

COVID-19 – Continuity of Education Plan for the Central Square Central School District



Learning Materials and Content

1 What learning materials and content will your district utilize in your continuity of learning plan? Please select all that apply.

- Paper textbooks, and other content (books, magazines, etc.)
- Digital copies of textbooks
- Digital content and activities provided by the district, either free or subscription-based
- Online learning courses or course content modules
- Other

Communication Tools

2 What communication tools will your district utilize in your continuity of learning plan? Please select all that apply.

- Telephone and/or video calling
- Email
- Video Conferencing
- Social Media
- Website
- Learning Management System (LMS)
- Other

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.

As the Superintendent, I posted our Continuity of Education/Instruction Plan on our District website, District social media sites, and regular electronic blasts to all parents/guardians and staff in our District. We are utilizing several digital learning platforms, such as Google Classroom and Schoology, as every (K-12th grade) student was provided a Chromebook and charger cord, seen in this brief video, <https://youtu.be/RPDZJFDw3us>. Instructional packets were also delivered to the very small amount of students in lieu of Chromebook and charger cord if the family lived in a remote part of the District where Internet accessibility was not an option, which fortunately that is a small percentage of our student population. We provided all of our Pre-Kindergarten students with instructional packets that we aligned to our food distributions and we delivered the instructional packets to their houses if students' parents had no way of picking them up at their child's school. For the Pre-Kindergarten students using instructional packets, our teachers have established a system of assessing students' work in whatever way was more convenient for the parent. Some parents take a picture of their child's work and text it or email the screenshots to the teacher, while others utilize a scanner app on their smartphone to get the teacher their child's work. This has also been consistent for the small amount of parents in other grade levels that do not have broadband Internet in their homes. Our Pre-Kindergarten teachers have kept in close contact with all of their students by phone, email and through Zoom meetings. For all of our K-12 students, all students received their school provided Chromebook on the first day of the closure in mid-March, as we have been a 1:1 Device

District for the past three years. Students immediately logged into their Google Classroom or Schoology account and participated in ongoing Zoom meetings and have received instruction, received individual feedback and resubmitted their revised work for additional individual feedback. Fortunately, our students and staff are very comfortable utilizing a digital platform for several years now and many were accustomed to "flip learning" prior to COVID-19. As the Superintendent, I have asked parents for feedback pertaining to any concerns, feedback, or suggestions that they may have, and all of our principals have done the same throughout the closure. Parents are well aware that we want to know if their child is experiencing any issues regarding their instruction, food needs, as well as informing us on any social and emotional issues their children are experiencing. Here is one example of the correspondence to parents of elementary students, <https://drive.google.com/file/d/16hOwP5lpwxd28nsLPIJAJwhkBnba1r2z/view?usp=sharing>. Here is an example of the correspondence to parents of high school students, https://drive.google.com/file/d/1qLHrMzWVXL5VjgXFOMM_ii-q2iV5YWc/view?usp=sharing, Here is one of many letters to parents of middle school students, <https://drive.google.com/file/d/13BODKJjaiGZLpy1EIO0To-Ty1Rx7a7kO/view?usp=sharing>. Here is an example of one of our letters to the parents of students that receive special education services, <https://drive.google.com/file/d/1MyBiLPsRFma9yzYtpetnF0WcpJ9euxT6/view?usp=sharing>. We have had (and will continue to utilize) a team of support for our students/parents. Our school psychologists, school counselors, and social workers, have been responding to every parent/guardian that contacts us for social and emotional support. From the beginning of the closure, I have sent numerous updates to all parents/guardians regarding the continuity of learning plans with clear expectations. The principals have reinforced those expectations as well through their weekly updates with parents/guardians. Here is an example of one of many frequent parent/guardian updates we provide our families on a regular basis throughout the closure, <https://drive.google.com/file/d/1zRko3djt4KHykah60xREMOyULRL3-5Ds/view>.

3a Please describe how you are communicating with parent(s)/guardian(s) of students during the COVID-19 crisis to ensure they know the expectations of their children.

