



Continuity of Education Plan Central Dauphin School District

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Goal of Plan

Central Dauphin School District's primary goal is to ensure that everyone is safe and students are provided with opportunities in regard to continuity of learning during the COVID-19 pandemic. CDSD's plan is to continue to offer enrichment and review opportunities which started on March 16, and to move towards the implementation of planned instruction beginning on April 6, 2020, and a more official rollout beginning the week of April 13, 2020.

Overview of Plan

Central Dauphin School District's mission is to continue to provide 'Quality to the Core' educational opportunities for our students. This plan is also consistent with our district's mission which is to ensure all students a challenging and dynamic curriculum that prepares them to succeed in a changing, global society by inspiring lifelong learning in a caring, collaborative community. Our plan is to continue to offer enrichment and review opportunities and move towards the implementation of planned instruction through a distance learning environment until we are able to resume school through a face-to-face model in our buildings. This plan will aim to provide equitable education for all of our students. We have been working to engage families in need by providing them with loaner devices and internet access. As we continue to work on this hurdle, we will provide students with online learning opportunities and engage students to the best of our ability by working to create individual connections with each of our students through our teachers and principals.

The intent of CDSD's plan to continue planned instruction through the 4th quarter/3rd trimester (elementary) of the year so that all students will have the skills needed to move on to the next grade level or to graduate on time. Our goal is to provide planned instruction that will continue to

differentiate and monitor individual student abilities. Teachers will utilize Google Classroom in grades K-5 and will utilize Google Classroom or Canvas in grades 6-12. Teachers will also utilize Zoom for individual or group meetings online and will have the ability to integrate multiple technology tools (i.e.: Nearpod, EdPuzzle) into their online instruction. All of these tools will allow for asynchronous and synchronous teaching opportunities. Current CDS online learning (CAOLA) students will continue to access their coursework as they have in the past. We intend to remain flexible in this transition to distance learning and will evolve in order to best serve the students of our district. Please note that this is a fluid document.

Expectations for Teaching and Learning

Central Dauphin School District has decided to move forward with delivering both planned instruction and enrichment and review opportunities to keep both our students and teachers engaged and to try and move forward with our curriculum as much as possible. We wanted the plan to be consistent and in one digital location for families across the district, within schools, and particularly for families that have more than one child.

Elementary General Expectations for Distance Learning

Required Components:

- **Google Classroom:** Teachers will set up and utilize Google Classroom as the “one stop shop” for students/parents to find assignments and instruction.
 - Homeroom teachers will create the Google Classroom for their class. Homeroom teachers will provide links to specialists’ Google Classrooms.
 - All teachers will add building principals, special education teachers, and other related providers to their Google Classroom.
 - Building Principals will create a Google Doc where teachers can find links to each other’s Google Classroom.
- **Exact Path Math Assignments:** Classroom teachers will push out 2 grade level assignments that align to where they left off in the curriculum for math each week. Assignments should be linked in the Google Classroom.
 - Teachers may utilize zoom or some other recording method to record and post tutorials that match that standard. Videos should be posted to the Google Classroom.
- **Exact Path Reading Assignments:** Classroom teachers will push out 2 grade level assignments that align to where they left off in the curriculum for ELA each week. Assignments should be linked in the Google Classroom
 - Teachers may utilize zoom or some other recording method to record and post tutorials that match that standard. Videos should be posted to the Google Classroom.
- **Exact Path LA (Writing) Assignments:** Classroom teachers will push out 1 grade level assignment that aligns to where they left off in the curriculum for writing/grammar each week. Assignments should be linked in the Google Classroom
 - Teachers may utilize zoom or some other recording method to record and post tutorials that match that standard. Videos should be posted to the Google Classroom.
- **Learning Path:** Teachers can also encourage their students to work a minimum of 30 minutes per week, per path. (This is the work on their level to close gaps).
- **Science/Social Studies:** Teachers will have students complete 1 content lesson per week.
- **Independent Writing:** Teachers will have students complete 1 writing assignment per week. (Can be tied to another assignment or a separate writing prompt.)

- **Independent Reading:** Teachers should encourage their students to read independently each week. Minimum weekly minutes recommended per grade level:
 - KG & 1st - 75 minutes
 - 2nd & 3rd - 100 minutes
 - 4th & 5th - 125 minutes
- **Creative Arts:** Specials teachers will have their own Google Classrooms with assignments. Homeroom teachers will link their students to those classrooms for an assignment every other week.
- **D&I, ESL, Intervention, Reading Specialists, & Special Education:** These teachers will have their own Google Classrooms with assignments. Homeroom teachers will link their students to those classrooms for an assignment every week.
- **School Counselors:** Counselors will provide their website links to each teacher to put on their Google Classroom.
- Counselors will follow-up with families of students not attending.
- **Nurses:** will assist counselors in follow-up with families of students not attending.
- **Secretaries:** will assist counselors in follow-up with families of students not attending.
- **Office Hours:** All teachers will hold virtual office hours, where students/parents/staff can contact them.
 - There must be a minimum of one hour per day
 - Office hours must be posted on the teacher's Google Classroom.

Optional Components:

- Additional enrichment and continued learning assignments will be posted by classroom teachers for students to access in their Google Classroom. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment completion.
- Morning Meetings recorded for students to view and posted on Google Classroom.
- Heggerty lesson recorded and posted on Google Classroom.
- Zoom activities, recorded and posted on Google Classroom.

Roll Out Timeline:

- **March 30 - April 3 - Planning and preparation**
 - Set Up Google Classroom
 - Ensure students are able to access your Google Classroom
 - Participate in training in assignments in Exact Path and Google Classroom
 - Invitations and information to come from the Curriculum Department
 - Plan for assignments in "soft roll out" for next week
 - Continue to provide "enrichment and continued learning" to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Work out the wrinkles
 - Ask colleagues for help
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues
 - Connect with students/families to help them login and navigate.
 - Plan for assignments for the following week

- **April 13 - TBD**
 - Assignments should be “pushed out” to students on Fridays for the following week. Students will have until the following Friday to complete the assignments.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues
 - Teachers will monitor student work, provide feedback and encouragement.
 - Work will not be graded.
 - Reach out to students who have not logged on. Help them troubleshoot.
 - Teachers will keep track of students who they have not reached, and report attempts to contact students to the principal, assistant principal, and counselor.
 - Buildings will create a Google Doc to track students’ attendance
 - Counselors will intervene for students not “attending.”

Middle School General Expectations for Distance Learning

Choose an Online Platform: Google Classroom or Canvas

- Every teacher needs to have an online course and section for each class period. Teachers may plan lessons with a grade-level/subject colleague, but each teacher needs to have a separate course online for their own students.
- Teachers are moving forward with their curriculum and delivery of the Eligible Content (where teachers left off before our school closure). In addition to enrichment and review opportunities, we are providing students with planned instruction.

Timeline:

- March 30- April 3: Canvas/Google Classroom training and setting up courses
- April 6 – April 10: Start online courses with students and fix any issues
- April 13: Official start of online instruction

Platform Training:

- The Curriculum and Instruction department will provide training opportunities on Canvas/Google Classroom platforms.

Online Assignment Protocols:

- Lessons and activities presented to students using a weekly schedule—not daily.
- Assignments posted to an online teaching platform by 8:00 a.m. every Monday.
- Core Subjects (Math, Science, ELA, Social Studies, Reading): 2 assignments per week
- Health, PE, Creative Arts, and Music Ensembles: 1 assignment per week
- Students have until Friday at 8:00 p.m. to complete assignments posted Monday morning. Teachers are welcome and encouraged to allow students extra time to complete assignments, if needed.

Grading:

- Teachers will use a sliding-scale participation rubric to score assignment completion for each week.
- Teachers will give students feedback in a timely manner.

- Students should receive feedback, including grades, on Canvas and Google Classroom. After much consideration, however, because of the challenges of online learning, we have decided that these students should be evaluated on a pass/excused basis for the 4th marking period.
- GPA will include the first three 9 weeks only.

Zoom Live Instruction Sessions:

- Teachers who teach one subject/grade: conduct at least one 1-hour Zoom session per week
- Teachers who teach two or more subjects or grades: conduct one 1-hour Zoom session for each subject/grade.

Communication:

- Teachers are expected to respond to student and parent communications throughout the day during normal school hours.
- Teachers will try communicating with students who are not participating in their online course.

High School General Expectations for Distance Learning**CDSO Online Learning for High School Students**

Current CDSO online learning (CAOLA) students will continue to access their coursework as they have in the past and will adhere to all current guidelines.

CDSO High School Students (both schools- grades 9-12)

All high school students will resume their current schedules through online instruction. Teachers will continue teaching their curriculum where they left off. Teachers will post lesson plans, videos and resources at an appropriate pace. All teachers will have daily office hours lasting 60 minutes each day, all week long. Teachers will be available by appointment outside these hours. Teachers will communicate with students through email, ZOOM or phone. Teachers will respond to all emails within twenty-four hours.

Platform Training

- The CDSO High School teachers will utilize Google Classroom and Canvas for lesson delivery.
- The Curriculum and Instruction department will provide training opportunities for Canvas/Google Classroom platforms.

Lesson Delivery

- Each teacher will utilize either Google Classroom or Canvas to deliver their lessons/planned curriculum to the students enrolled in their courses.
- Each teacher will have a Google Classroom/Canvas section for each of the classes on their schedule.
- Teachers will plan lessons either individually or with a grade-level/subject colleague.
- Students will complete the work given to them by their teachers and submit the work to their teachers on a timeline designated by their teachers.
- Teachers will provide feedback to students in a timely manner and grade student work based on the CDSO High School Grading Timeline.

CDSD High School Timeline:

- March 30- April 3: Canvas/Google Classroom training and setting up courses
- April 6 – April 10: Start online courses with students and fix any issues
- April 13: Official start of online instruction
- April 13: Students are graded on the work they submit to their teachers

Grading:

- Teachers will evaluate student learning based on completed work assignments, formative and summative assessments.
- Teachers will give students feedback on their learning in a timely manner.
- Students should receive feedback, including grades, on Canvas and Google Classroom. After much consideration, however, because of the challenges of online learning, we have decided that these students should be evaluated on a pass/excused basis for the 4th marking period.
- GPA will include the first three 9 weeks only.

Online Assignment Protocols:

- Lessons and activities presented to students using a weekly schedule—not daily.
- Assignments posted to an online teaching platform by 8:00 a.m. every Monday.
- Core Subjects (Math, Science, ELA, Social Studies, Reading): 2 assignments per week
- Health, PE, Creative Arts, and Music Ensembles: 1 assignment per week
- Students have until Friday at 8:00 p.m. to complete assignments posted Monday morning. Teachers are welcome and encouraged to allow students extra time to complete assignments, if needed.

Communication:

- Teachers are expected to respond to student and parent communications throughout the day during normal school hours.
- Teachers will try communicating with students who are not participating in their online course.
- Teachers will be monitoring work completion and will be reaching out via email, phone or Zoom to students, as needed, to provide support and assistance to students, to answer questions, and to follow up on missing assignments.

Communication Tools and Strategies

All communication regarding Central Dauphin School District and the COVID-19 pandemic is on our district website: www.cdschools.org. Parents/guardians and staff will receive regular updates through our district messaging system (email, phone call and/or text messages).

Teachers will communicate with their students using Google Classroom (elementary) and Google Classroom or Canvas (secondary), Zoom and email.

Access (Devices, Platforms, Handouts)

Devices:

- Based on responses to our district’s Technology Availability Survey, emails, phone and social media platforms, we are working to provide a Chromebook to every student in need for home use. This is an on-going distribution as we hear from our families and work to obtain more devices.
- Based off of responses to our district’s Technology Availability Survey, emails, phone and social media platforms, we are working to help ensure that our families without Internet access can receive wireless hotspots or internet through the resources below:
- Low-Cost Home Internet: Several companies have low-cost, home-based Internet for low-income households.
 - Comcast/Xfinity – Comcast will offer new residential, low-income customers its \$9.95-per-month Internet Essentials program free for 60 days. <https://internetessentials.com/>
 - Zito Media - Zito Media will provide its 20 Mbps Internet Service free of charge for two months to low income residents.
 - AT&T – AT&T’s Access program provides \$10/month home-based Internet to limited income households. Also offering two months of free service to new Access customers who order by April 30, 2020 and waiving all home internet data overage fees. <https://digitalyou.att.com/low-cost-internet/>

Platforms:

- Elementary: Google Classroom
- Secondary: Google Classroom or Canvas
- Zoom

Handouts:

- If we determine that we need to reach families and our students through the use of handouts, we will utilize our district’s copy shop.

