

COVID-19 - School District Continuity of Education Plan - Continuity of Education

Continuity of Instruction Plan

LEA Information

Institution Name: DOWNSVILLE CSD

BEDS Code: 120301040000

Institution Id: 800000053588

County: DELAWARE

CEO Name: JOHN EVANS

CEO Title: SUPERINTENDENT

Address

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DOWNSVILLE NY, 13755

Learning Materials and Content

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

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

Communication Tools

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

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

3. **Provide additional information about how parents and families will be notified of the district's plan for providing continuity of learning opportunities for students.**

Daily school messenger announcements have occurred since Sunday, March 15th regarding instructional planning and delivery
 100% of district households completed a survey to determine availability for online learning
 Per the survey, 98% of households were capable of online learning. The households that were not capable were contacted by school administration to determine alternatives. As a result, 100% of households have the ability to access online learning.
 School transportation department is serving as a courier service between home and school. The service will provide distribution and collection of educational materials. The first distribution occurred on March 17th and had 100% success in delivering student materials to all households.
 All students in grades 2-12 are in possession of the district-issued Chromebook. Printed instructions on how to connect to home wifi was included with the Chromebooks..

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

Teachers use telephone and email to communicate directly with parents.
 The school posts information on the website and social media.
 Utilization of the school's all-call system

Teacher/Student Interface

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

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

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

All faculty and staff members are utilizing contact logs to track communications with students and/or their families. In order to track student engagement and to monitor student progress, teachers are logging student participation in Zoom meetings and Google Classroom participation and conversations. Additionally, teachers are monitoring student assignment completion. Teachers for grades 5-12 are utilizing our student management system to record ratings and grades on assignments; some of these ratings/grades are for participation and engagement in remote learning. Therefore, monitoring the information in the teacher gradebooks in our student management system allows for tracking and monitoring of student engagement in remote learning.

Teachers are also completing a weekly Google Form to share student participation information with administration, such as the percentage of students in each course who are participating in or completing at least 50% of the remote learning activities for the week, whether it be through electronic means such as virtual classes and/or assignments or paper assignments. This information is then used to identify specific students who are struggling so that appropriate follow up can be done (i.e. a phone call from administration)

Instruction

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

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

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

A survey was conducted to determine internet accessibility with 100% return rate. Only one household in the district does not have internet access. The community fire hall made internet accessible to those who need it and that household is within walking distance of the fire hall. A school employee tracks attendance and usage of the internet at the fire hall.

Technology Access

6. Student Devices

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

6a. Please explain.

Currently, all students in grades 2-12 have possession of their district-issued Chromebooks. All students with disabilities have possession of a district-issued Chromebook regardless of grade or location of educational placement.

Per teacher-generated survey, students in grades PreK-1 are able to access the internet through a parent-provided device

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7. Teacher Devices

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

8. Student Home Access

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

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

100% of district households completed a survey to determine availability for online learning

Per the survey, 98% of households were capable of online learning. The households that were not capable were contacted by school administration to determine alternatives. As a result, 100% of households have the ability to access online learning. (The households without internet are able to connect at a family member's household or at a community location (i.e. firehall))

9. Teacher Home Access

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

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

Classroom teachers are collaborating with special education teachers to develop lessons, activities and educational materials that are appropriate to meet the needs of all learners. They are also collaborating to determine the most appropriate instructional delivery methods for each grade level, class and individual students IEPs. Direct consultant special education teachers are present and supporting instruction during Google Classroom Meets or Zoom Meetings for a class. Students with IEPs or 504s are getting additional support through small group lessons that are provided using a Zoom meeting with a special education teacher and/or a teaching assistant. During these meetings the students are provided with additional educational tools and supports needed to complete core class assignments. 1:1 Zoom sessions or phone call support is also being utilized on a regular basis for our special education students. Related services have been provided by a variety of methods including written information and materials for activities that can be completed or practiced at home, emails to provide families or students with options about how to address the targeted skills, phone calls with parents or students themselves if appropriate, Zoom teletherapy sessions, etc.

Students in out of district programs are being provided with educational access and support by their schools of attendance; however the DCS CSE Chairperson/Assistant Principal is checking in with their school of attendance on a regular basis through email and telephone calls.

As a small rural district, DCS currently has 0 ELL students. The district has access to an ELL teacher if an ELL student enrolls during the closure.

As a small rural district, DCS currently has 0 homeless students. However, if during this remote learning a student becomes homeless the district will provide instructional support as needed to ensure that every student has access to instruction and continued learning opportunities.

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

All faculty and staff have been asked to keep in mind and be on the lookout for students and families who appear to be struggling with social-emotional needs, as well as colleagues who are struggling. The Superintendent, in his weekly letters to faculty/staff has emphasized the need to be vigilant for and sensitive to social-emotional needs that may arise during this crisis to identify and share this information as appropriate so that a follow up plan for support can be offered.

Teachers have been provided with ideas to support students' social-emotional needs during this school closure. The district has embraced using remote learning not only for content area instruction, but also to conduct virtual sessions with teacher supervised and supported fun, touch base, socialization between students to keep them in contact with others during this time of social distancing and isolation.

In order to address the social-emotional needs of specific students and families during this time of remote learning, the School Social Worker is providing teletherapy to identified students. Additionally, families in need of additional social-emotional supports are provided with contact information for community resources as appropriate.

A wellness phone call to check in with a specific family by the School Nurse is made for families of concern. Administration and the School Nurse work collaboratively to meet the nutritional and social-emotional needs that are identified in families.

To monitor the social-emotional wellness of the staff, administration has established small group weekly Zoom faculty and staff meetings to discuss concerns and provide support as needs are identified. Faculty and staff are also asked to complete a Google Form on a weekly basis on which they are asked to share successes and challenges, as well as indicate areas where administrative support is requested.

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

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