Secondary principals sent a letter and video to all staff and to the parents of high school and middle school students, outlining the Continuity of Education Plan early on during the closure. I included links to actual parent/guardian letters above in section 3. The plan included instructional planning for those with digital access and those without, also included grading of materials in both scenarios. Elementary Principals sent out a letter to parents that was similar at each of our four elementary schools, indicating continuity of learning and provided a rough estimate for the length of time students should be spending each day on their work, and who to contact if they had any issues. Every teacher followed that up with an email to all of their students' parents letting them know how the learning would be sent out to each student (Google Classroom, Schoology, or packets for the pre-K students or students without Internet access at home). That email allowed teachers to know which students needed packets due to not being able to access the Internet at all levels, which was extremely low, fortunately. All of our teachers have office hours for their students to email them, and for their parents to directly contact their teacher every day with questions, and this has worked amazingly well. Parents have been able to share their feedback and our teachers have been able to accommodate all of them.

Teacher/Student Interface

4 How is your district planning for teachers and students to interact during the school closure as a result of COVID-19? Please select all that apply.

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via e-mail or LMS
- Other

4b. How is your district tracking student interactions/engagement?

Staff are monitoring student engagement online using their digital platform and making phone calls/emails to those students who have not accessed their digital account. Our District utilizes GoGuardian Software that allows our teachers to know exactly what sites our students are utilizing from home, and we closely monitor this. Principals are monitoring grading in Schoology, our student management system, for each classroom on a biweekly basis. For students who are not completing work, their teachers are contacting the parents via email, Remind 101 messages, and phone calls. Parents have been extremely receptive and supportive when called. Teachers are keeping track of who is attending their Zoom meetings and which students are and are not turning in work on their digital platforms. If they are missing students the teachers are making phone calls to their parents. If teachers are not successful in reaching parents/guardians, then principals and/or school support staff are reaching out. When that is not working or they are not able to connect with students, our School Resource Officers are going to the houses to do a wellness check on the students. It has been relatively easy to assess student engagement by formatively evaluating the quality of work students are submitting digitally through Google Classroom or Schoology, and for the small amount of students that receive paper copies delivered to their homes, our teachers are assessing student engagement in a similar manner by having parents email pictures of completed assignments from their smartphones or through the use of scanning apps. All teachers, psychologists, and counselors are also logging parent phone calls as well for additional examples of student interaction and engagement. Here is an illustration of the level of engagement and connection our staff is fostering remotely in each of our six schools at Central Square, <https://youtu.be/RPDZJFDw3us>.

Instruction

5 What methods of instruction does your district plan to implement in your continuity of learning plan? Please select all that apply.

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through an LMS
- Individual or small group synchronous instruction facilitated using technologies such as telephone or video conferencing
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System, scheduled or on demand television, DVD/CD
- Online learning course, accessed through an LMS, self-directed and self-paced
- Online learning course, accessed through an LMS, taught by a teacher
- Other

5b. For the methods that require internet and/or device access, how is the district ensuring that those with limited or no accessibility to the internet and/or a device remain engaged?

For those students that are not demonstrating engagement, our teachers/principals are contacting their parents through email, Remind 101 messages, and of course, phone calls. They are being offered the alternative of modified assignments or paper learning materials. Teachers are sending instructional packets home and have worked out a system with those select few students to have parents take pictures of the work and email or text it to the teacher, or with the use of the other communication tools such as Remind, Class Dojo, etc. At the middle

school and the high school, we have designated packet drop off areas where parents drop off student packets into weatherproof bins, and then our teachers come to the schools and collect the work that needs to be assessed. We have been able to accommodate all of our parents as we know how hard this is on students and parents with so many impacted by COVID-19. Luckily, the majority of our families have access to the Internet, but for that select few, we deliver the packets to them and retrieve the completed assignments when we drop them off their weekly food items.

Technology Access

6 Student Devices:

We provide all students with a computing device All students use personal devices We provide computing devices to some students Our continuity of learning plan does not include the use of technology

7 Teacher Devices:

We provide all teachers with a computing device All teachers use personal devices We provide computing devices to some teachers Our continuity of learning plan does not include the use of technology

8 Student Home Access:

All students have high-speed internet access at home Not all students have high-speed internet access at home

8a Please provide further information, including what the district has done to assist students with obtaining home internet access, if applicable.

