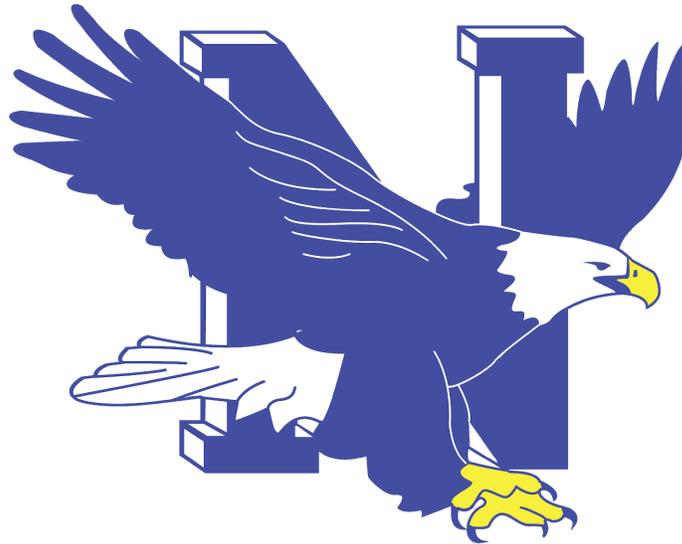

Continuity of Education Plan

March 30, 2020 - End of extended school closure

Submitted: April 2, 2020



**Nazareth Area School District
One Education Plaza
Nazareth, PA 18064**

Continuity of Education Plan

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Goal of Plan
The goal of the Nazareth Area School District is to provide uninterrupted educational opportunities that reinforce and continue the course and/or grade-level learning objectives for our students during the COVID-19 school closure. This plan began on March 30, 2020 and extends through the end of the school closure period.

Overview of Plan
<p>The vision of the Nazareth Area School District is to inspire students to become innovative, collaborative, and constructive citizens who embrace diversity, value education and honesty, develop a strong work ethic, and a sense of responsibility, that challenges them to be leaders in a global society.</p> <p>The goal of the Nazareth Area School District is to provide uninterrupted educational opportunities that reinforce and continue the course and/or grade-level learning objectives for our students during the COVID-19 school closure. This plan began on March 30, 2020 and extends through the end of the school closure period. The staff is asked to provide access to educational opportunities online through our learning management system, Schoology, that aligns with the information provided in this plan. Please keep in mind, this plan is developed with alignment to the Pennsylvania Department of Education’s guidelines for 180-day instructional day requirements.</p> <p>The purpose of this document is to provide guidance on how to keep students engaged in learning during a period of extended closure starting March 30, 2020 through the extended school closure period. This plan currently provides various levels of choice and flexibility in an effort to partner with parents during these unique circumstances, understanding that different students may have different home education situations.</p> <p>Below are guiding parameters for staff as we gradually move into providing instruction online. Please keep in mind this is a significant change for students, parents and educators and we</p>

are providing everyone with the opportunity to assimilate to the new learning environment.

This document provides an overview of the Continuity of Education Plan. As teachers encounter unique questions not addressed in this plan, they are encouraged to reach out to their building principal and/or educational program director for guidance.

Expectations for Teaching and Learning

Grades K - 12:

Students in grades K-12 will receive their academic programs virtually. Teachers will provide instruction in a variety of ways within the virtual environment. Examples include:

- using screencastify to record your Google Slides lecture and posting that recording to Schoology
- posting to Schoology short 5 to 7 minute recorded videos of yourself providing direct instruction
- identifying and posting, to Schoology, short videos from resources like YouTube and Khan Academy on relevant topics
- asking students to collaborate with each other asynchronously (students are working on the same activity at different times) using Google Docs, Slides, Sheets or blogging/discussion boards in Schoology
- posting activities, writing assignments, research projects in Schoology that students can complete independently

It is important to take into account the different home education settings among our student population that may not permit them to participate in synchronous (live) educational opportunities. For the first two weeks of the plan (March 30th through April 10th), teachers will not provide any synchronous (live) educational opportunities for their students. Teachers are designing instruction in a manner that allows for greater flexibility for students and parents (on their own time and in their own space).

