

Old Forge School District



Continuity of Education Plan

Phase 2

April 27, 2020

Contents

Plan Overview:	3
Goal:	3
Junior/Senior High School Plan Overview	3
Elementary School Plan Overview:	4
Expectations for Teaching and Learning:	5
Equity and Communication Strategies:	5
Technology Support	6
Staff General Expectations:	6
Grading:	6
Graduation:	7
Non-Responsive Families to Engagement Activities:	8
Elementary School Expectation:	8
Junior/Senior High School Expectations:	9
Special Education and English Learners	9
Faculty Expectations:	9
English Learners (EL) Faculty Expectations:	10
Special Education/ 504 Plans/EL Supports/Gifted Education:	11
Special Education Script: Assisting Identified Students	12

Plan Overview:

Goal: The Old Forge School District (OFSD) will move from a system of “reviewing and enriching” the curriculum to formal instruction, utilizing both teacher created content and Edgenuity and Odysseyware. Edgenuity (Grades 6-12) and Odysseyware (Grades K-5) were released to the district via the Pennsylvania Department of Education. Educational activities will vary, based on age and grade level appropriateness and subject content. All classes currently offered in the elementary and junior/senior high school master schedule will provide assignments. A weekly schedule of subject/class tasks will be established by building administration. Materials will be presented through a digital platform. All students/families needing technology will be supplied devices and/or WiFi connection. Families with multiple students will receive 1 device for every 2 students in the home.

Junior/Senior High School Plan Overview: The following are the steps taken in the OFSD Junior/Senior High School (Grades 6-12) in providing formal instruction:

1. Initial contact will be made via OneCall explaining that we will be beginning the teaching of new material through the Edgenuity website or Google Classroom. Any parent who does not have technology, should call the school at 570-457-6721.
 - a. The district will make every attempt to provide an electronic device for students who do not have one.
2. Teachers will identify lessons and assignments on Edgenuity for students to complete.
3. Google Classroom will be utilized for those classes that do not have appropriate material available on the Edgenuity platform.
4. Teachers will be available to answer parent/students questions via email during office hours.
 - a. Teachers will disseminate their office hours to students via Gmail.
 - b. Google phone numbers can be established for those teachers requiring telephonic communication.
 - c. Teachers may choose to engage in Google hangouts for face to face interaction.
5. All work posted by the teacher is new work that is meant to cover the skills that students will need to move on to the next class.
 - a. All students should be engaged and active in the Edgenuity and/or Google Classroom platforms.
 - b. Pass/Fail grades will be assigned for the 4th quarter and for the year.
6. Students will continue to focus on subjects based on the following schedule:
 - a. Mondays – Mathematics
 - b. Tuesdays – ELA including Foreign Languages
 - c. Wednesdays – Science
 - d. Thursdays – Social Studies
 - e. Fridays – Specials
7. CTC students will follow the above schedule for their classes at OFSD, please reference <http://www.wbactc.org/enrichment/index.html> for the WB-CTC Continuity of Education Plan.

8. We are not taking formal daily attendance. We are monitoring who is engaging in the material and reaching out to those students not interacting with the new material.
 - a. Teachers will make several attempts to communicate with parents/students through
 - b. Google Classroom/email/phone.
 - a. Certified letters will be sent to students who continue to be disengaged after their teacher has reached out. The letter will make students and parents aware that we will need to have a meeting next school year to address the curriculum lost due to their disengagement.

Elementary School Plan Overview: The following are the steps taken in the OFSD Elementary School (K-5) in providing formal instruction:

1. Class Dojo will be used to maintain contact as we have consistently used throughout the school year. This management system is used to communicate both school and class news, to message parents, and as our Tier I behavior management system as outlined in our Devil Pride PBIS program.
2. Academically, OFES will move to the Edgenuity Learning Platform with the following specific delineation for grade levels:
 - a. K-2: Spark for ELA and Math
 - b. Grades 3-5: Odysseyware for ELA/Math/Science/Social Studies
 - c. 6th grade: Edgenuity for ELA/Math/Science/Social Studies
 - d. Dependent upon IU restriction for Specials classes, all other teachers will continue to utilize Class Dojo to upload class activities.
3. Grading for Core Content class will consist of a Pass/Fail grade for Marking Period 4. Teachers and Administrators will make every effort to ensure contact and engagement by the student. Failure to participate will result in an overall marking period 4 grade of Fail for the student. Follow-up will occur once school resumes in the fall with a parent teacher conference and an action plan to remediate the student.
4. The following academic schedule will be used by OFES:

