

## ***Continuity of Education Plan***

<b>School District</b>	School District of Philadelphia
<b>Superintendent</b>	William R. Hite, Jr., Ed.D.
<b>Address</b>	440 N Broad Street Philadelphia, PA 19130
<b>Email/Phone</b>	215-400-4000; <a href="mailto:Superintendent@philasd.org">Superintendent@philasd.org</a>
<b>Website</b>	<a href="http://www.philasd.org">www.philasd.org</a>

### **Goal of Plan**

**The Goal:**

The School District of Philadelphia's Continuity of Education Plan sets forth the School District's plans to provide educational and instructional materials, resources, and supports to students (and their families) and staff, with varying opportunities for review, enrichment, and planned instruction, during the mandatory closure of the District's normal operations. The Plan, which presents a phased roll-out for development and delivery of instruction, embeds the District's commitment to maximizing equity and access through each stage. The District is striving to support all children, accounting for their range of learning needs and ability to access educational offerings, balanced with the logistical limitations and mandatory health and safety measures occasioned by COVID-19 response efforts. Principals, teachers, other school-based staff, and the administration are integral to the Plan's implementation.

**Expected Outcomes:**

1. Students within the District are provided with technology and instructional resources, digital or printed, to remain continuously engaged in learning.
2. Staff will receive training, if needed, via virtual training sessions.
3. Students and families will receive tutorials via online resources or PSTV, to support learning, the use of Google Classroom, and use of other Google tools.
4. Students within the District will engage in planned instruction designed to introduce and apply new content and skills, inclusive of assessment of learning, graded assignments, and progress monitoring.

### **Overview of Plan**

The School District of Philadelphia began implementing its Continuity of Education Plan on March 16, 2020. To date, students have been engaged in review and enrichment activities in two phases. The District developed Learning Guides for English Language Arts (ELA),

Mathematics, Science and Social Studies. Learning Guides were available to all students and families for all grade levels, to enable students working at diverse levels and paces to choose what is most appropriate for them by subject area.

**Phase 1:** On March 16, 2020, Learning Guides were available on the District's website. In addition to online availability, the District provided copies of the ELA and Mathematics Learning Guides at each of the 30 District food distribution sites.

**Phase 2:** On March 30, 2020, Learning Guides included the continued development of activities in ELA, Math, Science, and Social Studies. In addition, Strategy Guides were developed to support English Language Learners and students with IEPs. The additional resources were developed, posted, and distributed, including Learning Guides for English Language Learners (Kindergarten EL Learning Guide, Grades 1-5 EL Learning Guide, and Grades 6-12 EL Learning Guides) and Learning Guides for Students with Special Needs (Autistic Support Learning Guide, Learning Support Learning Guide, Emotional Support Learning Guide, Complex Needs Learning Guide, Occupational Therapy Learning Guide, Physical Therapy Learning Guide, Deaf/Hard of Hearing Learning Guide, Secondary Transition Learning Guide, Speech Support Learning Guide, and Vision Support Learning Guide). The Learning Guides were distributed at the District's 49 food distribution sites and were available on the District's website.

**Phase 3:** On April 13, 2020, the District will implement the [Digital Learning Plan](#) of review and enrichment, in conjunction with the District's acquisition and distribution of Chromebooks, and other technology, to respond to the gap in accessibility to technology where children live. Teachers used Central Office or teacher-developed lessons to engage students in ELA, Math, Science, Social Studies, Career and Technical Education, Post-secondary Readiness, Arts Education, and Health and Physical Education activities and tasks aligned to previously learned skills and content. Students will engage in remote learning with review and enrichment lessons and tasks throughout the month of April.

**Phase 4:** Beginning May 4, 2020, an extended closure will require additional support for students, families, and staff relative to the learning that would typically occur during the third and fourth quarters of the academic year. The Digital Learning Plan will become a hybrid of review and enrichment and planned instruction during this period of closure. Students in grades K-12 will use their District-issued technology to participate in Google Classroom lessons aligned to content and skills from the District's third and fourth Quarters at A Glance, the District's instructional scope and sequence documents.

Teachers may develop lesson plans for use during this time and/or use lesson plans developed by the Central Office to engage students in ELA, Math, Science, Social Studies, Career and Technical Education, Post-secondary Readiness, Arts Education, and Health and Physical Education lessons to facilitate new learning. Students will also have the opportunity to complete instruction aligned to advanced placement courses, credit recovery, and senior projects.

