if there is not a confirmed email address or at parent request. Staff will utilize Google Meet, or Zoom, which have both been approved as HIPPA and FERPA compliant, for the meetings.

The following is based on the assumption that *no direct testing and assessments will occur during closure*. New evaluations in which there is not any direct assessment data for will be addressed on an individualized basis. Since any new testing cannot be completed at this time, the School Psychologist will contact parents to discuss options. New evaluations in which the direct assessment has been completed, and re-evaluations where the direct assessments have been completed or it is a review of records, will all be issued on time. An IEP meeting will then be scheduled to create or update the IEP.

For cyclical reevaluations that will be due during the period of the shutdown, or that will need to be underway during that period, special education teachers will conduct a review of existing

information. If that review results in a recommendation to conduct testing and assessments, it will be acknowledged in the RR.

IEP Revisions for school closure as a result of COVID-19

Each IEP Case Manager will reach out to each of the parents of the students on their caseloads to present a “National Emergency IEP Addendum/Revision” document.

STUDENT ASSISTANCE/MENTAL HEALTH SERVICES

Mental Health Liaisons and social workers will maintain virtual office hours and be available via Google and voicemail extension that routes to email for parents, students, and staff to schedule appointments to address questions or concerns about students’ academic progress and behavioral health. They will schedule individual meetings for students or small groups (if parents have given permission via letter from a special education teacher) for mental health support and social skills instruction. Social skills instruction will also be provided by sending pre-recorded lessons with an assignment to complete and counseling will be provided using Google, as this platform has been approved for HIPPA/FERPA. If a counselor or liaison provided standing individual or group sessions with students, they will continue to provide them. The student assistance program (SAP) teams will meet virtually, as scheduled, and school staff will also utilize social media to promote emotional wellness and mental health. SAP records and student documentation will continue to be kept using Google so all team members can access them.

Students who receive school-based mental health services (SBMH) through Family Behavioral Resources (FBR) have been contacted and offered the services at a nearby outpatient location, if open, or through teletherapy.

EL Supports

The EL teacher will also utilize the platforms other districts teachers use, with the option to incorporate other programs such as National Geographic, ReadWorks, Kahoot, and BrainPOP. The EL teacher will offer all students direct service for the amount of time that was previously determined based on PDE and student-specific data. In addition to direct instruction and assignments, the EL teacher will offer a weekly check-in with the students using Google Hangout. Students who are monitored will not be provided direct instruction but teachers can consult with the EL teacher during the school day.

The district continues to participate in the Title III Consortium through the Allegheny Intermediate Unit, which provides ongoing professional development and support. Deer Lakes maintains an agreement with TransPerfect for translation services. Staff can call at any time and access a translator to be able to contact families in their home language.

Gifted Education

Gifted/Enrichment teachers will maintain office hours one hour, every other day to be available for administrators and teachers who have questions or concerns about their students academic progress/enrichment. Staff will utilize Google applications to provide this service. Annual GIEP

meetings will be scheduled with the family and conducted using Google, with a draft sent to the families prior to the meeting.

Provision of Elementary Service will include:

- Provide reading enrichment choices
- Provide math enrichment choices
- Optional project based activities and continued work on ongoing assignments
- Maintain communication with families and students using SeeSaw

Provision of Middle School Service will include:

- Continue to utilize Google Classroom to provide enrichment opportunities in MS Courses
- Communicate with groups of students about updates on events/activities
- Offer video practice for upcoming competitions that have been moved online or not been postponed
- Provide activities for students to select to meet GIEP Goals of completing activities

Provision of High School Service will include:

- Continue to utilize Google Classroom to provide enrichment opportunities in HS Courses
- Communicate with groups of students about updates on events/activities
- Offer video practice for upcoming competitions that have been moved online or not been postponed
- Provide activities for students to select to meet GIEP Goals of completing activities

BUILDING CONTACTS

Curtisville Primary Center

Principal, Mrs. Jennifer Cavalancia, jcavalancia@deerlakes.net, 724.265.5340 Ext. 5621

East Union Intermediate Center

Principal, Mrs. Jodi VanderShaaff, jvanderschaaff@deerlakes.net, 724.265.5330 Ext. 4621

Deer Lakes Middle School

Principal, Mr. David Campos, dcampos@deerlakes.net, 724.265.5310 Ext. 3621

Assistant Principal, Mrs. Samantha Abate, sabate@deerlakes.net, 724.265.5310 Ext. 3622

Deer Lakes High School

Principal, Mr. Patrick Baughman, pbaughman@deerlakes.net 724-265-5320 Ext 2621

Assistant Principal, Mr. Ryan Aleski, raleski@deerlakes.net 724-265-5320 Ext 2622

Deer Lakes School District Special Education

Director of Student Support Services, Mrs. Lindsay McGaughey, lmcgaughey@deerlakes.net, 724-265-5300 Ext 2647