Staff General Expectations

Central Dauphin School District fully expects the staff to work to the best of their ability to provide planned instruction and enrichment opportunities for our students and to provide services for our students and families.

Teacher Expectations for Posting Assignments:

Please refer to the grade-level expectations in the ‘Expectations for Teaching and Learning’ section of this document.

Teacher Expectations for Communication to Students and Families:

Please refer to the grade-level expectations in the ‘Expectations for Teaching and Learning’ section of this document.

School Counselor Expectations:

- Will update the counselor webpage at least 2x per week.
- Will provide engagement activities for students and families.
- Will assist in maintaining the District Mental Health Resources Page.
- Will connect with students who are not regularly participating in virtual learning.
- Will assist students in the college application process.
 - Letters of Recommendation
 - Transcripts
 - Scholarship Management
 - Dual Enrollment
- Will act as a resource for staff, students, and families through email, Zoom or phone.

Social Worker Expectations:

- Will consult with special education and regular education teachers to support student learning.
- Will consult with school teams and families to coordinate community resources to support student learning.
- Will provide direct support to students and families who may require assistance during this time of crisis.

School Psychologist Expectations:

- Will contact families who, during the COVID-19 pandemic, have requested an evaluation of their child to determine eligibility for Special Education services and/or Gifted Education services as directed.
- Will work to complete initial evaluations and reevaluations whose regulatory timelines have not ceased due to the school closure.
- Will be available for consultation with regular education and special education teachers to support student learning by providing recommendations to increase student learning.
- Will make recommendations and promote practices that ensure the mental health of district students.
- Will support staff who are delivering social-emotional curriculum.
- Will provide direct support to students and families who may require direct assistance in this time of crisis.

Home & School Visitor Expectations:

- Will make regular contact with students and families who are McKinney-Vento eligible.
- Will share available resources.
- Will connect families with community services.
- Will distribute resources using Title 1 Set Aside fund to aid homeless families if needed.
- Will collaborate with school counselors and secretaries to connect with students who are not regularly participating in virtual learning.
- Will act as a resource for staff, students and families through email, Zoom or phone.

Elementary Data and Instruction, Intervention and Reading Specialist Expectations:

- Will provide access to Exact Path training on a variety of features.
- Will provide access to Technology Integrators resources and office hours.
 - Google Classroom
 - Zoom

- Microsoft Teams
- Nearpod
- Screencast-o-matic
- EdPuzzle
- Flipgrid
- Access C+I Office Hours for ongoing support.
- Will create Google Classroom with assignments linked to homeroom teachers' Google classrooms for an assignment every week following the options listed below:
 - Each specialist will create their own Google Classroom and share the link with classroom teachers to post to their Google Classroom
 - Each specialist will create their own Google Classroom and invite students to join their Google Classroom.
 - Each specialist becomes a co-instructor on all classroom teachers and post assignments through their Google Classroom.
 - Each specialist becomes a co-instructor for specific grade level(s) on all classroom teachers for that grade level(s) and post assignments through their Google Classroom.
 - Make a Specialists Google Classroom (D&I, RS, IS) and share links to classroom teachers to invite students/share code.
 - Make a Specialist Google Classroom (D&I, RS, IS) and invite students to join their Google Classroom.
- Will attend Weekly Department Collaboration Meetings to share resources and ideas.
 - Share content in the shared D&I, Intervention and Reading Specialist Google Drive.
- Provide required office hours
 - Will be available to support families and students during this time using Zoom, email or phone.

Student Expectations

Starting on March 30, 2020, Central Dauphin will continue to offer opportunities for all K – 12 students to participate in optional activities for enrichment and review (like we have done since the beginning of this closure). Beginning the week of April 6, CDS will provide planned instruction online for all K – 12 students with a soft rollout. By this date, most students will have equal access and families who responded to our district technology survey will have been issued a district Chromebook. We will work with families who do not have access to the Internet, but it may be past April 6 until this is resolved. It is expected that all students will make a reasonable effort to log on regularly to work for a period of time to complete assignments issued by their teachers.

Teachers will be monitoring work completion and will be reaching out via email, phone or Zoom to students, as needed, to provide support and assistance to students, to answer questions, and to follow up on missing assignments.

Current CDS online learning (CAOLA) students will continue to access their coursework as they have in the past and will adhere to all current guidelines.

Attendance / Accountability

To maintain flexibility due to the many barriers that we face, attendance will be taken based on weekly completion of assignments. If students log in and complete work by each Friday, they will be marked present for the week.

We will be working on engaging families and students as we move through each week of distance learning. Teachers will be noting which students are not logging in and completing assignments. They will work with their principals on other forms of contact to connect with our families in need and to offer suggestions and support.

Good Faith Efforts for Access and Equity for All Students

Central Dauphin School District has provided good faith efforts for access and equity for all students. Examples of this include our meal access and distribution for all district students since the beginning of the district's closure. Beginning on March 17, Grab & Go Meal Service is available every weekday between 8am-noon at CD East High School and Swatara Middle School. Another example is that our district's technology department has been working 7 days a week to maintain our district help desk and to distribute Chromebooks to students in need.

Special Education Supports

Special education professionals will coordinate with general education teachers to provide support to students with disabilities. Special education teachers will continue to differentiate instruction in the most meaningful ways possible to their students through phone conferencing, video conferencing or other means to the best of their ability while maintaining the health and well-being of students and staff.

Central Dauphin School District will make a good faith effort toward ensuring 504 adaptations/modifications are delivered to the extent that they are (a) *necessary* in a virtual setting; and/or (b) *feasible* in a virtual setting.

The only 504 evaluations/reevaluations that will be issued during the closure are those for which you had already received parental consent prior to the shutdown. 504 meetings will take place via Zoom.

Elementary General Expectations for Distance Learning with Learning Support Students

Required Components:

Google Classroom: Teachers will set up and utilize Google Classroom as the "one stop shop" for students/parents to find assignments and instruction.

- Special Education teachers will create the Google Classroom for their class.
- Links to special education teacher pages should be provided on regular education teacher pages for parents to access.
- All teachers will add building principals, supervisors and other related providers to their Google Classroom.

Exact Path Math/Reading/ELA Assignments: Students will follow regular education assigned as assigned by the regular education teacher. Refer to the 'Expectations for Teaching and Learning' section under 'Elementary' for additional information.

Zoom Planned Learning Lessons:

- Teachers will set up planned learning lessons for their students. Lessons should be approximately 15-20 minutes max in length.
- These lessons may be live with student's participation or recorded for students to view throughout the week.
- Please note: If you are holding live Zoom sessions with your students, you are not permitted to record due to **FERPA** restrictions.
- Reading: Teachers will provide 1 planned learning lesson (live or recorded) to students on their caseload who CURRENTLY receive Reading support per IEPs.
 - Maximum of 3 planned learning lessons per week for Reading
 - Group students based on ability level and across grade levels to minimize the number of groups.
 - Lessons should be based on IEP goals (skill deficits) NOT the regular education curriculum. Lessons can include general skills so multiple IEP goals can be addressed.
- Math: Teachers will provide 1 planned learning lesson (live or recorded) to students on their caseload who CURRENTLY receive Math support per IEPs.
 - Maximum of 3 planned learning lessons per week for Math
 - Group students based on ability level and across grade levels to minimize the number of groups.
 - Lessons should be based on IEP goals (skill deficits) NOT the regular education curriculum. Lessons can include general skills so multiple IEP goals can be addressed.

***Teachers will hold a MAXIMUM of 6 planned learning lessons (3 Math and 3 Reading) per week.**

Office Hours:

- All teachers will hold virtual office hours, where students/parents/staff can contact them.
- Office hours must be held a minimum of 1 hour per day (Monday - Friday).
- The recommended platform for office hours is Zoom.
- Please reach out to families on your caseload during this time at least one time per week.
- Send office hour dates and time to all families on your caseload as well as the regular education teachers you support within the school building.

Optional Components:

- Record read-alouds for your students. Recruit different members of the staff in your building to read a different book each week.
- Provide activities that focus on the skills that you are working on in reading or math that will provide additional practice, can be uploaded as a resource for parent(s) in your Google Classroom.
- Post books that your families can read at home with their child. You can include both books that the student can read to their parents and books that the parents can read to their child.
- Teachers can assign writing assignments and/or hold live planned learning lessons.

Resources:

- Read Theory- Comprehension Based
- Prodigy- Math
- XtraMath- Computation Based
- Storyonline.com- Read aloud stories
- Khan Academy Kids- Early learning skills (K-1)
- Teach Your Monster to Read- Phonics based lessons (K-3)

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom
 - Ensure students are able to access your Google Classroom
 - Participate in Google Classroom Training
 - Invitations and information to come from the Curriculum Department
 - Plan fun and engaging activities for soft roll out (LESSONS for week of April 6th)
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Hold planned learning lessons that are fun and engaging. The purpose of the lessons is to pair with students and help them become comfortable with Zoom.
 - Tweak weekly live/recorded lessons as needed.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues
 - Connect with students/families to help them login and navigate.
 - Plan Zoom lessons for the following week.
- **April 13 - April 17 - Implement Planned Instruction**
 - Tweak lesson schedules and share with families.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues

- Teachers will plan and hold planned learning lessons for math and reading as outlined above.
- Reach out to students who have not logged on. Help them troubleshoot.

Elementary General Expectations for Distance Learning with Supplemental Full Time Learning Support Students

Required Components:

Google Classroom: Teachers will set up and utilize Google Classroom as the “one stop shop” for students/parents to find assignments and instruction.

- Special Education teachers will create the Google Classroom for their class.
- All teachers will add building principals, supervisors and other related providers to their Google Classroom.
- Links to regular education teacher pages should be provided in your Google Classroom for students included in regular education for core content (reading or math), Social/Emotional time, or Science/Social Studies. Parents will need to be advised if their son or daughter needs to click on one of these links to be included in those learning or social/emotional activities.

Zoom Live Planned Learning Lessons:

- Teachers will set up live planned learning lessons for their students. Lessons should be approximately 5-15 minutes max in length (teachers will think of your specific group of students and their level of attention and focus for the time frame of the lesson).
- The sessions with students will be LIVE through ZOOM.
- Parents will need the times and access to the links in order to access Zoom at the correct times.
- Reading: Teachers will be utilizing Reading A-Z, basic phonics activities (letter/sound cards), or sight words for instruction. Instruction will be live and occur 2 days per week for a maximum of 3 separate sessions/groups.
 - Each session will range between 5-15 minutes as discussed above (the amount of time will depend upon the attention/focus abilities of the students you are working with in that particular group).
 - Your current groups do not need to change, because they are already most likely arranged by abilities and work is modified for the children within that particular group (if needed).
 - In the event you have more than 3 groups for reading, then you will want to find a way to match students as close as possible by ability within a 3-group model.
 - Each teacher should have a maximum of 3 separate lessons of reading two times per week, which totals 6 different lessons in total per week (see schedule at the bottom of the document).
 - Reading time can consist of guided reading by using the A-Z books and comprehension skills that are aligned to each book. In addition, it can focus on continuing to build sight word knowledge and phonics skills.
 - Remember that you will need to look at what you are currently providing to the student for their guided reading or general reading

instruction to guide you in creating your lessons for the groups of students.

- Math: Teachers will be targeting specific skills based upon IEP goals or curriculum maps provided to you last year to develop instruction for groups of students. Instruction will be live and occur 2 days per week for a maximum of 3 separate sessions/groups.
 - Each session will range between 5-15 minutes as discussed above (the amount of time will depend upon the attention/focus abilities of the students you are working with in that particular group).
 - Your current groups do not need to change, because they are already most likely arranged by abilities and work is modified for the children within that particular group (if needed).
 - In the event you have more than 3 groups for reading, then you will want to find a way to match students as close as possible by ability within a 3-group model.
 - Each teacher should have a maximum of 3 separate lessons of math two times per week, which totals 6 different lessons in total per week (see schedule at the bottom of the document).
 - Math instruction can consist of you targeting specific IEP goals that would be beneficial or align with all of the students' needs within that particular group, utilizing the curriculum map for math that was provided to each of you last year, continuing to develop 1:1 correspondence, basic counting, number recognition, or time/money (these are just examples).
 - If you are in need of additional math ideas for instructional resources that can be delivered via ZOOM, Heather Smith is willing to support teachers during this change in instructional delivery.

