



Continuity of Education Plan

School District	Southern Lehigh School District
Superintendent	Kathleen T. Evison
Address	5775 Main Street Center Valley, PA 18034
Email/Phone	evisonk@sbsd.org 610-282-3121
Website	www.sbsd.org

Goals of Plan

Due to the COVID-19 Extended Closure of Pennsylvania public schools, Southern Lehigh School District will seek to provide continuity of education across its K-12 educational components through a combination of both planned instruction and enrichment and review activities. The goals of the plan will be to stay connected to our families and students to support their educational and emotional needs; develop and provide, in good faith, appropriate and reasonable supports and services for students with diverse learning needs; and provision teachers, staff and administrators across the district with technical assistance, instructional guidance, and tools/materials to delivery education in a robust and equitable virtual environment.

Overview of Plan

The Southern Lehigh School District provides educational services to approximately 3150 students enrolled in a traditional brick and mortar program grades K-12 and 24 students enrolled in a district specific cyber program.

The Southern Lehigh School District Continuity of Education Plan (CEP) was developed to meet the developmentally appropriate academic and social/emotional needs of students across all our educational programs. The learning activities outlined in the CEP are aligned to support the educational outcomes of all students based upon age, grade level, educational needs, and/or disability. Regular education teachers, counselors, nurses, special education teachers, gifted education teachers, English language teachers, instructional assistants, and administrators will seek to deliver these activities in a variety of formats available within the context of all stay at home/physical distancing recommendations by the Pennsylvania Department of Health and Office of the Governor to ensure equity of access for students and their families. Instructional and technology coaches, technology department team members, business office staff, and secretarial support members will

support the day-to-day function of programs in ways aligned to all work from home/physical distancing recommendations.

The first priority of the Southern Lehigh School District within the context of its CEP is to ensure that all actions consider and support the health and social-emotional well being of students, families and staff during the COVID-19 global pandemic. All instructional staff will monitor student participation in the CEP and will remain in contact with students and families. If a student is not participating, family outreach will be conducted through teams of counselors, nurses and administrators to determine student and family needs, access to resources, as well as prioritization of educational needs in the adjusted learning environment.

The second priority of the Southern Lehigh School District within the context of its CEP is to provide planned instruction and enrichment and review activities that support the intellectual, academic, social and emotional growth of children in unprecedented times. This is based firmly on the district's *Mission Learning•Serving•Leading: One Interaction at a Time* and *Vision: The Southern Lehigh School District is an inclusive, innovative, and inspiring community of learners where relationships matter and students are empowered and motivated to face the challenges of today and tomorrow.*

All teachers/non-teaching certified staff/instructional assistants prepared for online learning within the context of the SLSD CEP on March 26 and 27, 2020. The work during this time focused on preparing assignments/activities/plans to start online learning on March 30, 2020 and participating in professional development needed to support students within virtual platforms. On March 30, 2020, the District began a Continuity of Education Plan using technology resources to provide students (K-12) with online learning focused on enrichment and review. The decision to pursue this focus during the onset of the CEP was based upon the district's first priority listed above and to ensure that students and families were in the position to access and participate in the CEP. On April 27, 2020, the District will begin to include planned instruction in addition to enrichment and review for students.

The following is a general overview of the CEP:

1. Teachers in grades K-3 will use SeeSaw to post assignments, monitor student work and participation, and provide asynchronous activities.
2. Teachers in grades 4-12 will use Google Classroom post assignments, monitor student work and participation, and provide asynchronous activities.
3. Instructional assistants will collaborate with their normally assigned teachers or special education department team leaders to prepare/modify/adjust work for student populations served.
4. Teachers may provide additional resources and/or activities for students who need extension and/or enrichment.
5. Participation in asynchronous/synchronous opportunities and completion of assignments will be monitored. Students will be provided feedback on how they did on the assignments.
6. Additional supports may be provided for students. Those include (but are not limited to):
 - a) Synchronous times to connect with whole or parts of classes using ZOOM (K-6) and Google Hangout (7-12)
 - b) Additional skill maintenance/building activities in on-line software programs
 - c) The plethora of optional opportunities available to students (virtual field trips, author reads, museum visits, etc.)