## **Guiding Principles for Remote Learning**

Given that the learners and educators are not accustomed to remote learning, this plan is not intended to replace the daily mandated instruction students would be engaged in if school buildings were open.

- The District is committed to principles of equitable access for all children, and to this end is working to build capacity through technology, training, and supplemental resources for our students with special learning needs in mind.
- This plan is intended to reinforce prior learning and enrichment activities for students and introduce new learning to students. Students will receive feedback, encouragement, and guidance for review and enrichment activities.
- Planned instruction will require progress monitoring and assessment of new learning.

Digital learning structures (Google Classroom) will provide opportunities for children to practice their academic skills. During an inherently stressful time, these structures should not contribute to stress for students, families, educators, and leaders.

This content should reinforce skills, provide enrichment opportunities, and integrate new content as appropriate. Schools that currently implement a digital learning protocol may continue with reasonable expectations for work completion given the current context.

Training will be provided for all staff, if needed, via virtual training sessions and for students and families via online tutorials or PSTV to support the use of Google Classroom and other Google tools utilized.

Digital resources will be provided for teachers to utilize while making accommodations to support all of the students they serve. School leadership teams and teachers may also create or utilize their own content for review and enrichment activities or planned instruction.

## ***Expectations for Teaching and Learning***

### ***Work Schedule***

We generally expect our teachers and other school-based staff to be participating in work activities and available during their traditional schedule. Your schedule working remotely should include preparation time, common planning time, office hours with students (details shared below), lunch, and breaks during the day as needed to accommodate your home life.

We also want to emphasize that working remotely will require much more flexibility than the traditional work day. Specifically, we acknowledge that everyone's capacity to do work is different given their different situations at home and therefore understand that more flexibility

is necessary when working from home during this time. Simply put, this situation requires compassion, understanding, and an ability to adapt to changing needs.

For instance, a teacher might have plans to join a school faculty meeting virtually and ten minutes prior to the call have an issue arise with a child that requires them to either be late or not attend the meeting at all. We understand this. During this time, proactive communication is crucial. We expect that teachers, counselors, and their administrators maintain ongoing, two-way communication about availability. Administrators should work with teachers to address individual issues.

### ***Expectations for Teachers During Review & Enrichment***

The Office of Academic Support will continue to provide general guidance around implementation of the District's Continuity of Education Plan for students. In short, digital activities will be accessible to K-12 students beginning the week of April 20th. Until then, teachers should use the Learning Guides, located on the District's website (which are also distributed to students at the District's food sites) and continue to engage with students in activities that reinforce or extend prior learning.

The District's Continuity of Education will focus on review and enrichment activities, as well as planned instruction. During academic review and enrichment time, new content should not be taught. Review and enrichment activities should be related to content from before March 1st in the scope and sequence. However, as one exception, project-based learning can and should continue, without grading. Beginning April 15th, K-12 teachers will have access to additional review and enrichment activities provided by the Office of Academic Supports to upload into their Google Classroom in advance of the week of April 20th. Teachers will be able to engage in individual preparation time and planning in order to upload and share materials with students as appropriate.

Should the District remain closed through May, we will then engage in a hybrid model of enrichment/review and planned instruction (new learning for students, graded assignments, etc.) beginning the week of May 4th. This infusion of planned instruction is to provide students with opportunities to obtain necessary skills and content for end-of-year requirements as well as to address the unique needs of specific populations of students (e.g. credit recovery for seniors). Beginning May 4th, teachers will have access to grades K-12 lessons provided by the Office of Academic Supports to upload into their Google Classrooms. Teachers will facilitate and monitor students learning via the completion of tasks aligned to the learned content and skills.

During the week of March 30th, all teachers will begin to schedule and offer 1.5 hours a day of office hours for student questions about enrichment activities and to check-in with their students. Some teachers are already offering these office hours and can continue on; others should work this week to share their office hour schedule with parents and families. Office hours could include a variety of activities such as:

- Guide and model the application of skills and problem-solving aligned to lessons.
- Respond to students' questions and provide feedback to students' work.

- Support individual or groups of students who need additional engagement: students who need additional support, students with IEPs, and English Language Learners
- Parent/Family/ Student Contact
  - Contact students, parents/families who have not checked in or participated in coursework.
  - Respond to questions of students and families aligned to assigned activities and tasks.
  - Offer additional at home strategies that have been previously shared with students, parents/families.