Office Hours:

- You will not be required to provide office hours but please reach out to your families at least one time per week.
 - Families within your classroom must be provided with contact information so that their questions or concerns can be addressed.
 - Due to students in your classroom still participating in specific regular education classes, collaboration between you and the regular education teacher is expected. How you collaborate whether via telephone or email, will be up to you and that specific teacher's discretion.

Grade Level Meetings:

- You will not be expected to attend grade level meetings with the regular education teachers.
- One time per week, you will be meeting at a designated time and day of the week with your building supervisor.

Optional Components:

- Record read alouds for your students. Recruit different members of the staff in your building to read a different book each week.

- Provide activities that focus on the skills that you are working on in reading or math that will provide additional practice, can be uploaded as a resource for parent(s) in your Google Classroom.
- Post books that your families can read at home with their child. You can include both books that the student can read to their parents and books that the parents can read to their child.

Resources:

- Read Theory- Comprehension Based
- Prodigy- Math Application Based
- XtraMath- Computation Based
- Storyonline.com- Read aloud stories
- Khan Academy Kids- Early learning skills (K-1)
- Teach Your Monster to Read- Phonics based lessons (K-3)
- News-2-You- Currently providing remote learning for students.
- Unique Learning System- Currently providing remote learning for students.

Weekly Schedule Example: (This is an example. You can create your own schedule based on your availability.)

Day of the Week	Time	Content Area (Reading or Math)	Skill Being Taught	Group Number
Monday	9:30-9:40	Reading	Letter Recognition	Group 1
Monday	11:00-11:15	Reading	Guided Reading- Sequencing	Group 2
Monday	1:30-1:45	Reading	Guided Reading- Review of Sight Words	Group 3
Tuesday	9:30-9:35	Math	Number recognition	Group 1
Tuesday	10:45-11:00	Math	Addition 0-5	Group 2
Tuesday	1:15-1:30	Writing- Optional	Narrative Story	Optional Participation
Tuesday	2:35-2:50	Math	Using a number line to add or subtract	Group 3
Wednesday	9:30-9:40	Reading	Letter/Sound	Group 1
Wednesday	11:00-11:15	Reading	Guided Reading- Sequencing	Group 2
Wednesday	1:30-1:45	Reading	Sight Word Game using the words from the Guided Reading Story	Group 3
Thursday	9:30-9:35	Math	Number recognition game	Group 1
Thursday	10:45-11:00	Math	Addition 0-5 activity	Group 2
Thursday	2:35-2:50	Math	Using a number line to add or subtract activity	Group 3

Updated, 4/8/20

Friday	9:00-9:20	N/A	Collaboration with 2nd grade regular education teacher.	N/A
Friday	2:00-2:45	N/A	Weekly meeting with your building Supervisor.	N/A
Friday	Anytime	Optional Writing	Writing assignment due and new one assigned for the following week.	No Class Needed

Reminders:

- In your Google Classroom the parents will need to know what group their son or daughter is in for reading and math.
- In this sample schedule, the reading and math group times did not change.
 - M, W- Reading times for the groups were the same.
 - T, Th- Math times for the groups were the same.
 - Collaboration time was added into this sample schedule with regular education and your building Supervisor. You will most likely need more than just one session with the various regular education teachers that you work with in the event you decide to meet via ZOOM or telephone.

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom
 - Ensure students are able to access your Google Classroom
 - Participate in Google Classroom Training
 - Invitations and information to come from the Curriculum Department
 - Plan fun and engaging activities for soft roll out (LESSONS for week of April 6th)
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Hold planned learning lessons that are fun and engaging. The purpose of the lessons is to pair with students and help them become comfortable with Zoom.
 - Tweak weekly live/recorded lessons as needed.
 - Attend required SFLS meetings with your supervisor.
 - Connect with students/families.
 - Plan Zoom lessons for the following week.

- **April 13 - April 17 - Implement Planned Instruction**
 - Tweak lesson schedules and share with families.
 - Attend required SFLS meetings with your supervisor.
 - Connect with students/families.
 - Teachers will plan and hold planned learning lessons for math and reading as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot.

Elementary General Expectations for Distance Learning with Emotional Support Students

Required Components:

Google Classroom: Teachers will set up and utilize Google Classroom as the “one stop shop” for students/parents to find assignments and instruction.

- Special Education teachers will create the Google Classroom for their class.
- Teachers will link the therapists’ Google Classroom page to their class.
- All teachers will add building principals, supervisors and other related providers to their Google Classroom.

Exact Path Math/Reading/ELA Assignments: Students will follow regular education assigned as assigned by the regular education teacher. Refer to the ‘Expectations for Teaching and Learning’ section under ‘Elementary’ for additional information.

Zoom Planned Learning Lessons:

- Teachers will set up planned learning lessons for their students. Lessons should be approximately 15-20 minutes max in length.
- Reading and math lessons may be live with students’ participation or recorded for students to view throughout the week.
- Social skills planned learning lessons MUST be live.
- Please note: If you are holding live Zoom sessions with your students, you are not permitted to record due to FERPA restrictions.
- Reading: Teachers will provide 1 planned learning lesson per week (live or recorded) to students on their caseload who receive reading instruction in the emotional support classroom.
 - Maximum of 3 instructional groups for reading
 - Group students based on ability level and across grade levels to minimize the number of groups.
 - Lessons should be based on IEP goals (skill deficits) NOT the regular education curriculum. Lessons can include general skills so multiple IEP goals can be addressed.
- Math: Teachers will provide 1 planned learning lesson per week (live or recorded) to students on their caseload who receive math instruction in the emotional support classroom.
 - Maximum of 3 instructional groups for math
 - Group students based on ability level and across grade levels to minimize the number of groups.

- Lessons should be based on IEP goals (skill deficits) NOT the regular education curriculum. Lessons can include general skills so multiple IEP goals can be addressed.
- Social Skills: Teachers will provide 1 LIVE planned learning lesson to ALL students in the area of social skills.
 - Maximum of 2 instructional groups for social skills
 - Group students based on ability level and across grade levels to minimize the number of groups.

****Teachers will hold a MAXIMUM of 8 planned learning lessons (3 Math, 3 Reading and 2 Social Skills) per week.***

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Office hours must be held a **minimum of 1-hour 2x per week (Monday - Friday)**.
- The recommended platform from office hours is Zoom.
- Please reach out to families on your caseload during this time at least one time per week.
- Send office hour dates and time to all families on your caseload as well as the regular education teachers you support within the school building.

Therapeutic component: (Provided through Laurel Life)

- **Group:** Group will be offered twice daily via Zoom. Groups will be split by grade level K-2 and 3-5.
- **Office Hours:** will be held by Laurel Life staff on a daily basis. There will be a set schedule which will be published in the google classroom and the staff will rotate office hours. This will be a 2-hour period of time for students, families and staff to reach out to LL staff.
- **Individual Therapy:** All individual sessions will be scheduled on a weekly basis. This information will be sent to each family to access telehealth services via Zoom. Each student will have their own unique Zoom meeting number to ensure privacy.
- **Google Classroom:** Laurel Life staff will create a google classroom platform. This will be an ongoing resource where families can access all the information including but not limited to:
 - Zoom link for Group
 - Office Hour Schedule
 - Previous group topics
 - Mental health resources
 - Contact information for all staff

Optional Components:

- Assign writing assignments and/or hold live planned learning lessons.
- Provide additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment

Resources:

- Read Theory- Comprehension Based
- Prodigy- Math
- XtraMath- Computation Based
- Storyonline.com- Read aloud stories
- Khan Academy Kids- Early learning skills (K-1)
- Teach Your Monster to Read- Phonics based lessons (K-3)

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom.
 - Ensure students are able to access your Google Classroom.
 - Participate in Google Classroom Training
 - Invitations and information to come from the Curriculum Department
 - Plan fun and engaging activities for soft roll out (Lessons for week of April 6th)
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Hold planned learning lessons that are fun and engaging. The purpose of the lessons is to pair with students and help them become comfortable with Zoom.
 - Tweak weekly live/recorded lesson schedule as needed.
 - Attend required grade level/department meetings. (schedule on Canvas)
 - Choose one grade level to attend.
 - Attend a required weekly ES team meeting with your supervisor.
 - Hold office hours for families and/or colleagues.
 - Connect with students/families to help them login and navigate.
 - Plan Zoom lessons for the following week.
- **April 13 - April 17 - Implement Planned Instruction**
 - Tweak lesson schedules and share with families.
 - Attend required grade level/department meetings. (schedule on Canvas)
 - Attend a required weekly ES team meeting with your supervisor.
 - Hold office hours for families and/or colleagues.
 - Teachers will plan and hold planned learning lessons for math, reading and social skills as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot.

Elementary General Expectations for Distance Learning with Autistic Support Students**Required Components:**

Google Classroom: Teachers will set up and utilize Google Classroom as the “one stop shop” for students/parents to find assignments and instruction.

- Special Education teachers will create the Google Classroom for their class.
- All teachers will add building principals, supervisors and other related providers to their Google Classroom.
- Links to regular education teacher pages should be provided in your Google Classroom for students included in regular education for core content (reading or math), Social/Emotional time, or Science/Social Studies. Parents will need to be advised if their son or daughter needs to click on one of these links to be included in those learning or social/emotional activities.

Zoom Live Planned Learning Lessons:

- Teachers will set up live planned learning lessons for their students. Lessons should be approximately 5-15 minutes max in length (you will need to think of your specific group of students and their level of attention and focus for the time frame of the lesson).
- The sessions with your students will be LIVE through ZOOM.
- Parents will need the times and access to the links in order to access Zoom at the correct times.
 - Morning Meeting: Teachers will hold a morning meeting to practice basic skills at least 3x per week. Refer the AS Google drive for an example morning meeting.
 - Reading Aloud: If a morning meeting is NOT appropriate for your students, the teacher will hold a read aloud session at least 3x per week. Try to incorporate various skills into the lesson such as manding, tacts, etc.
 - IT Sessions: Teachers will hold a minimum of 2 individual IT sessions with each student. IT sessions will be individualized based on the needs of each student. The first few weeks may be pairing only with students to help them become comfortable with online learning. These lessons/activities should be engaging.
 - Long Term Goals
 - Increase individual IT sessions to 1x per day
 - Group students to hold group IT sessions with more than one student
 - IT Sessions
 - Use card sorts to run sessions. Practice with your colleagues so you become comfortable with teaching online.
 - Direction Instruction: Teachers will hold a minimum of 1 reading and math live planned learning lesson for students who CURRENTLY receive this level of support. Students should be grouped based on ability level to limit the number of groups.
 - Math-Lessons should be 5-15 minutes maximum in length and should target skills related to IEP goals/where instruction left off in the classroom.
 - Reading- Lessons should be 5-15 minutes maximum in length and should target skills related to IEP goals/where instruction left off in the classroom.

Additional Supports: Teachers will develop additional activities for students who are unable to access Zoom. Collaboration with colleagues and supervisors is key to the success of this program. Examples of activities can be found on the google drives below. (Quizlet for card sorts, instructional videos, etc.)

- Teacher Town-Provides free access to teachers during COVID-19.

- sales@teachtown.com
- Co-E Google Drive
 - <https://drive.google.com/open?id=14msA4looluWYawTrYly0zg5o-X4ZuzMn>
- CDS Team Google Drive
 - <https://drive.google.com/open?id=1HtmBp3d-zKtrAaV7qsAyBf3TbamlgyGi>

Office Hours:

- You will not be required to provide office hours but please reach out to your families at least one time per week.
 - Families within your classroom must be provided with contact information so that their questions or concerns can be addressed.
 - Due to students in your classroom still participating in specific regular education classes, collaboration between you and the regular education teacher is expected. How you collaborate whether via telephone or email, will be up to you and that specific teacher's discretion.