7. Instructional assistants will be available to support students when synchronous activities take place or be available to support students as they are working on assignments.
8. Special education teachers, school psychologists, school counselors (K-8), gifted education teachers, behavior specialists, and nurses will be working with the Director of Student Services and Special Education to determine support and services during this closure.
9. Instructional and Technology Coaches will be available to support teachers as needed with the development and delivery of learning activities.
10. Principals, Directors and administrators will create ZOOM Office Hours to provide support and/or guidance, along with traditional meetings (faculty meetings, Child Study Team, grade/team level collaboration, IEP meetings, GIEP meetings, etc.)
11. A COVID-19 Plan Resources website will provide families, students, and staff with resources, regularly updated information, and professional development.

Expectations for Teaching and Learning

Given the developmentally and age appropriate needs of students along with both the challenges and opportunities afforded by learning in an on-line environment, expectations for teaching and learning will be tailored for each grade level band/program/course and in consideration of the educational needs of individual students within each context. A combination of Enrichment and Review, Planned Instruction, and additional offerings will occur as appropriate to meet student and family needs. The Southern Lehigh School District staff will make reasonable and appropriate efforts in good faith to provide services and experiences that support students and families.

The Southern Lehigh School District utilized March 26 – March 27, 2020 to provide professional development and planning time to all staff. The professional development and planning time will continue throughout the course of the CEP, focusing on refined use of virtual learning platforms and technologies, family engagement, best practices for educating in virtual environments, and supporting students and families with social/emotional practices. Key to this has been the collaboration of staff among themselves to identify needs and then working to access the necessary supports and insights.

The following expectations were generated based on the guidelines for Option A: Planned Instruction and Option B: Enrichment and Review as outlined in the *PAIU Continuity of Education Toolkit General Overview and Key Resources* document distributed by CLIU21.

Grades K-3:

- The Learning Management System will be SeeSaw
- Teachers may use ZOOM for synchronous learning or asynchronous learning through pushed out recordings
- Teachers will collaborate with grade level/subject area teams, special education teachers, ESL teacher, and instructional assistants to provide Enrichment and Review and Planned Instruction
- Teachers will teach themes, ideas, concepts, and projects or have students practice existing skills. Learning activities and assignments will be monitored and students will be provided feedback. Teachers will track the feedback and participation in synchronous/asynchronous activities to gauge individual and class progress, which will then be used to design and/or adjust Planned Instruction and Enrichment and Review

- Assignments will not be graded but teachers will provide check-ins, opportunities for reflections, and/or feedback. Students' work will be assessed as COMPLETE (C) or INCOMPLETE (I) in all core academic areas.

Grades 4-6:

- The Learning Management System will be Google Classroom
- Teachers may use ZOOM for synchronous learning or asynchronous learning through pushed out recordings
- Teachers will collaborate with grade level/subject area teams, special education teachers, ESL teachers, and instructional assistants to provide Enrichment and Review and Planned Instruction
- Teachers will teach themes, ideas, concepts, and projects or have students practice existing skills. Learning activities and assignments will be monitored and students will be provided feedback. Teachers will track the feedback and participation in synchronous/asynchronous activities to gauge individual and class progress, which will then be used to design and/or adjust Planned Instruction and Enrichment and Review
- Assignments will not be graded but teachers will provide check-ins, opportunities for reflections, and/or feedback. Students' work will be assessed as COMPLETE (C) or NOT COMPLETE (NC) in all core academic areas.

Grades 7-12:

- The Learning Management System will be Google Classroom
- Teachers can use Google Hangout for synchronous learning or asynchronous learning through pushed out recordings
- Teachers will collaborate with grade level/subject area teams, special education teachers, ESL teachers, and instructional assistants to provide Enrichment and Review and Planned Instruction
- Teachers will teach themes, ideas, concepts, and projects or have students practice existing skills. Learning activities and assignments will be monitored and students will be provided feedback. Teachers will track the feedback and participation in synchronous/asynchronous activities to gauge individual and class progress, which will then be used to design and/or adjust Planned Instruction and Enrichment and Review
- Assignments will not be graded but teachers will provide check-ins, opportunities for reflections, and/or feedback. Students' work will be assessed as NOT COMPLETE (NC), COMPLETE (C) or EXEMPLARY (E)

Communication Tools and Strategies

Prior to the COVID-19 Pandemic Closures, the Southern Lehigh School District had in place tools, structures and processes that supported broad stakeholder communication. The following identifies how those tools and resources will be used to communicate information during implementation of the CEP:

BROAD COMMUNITY COMMUNICATION

- Urgent information regarding COVID-19 will be communicated to stakeholders via BlackBoard Connect, Facebook, Twitter, Instagram, Website Alerts, and email as needed