The district has implemented a plan for identifying and distributing devices and internet to families in need. However, teachers will continue to communicate with their building principal if they encounter families still in need of a device and/or internet access or that encounter technical difficulties as they work with their students.

K-6 Educational Learning Plan

For the first week of this Educational Learning Plan (March 30, 2020 through April 3, 2020), students in grades K-6 have access to multiple learning activities in the core areas of reading, writing, math, science, social studies, and special areas through a "Choice Board" posted in Schoology. These activities provide students with the opportunity to review and enrich learning in these core areas. Students are asked to complete at least one daily activity within each of the core areas. They have the option of selecting an activity of interest and some activities can be repeated. The choice board is assigned as a daily assignment in Schoology. Students communicate through Schoology the activities they completed on their choice board daily. Students upload artifacts created in order to complete the choice board. Artifacts can be uploaded by taking a picture, scanning, or completing the assignment electronically.

Teachers provide feedback to students on completed tasks for continued growth. Teachers may choose to offer tasks in Schoology in addition to the “Choice Board”. Starting the second week of this Continuity of Education Plan (April 6, 2020, through the extended school closure), learning activities will focus on new learning through planned instruction to continue the educational learning objectives of the grade level. Teachers will provide students with daily/weekly instructions on how to complete the learning activities assigned and provide feedback to students on completed tasks for continued learning.

7-12 Educational Learning Plan

Students in grades 7-12 have access to learning activities in each scheduled content area and shared by their classroom teachers in Schoology. Teachers provide students daily/weekly instructions on how to complete the activities assigned. As was practice prior to the extended school closure, communication, content, instruction, activities, etc. are found in each individual teacher’s Schoology page. In the first week of this Continuity of Education Plan (March 30, 2020, through April 3, 2020), students in grades 7-12 will complete learning activities that review and enrich current learning objectives. Starting the second week of this Continuity of Education Plan (April 6, 2020, through the extended school closure), learning activities will focus on new learning through planned instruction to continue the educational learning objectives of the course.

Staff recognizes that students may not have access to textbooks, notes or printed materials, so instruction is designed to use only materials that are accessible to all students or available online.

Communication Tools and Strategies

The Nazareth Area School District provides communication to parents, students, staff and the community on a daily basis in the afternoon, including weekends, by utilizing the following methods: School Messenger school notification system (phone calls and emails), Social Media accounts (Facebook: <https://www.facebook.com/NazarethAreaSchoolDistrict/>, and Twitter: @NASDBlueEagles), and the Nazareth Area School District website: <https://www.nazarethasd.k12.pa.us/>. Students, parents and staff also receive communications on a daily basis in Schoology, the school district’s learning management system. The communications from all sources often include the provision of community and educational resources.

Access (Devices, Platforms, Handouts)

The district utilizes Schoology as a learning management system. All students have access to curricular resources for planned instruction, enrichment, review, and remediation through Schoology.

In order to provide access to all students in an online learning environment as described in this Continuity of Education Plan, the district implemented a multi-step process to remove the barriers to technological access for all students.

First, the Nazareth Area School District reviewed the results of its annual BrightBytes technology survey (<https://www.brightbytes.net/>). The results of the survey indicated as of December 31, 2019:

1. 94% of student district wide have access to a desktop, laptop, or tablet computer at home
2. 96% of students have internet access at home

The second step in the process was the administration of a new online and phone survey of the school community to identify students and families in need of a device and/or internet access in order to participate in the online learning environment during this extended school closure. Based on the results of this second survey, the district distributed devices, chargers and free internet connectivity information to all families that indicated need of any technological assistance.

The final step in this process is to continually assess family connectivity and device needs through communication with teachers. Teachers will continue to communicate with their building principal if they encounter families still in need of a device and/or internet access or that encounter technical difficulties as they work with their students through the extended school closure period.

For ongoing support throughout this period of extended school closure, the district put into place a hotline (716-427-2615) for parents to call with technical issues and added a Live Chat agent to the district and building websites where parents and students can receive technical assistance.