We put out a survey that showed that almost 100% of our students had internet access at their residence. Spectrum is providing free High Speed Access to families in need of the Internet. For the families that have refused to explore possibilities to obtain Internet access because they prefer the traditional paper-pencil means or they simply do not want the Internet, we deliver the work and all copies of all of the resources that the student's peers would receive with a digital link via whatever digital platform their teacher is using, so no student is going without. This has worked.

9 Teacher Home Access:

All teachers have high-speed internet access at home Not all teachers have high-speed internet access at home

10. In addition to the information above, use the text box below to describe how your district's plan addresses continuity of learning that meets the unique needs of all students. (Please specify students with an IEP, ELLs, Homeless, and Alternative Placed students)

All of our K-12th grade students have received Chromebooks, charger cords, and instructional packets. This has allowed our teachers to provide all students with familiar content and instruction, as well as providing students with new content and instruction. Our teachers all share the understanding that whatever new material is provided, all students will receive that instruction again as a solid review when the closure ends. We recognize there will be a significant need to fill gaps based on students' individual experiences with distance learning throughout the closure. We have a fantastic plan that was created in conjunction with our Teachers' Union that puts the needs of all students first. We have been a one to one device district for several years and our teachers and students are familiar with operating within a digital learning platform. Our Special educators are working with classroom teachers and staying in contact with the families with students with IEPs (and 504 plans for our general education students).

Addressing Unique Needs of Students with Disabilities:

Central Square is focused on providing access and engagement to learning for all students with IEP's during the closure and breaking down barriers to learning. This includes the provision of technology to all of our learners with IEP's. All of our students with disabilities have received Chromebooks, charger cords, and instructional packets (if they prefer) that will provide all students with disabilities with content and instruction to review familiar content and learn new content with modifications and supports tailored to the individualized needs of the learner. Special Education Programs and Services are being provided to the greatest extent possible in the Central Square School District to students with disabilities. Special Education Teachers are providing modified work through Google Classroom and/or Schoology to students who are identified based on their specific areas of needs and IEP goals. For example, students with disabilities have different decodable readers focused on the particular phonics skill they are working on. One student with disabilities was struggling so the teacher uploaded an easier piece of text for him to use. Students with disabilities are also practicing different phonological awareness skills based on their Kilpatrick phonological awareness diagnostic assessment. Students with disabilities in 5th grade have been provided vocabulary graphic organizers that contained visuals to assist the students with learning the vocabulary. Students have also had stories provided where they can listen to it being read where the general education students have to read it independently. There have been separate Zoom sessions to review a skill that students with disabilities have struggled with. Related service providers such as speech, OT/PT, counselors and psychologists are providing Zoom sessions and lessons via Google Classroom where students with disabilities can practice their skills and can continue to work towards their IEP goals. In addition, weekly phone calls are made to families and students with disabilities to engage and support them with their classwork. The first week of April, we transitioned to the delivery of new instructional material aligned to prioritized and essential grade level standards. With the understanding that when the closure is over, we will formatively assess all students with disabilities for content and standard proficiency for the purposes of identifying regression and gaps leading to a revision of the delivery of instruction in the 2020-2021 school year. Staff development activities are offered daily for our special education teachers and related service providers that provide strategies and resources for students with disabilities, including the implementation of assistive technology and learning platforms individualized to support each accommodation listed on each student's IEP. To further address the needs of our students with disabilities, our special education teachers are providing direct support to the students with disabilities, their parents, and to the classroom teacher to make sure that each student with a disability has his/her needs met. Our service providers are providing tele-therapy via Zoom and other platforms to be able to connect with each student with a disability to make sure his or her needs are being met.

Communication with students with IEP's and the parents of students with IEP's is being provided and documented by Special Education Teachers and Related Service Providers with these 4 strategies:

- Email Communication
- Phone Contact Logs
- Daily Activity Logs
- Progress Monitoring for March and June Progress Reports related to IEP Goals and Objectives

Addressing Unique Needs of Students Identified as ELL:

Central Square is focused on providing access and engagement to learning for ELL students during the closure and breaking down barriers to learning. This includes the provision of technology to all of our ELL learners. All of our ELL students have received Chromebooks, charger cords, and instructional packets (if they prefer) that will provide all ELL students with content and instruction to review familiar content and learn new content at their language proficiency level. Our ELL teacher is providing scaffolds to support instructional goals by making 1:1 phone calls to ELL students

and their families to support their instructional goals. The ELL teacher is making 1:1 phone calls to the ELL students and their families, along with providing electronic resources to support the general education curriculum at their language proficiency level.