	K-2	3-6
Monday	ELA/Title Reading Music	ELA/Science/Title Reading
Tuesday	Math/Guidance	Math/Social Studies/Library
Wednesday	ELA/Library	ELA/Science Physical Education/Health
Thursday	Math/Title Math	Math/Social Studies Music
Friday	Science or Social Studies Physical Education/Health	ELA/Math/Title Math

5. We are not taking formal daily attendance. We are monitoring who is engaging in the material and reaching out to those students not interacting with the new material.
 - a. Teachers will make several attempts to communicate with parents/students through
 - b. Classroom Dojo/email/phone.
 - i. Certified letters will be sent to students who continue to be disengaged after

their teacher has reached out. The letter will make students and parents aware that we will need to have a meeting next school year to address the curriculum lost due to their disengagement.

Expectations for Teaching and Learning: As demonstrated in the above directions of the overview for the students in the OFSD, the expectation is that teachers engage students based upon the established schedule for both the elementary building and the junior/senior high school. Work is mandatory and will be graded by the assigned classroom teacher. Teachers will be available via Gmail, Classroom Dojo, Google Voice, or Google Hangouts to assist students.

Equity and Communication Strategies:

To begin formal instruction, the OFSD needed to be assured that all students had equal access the digital learning platform. The required the District to rent/purchase equipment to meet the needs of students without technology in their home. The OFSD felt it necessary that formal instruction begin, especially after the Governor's announcement that school would be closed "indefinitely." District administration would not accept that direct instruction of new material does not take place for the remainder of the school year.

In effort to be assured all students had equity in opportunity to access technology and begin formal instruction, the OFSD took the following steps.

1. The OFSD utilizes the OneCall System to address all families. Multiple messages were sent by the Superintendent to have parents call the school if the family was lacking technology. Additional, building level administration used Gmail and Classroom Dojo to distribute the same message, knowing families had cell phone access, but not access to a computer or tablet. Within 48 hours, 83 families, representing 130 students contacted the District for devices and/or internet needs. 103 of the 130 students qualified as economically disadvantaged. These students dually qualify as Special Education (13 students), English Learners (9 students), Homeless (6 students). The remaining 27 students are identified as Special Education, and require technology to meet their individualized, instructional needs.
2. Not having enough technology and funding to meet the needs of individual students, the OFSD agreed to supply one (1) device for every two (2) children in a family. This meant the OFSD required 96 devices to meet the technology needs of students to assure equity in a digital learning platform.
3. The district rented five (5) WiFi hotspots for those families lacking secure internet connections but having technology in the home.
4. The district supplied 66 families with a Chromebook. The OFSD made effort to give intermediate and secondary students a Chromebook, as more "word processing" skills are required for work submission.
5. The OFSD then contracted with Sprint to supply Android tablets with unlimited cellular data to elementary students needing technology. Based upon consultation with Odysseyware sales representative, the Android tablet would allow students to access and engage in the learning platform.

6. For security purposes, the Chromebooks being given to students required security and tracking software. Security software was purchased and installed on Chromebooks.
7. The district purchased insurance for the Chromebooks.
8. Policy and Administrative Regulations, with the accompanying paperwork, was created to release the electronic devices to the students.

Technology Support: Students experiencing technology difficulty should do the following:

1. If the problem is with accessing or navigating Edgenuity or Odysseyware
 1. Contact the classroom teacher for assistance.
 2. If the classroom teacher cannot answer the question, contact building administration at 570-457-6721.
2. If the problem is with accessing Google Classroom, Gmail, or Classroom Dojo
 1. Contact the classroom teacher for assistance.
 2. If the classroom teacher cannot answer the question, contact building administration at 570-457-6721.
3. If the problem is with district a District issues Chromebook, Android tablet or WiFi hotspot
 1. If possible, email the issue to IThelp@ofsd.cc/ A response should be given within 24 hours.
 2. If email access is not possible, please call 570-457-6721 and ask for IT Help. Representative will assist you. IT Help is available between 9AM and 2 PM Monday to Thursday.

Staff General Expectations:

Prior to accepting the opportunity to use Edgenuity and Odysseyware from the state, administration met with the Old Forge Education Association and the District Curriculum Council to be assured that all parties were agreeable to the digital platform, required professional development, and curriculum expectations. Next, administration meet with the faculty and staff to explain Phase 2 of the Continuity of Education Plan. Finally, School Board approval was granted at the April voting meeting for Phase 2 of the Continuity of Education Plan.