Staff General Expectations

Classroom Teacher Expectations: These expectations are for all professional staff who provide direct instruction to students (core subject areas, special areas, special education, ESOL, gifted, etc.)

1. Professional staff is required to work the contractually established 7.5 hour workday, which includes two hours each day when staff will be available for student and parent questions. The recommended time for these “office hours” are from 10 AM to 12 PM. However, staff has the flexibility to adjust “office hours” based on teacher, student and parent needs. The remainder of the work day may be used for planning and posting planned instruction, review and enrichment activities, providing feedback or grading, and other instructionally related activities like communication with students, parents and administrators, whole group instruction, small group instruction, individual instruction, or IEP work.
2. 7.5 Hour work day includes:
 - a. 4.0 hours of instructionally related activities like whole group instruction, small group instruction, individual instruction, IEP work, meeting with parents, students, administrators, and providing feedback to student work.
 - b. 2.0 hours of “Office Hours” where teachers are available for student and parent questions.

- c. 1.0 hours of planning and teaming
- d. 30 minute duty free lunch
 - Please note: Teachers will receive at least 24 hour notice of any meetings with administrators and these meetings will not be scheduled between 10 AM - 12 PM.
3. Each week by Monday at 10:00 AM, post the weekly lesson plan using Schoology (for K-6 teachers during the first two weeks, this would include the choice board as well as any additional activities you wish to provide).
 - a. Please note: In the first week of instruction (March 30th through April 3rd) teachers were not required to post a full week of lessons by Monday, March 30th at 10:00 AM.
4. Weekly plans will include the following for each day of the week:
 - a. Objectives and activities for each core subject area and/or course
 - b. Assignment with due dates - providing ample time and support, understanding that different students may have different home education situations.
5. Each day by 10:00 AM, teachers are required to post the presentation/content for the day's lesson (video, slides, links to specific sites, documents, etc). However, teachers have the flexibility to post presentations ahead of time and/or for the week to allow families the opportunity to plan accordingly.
6. Teachers communicate with their class(es) through Schoology. For the two hour "office hour" window, teachers can communicate with students and or parents through google chat <https://chat.google.com/>.
 - a. The use of the Google chat feature allows teachers to archive and maintain all records. If students are unable to communicate with teachers during this time period, students can message them with questions through Schoology.
7. Teachers share Schoology courses, plans, and assignments and collaborate with special education, gifted, and ESOL teachers for necessary modifications and/or accommodations. If a student has a 504 plan, teachers collaborate with the Guidance Counselor to ensure that the student's 504 accommodations are met.
8. **For teachers of students in grades K-6**, students are expected to participate in scheduled learning activities through the use of a "Choice Board" for the first two weeks of this Continuity of Education plan. The "Choice Board" is posted to classes in Schoology.
 - a. Teachers keep in mind that students will not have access to textbooks, notes or printed materials, so they design their instruction to use only materials that are accessible to all students or available online.
 - b. Assignments completed during the initial two weeks of the Continuity of Education Plan will not be assigned a grade. Teachers will provide feedback to students on completed work through Schoology for continued growth.
9. **For teachers of students in grades 7-12**, students are expected to participate in scheduled learning activities as assigned by the teacher of the course. Some of the assigned learning activities may be graded assignments beginning the week of April 6th and teachers will enter those grades into PowerSchool Teacher Gradebook. The purpose of these assignments is to provide students with the opportunity to continue planned instruction of course learning objectives in their assigned courses. Therefore,

when assessing assignments and providing feedback to students, teachers will allow students the opportunity to revise and resubmit their work when it is appropriate and applicable.

- a. Teachers keep in mind that students will not have access to textbooks, notes or printed materials, so they design their instruction to use only materials that are accessible to all students or available online.
10. When planning independent learning opportunities and assignments, teachers consider the following time recommendations:
 - a. Grades K-6 -- 20 minutes of independent work per core subject area (ELA, Math, Science, Social Studies, and Special Areas)
 - b. Grades 7-8 -- 30 minutes of independent work per core subject area
 - c. Grades 9-12 -- 40 minutes of independent work per course (Honors/AP courses should expect more time)
 11. When calling home to parents, teachers will schedule a time to call through email, letting parents know if their number will come through as a restricted number.
 - a. Teachers will maintain a communication log.
 12. Teachers can view resources for online learning and online lesson design in the NASD Staff Information Course in Schoology. Teachers have access to Live Chat with technology specialists for additional support.