- Collaboration with general education teachers to modify activities in providing instruction at their language proficiency levels.
- Individual lessons for ELL students based on their goals at their language proficiency level.
- Communication with families and students using translation services.

Addressing Unique Needs of Students Identified as Homeless:

Central Square is focused on providing access and engagement to learning for Homeless students during the closure and breaking down barriers to learning. This includes the provision of technology to all of our ELL learners. All of our Homeless students have received Chromebooks, charger cords, and instructional packets (if they prefer) that will provide all Homeless students with content and instruction to review familiar content and learn new content

- All families contacted individually to provide access to the Internet and Chromebooks.
- STAC 202 forms updated if needed.
- Coordination with neighboring districts for identification of homeless students for technology needs (Chromebook and charger) and food delivery.

Addressing Learning Needs of Alternative Placed Students:

Central Square alternative placed students are enrolled in Oswego (CiTi) BOCES. Oswego (CiTi) BOCES contacted the Alternative Placed Student's families and provided Chromebooks, charger cords, and instructional packets (if preferred).

Oswego (CiTi) BOCES teachers are designing and delivering instruction via Google Education Classroom to address IEP goals based on learner needs for delivery and frequency of instruction. Related services such as OT, PT and Speech are provided via Teletherapy and in both synchronous and asynchronous models of delivery. Oswego (CiTi) BOCES teachers are checking in with students and their families for engagement and participation, as well as to monitor progress.

The Mission of the Central Square School District is "to empower all students to excel as citizens in a changing world" and this has been a guiding force for our leadership team throughout the closure. Every decision we make has been focused on our students continued success and well-being. We wanted to take this opportunity to update you on steps we are taking as a District and specifically, in the Department of Exceptional Education, during this challenging and uncertain time. Our amazing teachers, both in general education and special education, have been focused on continuing to:

- provide rigorous individual and group education experiences that will lead to positive ownership of learning.
- accommodate all students' needs using a district-wide common understanding and application of differentiated instruction.
- provide opportunities for students to use critical thinking/problem solving skills with real life application.

We recognize and understand that teachers will be remotely utilizing different forms of instruction to include packets of information and technology. Teachers are being challenged to be creative on a whole new level and communication with families and students will be consistent and regular. Every staff member is working to continue to accommodate every child's needs. This includes social workers, counselors, occupational therapists, physical therapists, speech therapists, school psychologists, and special education teachers. Our focus is to prevent substantial regression for all students in any area of need. Modifications and accommodations will be provided for any students who have needs.

Residential Placements:

Residential placements have been contacted and virtual meetings have been held with families to determine preference for continued residential stay of the children or safe transportation home during the Health Crisis. Children currently placed in BOCES programs are receiving instruction from classroom special education teachers and related services through Teletherapy. All children have District issued Chromebooks. Any children in the process of transitioning from programs outside of the district can do so through Central Registration and the Executive Director of Pupil Personnel Services.

11. What tools/strategies are you using to address the social-emotional needs of students, families, and staff during this crisis?

Students

Students social-emotional/ mental health needs are being met through phone calls and zoom sessions with our school counselors, teachers, principals, school psychologists and ARISE counselor. Wellness checks for students by counselors, SRO's and principals are completed on a weekly basis via phone call and home visits for any student who appears to have not participated in their online learning or who are not responding to teacher contacts. In addition, our mental health counselors are providing support via zoom and phone calls as needed.

Families

Parent/Guardian and family social-emotional/ mental health needs are being addressed through phone calls and zoom sessions with our school counselors, teachers, principals, school psychologists and ARISE counselor. In addition, electronic newsletters with strategies for addressing anxiety in students and adults along with strategies for practicing mindfulness are sent to families on a weekly basis. Our counselors work to assist families in solving the problems they are facing and to remove roadblocks getting in the way of student participation of online learning.