Grade Level Meetings:

- You will not be expected to attend grade level meetings with the regular education teachers.
- One time per week, you will be meeting at a designated time and day of the week with your building supervisor.

Resources:

- Teachtown
- ABC Mouse
- Read Theory- Comprehension Based
- Prodigy- Math Application Based
- XtraMath- Computation Based
- Storyonline.com- Read aloud stories
- Khan Academy Kids- Early learning skills (K-1)
- PBS Kids
- Google Document
 - https://docs.google.com/document/d/1B_2jw_eVtSRgrTTJy_ZVn_D2ZqDOVNfee26aPusXiu0/edit

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom
 - Ensure students are able to access your Google Classroom
 - Participate in Google Classroom Training
 - Invitations and information to come from the Curriculum Department
 - Plan fun and engaging activities for students.
 - Create a weekly schedule for Zoom lessons and share with families.

- Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Hold planned learning lessons that are fun and engaging. The purpose of the lessons is to pair with students and help them become comfortable with Zoom.
 - Tweak weekly live/recorded lessons as needed.
 - Attend required AS meetings with your supervisor.
 - Connect with students/families.
 - Plan Zoom lessons for the following week.
- **April 13 - April 17 - Implement Planned Instruction**
 - Tweak lesson schedules and share with families.
 - Attend required AS meetings with your supervisor.
 - Connect with students/families.
 - Teachers will plan and hold planned learning lessons for math and reading as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot.

Elementary General Expectations for Distance Learning with Multiple Disabilities Support Students

Required Components:

Google Classroom: Teachers will set up and utilize Google Classroom as the “one stop shop” for students/parents to find assignments and instruction.

- Special Education teachers will create the Google Classroom for their class.
- All teachers will add building principals, supervisors and other related providers to their Google Classroom.
- Links to regular education teacher pages should be provided in your Google Classroom for students included in regular education for core content (reading or math), Social/Emotional time, or Science/Social Studies. Parents will need to be advised if their son or daughter needs to click on one of these links to be included in those learning or social/emotional activities.

Zoom Live Planned Learning Lessons:

- Teachers will set up live planned learning lessons for their students. Lessons should be approximately 5-15 minutes max in length (you will need to think of your specific group of students and their level of attention and focus for the time frame of the lesson).
- The sessions with your students will be LIVE through ZOOM.
- Parents will need the times and access to the links in order to access Zoom at the correct times.
 - Morning Meeting: Teachers will hold a morning meeting to practice basic skills at least 3x per week. Refer the MDS Google drive for an example morning meeting.

- Reading Aloud: If a morning meeting is NOT appropriate for your students, the teacher will hold a read aloud session at least 3x per week. Try to incorporate common skills that students may practice within the classroom.
- Student Contact Sessions: Must hold a minimum of 16 Student Contact Sessions per week, distributed among the students on your caseload (At least 2 per student, per week).
 - SCS sessions will be checking in based on the individual needs of the student and parent. The first few weeks may be pairing only with students to help them become comfortable with online learning. These lessons/activities should be engaging.
 - Sessions should last between 10 and 15 minutes.
- Direct Instruction: Teachers will create a minimum of 2 recorded, planned learning lessons for students who CURRENTLY receive this level of support.
- Each week chose TWO of the following content areas:
 - Math-Lessons should be 5-15 minutes maximum in length and should target skills related to IEP goals/where instruction left off in the classroom.
 - Reading- Lessons should be 5-15 minutes maximum in length and should target skills related to IEP goals/where instruction left off in the classroom.
 - Science- Lessons should be 5-15 minutes maximum in length and should target skills related to IEP goals/where instruction left off in the classroom.
 - Social Studies- Lessons should be 5-15 minutes maximum in length and should target skills related to IEP goals/where instruction left off in the classroom.
- Collaborate with Related Service Providers to create a list of resources/activities for parents to complete/engage in with their students.

Additional Supports: Teachers will develop additional activities for students who are unable to access Zoom. Collaboration with colleagues and supervisors is key to the success of this program. Examples of activities can be found on the google drives below. (Quizlet for card sorts, instructional videos, etc.)

- Teacher Town-Provides free access to teachers during COVID-19.
 - sales@teachtown.com
- Attainment Curriculum
- CDS Team Google Drive

Office Hours:

- You will not be required to provide office hours but please reach out to your families at least one time per week.
 - Families within your classroom must be provided with contact information so that their questions or concerns can be addressed.
 - Due to students in your classroom still participating in specific regular education classes, collaboration between you and the regular education teacher is expected.

How you collaborate whether via telephone or email, will be up to you and that specific teacher's discretion.

Grade Level Meetings:

- You will not be expected to attend grade level meetings with the regular education teachers.
- One time per week, you will be meeting at a designated time and day of the week with your building supervisor.

Resources:

- Teachtown
- ABC Mouse
- Read Theory- Comprehension Based
- Prodigy- Math Application Based
- XtraMath- Computation Based
- Storyonline.com- Read aloud stories
- Khan Academy Kids- Early learning skills (K-1)
- PBS Kids
- Google Document
 - https://docs.google.com/document/d/1B_2jw_eVtSRgrTTJy_ZVn_D2ZqDOVNfee26aPusXiu0/edit

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom
 - Ensure students are able to access your Google Classroom
 - Participate in Google Classroom Training
 - Invitations and information to come from the Curriculum Department
 - Plan fun and engaging activities for students.
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Hold planned learning lessons that are fun and engaging. The purpose of the lessons is to pair with students and help them become comfortable with Zoom.
 - Tweak weekly live/recorded lessons as needed.
 - Attend required AS meetings with your supervisor.
 - Connect with students/families.
 - Plan Zoom lessons for the following week.
- **April 13 - April 17 - Implement Planned Instruction**
 - Tweak lesson schedules and share with families.
 - Attend required AS meetings with your supervisor.
 - Connect with students/families.

- Teachers will plan and hold planned learning lessons for math and reading as outlined above.
- Reach out to students who have not logged on. Help them troubleshoot.

Elementary General Expectations for Speech-Language Support

Required Components:

- **Online Platform:** Speech-Language Therapists will set up and utilize Google Classroom as an online learning platform for students and parents to access instruction and assignments.
 - Training will be available through Curriculum and Instruction. Guidance and assistance are also available from colleagues who have been trained in online learning through the CDS Digital Cohort.
 - The SLP should set up a separate Google Classroom page for each section of students taught.
 - SLP will share the link to the respective Google Classroom page with each student and his/her parent/guardian.
 - All teachers will add building principals, Special Education Supervisors, and any teacher/OT you are co-teaching with, if applicable, to their Google Classroom pages.
- **Video Recordings:** There should be a maximum of 2 video lessons per group, approximately 15-20 minutes in length posted during the week.
 - SLPs should review caseloads to divide students up into possible groupings.
 - Examples:
 - Articulation group
 - Lower grade language group
 - Upper grade language group
 - Social Skills group
 - SLPs that work in multiple buildings or cross between Elem./Sec. should only have a maximum of 3-4 groupings (see above for examples).
 - It is important to note that you can combine students from different buildings into your groupings when appropriate. When combining students - you **MUST** post your lessons to your Google Classroom in both buildings.
 - Examples:
 - Group combining LES & WH students - lesson would be posted to the LES Google Classroom & the WH Google Classroom for students to access.
- **Planned Learning Lessons:**
 - SLP will set up planned learning lessons for their students.
 - SLPs can work together to divide/conquer the lessons to be developed for delivery and then share with each other to post on Google Classroom.
 - Sample lesson groupings:
 - Lessons for Articulation

- Lessons for Language
 - Lessons for Social Skills
 - Recommendation for SLPs working in Low-Incidence classrooms to focus on that subgroup for lesson development
 - Examples:
 - SLP in an Elem. AS-VB classroom should focus on that subgroup.
 - SLP working in a High School Life Skills classroom should focus on that subgroup.
- These lessons may be live with student participation (for low-incidence classrooms) or prerecorded for students to view throughout the week and posted to Google Classroom.
- You are encouraged to co-teach any live lesson for a low-incidence population with either the classroom teacher, OT, or other related service provider.
- Please note: If you are holding live Zoom sessions with your students, you are not permitted to record due to FERPA restrictions.
- **Office Hours:** All SLPs will hold virtual office hours, where students/parents/staff can contact them.
 - SLPs must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
 - The recommended platform from office hours is Zoom.
 - SLP are asked to reach out to the families of students on her caseload this week and at least one time per week as online instruction continues.
 - SLPs will list office hours on her Google Classroom page for each class.
 - Send office hour dates and time to all families on your caseload as well as the regular education/special education teachers you support within the school building.
- **Other Notes:**
 - Flipgrid is permissible because parents will allow students to post to a site.
 - Parents have the choice to allow or not allow students to participate in the offered services - track access through Google Classroom.
 - Tracking sheet should include the following:
 - What topics for instruction were provided?
 - Was it accessed (yes/no)?
 - Did the student participate (yes/no)?
 - ELL students: directions for activities do not need to be provided in native language.
 - Homebound students: please reach out to the family and make them aware of the continuity of instruction.
 - No progress monitoring.
 - No Medical Assistance billing due to lack of providing services face to face.
 - Document the times you have reached out and contacted parents/students for engagement.

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom
 - Ensure students are able to access your Google Classroom
 - Participate in Google Classroom Training
 - Invitations and information to come from the Curriculum Department
 - Plan fun and engaging activities for soft roll out (LESSONS for week of April 6th)
 - Create a weekly schedule for lessons and share with families.
 - Connect with classroom teachers (esp. Low-Incidence) for co-teaching planning
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Hold planned learning lessons that are fun and engaging.
 - Tweak weekly live/recorded lessons as needed.
 - Attend required Spec. Ed. staff (if applicable per supervisor)/department/faculty meetings
 - Hold office hours for families and/or colleagues
 - Connect with classroom teachers (esp. Low-Incidence) for co-teaching planning
 - Connect with students/families to help them login and navigate.
 - Plan lessons for the following week.
- **April 13 - April 17 - Implement Planned Instruction**
 - Tweak lesson schedules and share with families.
 - Attend required Spec. Ed. staff (if applicable per supervisor)/department/faculty meetings
 - Hold office hours for families and/or colleagues
 - Connect with classroom teachers (esp. Low-Incidence) for co-teaching planning

Middle School General Expectations for Distance Learning with Learning Support Students**Required Components:**

Online Platform: Teachers will set up and utilize either Google Classroom or Canvas as an online learning platform for students and parents to access instruction and assignments.

- Training will be available through Curriculum and Instruction.
- Guidance and assistance are also available from colleagues who have been trained in online learning through the CDS Digital Cohort.
- The teacher should set up a separate Google Classroom/Canvas page for each section of students taught.
- Teachers will share the link to the respective Google Classroom/Canvas page with each student and his/her parent/guardian.

- All teachers will add building principals, Special Education Supervisors, and related providers, if applicable, to their Google Classroom/Canvas pages.

Zoom Planned Learning Lessons:

- As per the directive given by building principals, teachers will set up one planned learning lesson per grade level content area taught.
 - The lesson will cover grade level curriculum content and explain all learning activities/assignments based on the lessons.
 - The recorded lesson should be no less than 45 minutes with corresponding learning activities/assignments should engage the students for no more than an hour.
 - Lessons and learning activities/assignments should be available to families and students on Google Classroom/Canvas by 8 am each Monday.
- Lessons will be recorded via Zoom or other video platforms based on teacher choice. The video or link to the video will be posted by the teacher to his/her Google Classroom/Canvas page for students to view throughout the week. Lessons cannot be recorded live with student participation - it is a FERPA violation.
- Reading: Teachers will provide one planned learning lesson for each grade level taught to students receiving pull-out reading intervention per student IEP.
 - The lesson will utilize grade level ELA content to reinforce and maintain reading comprehension skills through the utilization of strategies introduced through the reading intervention program.
 - Teachers will create at least two corresponding instructional activities/assignments to accompany each lesson which focus on the specific reading comprehension skills introduced during the lesson.
 - The corresponding instructional activities should engage students for no more than an hour.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
 - Teachers should plan to attend required grade level reading department meetings (schedule on Curriculum and Instruction Canvas page).
- English: Teachers will provide one planned learning lesson for each grade level taught to students receiving pull-out English instruction per student IEP.
 - The lesson will introduce new grade level ELA content.
 - Teachers will create at least two corresponding instructional activities/assignments to accompany each lesson which focus on the reading and/or language arts skills introduced during the lesson.
 - The corresponding instructional activities should engage students for no more than an hour.

- Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
 - Teachers should plan to attend required grade level ELA department meetings (schedule on Curriculum and Instruction Canvas page).
- Math: Teachers will provide one planned learning lesson for each grade level taught to students receiving pull-out mathematics instruction per student IEP.
 - The lesson will introduce new grade level math content.
 - Teachers will create two corresponding instructional activities to accompany each lesson which focus on the specific math skills introduced during the lesson.
 - The corresponding instructional activities should engage students for no more than an hour.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level math content and instruction for use during planned instruction.
 - Teachers should plan to attend required grade level math department meetings (schedule on Curriculum and Instruction Canvas page).

Exact Path Math/Reading/ELA Assignments: Teachers should encourage students to engage with Exact Path for 30 minutes per week.

- English and Math Teachers will post the link to the Clever portal on each maintained Google Classroom/Canvas page.
- Teachers will remind parents of the availability of the enrichment and review provided via the Clever portal in reading and math.
- Teachers are encouraged to attend training offered by the Curriculum and Instruction Department, if needed, to learn the advanced features of Exact Path.

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Teachers must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
- The recommended platform from office hours is Zoom.
- Teachers are asked to reach out to the families of students on his/her caseload this week and at least one time per week as online instruction continues.
- Teachers will list office hours on his/her Google Classroom/Canvas pages for each class.
- Send office hour dates and time to all families on your caseload as well as the regular education teachers you support within the school building.

Optional Components:

- Additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom/Canvas class page. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment.
- Teachers should consider providing access to age-appropriate transition assessments for students through their Google Classroom/Canvas pages. Students would need to be able to work on these assessments independently, taking into consideration reading levels, or have appropriate modifications provided such as someone reading assessments aloud on a recording. Any completed assessments could be used for transition planning purposes in the students' annual IEPs.

Resources:

- Clever portal
- Khan Academy
- ReadWorks - <https://www.readworks.org/>
- ReadTheory - <https://readtheory.org/>
- Teaching Kids News - <https://teachingkidsnews.com/>
- Library of Congress - <http://www.read.gov/>
- Prodigy - <https://sso.prodigygame.com/signup>
- Illuminations - <https://illuminations.nctm.org/>
- MathTV - <https://mathtv.com/>
- Illustrative Mathematics - <https://curriculum.illustrativemathematics.org/MS/teachers/index.html>

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom/Canvas pages
 - Connect with students/families to help them login and navigate. Google Classroom/Canvas page
 - Participate in Google Classroom Training - invitations and information to come from the Curriculum Department
 - Participate in Exact Path Training - invitations and information to come from the Curriculum Department
 - Plan and develop fun, interesting, and engaging activities for soft roll out.
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide "enrichment and continued learning" to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Deliver planned learning lessons. The purpose of the lesson is to familiarize students with your Google Classroom/Canvas page.

- Tweak weekly lessons as needed.
- Attend required grade level/department meetings (schedule on Canvas)
- Connect with students/families to provide support with login and navigation.
- Hold office hours for families, students, and/or colleagues to familiarize them with the Zoom meeting room.
- Plan and design planned instruction lessons for the following week.
- **April 13 - Planned Instruction Goes Live**
 - Tweak lesson schedules and share with families.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues
 - Teachers will plan and hold planned learning lessons for math and reading as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot and/or engage in the learning process.

Middle School General Expectations for Distance Learning with Supplemental Full-time Learning Support Students

Required Components:

Online Platform: Teachers will set up and utilize either Google Classroom or Canvas as an online learning platform for students and parents to access instruction and assignments.

- Training will be available through Curriculum and Instruction.
- Guidance and assistance are also available from colleagues who have been trained in online learning through the CSDS Digital Cohort.
- The teacher should set up one Google Classroom/Canvas page for the students on his/her caseload.
- Teachers will share the link to the respective Google Classroom/Canvas page with each student and his/her parent/guardian.
- All teachers will add building principals, Special Education Supervisors, and related providers, if applicable, to their Google Classroom/Canvas pages.
- Supplemental/Full-time Learning Support (SFLS) teachers will set up classes within the Unique Learning System online portal in order to assign content to students
 - SFLS teachers will provide the link to the student portal for ULS on his/her Google Classroom/Canvas page.
 - SFLS teachers will contact parents to ensure ULS login information is provided directly to the student and family.

Planned Learning Lessons:

- SFLS teachers will utilize the ULS online system to assign two planned learning lessons and corresponding activities for each of the core content areas.

- Lessons must be available to students and parents by 8 am each Monday morning.
- Both lessons should be left open for the entire week, closing at 8 pm on Friday of each week.
- SFLS teachers will also provide one planned learning lesson on a social skills topic and one planned learning lesson on a relevant transition skill.
- Planned lessons will be recorded via Zoom or other video platforms based on teacher choice. The video or link to the video will be posted by the teacher to his/her Google Classroom/Canvas page for students to view throughout the week. Lessons cannot be recorded live with student participation - it is a FERPA violation.
- Reading/ELA: SFLS teachers will assign two planned lessons and corresponding instructional activities to all students from the reading band utilizing ULS.
 - SFLS teachers should utilize the lessons available during the month of April.
 - SFLS teachers may elect to post recorded instruction to accompany this content.
- Math: SFLS teachers will assign two planned lessons and corresponding instructional activities to all students from the math band utilizing ULS.
 - SFLS teachers should utilize the lessons available during the month of April.
 - SFLS teachers may elect to post recorded instruction to accompany this content
- Science/Social Studies: SFLS teachers will assign two planned lessons and corresponding instructional activities to all students from the science/social studies band utilizing ULS.
 - SFLS teachers should utilize the lessons available during the month of April.
 - SFLS teachers may elect to post recorded instruction to accompany this content
- Social Skills: SFLS teachers will provide one planned learning lesson and a corresponding activity/assignment on a social skills topic per week.
 - The video instruction should be no more than 15 minutes long.
 - The accompanying activity/assignment should encourage the student to practice the skill with family members.
 - The activity should take no more than 15 minutes for the students to complete.
- Transition Activity: SFLS teachers will deliver one planned learning lesson and a corresponding activity/assignment on a transition skill topic per week.
 - The video instruction should be no more than 15 minutes long.
 - The accompanying activity/assignment should encourage the student to practice the skill with family members.
 - The activity should take no more than 15 minutes for the students to complete.

Exact Path Math/Reading Assignments: Teachers should encourage students to engage with Exact Path for 30 minutes per week for additional reading and math support.

- SFLS teachers will post a link to the Clever portal on his/her Google Classroom/Canvas page.
- Teachers will remind parents of the availability of the enrichment and review provided via the Clever portal in reading and math.
- Teachers are encouraged to attend training offered by the Curriculum and Instruction Department, if needed, to learn the advanced features of Exact Path.

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Teachers must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
- The recommended platform from office hours is Zoom.
- Teachers are asked to reach out to the families of students on his/her caseload this week and at least one time per week as online instruction continues.
- Teachers will list office hours on his/her Google Classroom/Canvas pages for each class.
- Send office hour dates and time to all families on your caseload as well as the regular education and other special education teachers you support within the school building.

Optional Components:

- Additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom/Canvas class page. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment
- Teachers should consider providing access to age-appropriate transition assessments for students through their Google Classroom/Canvas pages. Students would need to be able to work on these assessments independently, taking into consideration reading levels, or have appropriate modifications provided such as someone reading assessments aloud on a recording. Any completed assessments could be used for transition planning purposes in the students' annual IEPs.

Resources:

- Clever portal
- Edmark
- News 2 You
- Epic! - www.getepic.com
- ReadWorks - <https://www.readworks.org/>

- ReadTheory - <https://readtheory.org/>
- Teaching Kids News - <https://teachingkidsnews.com/>
- Prodigy - <https://sso.prodigygame.com/signup>
- Illuminations - <https://illuminations.nctm.org/>
- MathTV - <https://mathtv.com/>
- Illustrative Mathematics - <https://curriculum.illustrativemathematics.org/MS/teachers/index.html>

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom/Canvas pages and ULS online learning portal.
 - Connect with students/families to help them login and navigate Google Classroom/Canvas page as well as the ULS online learning portal.
 - Participate in Google Classroom Training - invitations and information to come from the Curriculum Department
 - Participate in Exact Path Training - invitations and information to come from the Curriculum Department
 - Plan and develop fun, interesting, and engaging activities for soft roll out.
 - Create a weekly schedule for ULS and Zoom lessons to share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Deliver planned learning lessons. The purpose of the lesson is to familiarize students with your Google Classroom/Canvas page as well as the ULS portal.
 - Tweak weekly lessons as needed.
 - Connect with students/families to provide support with login and navigation.
 - Hold office hours for families, students, and/or colleagues to familiarize them with the Zoom meeting room.
 - Plan and design planned instruction lessons for the following week.
- **April 13 - Planned Instruction Goes Live**
 - Tweak lesson schedules and share with families.
 - Hold office hours for families and/or colleagues
 - Teachers will plan and hold planned learning lessons for areas as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot and/or engage in the learning process.

Middle School General Expectations for Distance Learning with Emotional Support Students

Required Components:

Online Platform: Teachers will set up and utilize either Google Classroom or Canvas as an online learning platform for students and parents to access instruction and assignments.

- Training will be available through Curriculum and Instruction.
- Guidance and assistance are also available from colleagues who have been trained in online learning through the CDS Digital Cohort.
- Emotional Support (ES) teachers should set up a separate Google Classroom/Canvas page for each grade level in reading, English, and mathematics. *ES teachers will make arrangements for the use of the grade level lessons and learning activities/assignments in these content areas as developed by the learning support teachers.*
- ES teachers will set up a Google Classroom/Canvas page for both science content and social studies content.
- ES teachers will set up a Google Classroom/Canvas page where Affective/Social Skills lessons will be posted.
- Teachers will share the link to the respective Google Classroom/Canvas pages with each student and his/her parent/guardian.
- All teachers will add building principals, Special Education Supervisors, and related providers, if applicable, to their Google Classroom/Canvas pages.
- Only students who, prior to the school closure, were participating in an ES class for core content will receive instruction in the ES teacher's Google Classroom/Canvas page. If, prior to the school closure, the student was participating in the Regular Education or Learning Support class for that core content area, they will remain in that assigned teacher's Google Classroom/Canvas for their instruction.

Zoom Planned Learning Lessons:

- ES teachers will provide student access to the grade level lessons of the learning support teachers in the core content areas of reading, English, and math.
 - ES teachers may modify instructional activities/assignments as necessary.
 - ES teachers are responsible for coordinating with the learning support teachers to receive recorded lessons and instructional activities/assignment materials.
 - Lessons will be available to families and students on Google Classroom/Canvas by 8 am each Monday.
- As per the directive given by building principals, ES teachers will set up one planned learning lesson for Science, one planned learning lesson for Social Studies, and one planned learning lesson for Affective/Social Skills.
 - Social Studies and Science lessons may cover curriculum listed under 6th or 7th grade beginning with the month of March.
 - Science and Social Studies curriculum and materials can be found by accessing the Shared Drive (S:) Curriculum-->Secondary-->Middle School Science -OR- Curriculum-->Secondary--> Middle School Social Studies
 - The recorded lesson should be no less than 45 minutes while corresponding learning activities/assignments should engage the students for no more than an hour.