The structure of the office hours will vary by teacher and should be scheduled by the teacher in a manner that best meets the needs of their individual schedule. For instance, one teacher might want to hold office hours for students from 9-10:30 am Mondays, Wednesday, and Fridays and from 12-1:30 on Tuesday and Thursday. Another might want to have them from 8:30am-10am every day. The important point is that, whatever the schedule, that families know and understand when and how they can interact with the teacher through office hours.

Teacher's time during the week will also include their own preparation time for their Office Hours, academic enrichment activities, and, eventually for planned instruction if/when we move to that model.

Finally, digital and online activities for K-12 students will be designed to be age- and grade-appropriate. In particular, in accordance with best practices, screen time for kindergarteners should be limited to 1-2 hours per day.

Like all teachers, preK teachers should schedule 1.5 hours a day of office hours to be available to conference with families who have specific questions about home learning activities or other requests for support. In addition, preK teachers should attempt to proactively connect with families at least two times a week to provide support; particular focus should be given to families that have not been in touch during any of the daily office hours that week.

If a preK teacher is unable to contact a family, the teacher should reach out to her/his assigned Education Field Administrator, who will work with the PreK Family Services team to locate the family and re-establish contact.

Education Field Administrators will continue to provide guidance and support to preK teachers for any needed technical support and guidance, including assigning other Early Childhood staff (nurses, family services staff, social workers, etc.) to work with families in need as identified by the teacher.

### ***Expectations for Teachers During Planned Instruction***

- Ensure that students can easily follow directions and know how to engage with resources and others in the remote learning environment.

- Collaborate with ESOL and Special Education teachers to implement strategies, accommodations and modifications for students.
  - Collaboration may occur during scheduled times for Common Planning or Planning and Preparation
- Teachers may continue to instruct students using the support of instructional partners, such as City Year and CLI.
  - School Teams who already have contracts with City Year may engage in the following supports:
    - Small group instruction
    - Monitor and support chat during "live" instruction
    - Monitor and support student questions on a board
    - SEL support and Instruction
      - Lead a mindfulness or meditation exercise for students
      - Help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed)
  - Children's' Literacy Initiative and the Early Literacy Specialists may provide the following supports for K-2 learning:
    - Assist the teacher with creating a differentiated lesson plan or additional instructional supports for student/students who are struggling
    - Provide follow up instructional support to students/families, using the approved technology resources provided by the District, during the designated times established by the principal.
    - Provide professional development and coaching to teachers and support analysis of student data during common planning time.
    - Instruct students for during the designated times established by the teacher and principal.
    - Monitor and support student/family questions from the SDP Hotline or email
- Communicate the schedule with students to clearly inform them of the times for instructional interactions.
- Use the SDP email, and other SDP approved communication applications to communicate with students.
- Maintain a record of all communication with students and avoid 1:1 interactions with students in any communication mode.
  - Staff should document student communications using the Rti and PLP Contact Logs in SIS.

- The PA Department of Education's guidance explains that the District has to make every attempt to engage students in instruction so that students have opportunities to earn passing grades during school closure. The documentation will ensure documentation for participation, or lack thereof.
- All teachers, aides, special education instructors, nurses, and everyone else who contacts or tries to contact a child or parent to meticulously document the specifics of who, what, when, how, content, daily roll call (and present or absent) for in-class and LRE, and for smaller group or individualized contacts, responses or lack thereof, enrichment or instruction provided, follow up, etc.
- Maintain a professional rapport with students.
- Describe how students may receive help from the teacher, or others, while completing the task, during the instructional time, and after the instructional time, when the student is completing an independent assignment.
  - The student may receive assistance via email or by entering a Google classroom of another teacher or staff member, who is designated to provide support.
  - The student may engage in learning and instruction supported by the OAS Google Classrooms. The OAS will communicate the schedule during the week of April 27, 2020.

