

Continuity of Education Plan

Enrichment and Review

School District	St. Stephen's Lutheran Academy and St. Stephen's Lutheran Academy Utica
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Goal of Plan
St. Stephen's will utilize enrichment and review to provide students with activities to maintain or extend current academic skills. These activities are designed to reinforce and practice skills for students while under extended school closure for COVID-19.

Overview of Plan
The continuity of education plan for St. Stephen's uses a flexible approach to adapt to state and federal mandates and providing the necessary technology and instructional resources for staff to effectively meet the student learning-based goals of this plan.
In order to continue providing educational services to students St. Stephen's will utilize enrichment and review options of: online/digital learning opportunities, virtual instruction and non-digital learning opportunities (e.g., materials sent home with students).

Expectations for Teaching and Learning
The initial plan for continuity of education began on March 16th, 2020. During that time the expectation was for staff to have two weeks of materials/assignments/resources assembled in packets and mailed home. Due to potential limitations with technology or instructional supports, these activities although recommended were deemed to be flexible and optional. Students who were able to complete the tasks were asked to submit complete work to teachers digitally, and could access teachers for support during the work day via email and or phone calls.
Beginning March 30th, 2020 students were transitioned to their long-term remote learning plan. Through the development of the individualized "National Emergency IEP Addendum / Revision" special education plans were discussed with parents/guardians and home school

districts. Technology was distributed if requested and necessary. Teachers began providing daily learning engagements for students using a variety of materials and digital resources. Within lessons, teachers will build upon standards previously taught and expand on prior knowledge.

While remaining committed to encouraging a culture of learning, growth and change and ASK (Accountable, Safe and Kind) values administrators and teachers will continue to promote Positive Behavior Supports and Interventions (PBIS) and a sense of community within the context of remote learning. We will intentionally cultivate student connectedness within the virtual/remote classroom setting to promote academic growth as well as social and emotional well-being.

Communication Tools and Strategies

Teacher contact (email and phone) and email from school administration will be the primary means of communication for both students and parents/guardians. On two occasions thus far letters were mailed home and will be used again when appropriate.

Teachers will provide frequent feedback on student learning and will demonstrate compassion and understanding as individual situations and issues arise during this global and national crisis. Persistent issues (e.g. attendance, refusal to comply or complete work) will be reported to school administrators for additional student support.

To assist with staff communication for team meetings and IEP's, individual phone calls, Zoom, Google Meet, and other aspects of the Google Suite will be used to assist with distance communication.

The Glade Run website and Facebook page are additional means of communication.

Access (Devices, Platforms, Handouts)

St. Stephen's worked closely with families and home school districts to assess technology needs and obtain and deliver technology. Some students stayed on the initial learning plan of paper-based packets due to either technology issues, housing/location issues, or preference of parents/guardians. Parents were asked to pick up the needed technology from the school. When necessary, devices and accessories will be delivered to students' homes while maintaining social distancing practices as delineated by the CDC (Center for Disease Control). Should a family have issues with technology or want a change to their learning plans they may contact their school principal or inform their teacher.

Packets that continue to be mailed home are created from the curriculum and materials that the student was currently utilizing in the subject area. Examples include: Math and English Language Arts K-8 (I-Ready - Curriculum Associates Workbook Series), Social Studies K-8 (My World-Pearson Book Series), Science K-8 (Interactive Science & Elevate Science-Pearson Book Series), Social Studies 9-12 (Glencoe Publishing), Math & Science 9-12 (Mc Graw or Holt Publishing), English Language Arts 9-12 (Variety of Novels & Worksheets from Grade Level Approved Book List)

	Learning Platforms and Curriculum	
Subject	Delivery	Grades
English Language Arts	I Ready Edgenuity Study Island	K-8 9-12 K-12
Math	I Ready Edgenuity Study Island	K-8 9-12 K-12
Science	Compass Edgenuity Study Island	K-4 5-12 K-12
Social Studies	Compass Edgenuity Study Island	K-4 5-12 K-12
Social Skills	Google Classroom	K-12
Music	Google Classroom	K-12
PE/Health	Google Classroom	K-12
Art	Google Classroom	K-12
Computer	Google Classroom	K-12

Career Ed./CCR	Google Classroom	6-12
Transitions Program	Healthy Relationships Relias Learning Google Classroom	All Students

Staff General Expectations

Teachers are expected to provide quality instruction through a variety of methods and/or platforms. Educators are sensitive to the dynamics of remote learning and understand students will require different levels of academic, social, and/or emotional support. Teachers will maintain consistency with learning objectives and use standards, curriculum, and student data to inform lessons. Teachers will also maintain consistent communication with students regarding attendance, learning expectations, and the students' progress towards meeting specific learning targets or goals.

Paraprofessionals will also contact students when they or their parents request assistance regarding instruction and/or learning. Instructional support is available and will be provided during regular school hours; however, every attempt will be made to accommodate unique scheduling needs.

All teachers will have office hours every day. This is a time when students/parents can contact teachers if they have questions or need help with activities/assignments. Teachers are to be available for all of their students during this two hour time period. Teachers are expected a minimum of weekly contact with parents/guardians. Administrators and teaching staff may use Google Meet at times to communicate. If this occurs, the conversations, whether by phone, video or chat will not be recorded.

Student Expectations

Students are expected to:

- Participate in remote/online learning
- Be Accountable, Safe and Kind!!!
- Ask for help when needed
- Try your best
- Be respectful to teachers, classmates, and school property

Attendance / Accountability

Students will be logging in to multiple platforms to view lessons and assignments provided by their teachers. On a weekly, or more frequent basis, teachers will notify the school counselor and special education teacher (as appropriate) of students who are struggling or not engaging adequately.

Good Faith Efforts for Access and Equity for All Students

St. Stephen's encourages families to contact us for assistance by calling 724-452-4453 x1171 or contacting their child's teacher. Administrators will contact families identified as needing additional assistance. Teletherapy continues for students who were enrolled in school based mental health referrals for that service are an option for identified students.

Special Education Supports

St. Stephen's has worked diligently with home school districts and families to provide necessary support, with the understanding that remote learning will be a challenge for many of our students during this unprecedented time. The "National Emergency IEP Addendum / Revision" document was individually created for each student and a copy mailed home to parents and to the home school

district. The information reviewed within this document will assist the child's IEP team to continue to provide services during this mandated school closure, identify what additional supports can be provided, and identify what supports as outlined in each IEP are not applicable in a remote learning model.

During the school closure, St. Stephen's will still be scheduling and developing annual Individualized Education Plans as they come due using a phone or video conference platform. We will also be able to work through Evaluations and Reevaluations that do not require face-to-face assessments or observations with parent or guardian consent. However, Evaluations of students with disabilities requiring face-to-face assessments or observations will need to be delayed until school reopens.

Upon the return to a typical school program, a child's IEP team will reconvene to establish a plan to address any skills that may have been lost during the closure.

EL Supports

English as a Second Language (ESL) teachers are providing instruction and support to students and families currently enrolled.

ESL teachers are expected to:

- maintain consistent communication with parents by providing information about learning targets and how instruction is being delivered.
- maintain consistent communication with students by providing lesson directions and all necessary resources.
- utilize all means necessary to communicate effectively with English Learners and their parents/guardians.

Gifted Education

St. Stephen's does not currently service any students that require/hold a GIEP.

Building/Grade Level Contacts

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