- Regular community updates regarding COVID-19 and the CEP will be communicated via BlackBoard Connect, Facebook, Twitter, Instagram, Website Announcements, Frequently Asked Questions website, and email

BUILDING LEVEL COMMUNICATION

- Urgent information regarding COVID-19 will be communicated to stakeholders via BlackBoard Connect, Social Media Accounts, Website Alerts, and email as needed
- Regular updates regarding COVID-19 and the CEP will be communicated via BlackBoard Connect, Social Media Accounts, Website Announcements, and email

STUDENT/FAMILY LEVEL COMMUNICATION

- Urgent information regarding COVID-19 will be communicated to students/families via BlackBoard Connect, Social Media Accounts, Website Alerts, and student/family emails as needed
- Regular updates regarding COVID-19 and the CEP will be communicated via BlackBoard Connect, Social Media Accounts, Website Announcements, and email
- Individual family/student communications will be conducted by faculty and staff using:
 - o Student (all K-12 students provide email account)/family emails
 - o Communication features of appropriate Learning Management System (Seesaw or Google Classroom)
 - o Family telephone
 - o Google Hangout/ZOOM
 - o Google Voice
 - o Regular Mail

DISTRICT STAFF LEVEL COMMUNICATION

- Urgent information regarding COVID-19 will be communicated via BlackBoard Connect and email as needed
- Regular updates regarding COVID-19 and the CEP will be communicated via BlackBoard Connect, Social Media Accounts, Website Announcements, and email
- Teachers and staff will utilize ZOOM and/or Google Hangouts to connect virtually for meetings, collaboration, planning
- Teachers and staff will utilize email and/or communication features of assigned Learning Management System

ADDITIONAL LEVELS OF COMMUNICATION SUPPORT

- Regularly updated webpages were created on the District website to provide information and support to stakeholders: <https://www.slsd.org/domain/1285>
- An info@slsd.org email was created and communicated to the community
- Questions about individual students are to be directed to teachers/principals
- General questions about specific programs or supports (technology, special education/student services/curriculum and instruction) are to be directed to the Teaching and Learning Directors

Access (Devices, Platforms, Handouts)

Grades K-3

- One-to-one iPads – Distributed on March 26, 2020
- Learning Management System – Seesaw
- Virtual Meeting Software – ZOOM
- No physical handouts, all learning activities are being distributed digitally

Grades 4-6

- One-to-one Chromebooks – Distributed on March 27, 2020
- Learning Management System – Google Classroom
- Virtual Meeting Software – ZOOM
- No physical handouts, all learning activities are being distributed digitally

Grades 7-12

- One-to-one MacBooks – Students were instructed to take them home on March 12, 2020
- Learning Management System – Google Classroom
- Virtual Meeting Software – Google Hangout
- No physical handouts, all learning activities are being distributed digitally

Staff General Expectations

The following expectations were generated based on the guidelines for Option A: Planned Instruction and Option B: Enrichment and Review as outlined in the *PAIU Continuity of Education Toolkit General Overview and Key Resources* document distributed by CLIU21.

K-3 Teachers will:

- communicate with families primarily via SeeSaw, ZOOM, and email.
- respond to student/parent/admin emails within 24 hours (Mon.-Fri). If sick use the “auto-reply” email stating when you anticipate returning to work.
- forward any questions regarding the District’s response to COVID-19 to Principal
- collaborate with grade level/subject area teams, special education teachers, ESL teachers, and instructional assistants to create and push out learning activities that can be completed over multiple days.
- teach themes, ideas, concepts, and projects or have students practice existing skills.
- provide check-ins, reflections, and/or feedback on submissions of work and assignments.
- monitor participation and completion of activities.
- set-up "Office Hours," post read alouds, post mini-lessons, conduct morning meetings, or conduct yoga and mindfulness activities via ZOOM.
- track the feedback and participation in synchronous/asynchronous activities to gauge individual and class progress, which will then be used to design and/or adjust Planned Instruction and Enrichment and Review

4-6 Teachers will:

- communicate with families primarily via ZOOM, and email.
- respond to student/parent/admin emails within 24 hours (Mon.-Fri). If sick use the “auto-reply” email stating when you anticipate returning to work.