***Expectations for Leaders During Planned Instruction***

- Use the school's website, social media, and other modes of communication to communicate teachers' schedules to students and families.
- In collaboration with teachers, develop a weekly schedule that will enable instructional times for the courses offered at the school. Ex. A/B or staggered times of availability.
- Guide grade teams in identifying students in danger of failing as determined by 1st and 2nd report grades and documented Gradebook performance for 3rd report.
- Provide time and collect data on parent/family contact for identified students and the planned instruction and intervention to improve end-of-year grades.
- Identify the teachers of Credit Recovery
  - The teachers previously assigned to Credit Recovery will remain the teacher of record throughout the closure.
  - If Credit Recovery was scheduled outside of the school's instructional day, teachers will receive EC pay.



- In collaboration with assigned credit recovery teachers, develop and communicate the schedule to enrolled students. Ensure that there is a scheduled time for Credit Recovery.

### ***Communication Tools and Strategies***

Ensuring that all of our communities -- school-based staff, central office support staff, students, parents/families and the broader Philadelphia community -- are informed about and engaged in the District's Continuity of Education (COE) Plan is a top priority. We are using all of our District and school-level communications tools to drive awareness, understanding and engagement in the plan as it is developed and implemented. Communications tools include the following:

#### ***Direct District Communications to Families and Students***

- The superintendent, central office leaders and school-based leaders keep families informed of accurate information via regular emails, letters, robocalls and text messages in numerous languages.
- Teachers also communicate with students directly through class-based platforms such as Google Classroom, the Parent & Family Portal and ClassDojo.

#### ***Other Communications Efforts***

- Continuity of Education (CoE) Webpage - a dedicated COE plan webpage is easily accessible from the District's homepage and the homepages of every school. It includes a comprehensive summary of all components of the COE.
- Media Engagement - regular press briefings (a minimum of 1/wk.) are conducted to ensure accurate information is shared with the broader public.
- Hotlines in 10 Languages - these operate Monday through Thursday from 9:30 - 11:30 a.m. and families and staff are encouraged to call to gain answers to questions they may have.
- Dedicated email - families and staff can also email their questions to [covid19info@philasd.org](mailto:covid19info@philasd.org) for reply.
- FAQ Web Pages - a General FAQs webpage and a dedicated Staff FAQs webpage are readily available on the District's website at [www.philasd.org/faqs](http://www.philasd.org/faqs). They include detailed questions and answers on topics spanning the Continuity of Education Plan and other topics.



- Social Media - the latest information is always available on our Facebook, Twitter, and Instagram social media platforms. Superintendent Hite also hosts a Facebook Live event every Wednesday @ 3 p.m. and features updates on the COE plan. Recordings are broadly shared on PSTV, website and across social media platforms.
- Government Relations - the District's External Relations team is also focused on sharing COE plan information directly with local and state elected officials to keep them informed

### ***Access (Devices, Platforms, Handouts)***

- Chromebooks for Students
- Google Classroom for Review & Enrichment lessons
- Google Classroom for Planned Instruction
- Student Information System for data collection
- [covid19info@philasd.org](mailto:covid19info@philasd.org) and a Hotline: 215-400-5300 (supporting various languages)
- Information Website: [Philasd.org](http://Philasd.org)

### ***Staff General Expectations***

#### ***Faculty Meetings and Common Planning Time***

Principals may call faculty meetings to discuss issues, maintain a sense of community, and discuss topics as new initiatives are rolled out. Other meetings may also occur during this time, including Common Planning Time, MTSS team meetings to discuss current and future support to students, and Team Initiated Problem Solving (TIPS) tier I team meetings in schools implementing the PBIS framework. To ensure staff have enough notice, these meetings should be scheduled with a minimum of 48 hours' notice. Schools should not have the need for more than one to two faculty meetings per week during this time.

#### ***Participation in Professional Development***

Virtual training sessions will be offered starting the week of March 30th on a variety of topics, such as how to utilize technology to provide effective academic enrichment. We understand that some teachers may need to wait to begin office hours after they participate in this training and others can proceed without this training. Additional professional development and review

of materials will also be provided by principals. Teachers should receive advanced notice of expectations so that they can plan to participate.

Registration for central virtual training sessions will take place in Cornerstone so that Act 48 hours will be counted for participation in this professional development. Centrally-delivered sessions will be recorded and available for teachers to refer to at a later date if needed.

### ***Social and Emotional Stability and Support***

For academic review and enrichment to effectively occur students need to be emotionally and socially ready to engage. At this time, perhaps more than ever, when students have been away from their schools for several weeks, many are without the stable, reliable support they receive when attending school. Even remotely, students continue to need ongoing support from their school community members who care and, just as they would during the school day, help identify solutions and or convey concerns and problem-solving solutions to others for resolution. This can also be a time to continue to grow relationships with your students and learn about their interests, motivations and needs.

