

Continuity of Education Plan – Update July 2020

1. What learning materials and content will your district utilize in your continuity of learning plan?
 - a. Teacher-created content delivered by email, social media, videoconferencing, and LMS. Subscription-based content such as i-Ready Reading & Math, Mystery Science, etc. Paper materials such as novels, practice materials, and projects delivered by transportation department on April 14th.
2. What communication tools will your district utilize in your continuity of learning plan?
 - a. Zoom, Schoology, SeeSaw, Email, School Website, Blackboard Messenger, Facebook, Instagram, Twitter
3. Provide additional information about how parents and families will be notified of the district's plan for providing continuity of learning opportunities for students.
 - a. Information has been sent and will continue to be sent via Blackboard Messenger (mass communication; emails and phone calls). Information is also being posted on the school website and communicated by teachers and principals. Teachers are communicating via email and LMS and principals are communicating via Blackboard Messenger and the school website. Social media is utilized to direct parents to the school website, especially when updates occur.
4. How is your district planning for teachers and students to interact during the school closure as a result of COVID-19?
 - a. Zoom (office hours, video conferencing, check-ins), Schoology & SeeSaw (asynchronous communication, feedback and support), Email & Phone Calls (as needed for follow up or for those who are not participating virtually)
 - b. Each teacher is tracking student interactions/engagement for their classes and letting their building administrators and PSO staff know of any concerns. PSO staff are utilizing spreadsheets to track information on every student, including follow up emails and calls. They have a set of common questions they use to begin the conversations with families that are focused on supporting families with basic needs first, then any issues with access or academics.
5. What methods does your district plan to implement in your continuity of learning plan?
 - a. Teachers have been provided with a guidance document that incorporates videos and help documents with regard to how to leverage technology for both synchronous and asynchronous options for providing instruction. Some teachers have also provided hard copy materials as needed (novels, for example). Guidance was given that synchronous methods were preferred for optional social connections, office hours, or small group instruction such as reading interventions while asynchronous methods were preferred for academic assignments in order to be as flexible as possible for families in terms of their schedules (some still working, some working from home, some having multiple children across different grade levels, etc.).

- b. All students and staff were provided devices prior to the closure. For the few new registrants, the district has arranged for individual times to come in and pick up devices. The district purchased 250 additional kajeets for staff and students who lacked internet access and created sign-up times for individual families to bring their device to pick up the kajeets and make sure they could connect. The district continues to monitor student and family engagement and offer kajeets to those who need them.
6. Student devices
 - a. All students in grades K-12 have been provided with a district-issued iPad.
7. Teacher devices
 - a. All teachers have been provided with a district-issued device.
8. Student home access.
 - a. The district purchased 250 additional kajeets and set up individual pick-up times between 1 of our IT staff and families to bring in their devices to make sure they could connect.
9. Teacher home access.
 - a. The kajeet units that were purchased were also offered to staff if they had unreliable or no internet access from home. Similar to students/families, they were given an opportunity to come in at an individual appointment time to pick up the kajeet unit.
10. Addressing the unique needs of all students:
 - a. General education teachers, special education teachers, and related service providers will connecting with students via Zoom video conferencing (midlakes.zoom.us has been setup with added security features) and other online tools, email, phone, LMS, and online educational resources. Both teachers and students are initiating regular contact to reinforce skills and content, answer questions, clarify instructions, and facilitate all necessary support. Both synchronous and asynchronous methods will be utilized.
 - b. Students will be provided with print and online resources that are modified or have the ability to be modified, using online or digital tools, to accommodate unique learning needs. This includes access to screen readers, overlays and native language translation programs.
 - c. Special education teachers, speech pathologists, school social workers, school psychologists, school counselors, and other related service providers (OT, PT and Music Therapist) are making regular contact with students via email, LMS, and video conferencing. The will conduct in person therapy session when students are in the hybrid model. School nurses are in contact with our most vulnerable populations with health issues and make connections with any identified staff or family that may have health concerns related to COVID-19. All staff utilize phone and email as well to keep in contact with families and students as needs arise that call for check-ins.
 - d. Special education teachers and other related service providers are logging their communication and delivery of IEP services. Progress monitoring of goals is recorded at any session provided.