Administration kept regular contact with staff through daily/weekly emails. Additionally, building level principals held faculty meetings with staff to review expectations for transitioning to formal instruction.

Grading:

A resolution to amend the current grading practice in the OFSD was passed by the School Board at the April voting meeting. Staff was contacted by email prior to the resolution being passed to offer insight and concerns into the new grading system. Teachers will finalize grade for each marking period in the following manner:

- 3rd Marking Period Grades:
 - High School

- Without waiver of certain graduation requirements established by the District, the class of 2020 will suffer an irreparable loss for reasons beyond the control of the District or these students to alter.
- The Board of School Directors hereby suspends the requirements it has established for graduation from High School for the 2019-2020 school year and establishes the following in place thereof:
 - Students will be credited with all coursework, including partial coursework, completed successfully prior to March 13, 2020 and such credit shall be deemed sufficient to earn a District-issued high school diploma by the end of June 2020;
 - For seniors who had failed or were failing senior-year courses prior to March 13, 2020, the Superintendent shall establish opportunities for credit recovery or demonstration of proficiency with course content through the “continuity of education” plan the District has developed.
 - 4th marking period of the 2019-2020 school year will not be calculated in a student’s GPA.
 - Dual enrollment students will receive the grade from their institution of higher learning for transfer purposes, but it will not be included in their GPA calculation.
 - Class rank for the Class of 2020 will be determined at the conclusion of the 3rd marking period.
 - Nothing in this resolution shall affect the rights of students with disabilities to graduate based on the plans established in their IEPs.
 - Administration can review and determine final grades for students in the 2019-2020 school.
 - Nothing in this resolution shall affect graduation requirements of the District for any year other than 2020.

Non-Responsive Families to Engagement Activities:

1. Teachers will make five (5) attempts at engaging the family.
 1. Three attempts should be made to engage families via Dojo and Gmail
 2. If unsuccessful those the above medium, teachers should attempt to contact the family by telephone two (2) times.
 - a. Teachers requiring home phone numbers for families should log into Vision, through the District webpage, to gain the phone number.
 - b. If you need assistance with your login, please submit a ticket to IT Help.
 3. If after two phone class, the family is still unengaged, please contact you building administrator to attempt contact.
 4. A log must be kept of when and how the teacher contacted the family.

Elementary School Expectation:

1. Teachers will log onto their Edgenuity or Classroom Dojo homeroom by 8:25 and post a morning message on your class story page (check-in, go-around, statement, etc.)
2. Paraprofessionals will support their teachers/students.
3. Teachers will be available to answer parent/students’ questions via Dojo and/or Gmail.
4. Teachers will monitor students’ attendance and engagement via the Edgenuity Learning Platform.
5. Teachers will reach out to non-responsive parents/students through the following methods:
 - a. Messaging on Class Dojo
 - b. Gmail

- c. Phone call
- d. Certified mail

Junior/Senior High School Expectations:

1. Teachers and Aides will sign in on the Google Spreadsheet by 7:55 am.
2. Teachers will post lessons on the Edgenuity and/or Google Classroom platforms.
3. Teachers will be available to answer student questions via email every day during their office hours.
4. All work will new that is meant to bridge the gap between what was covered before the shutdown and what will be covered next school year.
5. Students will focus on subjects based on the following schedule:
 1. Mondays - Mathematics
 2. Tuesdays - ELA
 3. Wednesdays - Science
 4. Thursdays - Social Studies
 5. Fridays – Specials

Special Education and English Learners

Faculty Expectations:

1. Teachers and Aides sign in: elementary utilizing Class Dojo by 8:25 and high school utilizing Google spreadsheet by 7:55.
2. Teachers will post a morning message.
3. The Director of Special Education must be added as co-teacher to all special education classes in Edgenuity, Odysseyware, Class Dojo, and Google Classroom.
4. Teachers will be available to answer student questions via Edgenuity, Odysseyware, Class Dojo, Google Classroom, or Gmail each day.
5. Please make contact with all students on your caseload and make sure they have technology access and are able to use the technology provided accordingly.
 1. Case managers or paraprofessional should support students struggling with technology and access to the digital curriculum.
6. Special Education Case Managers will communicate with students and parents weekly to assist with digital curriculum and necessary modification and adaptations to the curriculum.
 1. Case managers will contact the classroom teachers to let them know of all accommodations and adaptations made to the curriculum.
 2. Case Managers should work with classroom teachers to assign course work that is appropriate to address the ability and development of the identified student.
 3. Case Managers should utilize the paraeducator to support the student in the digital platform.
7. Special Education teachers will call each parent of the students on their caseloads to find out how we can support each student.
 1. Google Voice is the preferred method for communication
 - a. Teacher support in establishing and utilizing Google Voice is available through IT Help.
 2. Teachers should follow the establish script for contacting special education parents.