We know that many of our staff are already consistently reaching out to students. We ask that, in an effort coordinated by the principal, that every adult reach out to an assigned group of students one to two times per week. Teachers may accomplish this during Office Hours for some students, but there are a variety of times in which this can and will be accomplished by staff. Counselors may be doing some of these connections, teachers others, and still other school-based staff also making these connections. The principal will work with the school staff this week to determine the specific students with whom to connect.

We anticipate many students and families may share the need for food or medicine or their fears and anxiety about the current crisis. Some family members have become fearful of deportation, criminal activity, and possible abuse -- these impacts students. To assist with the many issues that could be raised during the two to three conversations each week adults will have with students, we offer the list of resources [here](#). Should you identify additional resources, please share with us.

### ***Other Related Duties as Relevant to One's Specific Job at the School***

Principals may have additional tasks and duties for teachers and other school-based staff, as is typical, related to one's specific job duties. Certain roles, such as SBTs, will not necessarily be providing direct academic enrichment to students on the same schedule as classroom teachers and may be spending time preparing supports for teacher's other related duties.

For example, SBTs and other teacher leaders fully released from a teaching schedule could support in the following ways:

- analyze existing data including but not limited to benchmarks, AIMSweb, STAR to inform which activities would be most beneficial for enrichment and review
- for a classroom where there is a teacher vacancy, take on the responsibilities for that Google Classroom (adding activities from the Google Site to their Google Drive and then posting to a Google Classroom for students) and providing feedback to students
- support teachers with selecting activities from the Google Site, developing their own activities that align to the guiding principles, or model facilitation of discussion with students through platforms such as Google Meet
- develop grade band virtual classroom culture building activities that teachers can use. For example, prompts specific to the school's PBIS plan, finding videos and developing a few reflection questions for the teacher to ask students, etc.
- create and facilitate any relevant professional learning activities for teachers to participate in virtually (how to run a morning meeting on Google Meet, review of specific Google Classroom skills that the staff may be struggling with, best practices for giving feedback to students virtually)
- for schools with a large staff, serve as the principal's designee to answer questions and provide information for certain teams of teachers.

### ***Student Expectations***

- Complete the assigned tasks as determined by the teacher.
- Request support from the teachers, as necessary.
- All students are expected to participate in remote learning and do so to the greatest extent possible.
- Participation will look differently for each student and will depend on the student's access to technology, a phone, WiFi, electricity, time availability, and more.
- Each student, by the method available, is expected to login to their student portal each school day, Monday through Friday. If navigating to online adaptive programs or Google Classroom, students should login through their Student Portal.
  - Students enrolled in grades 9-12, a true middle school (i.e., a 5-8 or 6-8 school), Engineering & Sciences HS, Penn Treaty HS, Hill Freedman Academy, GAMP and Masterman should log into the Student Portal each school day and navigate to "Assignments Due Today" to mark as one

indication of their participation in each attendance bearing course scheduled for that day.

- Another indication of participation is the completion and submission of assignments to teachers.
- Under specific circumstances, approved by the principal, the teacher may document participation based on the consideration of the individual student circumstance.
- During lessons, students listen to the expectation for learning and task completion.
  - Students should communicate to the adult, what they learned, and how they know they learned it.
- Students should make connections between prior and new learning.
- Students participating in remote learning must adhere to the Student Code of Conduct.
  - Bullying, cyberbullying and/or harassment of any type will not be tolerated.
  - Students are responsible for the technology supplied by the District including the care, maintenance, appropriate usage, and return of the device when appropriate and requested.
- Students can contact their school counselor if they have concerns about their transcripts, grades, post-secondary applications, how they're feeling or their emotions. Remote office hours for the school counselor will be posted on the school's website.
- Students can contact the nurse during their school nurse's remote office hours to discuss any health-related issue usually discussed with their school nurse.

### **Attendance**

- All students are expected to participate in remote learning and do so to the greatest extent possible.
- Participation will look differently for each student and will depend on the student's access to technology, a phone, Wi-Fi, electricity, time availability, and more.
- Each student, by the method available, is expected to login to their student portal each school day, Monday through Friday.
  - The student's login to the student portal is one indication of the student's participation.