Behavior Specialist:

1. IEPs may need to be revised for behavioral goals. The behavioral specialist is working in conjunction with the case managers to revise any IEPs.
2. The Behavioral Specialist is available for consultation with any case manager.
3. The Behavioral Specialist is working on District projects for parent and teacher training in this online learning environment.

K-12 Speech Therapists:

K-12 speech therapists are communicating with parents and providing speech and language services. These services are provided via Zoom meetings, and may include additional activities sent out via email. Therapists are monitoring students' academic progress for their caseload and collaborate with teachers for speech needs.

Library Media Specialists:

Library Media Specialists support teachers with access to resources such as databases that provide articles/media for lessons and/or research projects and free ebooks for ELA classes. They also provide teachers with instructional presentations to share with their classes as they work on assignments. Library Media Specialists are available to support students as they work on projects from home including troubleshooting database/ebook access and assisting students with research questions, MLA questions, and/or book recommendations.

Reading Specialists K-8 /RTII Specialists K-8 /Math Specialists Grades 4-6 /Math Remediation Support Grades K-6:

1. Monitor progress and support students that are in tiered intervention in the RtII process
2. Provide remedial instruction and support to students on their caseload by working with the classroom teacher
3. Serve as a point person at the K-8 level in coordinating additional instructional support for teachers through access to teachers' Schoology courses

Title I Math (NAIS) /Title I Reading (SES & NAIS)

1. Monitor progress, support, and provide instruction to students on their caseload
2. Assist at the K-6 level in providing additional instructional support for teachers through access to teachers' Schoology courses

Guidance Counselors/ School Nurses/ School Psychologists

Guidance Counselors, school nurses and school psychologists monitor progress for students who are currently on their Chapter 15 Section 504 caseload, SAP, and Child Study team lists.

This includes:

- Check-in with families, to determine if food, childcare, shelter, and other needs are in place for families.
- Refer any families in need to appropriate county offices as needed.
- Keep a communication log of all contacts made.
- Utilize Zoom when necessary to virtually meet with students and parents, and teams.
- Facilitate or participate in child study team (CST) meetings utilizing Zoom.

7-12 Counselors:

- Provide guidance to students planning for their post-secondary goals
- Develop student schedules for the 2020-2021 school year
- Participate in CST meetings and engage in follow up actions as determined by the CST
- Maintain CST agendas and team meeting notes
- Monitor 504 Plans and accommodations as they relate to their virtual learning.
- Hold 504 Team meetings, utilizing Zoom, to update plans and add language (as appropriate) to reflect current virtual learning plans
- Participate in IEP and GIEP team meetings, as scheduled by case-managers
- Assist teachers, building secretaries, and administrators with attendance concerns

K-6 Counselors:

- Participate in CST meetings and engage in follow up actions as determined by the CST
- Maintain CST agendas and team meeting notes
- Monitor 504 Plans and accommodations as they relate to their virtual learning
- Hold 504 Team meetings, utilizing Zoom, to update plans and add language (as appropriate) to reflect current virtual learning plans
- Participate in IEP and GIEP team meetings, as scheduled by case-managers

- Assist teachers, building secretaries, and administrators with attendance concerns

Specific guidance and protocols for maintaining, revising or developing 504 plans in an online learning environment were shared with guidance counselors/case managers by the Director of Pupil Services.

School Nurses

- Participate in CST meetings and engage in follow up actions as determined by the CST
- Participate in IEP and 504 Team meetings for students who have health needs and/or health care plans/accommodations in their plans
- Provide resources to parents and students with specific health needs during the COVID-19 pandemic

School Psychologists

- Write ERs, RRs, EI RRs, GWRs to extent possible with the available data
- Participate in CST meetings and engage in follow up actions as determined by the CST
- Specific guidance and protocols for revising or developing IEP and GIEP plans in an online learning environment were shared with school psychologists by the Director of Pupil Services.