- a. A new script for Phase 2 is provided.
8. All communication must be documented in the call log in IEP writer.
9. Teacher aides will support their classroom teachers.
10. Special Education Teachers need to be “resource” teachers for ALL subject material.
11. Emotional Support Teachers will do “emotional/social check-in” with the students on their caseloads via phone/ technology.
 1. All needs to be documented in IEP writer communication log.
 2. Google Voice and Google Hangouts is the preferred method for meeting with students by telephone or virtually.
12. Students will focus on subjects based on the established building schedule.
13. Special Education teachers of students in Life Skills Support need to be flexible with time to help meet their needs during the school day.
 1. Developmentally appropriate assignments should be given.
 2. Life Skills teachers should meet with all students face to face at least once per week.
 - a. Life Skills teachers should set a schedule for checking in with the students via Google hangouts.
14. Related service - Speech and Language Support can be done via computer and/ or telephone.
 1. Google Voice and Google Hangouts is the preferred method for meeting with students by telephone or virtually.
 2. A log of all services provided should be document d in IEP Writer.

English Learners (EL) Faculty Expectations:

1. The teacher should sign in each morning in elementary utilizing Class Dojo by 8:25 or high school utilizing Google spreadsheet by 7:55.
2. The Federal Programs Coordinator must be added as co-teacher to all EL classes in Edgenuity, Odysseyware, Class Dojo, and Google Classroom.
3. The teacher will be available to answer student questions via Edgenuity, Odysseyware, Class Dojo, Google Classroom, or Gmail each day.
4. Please contact all students on your caseload and make sure they have technology access and are able to use the technology provided accordingly.
 1. The teacher should support students struggling with technology and access to the digital curriculum.
5. The teacher will communicate with students and parents weekly to assist with digital curriculum and necessary modification and adaptations to the curriculum.
 1. The teacher will contact the classroom teachers to let them know of all suggested accommodations and adaptations made to the curriculum.
 2. The teacher should work with classroom teachers to assign course work that is appropriate to address the English ability and development of the student.
6. The teacher will call each parent of the students on their caseloads to find out how we can support each student.
 1. Google Voice is the preferred method for communication
 - a. Teacher support in establishing and utilizing Google Voice is available through IT Help.
7. All communication must be documented in a teacher log.
8. The EL teacher needs to be “resource” teachers for ALL subject material.
9. Students will focus on subjects based on the established building schedule.

Special Education/ 504 Plans/EL Supports/Gifted Education:

- Special Education Services /Programming and Gifted Education:
 - Individualized Education Programs (IEPs) - Gifted Education Programs (GIEPs)
 - As of March 30, 2020, IEPs / GIEPs will be completed in accordance with due dates. The child's case manager will contact a parent / guardian to arrange a phone conference.
 - Those IEPs / GIEPs that were due to be reviewed during the initial school closure will be completed in a timely manner. The child's case manager will be reaching out to you to review with you.
 - If parents would like to meet as an IEP team upon the return to school, we can certainly do so. Please let your case manager know of your request.
 - Re-evaluation Reports (RRs)
 - RRs not in need of additional data will be completed in accordance with due dates.
 - RRs in need of additional data will include the recommendation that additional data is needed with a Permission to Re-evaluate (PTR) to be issued upon the end of the mandated closure.
 - RRs that included a PTR, will be completed with the recommendation that additional data is needed with an additional PTR to be issued upon the end of the mandated closure.
 - The child's case manager will contact a parent / guardian to arrange a phone conference.
 - Those RRs that were due to be reviewed during the initial school closure will be completed in a timely manner.
 - Initial Evaluation Reports (ERs)
 - ERs that have gathered enough data to assist in determining a student's eligibility for special education programming / services under IDEA will be completed with the appropriate recommendation.
 - ERs that do not have enough data will remain open. Data collection will resume upon the end of the mandated closure.
 - A new PTE will be issued, if needed, once school returns to gather additional data.
 - Related Services:
 - The Speech and Language Support Teacher will contact a parent / guardian to arrange programming exercises / activities to assist in maintenance of skills. This can be done virtually during the school closure.
 - If a parent / guardian does not agree to virtual SLP services, the OFSD will offer the accumulation of the SLP related service hours during Extended School Year.
 - The accumulation of Occupational, Physical, Hearing, Vision and O&M, related service hours will all be provided during Extended School Year and/or when the school closure ends.
- Chapter 15 Section 504 Service Agreements:

- Accommodations will continue to be provided as outlined in current 504 Service Agreements.
- Service Agreement revisions will continue in accordance with timelines. The special education director or principal will contact a parent / guardian to arrange a phone conference.
- English Language Development (EDL) / English as a Second Language (ESL) Services:
 - The ESL Instructor will contact a parent / guardian to arrange virtual and/or materials to continue to assist in English acquisition/development.
 - Parents denying ELD services will need to sign the “English Language Development Parental Waiver Form.”

Please know that the Old Forge School District along with the Pennsylvania Department of Education (2020) “appreciates your patience and flexibility as we navigate this unprecedented time together and thank you for your dedication to serving and supporting your school communities.” If you are in need of any further assistance, please contact, michelle.hopkins@ofsd.cc or you can contact your building principal at 570-457-6721.

Special Education Script: Assisting Identified Students

1. Introduction-
 - a. Be personal. You have a relationship with these parents. Take time to ask how they are doing and how their family is holding up.
 - b. If they are having a bit of bad luck, telling them that Dr. Keating is compiling resources for families for food, childcare for essential workers, and community outreach.
 - i. All resources are posted to Facebook and the District’s webpage.
 - ii. Let Erin know what they need and if she has something she will call.
 - c. Be sympathetic.
2. Review that via the Pennsylvania Department of Education and the Governor’s Office, schools are closed indefinitely.
3. Explain that the Old Forge School District is moving from “review and enrichment” to formal education that is mandatory for students to complete.
 - a. The new instruction will use Edgenuity in grade 6-12 and Osyseyware in Grades K-5.
 - b. Families needing technology should have contacted the district
 - i. One device per every two children in the family is being supplied.
 - ii. If families are having technical difficulties, they should contact the case manager or classroom teacher or IT Help.
 - c. We want our identified students to have access to these assignments, and we are here to support you and your child if they need assistance.
 - i. We understand that student may have difficulty with assignments and there are embedded supports in the program and the case manager/paraeducator will assist.
 - d. Explain that as the case manager, you could also supply resources to support their child on their benchmarked grade level.
 - i. These assignments are mandatory and will be graded.

- ii. Grading is now on a pass/fail basis
 - iii. The marking period grades will not be averaged in the child's GPA.
4. Let parents know that we understand this is not a perfect system, but we are committed to giving it our best under these trying circumstances.
 - a. We are going to try and support ELD, speech needs, Title I reading and Title I math in this new alternative fashion
 - b. We will be logging the sessions of speech, OT, PT O&M, vision, hearing, ect...that students missed during the mandated closure, and we will be offering these to students during Extended School Year, or when the school closure ends -basically, whatever comes first.
5. If they have an upcoming IEP meeting/RR- explain that we are going to uphold the timeline
 - a. We will be working with conference calling and Google Hangouts for IEP meetings
 - i. We will invite the team, just like we would at the school
 - ii. Again- it isn't a perfect situation, but we are committed to your child and meeting all the deadlines we could during this crazy time.
 1. If a parent wants to wait until we are back, let them know that we could accommodate this, but they will need to sign paperwork and email/scan it or mail it back to us.
 - b. If we need more data when we get back, we assure you we will get it and revise the IEP.
6. Ask parents what they think would be best for their child and their education needs?
 - a. If it is possible, see if we could accommodate them
 - b. If not possible, see if you can come up with possible alternative
 - i. If you get stuck, tell them that an administrator will reach out and see what they think we could do to help.
 - c. Let them know that we will be checking in with them by email, Dojo, and telephone.
 - i. Let them know that we miss our kids and want them to know that we are here to help
 - ii. Let them know that they can contact you through Dojo, email or Google classroom
7. Thank them for their time. Assure them that we are here to help. Let them know that we want their child to be successful and even in their situation, we will support their child and their educational needs.

Note:

- Not all calls will go this perfect- if a call starts to go sideways, ask the parent if it is OK for us to get an administrator on the phone to be better able to support them. One of use can conference in with you.
- Document the call in IEP Writer
- Get any requests to Michelle so we can make sure we do not drop a ball
- Make sure we continue to follow up and document outreach through the duration of the closure.