- Lessons will be available to families and students on Google Classroom/Canvas by 8 am each Monday.
- Lessons will be recorded via Zoom or other video platforms based on teacher choice. The video or link to the video will be posted by the teacher to his/her Google Classroom/Canvas page for students to view throughout the week. Lessons cannot be recorded live with student participation - it is a FERPA violation.
- Reading: The ES teachers will link to or post the planned learning lesson taught by the grade level Learning Support reading teacher to the appropriate Google Classroom/Canvas page.
 - Each lesson will utilize grade level ELA content to reinforce and maintain reading comprehension skills through the utilization of strategies introduced through the reading intervention program.
 - Teachers will link to or post the corresponding instructional activities to accompany each lesson.
 - The corresponding instructional activities should engage the student for no more than an hour.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
- English: The ES teachers will link to or post the planned learning lesson taught by the grade level Learning Support English teacher to the appropriate Google Classroom/Canvas page.
 - The lesson will introduce new grade level ELA content.
 - Teachers will link to or post the corresponding instructional activities to accompany each lesson.
 - The corresponding instructional activities should engage the student for no more than an hour.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
- Math: The ES teachers will link to or post the planned learning lesson taught by the grade level Learning Support math teacher to the appropriate Google Classroom/Canvas page.
 - The lesson will introduce new grade level math content.
 - Teachers will create two corresponding instructional activities to accompany each lesson that focus on the specific math skills introduced during the lesson.
 - The corresponding instructional activities should engage the student for no more than an hour.

- Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level math content and instruction for use during planned instruction.
- Science: The ES teachers will provide one planned learning lesson for core content taught to students receiving pull-out science instruction per student IEP.
 - The lesson will introduce new science content assigned to grade 6 and/or 7. Teachers should start with content listed for the month of March on the curriculum map.
 - Teachers will create or utilize two corresponding instructional activities/assignments to accompany each lesson which focuses on the specific science skills introduced during the lesson.
 - The corresponding instructional activities should engage the student for no more than an hour.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level science content and instruction for use during planned instruction.
 - Teachers should plan to attend required grade level Science department meetings (schedule on Curriculum and Instruction Canvas page).
- Social Studies: The ES teachers will provide one planned learning lesson for core content taught to students receiving pull-out social studies instruction per student IEP.
 - The lesson will introduce new social studies content assigned to grade 6 and/or 7. Teachers should start with content listed for the month of March on the curriculum map.
 - Teachers will create or utilize two corresponding instructional activities/ assignments to accompany each lesson which focuses on the specific social studies skills introduced during the lesson.
 - The corresponding instructional activities should engage the student for no more than an hour.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level science content and instruction for use during planned instruction.
- Affective/Social Skills: The ES teachers will provide two planned learning lessons for this area of functioning for all students.
 - Laurel Life staff will record two videos per week covering relevant affective/social skills based on the needs of the students. ES teachers will post the videos to the Google Classroom/Canvas page.
 - ES teachers will create or utilize one corresponding instructional activity/ assignment to accompany each video lesson which focuses on the specific skills introduced during the lesson.

- The corresponding instructional activities should engage the student for no more than 15 minutes.

Exact Path Math/Reading/ELA Assignments: Teachers should encourage students to engage with Exact Path for 30 minutes per week.

- English and Math Teachers will post the link to the Clever portal on each maintained Google Classroom/Canvas page.
- Teachers will remind parents of the availability of the enrichment and review provided via the Clever portal in reading and math.
- Teachers are encouraged to attend training offered by the Curriculum and Instruction Department, if needed, to learn the advanced features of Exact Path.

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Teachers must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
- The recommended platform from office hours is Zoom.
- Teachers are asked to reach out to the families of students on his/her caseload this week and at least one time per week as online instruction continues.
- Teachers will list office hours on his/her Google Classroom/Canvas pages for each class.
- Send office hour dates and time to all families on your caseload as well as the regular education teachers you support within the school building.

Optional Components:

- Additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom/Canvas class page. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment
- Teachers should consider providing access to age-appropriate transition assessments for students through their Google Classroom/Canvas pages. Students would need to be able to work on these assessments independently, taking into consideration reading levels, or have appropriate modifications provided such as someone reading assessments aloud on a recording. Any completed assessments could be used for transition planning purposes in the students' annual IEPs.

Resources:

- Clever portal
- Khan Academy
- ReadWorks - <https://www.readworks.org/>
- ReadTheory - <https://readtheory.org/>

- Teaching Kids News - <https://teachingkidsnews.com/>
- Illuminations - <https://illuminations.nctm.org/>
- MathTV - <https://mathtv.com/>

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom/Canvas pages.
 - Connect with students/families to help them login and navigate. Google Classroom/Canvas page.
 - Participate in Google Classroom Training - invitations and information to come from the Curriculum Department.
 - Participate in Exact Path Training - invitations and information to come from the Curriculum Department.
 - Plan and develop fun, interesting, and engaging activities for soft roll out.
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Deliver planned learning lessons. The purpose of the lesson is to familiarize students with your Google Classroom/Canvas page.
 - Tweak weekly lessons as needed.
 - Attend required grade level/department meetings. (schedule on Canvas)
 - Connect with students/families to provide support with login and navigation.
 - Hold office hours for families, students, and/or colleagues to familiarize them with the Zoom meeting room.
 - Plan and design planned instruction lessons for the following week.
- **April 13 - April 17 - Implement Planned Instruction**
 - Tweak lesson schedules and share with families.
 - Attend required grade level/department meetings. (schedule on Canvas)
 - Hold office hours for families and/or colleagues.
 - Teachers will plan and hold planned learning lessons for math and reading as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot and/or engage in the learning process.

High School General Expectations for Distance Learning with Learning Support Students

Required Components:

Online Platform: Teachers will set up and utilize Google Classroom or Canvas as an online learning platform for students and parents to access instruction and assignments.

- Training will be available through Curriculum and Instruction.

- Guidance and assistance are also available from colleagues who have been trained in online learning through the CSDS Digital Cohort.
- The teacher should set up a separate Google Classroom/ Canvas page for each section of students taught in a course.
- Teachers will share the link to respective Google Classroom/Canvas pages with each student and his/her parent/guardian.
- All teachers will add building principals, Special Education Supervisors, and related providers, if applicable, to their Google Classroom/Canvas pages.

Zoom Planned Learning Lessons:

- As per the directive given by building principals, teachers will set up two planned learning lessons per grade level content area taught.
 - The lessons will cover grade level curriculum content and explain the assignment(s) based on the lessons.
 - Each lesson and corresponding learning activities/assignments should take the students approximately 45 minutes of time to complete.
 - Lessons and all course materials should be posted online and made available to families and students on Google Classroom/Canvas by 7:30 am each Monday.
- Lessons will be recorded via Zoom or other video platforms based on teacher choice. The video or link to the video will be posted by the teacher to his/her Google Classroom/Canvas page for students to view throughout the week. Lessons cannot be recorded live with student participation - it is a FERPA violation.
- Reading: Teachers will provide two planned learning lessons for each grade level taught to students receiving pull-out reading intervention per an IEP.
 - Each lesson will utilize grade level ELA content to reinforce and maintain reading comprehension skills through the utilization of strategies introduced through the reading intervention program.
 - Teachers will create at least one corresponding instructional activity/assignment to accompany each lesson which focuses on the specific reading comprehension skills introduced during the lesson.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
 - Teachers should plan to attend required grade level reading department meetings (schedule on Curriculum and Instruction Canvas page).
- English: Teachers will provide two planned learning lessons for each grade level taught to students receiving pull-out English instruction per an IEP.
 - Each lesson will introduce new ELA content from the course curriculum.
 - Teachers will create at least one corresponding instructional activity/assignment to accompany each lesson which focuses on the English/language arts skills introduced during the lesson.

- Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
- Teachers should plan to attend required grade level ELA department meetings (schedule on Curriculum and Instruction Canvas page).
- Math: Teachers will provide two planned learning lessons for each grade level taught to students receiving pull-out mathematics instruction per an IEP.
 - Each lesson will introduce new math content from the course curriculum.
 - Teachers will create at least one corresponding instructional activity/assignment to accompany each lesson which focuses on the specific math skills introduced during the lesson.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level math content and instruction for use during planned instruction.
 - Teachers should plan to attend required grade level math department meetings (schedule on Curriculum and Instruction Canvas page).

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Teachers must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
- The recommended platform from office hours is Zoom.
- Teachers are asked to reach out to the families of students on his/her caseload this week and at least one time per week as online instruction continues.
- Teachers will list office hours on his/her Google Classroom/Canvas pages for each class.
- Send office hour dates and time to all families on your caseload as well as the regular education teachers you support within the school building.

Optional Components:

- Additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom/Canvas class page. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment
- Teachers should consider providing access to age-appropriate transition assessments for students through their Google Classroom/Canvas pages. Students would need to be able to work on these assessments independently, taking into consideration reading levels, or have appropriate modifications provided such as someone reading assessments aloud on a recording. Any completed assessments could be used for transition planning purposes in the students' annual IEPs.

Resources:

- Clever portal
- Khan Academy
- ReadWorks - <https://www.readworks.org/>
- Read Theory - <https://readtheory.org/>
- Library of Congress - <http://www.read.gov/>
- PhET - <https://phet.colorado.edu/en/simulations/category/new>
- Virtual Nerd - <https://www.virtualnerd.com/>
- Illuminations - <https://illuminations.nctm.org/>
- MathTV - <https://mathtv.com/>

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom/Canvas pages
 - Connect with students/families to help them login and navigate Google Classroom/Canvas page.
 - Participate in Google Classroom Training - invitations and information to come from the Curriculum Department.
 - Plan and develop fun, interesting, and engaging lessons and activities for soft roll out.
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Deliver planned learning lessons. The purpose of the lesson is to familiarize students with your Google Classroom/Canvas page.
 - Tweak weekly lessons as needed.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Connect with students/families to provide support with login and navigation.
 - Hold office hours for families, students, and/or colleagues to familiarize them with the Zoom meeting room.
 - Plan and design planned instruction lessons for the following week.
- **April 13 - Planned Instruction Goes Live**
 - Tweak lesson schedules and share with families.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues
 - Teachers will plan and hold planned learning lessons for math and reading as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot and/or engage in the learning process.

High School General Expectations for Distance Learning with Supplemental Full-time Learning Support Students

Required Components:

Online Platform: Teachers will set up and utilize Google Classroom or Canvas as an online learning platform for students and parents to access instruction and assignments.

- Training will be available through Curriculum and Instruction.
- Guidance and assistance are also available from colleagues who have been trained in online learning through the CSDS Digital Cohort.
- The teacher should set up a separate Google Classroom/ Canvas page for each section of students taught.
- Teachers will share the link to respective Google Classroom/Canvas pages with each student and his/her parent/guardian.
- All teachers will add building principals, Special Education Supervisors, and related providers, if applicable, to their Google Classroom/Canvas pages.

Zoom Planned Learning Lessons:

- As per the directive given by building principals, teachers will set up two planned learning lessons per content area taught.
 - The lessons will cover curriculum content and explain the assignment(s) based on the lessons.
 - Each lesson and corresponding learning activities/assignments should take the students approximately 45 minutes of time to complete.
 - Lessons and all course materials should be posted online and made available to families and students on Google Classroom/Canvas by 7:30 am each Monday.
- Lessons will be recorded via Zoom or other video platforms based on teacher choice. The video or link to the video will be posted by the teacher to his/her Google Classroom/Canvas page for students to view throughout the week. Lessons cannot be recorded live with student participation - it is a FERPA violation.
- English/Reading: Teachers will provide two planned learning lessons based on Grade 11 Alternate Eligible Content for ELA.
 - One lesson is to introduce new concepts based on the Grade 11 Alternate Eligible Content for Reading.
 - One lesson is to introduce new concepts based on the Grade 11 Alternate Eligible Content for Writing.
 - Teachers will create at least one corresponding instructional activity/assignment to accompany each lesson which focuses on the reading or writing skill introduced during the lesson.

- Math: Teachers will provide two planned learning lessons based on Grade 11 Alternate Eligible Content for Math.
 - Each lesson is to introduce new math concepts utilizing the Alternate Eligible Content for Math.
 - Teachers will create at least one corresponding instructional activity/assignment to accompany each lesson which focuses on the math skills introduced during the lesson.
- Science: Teachers will provide two planned learning lessons based on the Grade 11 Alternate Eligible Content for Science.
 - Each lesson is to introduce science content utilizing the Alternate Eligible Content
 - Teachers will create at least one corresponding instructional activity to accompany each lesson which focuses on the reading and/or language arts skills introduced during the lesson.
- Social Studies: Teachers will provide two planned learning lessons in this content area.
 - Each lesson is to introduce social studies content utilizing the Alternate Eligible Content
 - Teachers will create at least one corresponding instructional activity to accompany each lesson which focuses on the reading and/or language arts skills introduced during the lesson.
 - Teachers may collaborate with grade level teams to appropriately modify the delivery of grade level content and instruction for use during planned instruction.