- The second indicator of a student's participation occurs when the teachers monitor and document student participation through COVID-19 Attendance Grading Tasks in their grade books.
- The documentation of a student's participation in the COVID-19 Attendance Grading Tasks module will not count as a grade.
- Teachers will use their discretion to determine how many days to attribute to a single completed assignment.
  - For example, the essay took three days to write, thus the student receives three participation days.
  - The participation information will not be used in the traditional ways attendance information is used and will not determine truancy referrals.
- Just as with truancy referrals, however, there is an expectation that school staff will reach out to those students not actively engaging in the remote instruction to help support those students and promote their participation.

### ***Accountability***

- The number of learning guides distributed and accessed online will be analyzed and reported, as will the number of computers assigned to students by school and network.
- Prior to the launch of Phase 3, principals will receive reports showing students who are at risk for failure for the year in order to target these students through outreach.
- Summary data will be reviewed by network Assistant Superintendents and Chiefs in order to target central academic and student supports where needed.
- During Phase 3, we will track student participation in their courses.
- Teacher daily use will be monitored by principals to ensure that all appropriate teachers are offering learning opportunities to their students.
- Teachers will track student engagements and log their contacts with students in order to ensure as many students as possible are engaged.
- Student usage of approved online interventions will also be tracked and summarized with SIS information.

- The numbers of students by school and grade not in contact with their teachers or engaged in learning activities will be shared weekly with each school principal and their Assistant Superintendent.
- At the conclusion of the year, data for the students who were not engaged in the process will again be reviewed in order to target summer or fall remediation activities for them.
- End of year grades and credit accumulation for students will be analyzed along with whether or not they received a computer and their frequency of engagement and access with their teachers throughout Phase 4.
- Student needs will be re-evaluated in light of this plan and universal screening results at the beginning of the 2020-2021 school year.

### **Learning Guides**

- # of guides printed
- # of guides shipped to each distribution site
- # of guides picked-up from each site
- # of guides accessed/downloaded from website

### **Computers** (data provided for each student ID by network, school, grade)

- need a computer, yes/no
- received a computer from school's supply, yes/no
- student received a computer from new inventory, yes/no
- did not respond/was not reached, yes/no

### **Quarter 3 status**

# of students by Q3 in process grade by network, school, and grade (Grades Monitoring Tool/GMT reported data)

### **Planned Instruction**

#### ***Teachers*** (data provided for each teacher by ID by network, school, grade)

- tracked student participation by day, yes/no

#### ***Students*** (data provided for each student ID by network, school, grade)

- teacher of record
- marked themselves as participating by day, yes/no (high school students only)
- marked as participating by teacher by day, yes/no
- logged into approved online program by day, yes/no (as programs allow)
- content/work/level completed in online program by day (as programs allow)
- duration of access to approved online program by day (as programs allow)

### ***Good Faith Efforts for Access and Equity for All Students***

Our goal is to use all resources, appropriate support, and opportunities available for students, to continue their engagement in learning and application to the greatest extent possible.

Learning Guides were created to support the review and enrichment of core content in grades K-12 in ELA, Math, Science and Social Studies. Learning Guides were organized to provide support for a two-week learning period. Additionally, Learning Strategy Guides were created to support students with special needs and English language learners.

The Guides were designed to provide interactive activities for students at each grade level. The 10 activities included in each set of guides allow students to work independently, interact with texts and problem sets, and research and respond to enrichment questions. The guides include all of the documents needed for students to complete the work and for parents to help their children where needed.

The Learning Guides reinforce and enrich the content taught prior to the school closure. Enhancements for English Language Learners, Special Education students, and opportunities for students to delve deeper into content are included as well.

To date, Learning Guides are printed and posted on the District's website, containing 4 weeks of lessons in each of the core content areas. Guides specifically designed for English Language Learners and students with special needs have also been printed and posted on the District's website.

All Review and Enrichment activities and Planned Instruction are reviewed by staff in the Office of Specialized Services and the Office of Multilingual Curriculum and Programs to ensure scaffolds and supports to enhance accessibility for English Learners and students with Individualized Education Plans.