- forward any questions regarding the District's response to COVID-19 to Principal
- collaborate with grade level/subject area teams, special education teachers, ESL teachers, and instructional assistants to create and push out learning activities that can be completed over multiple days.
- add Special Education Teachers, ESL Teachers, and Instructional Assistants to Google Classroom if students are supported
- teach themes, ideas, concepts, and projects or have students practice existing skills.
- provide check-ins, reflections, and/or feedback on submissions of work and assignments.
- monitor participation and completion of activities.
- set-up "Office Hours," post read alouds, post mini-lessons, post-demonstrations or post directions via ZOOM.
- track the feedback and participation in synchronous/asynchronous activities to gauge individual and class progress, which will then be used to design and/or adjust Planned Instruction and Enrichment and Review.

7-8 Teachers will:

- communicate primarily via Google Classroom, Google Hangout, and email
- respond to student/parent/admin emails within 24 hours (Mon.-Fri). If sick use the "auto-reply" email stating when you anticipate returning to work.
- forward any questions regarding the District's response to COVID-19 to Principal
- collaborate with grade level/subject area teams, special education teachers, ESL teachers, and instructional assistants to create and push out learning activities that can be completed over multiple days.
- add Special Education Teachers, ESL Teachers, and Instructional Assistants to Google Classroom if students are supported
- teach themes, ideas, concepts, and projects or have students practice existing skills.
- provide check-ins, reflections, and/or feedback on submissions of work and assignments.
- monitor participation and completion of activities.
- set-up "Office Hours," post demonstrations/directions/mini-lessons via Google Hangout.
- track the feedback and participation in synchronous/asynchronous activities to gauge individual and class progress, which will then be used to design and/or adjust Planned Instruction and Enrichment and Review.

9-12 Teachers will:

- communicate primarily via Google Classroom, Google Hangout, and email
- respond to student/parent/admin emails within 24 hours (Mon.-Fri). If sick use the "auto-reply" email stating when you anticipate returning to work.
- forward any questions regarding the District's response to COVID-19 to Principal
- collaborate with grade level/subject area teams, special education teachers, ESL teachers, and instructional assistants to create and push out learning activities that can be completed over multiple days.
- add Special Education Teachers, ESL Teachers, and Instructional Assistants to Google Classroom if students are supported
- teach themes, ideas, concepts, and projects or have students practice existing skills.
- provide check-ins, reflections, and/or feedback on submissions of work and assignments.
- monitor participation and completion of activities.

- set-up "Office Hours", post demonstrations/directions/mini-lessons via Google Hangout.
- track the feedback and participation in synchronous/asynchronous activities to gauge individual and class progress, which will then be used to design and/or adjust Planned Instruction and Enrichment and Review.

K-12 Special Education Teachers will:

- collaborate and support with general education teachers in planning learning activities with appropriate accommodations and/or modification to assist students with online learning
- check in with Instructional Assistants who are assigned student caseloads (should check in with each student with special needs each week).
- collaborate with families.

K-12 ESL Teachers will:

- support teachers in planning learning activities with appropriate accommodations to assist students with online learning
- check in with families and provide support as needed
- provide practice for students to retain language skills as needed

K-12 Counselors, Psychologists, Nurses will:

- facilitate direct and indirect supports for students
- meet individually with students (via K-6 ZOOM, 7-12 Google Hangout)
- be available to support families and students as needed
- collaborate with the Director of Student Services and Special Education as needed
- coordinate use of outside resources for 7-12 students (Valley Youth House & Center for Humanistic Change)
- Hold office hours via Google Hangout

K-12 Instructional and Technology Coaches will:

- support teachers will providing online learning
- provide professional development
- hold "Office Hours" via ZOOM

K-12 Instructional Assistants will:

- assist teachers with development, modification, dissemination of online learning activities
- assist teachers as requested with additional tasks

Student Expectations

Grades K-6

Students will be expected/encouraged to:

- participate in scheduled learning activities.
- complete assignments and lessons to the best of their ability.
- stay in contact with their teacher(s) on a regular basis.

Grades 7-12

Students will be expected/encouraged to:

- access lessons/assignments/projects from teachers.
- complete and submit all new online lessons/assignments/projects.
- review comments and feedback on assignments.
- discuss extenuating circumstances with their teacher.