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Teachers must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
- The recommended platform from office hours is Zoom.
- Teachers are asked to reach out to the families of students on his/her caseload this week and at least one time per week as online instruction continues.
- Teachers will list office hours on his/her Google Classroom/Canvas pages for each class.
- Send office hour dates and time to all families on your caseload as well as the regular education teachers you support within the school building.

Optional Components:

- Teachers may opt to create one short transition lesson (less than 20 minutes) on a weekly basis. These lessons should address transition skills relevant to daily living activities. Corresponding activities students complete based on these lessons could be used for transition planning purposes in the students' annual IEPs.

- Teachers should consider providing access to age-appropriate transition assessments for students through their Google Classroom/Canvas pages. Students would need to be able to work on these assessments independently, taking into consideration reading levels, or have appropriate modifications provided such as someone reading assessments aloud on a recording. Any completed assessments could be used for transition planning purposes in the students' annual IEPs.
- Additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom/Canvas class page. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignments.

Resources:

- Clever portal
- Khan Academy
- News-2-You- <https://www.n2y.com/news-2-you/>
- ReadWorks - <https://www.readworks.org/>
- Read Theory - <https://readtheory.org/>
- Library of Congress - <http://www.read.gov/>
- Illuminations - <https://illuminations.nctm.org/>
- MathTV - <https://mathtv.com/>

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom/Canvas pages
 - Connect with students/families to help them login and navigate Google Classroom/Canvas page.
 - Participate in Google Classroom Training - invitations and information to come from the Curriculum Department.
 - Plan and develop fun, interesting, and engaging lessons and activities for soft roll out.
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide "enrichment and continued learning" to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Deliver planned learning lessons. The purpose of the lesson is to familiarize students with your Google Classroom/Canvas page.
 - Tweak weekly lessons as needed.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Connect with students/families to provide support with login and navigation.
 - Hold office hours for families, students, and/or colleagues to familiarize them with the Zoom meeting room.
 - Plan and design planned instruction lessons for the following week.

- **April 13 - Planned Instruction Goes Live**
 - Tweak lesson schedules and share with families.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues
 - Teachers will plan and hold planned learning lessons for math and reading as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot and/or engage in the learning process.

High School General Expectations for Distance Learning with Emotional Support Students

Required Components:

Online Platform: Teachers will set up and utilize Google Classroom or Canvas as an online learning platform for students and parents to access instruction and assignments.

- Training will be available through Curriculum and Instruction.
- Guidance and assistance are also available from colleagues who have been trained in online learning through the CDS Digital Cohort.
- The teacher should set up a separate Google Classroom/Canvas page for each section of students taught.
- Teachers will share the link to respective Google Classroom/Canvas pages with each student and his/her parent/guardian.
- Laurel Life Staff and/or District Social Workers will provide recorded Affective/Social Skills lessons that can be posted to the teacher's Google Classroom/Canvas page.
- All teachers will add building principals, Special Education Supervisors, and related providers, if applicable, to their Google Classroom/Canvas pages.

Zoom Planned Learning Lessons:

- As per the directive given by building principals, teachers will set up two planned learning lessons per content area taught.
 - The lesson will cover curricular content and explain the assignment(s) based on the lessons.
 - Each lesson and corresponding learning activities should take the students approximately 45 minutes of time to complete.
 - Lessons and all course materials should be posted online and made available to families and students by 7:30 am each Monday.
- Lessons will be recorded via Zoom or other video platforms based on teacher choice. The video or link to the video will be posted by the teacher to his/her Google Classroom/Canvas page for students to view throughout the week. Lessons cannot be recorded live with student participation - it is a FERPA violation.
- English: Teachers will provide two planned learning lessons for each grade level taught to students receiving pull-out English instruction per student IEP.

- Each lesson is to introduce English content from the course curriculum.
- Teachers will create at least one corresponding instructional activity to accompany each lesson which focuses on the reading and/or language arts skills introduced during the lesson.
- Teachers may collaborate with colleagues to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
- Math: Teachers will provide two planned learning lessons for each grade level taught to students receiving pull-out mathematics instruction per student IEP.
 - Each lesson is to introduce new math content from the course curriculum.
 - Teachers will create at least one corresponding instructional activity to accompany each lesson which focuses on the specific math skills introduced during the lesson.
 - Teachers may collaborate with colleagues to appropriately modify the delivery of grade level content and instruction for use during planned instruction.
- Science: Teachers will provide two planned learning lessons for each science course taught to students receiving pull-out science instruction per student IEP.
 - Each lesson is to introduce science content from the Science course curriculum.
 - Teachers will create at least one corresponding instructional activity to accompany each lesson, which focuses on the content being taught during the lesson.
 - Those teachers, co-teaching Science should collaborate with fellow teachers sharing the responsibilities of the instruction and activities.
- Social Studies: Teachers will provide two planned learning lessons for each social studies course taught to students receiving pull-out Social Studies instruction per student IEP.
 - Each lesson is to introduce content from the Social Studies course curriculum.
 - Teachers will create at least one corresponding instructional activity to accompany each lesson, which focuses on the content being taught during the lesson.
 - Those teachers co-teaching social studies courses should collaborate with fellow teachers sharing the responsibilities of the instruction and activities.
- Affective/Social Skills: The ES teachers will provide two planned learning lessons for this area of functioning for all students.
 - Laurel Life staff and/or District Social Workers will record two videos per week covering relevant affective/social skills based on the needs of the students. ES teachers will post the videos to the Google Classroom/Canvas page.

- ES teachers will create or utilize one corresponding instructional activity/ assignment to accompany each video lesson which focuses on the specific skills introduced during the lesson.
- The corresponding instructional activities should engage the student for no more than 15 minutes.

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Teachers must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
- The recommended platform from office hours is Zoom.
- Teachers are asked to reach out to the families of students on his/her caseload this week and at least one time per week as online instruction continues.
- Teachers will list office hours on his/her Google Classroom/Canvas pages for each class.
- Send office hour dates and time to all families on your caseload as well as the regular education teachers you support within the school building.

Optional Components:

- Additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom/Canvas class page. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment
- Teachers should consider providing access to age-appropriate transition assessments for students through their Google Classroom/Canvas pages. Students would need to be able to work on these assessments independently, taking into consideration reading levels, or have appropriate modifications provided such as someone reading assessments aloud on a recording. Any completed assessments could be used for transition planning purposes in the students' annual IEPs.

Resources:

- Khan Academy
- ReadWorks - <https://www.readworks.org/>
- Read Theory - <https://readtheory.org/>
- Library of Congress - <http://www.read.gov/>
- PhET - <https://phet.colorado.edu/en/simulations/category/new>
- Virtual Nerd - <https://www.virtualnerd.com/>
- Illuminations - <https://illuminations.nctm.org/>
- MathTV - <https://mathtv.com/>
- The Edvocate - <https://www.theedvocate.org/15-best-social-studies-websites-teachers/>
- We Are Teachers - <https://www.weareteachers.com/best-science-websites/#environmental>

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom/Canvas pages
 - Connect with students/families to help them login and navigate Google Classroom/Canvas page.
 - Participate in Google Classroom Training - invitations and information to come from the Curriculum Department.
 - Plan and develop fun, interesting, and engaging lessons and activities for soft roll out.
 - Create a weekly schedule for Zoom lessons and share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Deliver planned learning lessons. The purpose of the lesson is to familiarize students with your Google Classroom/Canvas page.
 - Tweak weekly lessons as needed.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Connect with students/families to provide support with login and navigation.
 - Hold office hours for families, students, and/or colleagues to familiarize them with the Zoom meeting room.
 - Plan and design planned instruction lessons for the following week.
- **April 13 - Planned Instruction Goes Live**
 - Tweak lesson schedules and share with families.
 - Attend required grade level/department meetings (schedule on Canvas)
 - Hold office hours for families and/or colleagues
 - Teachers will plan and hold planned learning lessons for math and reading as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot and/or engage in the learning process.

High School General Expectations for Distance Learning with Life Skills Students**Required Components:**

Online Platform: Teachers will set up and utilize either Google Classroom or Canvas as an online learning platform for students and parents to access instruction and assignments.

- Training will be available through Curriculum and Instruction.
- Guidance and assistance are also available from colleagues who have been trained in online learning through the CSDS Digital Cohort.
- The teacher should set up one Google Classroom/Canvas page for the students on his/her caseload.
- Teachers will share the link to the respective Google Classroom/Canvas page with each student and his/her parent/guardian.

- All teachers will add building principals, Special Education Supervisors, and related providers, if applicable, to their Google Classroom/Canvas pages.
- Life Skills Support (LSS) teachers will set up classes within the Unique Learning System online portal in order to assign content to students
 - LSS teachers will provide the link to the student portal for ULS on his/her Google Classroom/Canvas page.
 - LSS teachers will contact parents to ensure ULS login information is provided directly to the student and family.

Planned Learning Lessons:

- LSS teachers will utilize the ULS online system to assign daily planned learning lessons and corresponding activities for each of the core content areas.
 - Lessons must be available to students and parents by 7:30 am each morning.
 - All lessons should close at 8 pm on Friday of each week.
- LSS teachers will also provide one planned learning lesson on a social skills topic and one planned learning lesson on a relevant transition skill.
- Planned lessons will be recorded via Zoom or other video platforms based on teacher choice. The video or link to the video will be posted by the teacher to his/her Google Classroom/Canvas page for students to view throughout the week. Lessons cannot be recorded live with student participation - it is a FERPA violation.
- Reading/ELA: LSS teachers will assign no more than two daily planned lessons and corresponding instructional activities to all students from the reading band utilizing ULS.
 - LSS teachers should utilize the lessons available during the month of April.
 - LSS teachers may elect to post recorded instruction to accompany this content
- Math: LSS teachers will assign no more than two daily planned lessons and corresponding instructional activities to all students from the math band utilizing ULS.
 - LSS teachers should utilize the lessons available during the month of April.
 - LSS teachers may elect to post recorded instruction to accompany this content
- Science/Social Studies: LSS teachers will assign no more than two daily planned lessons and corresponding instructional activities to all students from the science/social studies band utilizing ULS.
 - LSS teachers should utilize the lessons available during the month of April.
 - LSS teachers may elect to post recorded instruction to accompany this content
- Social Skills: LSS teachers will provide one planned learning lesson and a corresponding activity/assignment on a social skills topic per week.
 - The video instruction should be no more than 15 minutes long.
 - The accompanying activity/assignment should encourage the student to practice the skill with family members.

- The activity should take no more than 15 minutes for the students to complete.
- Transition Activity: LSS teachers will deliver one planned learning lesson and a corresponding activity/assignment on a transition skill topic per week.
 - The video instruction should be no more than 15 minutes long.
 - The accompanying activity/assignment should encourage the student to practice the skill with family members.
 - The activity should take no more than 15 minutes for the students to complete.
 - Teachers with access to the ULS Transition Band may assign one lesson and activity in lieu of this video requirement.

Office Hours: All teachers will hold virtual office hours, where students/parents/staff can contact them.

- Teachers must hold office hours a minimum of 1 hour per day (Monday - Friday), and office hours may be assigned at the discretion of the building principal.
- The recommended platform from office hours is Zoom.
- Teachers are asked to reach out to the families of students on his/her caseload this week and at least one time per week as online instruction continues.
- Teachers will list office hours on his/her Google Classroom/Canvas pages for each class.
- Send office hour dates and time to all families on your caseload as well as the regular education and other special education teachers you support within the school building.

Optional Components:

- Additional enrichment and continued learning assignments can be posted by the special education teachers for students to access in their Google Classroom/Canvas class page. Teachers will provide directions for student assignment completion the Friday prior to each week's assigned learning activities to accommodate individual pacing during weekly assignment
- Teachers should consider providing access to age-appropriate transition assessments for students through their Google Classroom/Canvas pages. Students would need to be able to work on these assessments independently, taking into consideration reading levels, or have appropriate modifications provided such as someone reading assessments aloud on a recording. Any completed assessments could be used for transition planning purposes in the students' annual IEPs.