### ***Special Education Supports***



### ***Supports for Special Education Services***

Participation in Individual Education Plan Meetings (IEP) and Related Special Education Activities:

- Based on guidance from the U.S. Department of Education, Office of Special Education Programs (OSEP) and the Pennsylvania Department of Education (PDE), participation in IEP meetings must move forward using good faith efforts during this time. The Office of Specialized Services has prepared a document that outlines the [Reasonable Expectations for Special Education Teachers and Related Service Providers](#) during COVID19. With the use of remote technology and access to EasyIEP, the privacy of information can and should be maintained while these conversations move forward.
- Special Education teachers may share Google Classrooms with classroom teachers.
- Staff Participation in IEP and Related SPED Activities ([HERE](#))
- Guidance for Completing Evaluation Reports, ReEvaluation Reports, and IEPs ([HERE](#))

PreKindergarten Teachers (Head Start & Bright Futures):

- Providing Support for Children’s Cognitive, Social and Emotional Development: Consistent with recommendations from the Academy of American Pediatrics about limiting screen time for young children, online instruction will not be offered for preK students. Instead, the families of preK children in District-operated classrooms will be receiving in the mail, via U.S. Postal Service, a home activity guide consisting of over 40 separate activities that focus on a variety of skills across language and literacy, mathematical thinking, scientific thinking, social studies, physical motor skills and the arts.
- PreK teachers are asked to connect with families via telephone and other established communication channels (e.g. Classroom Dojo, Remind App, etc.) to support these home learning activities and respond to questions families may have about their child’s development.

### ***English Learners Supports***

***Supporting English Learners (ELs)***

- ESL teachers should engage their English Learner students by reviewing review, enrichment, and instructional materials provided by the Office of Academics and

uploading and sharing these materials with students that are most appropriate to meet the needs of the EL students.

- ESL teachers may share Google Classrooms with classroom teachers
- As with all teachers, ESL teachers are expected to participate in 1.5 hours a day of office hours for students. Additionally, ESL teachers are encouraged to conference with classroom and content teachers to align support for EL students and continue collaboration.
- ESL teachers designated as the EL Point (EL Coordinator) will receive weekly updates via email from the Office of Multilingual Curriculum and Programs with guidance regarding PDE compliance processes. Any questions related to EL compliance processes can be directed to [multilingual@philasd.org](mailto:multilingual@philasd.org).

### ***Gifted Education***

#### ***Supporting Students with Gifted Individualized Education Plans***

- Inclusion of enrichment activities, planned instruction, and resources for continuity of education.
- Communication with school teams and gifted coordinators to support their efforts in continuing projects
- Outreach to external program providers (under contract) to publicize online events for students
- Provide updates and communicate with families by posting on the District's website. Communicate via email to school-level staff and partners.
- Facilitate Google Hangout meetings to review documentation requirements.
- Monitor documents/renewals/evaluations that need attention upon our return.

### ***Building/Grade Level Contacts***

The School District of Philadelphia's Directory provides the website for each school and the Principal's contact information is located on the bottom, right-side of the site.

<https://www.philasd.org/school-directory/>

## Resource Links

**Guidance on Working Remotely: Teachers, Counselors, Nurses, and Other School-Based Staff**

<https://docs.google.com/document/d/1vZyztzaODcbRkPuHg28rcNx1EqEWXvHsjmuwasKvN3U/edit?usp=sharing>

**Employee Guide for Working Remotely: All Staff**

[https://docs.google.com/document/d/1CISYqUVPulzc\\_n2D0igCskKteSRNPq4IJrMz4RkC-s/edit?usp=sharing](https://docs.google.com/document/d/1CISYqUVPulzc_n2D0igCskKteSRNPq4IJrMz4RkC-s/edit?usp=sharing)

**SDP Parent and Student Stepper for Google Classroom**

<https://drive.google.com/file/d/1qOvbXFe7bDztlOVX3tBRMbOEeMG4Q6wO/view?usp=sharing>

**Planned Instruction** [https://docs.google.com/document/d/1IJ-](https://docs.google.com/document/d/1IJ-uYPXk1sBMSQYizHZaVdd5UT78z2Qxo9KkWtYjhiw/edit?usp=sharing)

[uYPXk1sBMSQYizHZaVdd5UT78z2Qxo9KkWtYjhiw/edit?usp=sharing](https://docs.google.com/document/d/1IJ-uYPXk1sBMSQYizHZaVdd5UT78z2Qxo9KkWtYjhiw/edit?usp=sharing)