Attendance / Accountability

- Students are highly encouraged/expected to participate in online learning.
- If a student is unable to participate, there will be no penalty.
- Student participation will be monitored and teachers will reach out to students who are not participating to gauge the supports that might be needed.
- For Grades K-6, assignments will not be graded but teachers will provide check-ins, opportunities for reflections, and/or feedback. Students' work will be assessed as COMPLETE (C) or INCOMPLETE (I) in all core academic areas.
- For Grades 7-12, assignments will not be graded but teachers will provide check-ins, opportunities for reflections, and/or feedback. Students' work will be assessed as NOT COMPLETE (NC), COMPLETE (C) or EXEMPLARY (E)
- Students at the 7-12 level will have the opportunity to increase final course grades through the completion of assignments

A student will be considered present for a week if they have (completed one or a combination of the following):

- submitted at least one assignment
- participated in a synchronous connection with a staff member
- participated in an asynchronous offering
- attempted or completed an additional experience within one of our software systems (ie, Envisions on-line platform, IXL, Brainpop)
- reached out to a teacher for assistance.

Good Faith Efforts for Access and Equity for All Students

The Southern Lehigh School District serves students from a variety of backgrounds with varying learning needs, from the simple to the complex. It is expected that all students, regardless of their level of need or educational setting, will be provided opportunities to engage with teachers and supports during the COVID-19 closure in the multiple ways offered through the CEP. The Southern Lehigh School District staff has used multiple platforms and outreach to communicate and engage with students, families and caregivers to ensure engagement in learning opportunities. Those actions include:

- Device distribution to all students K-12, including SLSD students served in CLIU21 supported programs
- Webpages created on the District website to provide information and support to families: <https://www.slsd.org/domain/1285>
- Provision of on-going technical support to families and students through our Tech Helpdesk Ticketing system
- Sharing of information from Internet Service Providers regarding accessing free and provision of wifi hotspots to those who have need/requested
- Monitoring of student participation by Classroom Teachers, Special Education Teachers and ESL Teachers
- Frequent check-ins with students who are not participating in order to gauge the supports needed

Special Education Supports

The Southern Lehigh School District Special Education staff will provide reasonable and appropriate special education supports to students through virtual means in a good faith, best effort to provide continuity of education for all students identified as requiring special education services during the period of COVID-19 mandated school closure.

Special education team members will initiate communication with families and students to assess current needs and concerns. They will gather input regarding priority areas of need. Based upon this feedback, educational teams will develop interim service plans and communicate with the family regarding the services to be provided online, virtual instruction, tele-intervention, or other means in compliance with stay at home/physical distancing requirements. All professional and support staff will work in a team approach to provide these services.

Teachers, psychologists, counselors and support staff will communicate with families using a variety of tools, such as phone, email, or messaging apps. These contacts will include, but not be limited to check-ins, resource supports, referrals, consultations, and community linkage recommendations.

On-going consultation and support will be provided, as deemed appropriate, to students/families during the length of the closure. Upon return to school, the IEP team will reassess each student to determine progress made toward IEP goals and objectives.

The district initiated temporary, pandemic related changes to students' educational programs and placements, specifically virtual special education and related services. These changes are temporary

and will not change or affect the programming specified in a student's current IEP. That programming will be in place once schools reopen.

The district Special Education Team shared logistical information about accessing virtual special education and related services for each student. This education and these related services will be based on student's needs as much as possible, given the limitations of the virtual platform.

The student's virtual program will include participation in any virtual general education course work in subjects for which the student participates in the general curriculum. Information concerning general education coursework was shared with all families separately.

EL Supports

K-12 ESL Teachers will:

- support teachers in planning learning activities with appropriate accommodations to assist students with online learning
- check in with families and students to provide support as needed
- provide practice for students to retain language skills as needed

Gifted Education

K-12 Gifted Support Teachers will:

- support teachers in planning learning activities applicable and aligned to GIEP goals
- check in with families and students to provide support as needed
- provide learning activities that support GEIP goals and align with overall CEP expectations for students and teachers

Building/Grade Level Contacts

Liberty Bell Elementary School:

Sam Hafner, Principal
hafners@sbsd.org

Hopewell Elementary School:

Lori Limpar, Principal
limpar@sbsd.org

Joseph P. Liberati Intermediate School:

Sean McGinty, Principal
mcgintys@sbsd.org

Southern Lehigh Middle School:

Edward Donahue, Principal
donahuee@sbsd.org

Southern Lehigh High School:

Beth Guarriello, Principal
guarriello@sbsd.org

Resource Links

A resource list collected by Southern Lehigh School District staff members can be accessed here:
<https://www.slsd.org/domain/1285>