Regular newsletters are sent to all families and staff. Counselors and Social Workers are following up with students who were previously determined as at risk as well as any new students who have been identified as needing support,

<https://drive.google.com/file/d/1IuwTbhrO6gjpvcCXOjHHoyL6YWhWxAS/view?usp=sharing>,

https://drive.google.com/file/d/12Vc1w4cjh8T1q576pvoL_J0u8K9gVRUo/view?usp=sharing,

<https://drive.google.com/file/d/1bNXcRxy7ZbXi-oOwl0n9g06ZaWznpQY/view?usp=sharing>.

The elementary counselor and school social workers are sending out weekly newsletters to all families with different types of information and resources, such as: inspirational/motivational quotes, comic strips, riddles, activities, as well as information for the parents, such as: information on internet safety, ideas for handling difficult behaviors, different ways to talk to children about issues, etc., and here is just one example,

<https://www.smores.com/4qwzh>. The following COVID-19 Workbook has been provided to all parents,

<https://tinyurl.com/COVID-Anxiety-Workbook>. School psychologists, counselors, and social workers set up

Zoom meetings with their students to touch base and check in. If teachers notice something might be slightly off during their ongoing Zoom meetings, they are letting their support staff know so there is a follow up, as well as directly contacting the students' parents as we recognize that Oswego County unfortunately leads the State in

suicides. Teachers/principals are driving around to students' houses with signs and balloons to see the kids at all grade levels PreK-12, and the students have emailed me how much they appreciate seeing their teachers in real life. Principals are putting out weekly videos of themselves reading stories to the students/families every Sunday at the elementary level, and fun videos for students in high school and middle school where the staff tells the students that they love and miss them.

Staff

The social- emotional/ mental health needs of staff are being addressed through grade level zoom meetings and individual phone calls between staff and principals. In addition, our mental health counselors are providing support via zoom and phone calls as needed. Our weekly mental health newsletter is shared with staff and is assisting them with addressing anxiety and providing them with strategies regarding mindfulness as well.

All Central Square employees have access to the Employee Assistance Program (EAP) for the social- emotional/ mental health needs of staff and their families

12 Does your district have any additional materials that detail continuity of learning efforts currently being deployed by your district?

- Yes, and I will upload the materials.
- Yes, and I will provide the link(s) to the materials.
- Not at this time.

12b Please provide the URL(s) for any additional materials that detail continuity of learning efforts currently being deployed by your district.

Our principals are regularly going into each of their teachers virtual classrooms and observing a Zoom meeting where the teachers are providing instruction, as well as looking at the teachers' instructional delivery, resources, assignments, as well as how they are actually assessing students, all within their digital platform. If the students are using packets, the principals also have links to those instructional packets and are assessing the teachers similar to the teachers utilizing a digital platform. Here is the form our elementary principals are using and sharing with each teacher with feedback.

https://drive.google.com/file/d/1hHi0J535CHGW6oB8_KVvJfopbyk7AS8t/view?usp=sharing. Here is the form our high school and middle school administrators are using to assess teachers and provide feedback in the comments section. <https://drive.google.com/file/d/19o-LUIF3ZJ-q9h4XmOGgDMYot5fpDTD2/view?usp=sharing>.

Here is the form that is being used by all principals at the secondary level for special education teachers. At the elementary level, we are using the same form for our general education and special education teachers, but making sure we document all details pertaining to special education so all students' needs are being met.

https://drive.google.com/file/d/1rLhHLegU7gnBXw66kC_qswwn-84KwYmI/view?usp=sharing. Here is an example of our distance learning happening in all six of our schools, <https://youtu.be/RPDZJFDw3us>.

Social and emotional support/resources we shared with parents/guardians:

<https://drive.google.com/file/d/1bNXcRxyn7ZbXi-oOwl0n9g06ZaWznpQY/view?usp=sharing>, <https://drive.google.com/file/d/1IuwTbhrQ6gipkvcCXOjHHoyL6YWhWxAS/view?usp=sharing>, https://drive.google.com/file/d/12Vc1w4cjh8T1q576pvoL_J0u8K9gVRUo/view?usp=sharing