- e. Special education teachers and other related service providers are reviewing IEP's regularly and delivering IEP services as indicated on the IEP within the guidelines of social distancing expectations directed by the President of the United States and the Governor of the State of New York. Annual review, reevaluations and new identification meetings are occurring in the normal timely manner.
 - f. School social workers, counselors, and psychologists will conducting wellness checks in person, phone or videoconferencing.
 - g. Communication, instructional materials, and instructional support are delivered to ELL's using digital tools and online resources that include translation capabilities. A family group will be created within the SeeSaw app to communicate with families in both English and their native languages. Individual phone calls to check-in with families will be made by ENL teachers as needed.
 - h. The school website has push-button translation capabilities to enhance communication and instructional support for ELL's and their families.
 - i. All homeless families or unaccompanied youth have been contacted by the McKinney-Vento Liaison or designee (counselors, psychologist or social workers) to check-in on their status and any new needs that may have arisen due to the closure. All families in this category are receiving food via the delivery cycle developed by the district's food service director. Select families receive regular food delivery from the local food banks. Contacts continue bi-weekly via phone conversations with the liaison or designee assigned to the family. Outside referrals to other agencies that can assist this group have been made and will continue. All families have shelter, food and other necessities including access to education resources for their students.
 - j. Alternative Placed Students at BOCES programming, private or state schools in both day or residential settings have shared an education plan for their students to the Director of Special Programs and Services. The Committee on Special Education will refer to these plans during the regular cycle of annual reviews. The Director or CSE chair regularly contact families and/or administrators of these programs to initiate assistance in having students participate to the extent possible they are able to participate. This includes breaking down any barriers that may be in place such as a lack of devices or internet connections. These same communication cycles are present for any identified student in preschool programming via the Districts Committee on Preschool Education (CPSE).
 - k. Grading practices will be developed based in the NYS Learning Standards that measure student growth/progress and assure accountability. Grading practices will be consistent no matter the mode of instruction. Parents and students will be provided feedback on both academic and nonacademic growth and engagement.
11. Addressing the social-emotional needs of students, families and staff:
- a. Building Administrators are having small group in-person/Zoom meetings and individual check-ins and emails with teachers to check on them socially and emotionally. Teachers are similarly holding Morning Meetings or Office Hours either in person or through Zoom where they are focusing some or all of some sessions on the social-emotional needs of students and families (having family members join in, students introduce family members or pets, etc.).
 - b. The district will utilize social media and the district website to spread positivity and information regarding support that is available for a variety of needs: food, financial, mental health, etc., including free resources within the community and region.
 - c. Our PSO staff, including psychologists, school counselors, and school social workers meet weekly to check-in with each other and brainstorm how to best support individual families with any social-emotional or other needs and have assigned case managers for particular families based on relationships they have established to give families one primary point of contact.

- d. PSO Staff have worked with the Director of Special Programs to develop a TIG quick reference guide during the closure and for helping with planning for reopening (see uploads).
- e. The district has partnered with several community businesses and organizations, to purchase school supplies and needed item for at risk families.
- f. All students, whether remote or in in-person attendance will be offered access to school meals each day. The District will follow School Food Authority (SFA) policies to communicate about the options for school meal service, eligibility, options, and changes in operations.

The District will provide meals to remote students for pick-up only on Monday's and Wednesdays. Monday's pick up will have meals for Monday and Tuesday. Wednesday's pick up will be for Wednesday, Thursday and Friday. There will be appropriate signage for pick-up locations. Families will not need to enter the school building. Staff will place the food in the trunk or on a table for families to retrieve to reduce social contact.

Families will need to provide communication sign up for pick up through our online form or through a phone call with the Food Service Director to schedule meal pick-up requests or for any other questions pertaining to school food availability.

Student that attend in in-person settings will have their meal request taken by the teacher and that information will then be transmitted to the school food service department.

Teacher submit roster to share point after roll call every am for lunch delivery

Meals will be offered at current school lunch prices established by the Board of Education at their July 2020 meeting. If a student qualifies for free and reduced meals, then the student will be charged accordingly. Per Board of Education Policy, no student will be denied a meal because of the inability to pay.

Meals will be provided via a brown bag format for breakfast and lunch.

Students and staff (no staff/adult meals will be offered) will be required to pre-pay for food purchases. The District will provide communication to families on the use of the online MySchoolBucks deposit program or the acceptance of checks to apply to student's accounts. The District will not accept cash payments at the Point of Sale.

- g. Our elementary building administrators are providing daily Morning Messages at the elementary level focused on community and social-emotional needs of students (pre-recorded and posted each morning to our website and social media).
- h. The secondary school will live stream their morning announcements when students are in the hybrid model to all students.
- i. Both Elementary and Secondary schools are investigation ways to continue offering extra-curricular clubs in a virtual setting.

12. Check box (check first two boxes)

- a. Upload the following (emailed together as attachments on 5/1/20):
 - i. TIG Plan/Reference Guide
 - ii. Home Instruction Guide Updated

b. Home Instruction Page:
<https://www.midlakes.org/domain/2155>

Assessment Information:
<https://www.midlakes.org/Page/4471>

Community Resources Page:
<https://www.midlakes.org/Page/4463>

Technology Support Page:
<https://www.midlakes.org/Page/4292>

Childcare Resources Page:
<https://www.midlakes.org//site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=2380&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=8778&PageID=1>