Student Expectations

The students' role and expectations are:

- Student participation is defined as signing in daily to Schoology to check in with teacher assignments and lessons.
- Student engagement is defined as understanding that assignments are designed to reinforce and continue the course and/or grade-level learning objectives during the time at home and completing assignments and lessons to the best of each student's ability.
- Student engagement is also defined by staying in contact with their teacher(s) on a regular basis. The most important part of online learning is good communication.
- Student completion of assignments is defined as submission of the assignment and/or artifacts in Schoology by the established due date.

Attendance / Accountability

Students will be expected to meet minimum levels of attendance as outlined in the Pennsylvania School Code.

Attendance is tracked through student access. As everyone works at different times and pace, there is no minimum length of time required to be logged on. Review, enrichment and/or planned instruction mostly occurs asynchronously to take into account the different

home education settings among our student population that may not permit them to participate in synchronous educational opportunities.
Students are considered in attendance in grades K-12 if there is evidence that they are participating in the review, enrichment and/or planned instruction learning activities.
Students demonstrate meaningful participation by completing the work assigned by the teacher's established due dates.

Within the first two days of the Continuity of Education plan, teachers reached out to parents of any students who had not engaged with the material to determine concerns prohibiting students from accessing or engaging in the review, enrichment and/or planned instruction.

Attendance and student progress concerns (students not completing assignments by the established due dates) are reported on a weekly basis to the building principal and the student's school counselor. This information is reviewed with the Child Study Team and a specific plan is developed to meet the child and family's needs.

The building principal and the building's attendance secretary update student attendance records weekly.

Good Faith Efforts for Access and Equity for All Students

Beginning Monday, March 30, 2020, Nazareth Area School District is committed to making a good faith effort to provide continuity of education, planned instruction, appropriate, and reasonable services for students while our school buildings are closed due to COVID-19.

During an extended closure of a school (10 or more consecutive days) due to the COVID-19 health emergency, Nazareth Area School District will continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

During the extended closure, the school district will provide special education and related services provided through distance instruction provided virtually, online, recorded videos, and/or other modes.

During this time, the school district will not be able to provide all services in the same manner they are typically provided. In addition, progress monitoring of IEP goals may not be able to be collected in the same manner they are typically collected. The IEP team will work collaboratively to monitor progress through practices of observation remotely.

The Special Education team values education and we value every child. We understand the challenges school closure has caused and want to do our part in ensuring every child has

equal access to learning. We also appreciate the expanded role that has been thrust upon parents and we want to be a support for parents as well.

The special education notice can be viewed in its entirety on the Nazareth Area School District website.

Special Education Supports

Special Education Staff Expectations for teaching and learning and managing caseloads:

1. Special education teachers that provide direct instruction in a self-contained model have the same expectations as classroom teachers defined above in this Continuity of Education Plan, including in their communication with parents regarding parent questions and concerns as well as accessing appropriate supports and resources.
2. Special education teachers that provide in-class support follow the guidelines below:
 - a. Schedule times to communicate directly with students and/or parents including those supported by instructional aides (email, Schoology, phone, Zoom, etc.) to help support in the online environment.
 - b. Collaborate with core teachers to provide IEP modifications and accommodations.
 - c. Provide alternative materials/assignments based on the needs of the students.
 - d. Ensure that the IEP accommodations are met.
3. Schedule and hold IEP meetings through video conferencing options like Zoom. Case managers provide 24 hours notice to meeting participants for any IEP meetings.
 - a. Specific guidance and protocols for revising or developing IEP plans in an online learning environment were shared with case managers by the Director of Special Education and Alternative Education.
 - b. Administer progress monitoring assessments as appropriate.
4. During the extended school closure, IEP Teams may decide to revise IEPs through the IEP process to ensure that students are receiving appropriate services.