Resources:

- Clever portal
- Edmark
- News 2 You

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom/Canvas pages and ULS online learning portal.
 - Connect with students/families to help them login and navigate Google Classroom/Canvas page as well as the ULS online learning portal.
 - Participate in Google Classroom Training - invitations and information to come from the Curriculum Department
 - Plan and develop fun, interesting, and engaging activities for soft roll out.
 - Create a weekly schedule for ULS and Zoom lessons to share with families.
 - Continue to provide “enrichment and continued learning” to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Deliver planned learning lessons. The purpose of the lesson is to familiarize students with your Google Classroom/Canvas page as well as the ULS portal.
 - Tweak weekly lessons as needed.
 - Connect with students/families to provide support with login and navigation.
 - Hold office hours for families, students, and/or colleagues to familiarize them with the Zoom meeting room.
 - Plan and design planned instruction lessons for the following week.
- **April 13 - Planned Instruction Goes Live**
 - Tweak lesson schedules and share with families.
 - Hold office hours for families and/or colleagues
 - Teachers will plan and hold planned learning lessons for areas as outlined above.
 - Reach out to students who have not logged on. Help them troubleshoot and/or engage in the learning process.

General Expectations for Distance Learning for Occupational Therapist Support**Required Components:**

Online Platform: Occupational Therapists will set up and utilize Google Classroom as an online learning platform for students and parents to access enrichment and continued learning activities.

- Training will be available through Curriculum and Instruction. Guidance and assistance are also available from colleagues who have been trained in online learning through the CDS Digital Cohort.
- The OTs should set up a separate Google Classroom page for each section of students taught.
- OTs will share the link to the respective Google Classroom page with each student and his/her parent/guardian.

- All teachers will add building principals, Special Education Supervisors, and any teacher, related service personnel, you are co-teaching with, if applicable, to their Google Classroom pages.

Video Recordings: There should be a maximum of 2 video lessons per group, approximately 15-20 minutes in length posted during the week.

- OTs should review caseloads to divide students up into possible groupings.
 - Examples:
 - Pre-writing
 - Uppercase letter formation
 - Self-care/ADLs
 - Social Skills including regulation and interoception

Planned Learning Lessons:

- OTs will set up planned learning activities for their students.
 - OTs can work together to divide/conquer the lessons to be developed for delivery and then share with each other to post on Google Classroom.’
 - Sample lesson groupings:
 - Lessons for Visual Motor Skills
 - Lessons for Self-care/ADLs
 - Lessons for Social Skills including regulation and interoception
 - Recommendation for OTs working in Low-Incidence classrooms to focus on that subgroup for activity development
 - Examples:
 - Elem. AS-VB classroom
 - OTS working in a High School Life Skills classroom should focus on that subgroup.
- These lessons may be live with student participation (for low-incidence classroom) or prerecorded for students to view throughout the week and posted to Google Classroom.
- You are encouraged to co-teach any live lesson for a low-incidence population with either the classroom teacher, OTs, or other related service provider.
- Please note: If you are holding live Zoom sessions with your students, you are not permitted to record due to FERPA restrictions.

Office Hours: All OTs will not hold virtual office hours, but will abide by the following expectations:

- OTs must check email at least 3 times daily.
- OTs must respond to emails from parents, colleagues, and others within 48 hours during the work week.
- OTs must be available to meet with parents, and colleagues via Zoom is needed or requested.

Other Notes:

- Flipgrid is permissible because parents will allow students to post to a site. This is a suggestion. Some schools have used it to be able to read books to students.
- Parents have the choice to allow or not allow students to participate in the offered services - track access through Google Classroom.
 - Tracking sheet should include the following:
 - What topics for instruction were provided?
 - Was it accessed (yes/no)?
 - Did the student participate (yes/no)?
- ELL students: directions for activities do not need to be provided in native language.
- Homebound students: please reach out to the family and make them aware of the continuity of instruction.
- No progress monitoring.
- No Medical Assistance billing due to lack of providing services face to face.
- Document the times you have reached out and contacted parents/students for engagement.
- OTs should ask teachers to share Google Classroom with OTs.
- OTs can provide activities to be posted on teachers' Google Classroom.
- Weekly OT meetings with the Special Education supervisor will be established

Roll Out Timeline:

- **March 30 - April 3 - Planning and Preparation**
 - Set Up Google Classroom
 - Ensure students are able to access your Google Classroom
 - Participate in Google Classroom Training
 - Invitations and information to come from the Curriculum Department
 - Plan fun and engaging activities for soft roll out (LESSONS for week of April 6th)
 - Create a weekly schedule for lessons and share with families.
 - Connect with classroom teachers (esp. Low-Incidence) for co-teaching planning
 - Continue to provide "enrichment and continued learning" to students as you have been for the last two weeks.
- **April 6 - April 9 - Soft Roll Out with Students**
 - Hold planned learning lessons that are fun and engaging.
 - Tweak weekly live/recorded lessons as needed.
 - Attend required Spec. Ed. staff (if applicable per supervisor)/department/faculty meetings
 - Hold meetings for families and/or colleagues when needed and/or requested.
 - Connect with classroom teachers (esp. Low-Incidence) for co-teaching planning
 - Connect with students/families to help them login and navigate.
 - Plan lessons for the following week.

- **April 13 - April 17 - Implement Planned Instruction**

- Tweak lesson schedules and share with families.
- Attend required Spec. Ed. staff (if applicable per supervisor)/department/faculty meetings.
- Hold meetings for families and/or colleagues when needed and/or requested.
Connect with classroom teachers (esp. Low-Incidence) for co-teaching planning

If there are any questions or concerns regarding the Special Education program at Central Dauphin School District, please direct them to:

Mrs. Sherry Campbell
Director of Special Education
sbox@cdschools.org
717-545-4703

Mrs. Anne Zelonis
Assistant Director of Special Education
azelonis@cdschools.org
717-545-4703

EL Supports

The Central Dauphin School District's Pupil Services Department will continue to provide planned English language instruction and certified ELD teachers will provide students with appropriate differentiation, based on the PA State Standards, Can Do Standards and student needs.

Virtual ELD Support: Certified ELD teachers will be available online throughout the regular school day. Separate Zoom meetings will be provided for Elementary, Middle and High School Students. ELD Teachers will be available to support students with assignments, preview vocabulary, and assist as needed.

Virtual ELD Instruction: Teachers will utilize Google Classroom and Zoom to provide direct instruction to students currently receiving pull-out services. This scaffolded direct instruction will take into account the age and proficiency level of the student.

Consultation: Certified ELD teachers will participate in grade level meeting and planning, provide support to regular and special education teachers, and assist teachers in planning appropriate instruction to English language learners.

Translation and Interpretation: The Pupil Services Department and ELD teachers will assist families and provide translations to students as needed in a language that they understand. Google Translate, Language Line, and the CDS D website may be used.

Assessment:

Central Dauphin School District will await guidance from PDE regarding reclassification. WIDA ACCESS testing was completed before our district closure, but PA state testing was canceled for this year.

If there are any questions or concerns regarding the English Language Development program at Central Dauphin School District, please direct them to:

Mrs. Sarah Box
 Director of Pupil Services
sbox@cdschools.org
 717-545-4703 x207

Gifted Education

Central Dauphin School District's Pupil Services Department will continue to provide gifted services to students with a Gifted Individualized Education Plan (GIEP). Teachers of the Gifted will continue to meet all guidelines and compliance by using Zoom to hold scheduled GIEP meetings. They will continue to collaborate and communicate with their students and families. Differentiated instruction will be provided and collaboration with general education teachers is expected.

If there are any questions or concerns regarding the Gifted Education program at Central Dauphin School District, please direct them to:

Mrs. Sarah Box
 Director of Pupil Services
sbox@cdschools.org
 717-545-4703 x207

Building/Grade Level Contacts

Central Dauphin High School

Mr. Kenneth Miller, Principal

kmiller@cdschools.org

Mr. Robert Benkovic, Assistant Principal- 9th grade

rbenkovic@cdschools.org

Ms. Kristin Herb, Assistant Principal- 12th grade

kherb@cdschools.org

Mr. Justin Newkam, Assistant Principal- 10th grade

jnewkam@cdschools.org

Mr. Eric Shrader, Assistant Principal- 11th grade

eshrader@cdschools.org

717-703-5360

Central Dauphin East High School

Dr. Jesse Rawls, Principal

jrawls@cdschools.org

Mr. Jason Black, Assistant Principal- 10th grade

jblack@cdschools.org

Mrs. Shauntae Iachini, Assistant Principal- 9th grade

siachini@cdschools.org

Mr. Matthew Keys, Assistant Principal- 11th grade

mkeys@cdschools.org

Mr. Kenneth Ward, Assistant Principal- 12th grade

717-541-1662

Central Dauphin Middle School

Dr. Jeffrey Matzner, Principal

jmatzner@cdschools.org

Mr. Todd Schreffler, Acting Assistant Principal

tschreffler@cdschools.org

717-540-4606

Central Dauphin East Middle School

Mr. Adam Andrechik, Principal

aandrechik@cdschools.org

Ms. Melissa Miller, Assistant Principal

melmiller@cdschools.org

Mrs. Amity Smith, Assistant Principal

arsmith@cdschools.org

717-545-4709

Linglestown Middle School

Mr. Frederick Porter, Principal

fporter@cdschools.org

Mr. Lee Norbury, Assistant Principal

lnorbury@cdschools.org

717-657-3060

Swatara Middle School

Mrs. Kelly Fowlkes, Principal

kfowlkes@cdschools.org

Mrs. Kristin Martin, Assistant Principal

kmartin@cdschools.org

Mr. Jason Rawls, Assistant Principal

jrawls@cdschools.org

717-939-9363

Chambers Hill Elementary

Dr. James Miller, Principal

jamiller@cdschools.org

717-561-1655

E.H. Phillips Elementary

Mrs. Mandy Bates, Principal

mbates@cdschools.org

717-657-3203

Lawnton Elementary

Mrs. Stephanie Bruno, Principal

sdbruno@cdschools.org

717-558-9430

Linglestown Elementary

Mr. Scott Pavusek, Principal

spavusek@cdschools.org

717-657-3211

Middle Paxton Elementary

Mr. Daniel Iacavone, Principal

diacavone@cdschools.org

717-265-7920

Mountain View Elementary

Mr. Stanley Roesch, Principal

sdroesch@cdschools.org

717-657-8585

North Side Elementary

Mrs. Susan Ososki, Acting Principal

sososki@cdschools.org

Mr. Brian Longo, Acting Assistant Principal

blongo@cdschools.org

717-657-3201

Paxtang Elementary

Mr. Robert Stewart, Principal

rstewart@cdschools.org

717-561-1781

Paxtonia Elementary

Mrs. Julia Batdorf, Principal

jbaldorf@cdschools.org

Mr. Mark Hamilton, Assistant Principal

mhamilton@cdschools.org

717-657-3202

Rutherford Elementary

Mr. Deron Doi, Principal

ddoi@cdschools.org

717-717-561-1990

South Side Elementary

Mr. Jeffery Beeman, Acting Principal

jbeeman@cdschools.org

Mr. Marvin London, Assistant Principal

mlondon@cdschools.org

Ms. Rachel Jones, Acting Assistant Principal

rmjones@cdschools.org

717-657-3204

Tri-Community Elementary

Ms. Alexis Wertz, Principal

awertz@cdschools.org

Ms. Melissa Grady, Assistant Principal

mgrady@cdschools.org

717-939-9591

West Hanover Elementary

Mr. Lewis Correale, Principal

lcorreale@cdschools.org

717-657-3210

CDSD Online Academy- CAOLA

Dr. James Miller, Principal

jamiller@cdschools.org

717-545-4703

Resource Links**Educational Sites:**

<https://www.cdschools.org/cms/lib/PA09000075/Centricity/Domain/73/Grades%20K-2.pdf>

<https://www.cdschools.org/cms/lib/PA09000075/Centricity/Domain/73/Grades%203%20-%205.pdf>

<https://www.cdschools.org/cms/lib/PA09000075/Centricity/Domain/73/Grades%206%20-%208.pdf>

<https://www.cdschools.org/cms/lib/PA09000075/Centricity/Domain/73/Grades%209%20-%2012.pdf>