EL Supports

ESOL Staff Expectations for teaching and learning and managing caseloads:

1. ESOL teachers that provide direct instruction in a self-contained model have the same expectations as classroom teachers defined above in this Continuity of Education Plan, including in their communication with parents regarding parent questions and concerns as well as accessing appropriate supports and resources.
2. ESOL teachers that provide in-class support follow the guidelines below:
 - a. Schedule times to communicate directly with students and/or parents (email, Schoology, phone, Zoom, etc.) to help support in the online environment.
 - b. Collaborate with core teachers to provide EL modifications and accommodations.
 - c. Provide alternative materials/assignments based on the needs of the students.

- d. Ensure that the EL accommodations are met.
3. Administer progress monitoring assessments as appropriate.

Gifted Education

Teacher of the Gifted Staff Expectations for teaching and learning and managing caseloads:

Teachers of the Gifted student provide direct instruction in a self-contained model and have the same expectations as classroom teachers defined above in this Continuity of Education Plan, including in their communication with parents regarding parent questions and concerns as well as accessing appropriate supports and resources.

1. Schedule and hold GIEP meetings through video conferencing options like Zoom. Case managers provide 24 hours notice to meeting participants for any GIEP meetings. Specific guidance and protocols for revising or developing GIEP plans in an online learning environment were shared with case managers by the Director of Pupil Services.
2. During the extended school closure, GIEP Teams may decide to revise GIEPs through the GIEP process to ensure that students are receiving appropriate services.

Building/Grade Level Contacts

Building Principals:

Kenneth Butz Elementary School - Kelly Apruzzi - kapruzzi@nazarethasd.org

Lower Nazareth Elementary School - Michael Santos - msantos@nazarethasd.org

Shafer Elementary School - William Mudlock - wmudlock@nazarethasd.org

Nazareth Area Intermediate School:

Principal - Joseph Yanek - jyanek@nazarethasd.org

Assistant Principal - Kacy Clowser - kclowser@nazarethasd.org

Nazareth Area Middle School:

Principal - Robert Bauder - rbauder@nazarethasd.org

Assistant Principal - John Fidelibus - jfidelibus@nazarethasd.org

Nazareth Area High School:

Principal - Alan Davis - adavis@nazarethasd.org

Assistant Principal - Rusty Amato - ramato@nazarethasd.org

Assistant Principal - Amy Tashner - atashner@nazarethasd.org

Program Directors:

Director of Elementary Education and Educational Technology (Grades K-6) - Noelle Kondikoff - nkondikoff@nazarethasd.org

Assistant Superintendent for Secondary Education and Support Services (Grades 7-12)
- Mark Madson - mmadson@nazarethasd.org

Director of Pupil Services - Pamela Vlasaty - pvasaty@nazarethasd.org

Director of Special/Alternative Education - Therese Myers - tmyers@nazarethasd.org

Assistant Superintendent - Isabel Resende - iresende@nazarethasd.org

Resource Links

All staff members have access to resources for online learning through a specialized course created in Schoology, the district's learning management system. In this course staff has access to teacher resources for online learning that include lesson templates, lesson ideas, and choice boards. In addition, the Teacher Resource page on the building websites also provides video tutorials on how to utilize Schoology and other online programs to assist in their development of review, enrichment and planned instruction learning activities.

Technology specialists are available for curriculum and software support from 8 AM-2 PM and 6-8 PM for teachers, students, and parents via the Live Agent Eagle on the bottom right-hand corner of the webpages. Additionally, video conferencing sessions are available for a teacher, teacher group, parent or student.



For help with devices and technical issues teachers use the Tech Request System: <http://helpdesk.nazarethasd.org>. In addition, an IT Technician is available for chat support for teachers via the Live Agent Eagle. Students and parents can access IT Technician support by calling the technical support hotline at 716-427-2615. Parents and students can also access the IT Technician support using the Live Chat eagle on building website pages under the Student/Parent Resource sections.

Teachers, parents and students have access to a multitude of educational resources for review, enrichment and planned instruction learning activities linked off of each of the building websites:

[K-3 Elementary School Resources](#)

[Intermediate School Resources](#)

[Middle School Resources](#)

[High School Resources](#)

Finally, a Parent Guide and Professional Staff Guide with FAQs was created and distributed to parents and staff as a reference to support the at home online learning experience. The parent guide was also posted to the district website and was distributed on social media (Facebook and Twitter).