

Continuity of Education Plan

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Goal of Plan

The goal of the continuity of education plan for the Delaware County Technical High Schools is to provide review and enrichment as well as planned instructional activities to our students during this period of mandatory school closures.

Overview of Plan

Starting on Monday, March 30, 2020, Delaware County Technical High Schools implemented a continuity of education plan that addresses planned CTE instructional activities. This technical instruction is grounded in the essential knowledge and skills DCTS students need to master from now until schools are reopened.

These planned CTE instructional activities directly align to the Delaware County Technical High Schools' mission statement, which is "Guided by industry professionals, Delaware County Technical High Schools prepare today's students for tomorrow's opportunities by providing innovative, meaningful technical training, a foundation for life-long learning, and marketable credentials for high wage, high demand careers." Using a mastery model of learning, Delaware County Technical High Schools are developing CTE learning experiences for students that are targeted to essential learnings in the program of studies and competency task lists of the career and technical programs.

Delaware County Technical High Schools' teachers have planned remotely for review and enrichment learning activities along with beginning the planning of new instructional activities starting the week of April 13th. This work involves collaborating in related technical planning teams to identify the skills needing to be mastered. Teachers will prioritize what students need to know, do and understand. These prioritized learning objectives will be the focus of planned instruction for technical learning activities.

The focus of Delaware County Technical High Schools' planned instruction program is on learning essential content. Teachers have reviewed technical program documents, standards and required skill acquisition content to determine the priority areas of technical content that students will need to know, do and understand. Essential technical content is also important in the development of student knowledge and

skill sets that will become important to future success in learning, either in the next school year or future career pathways. Lessons will be developed based upon this essential technical content.

Planned instructional activities will be designed to cover the program of studies and competency task lists of the career and technical programs as defined in our program approvals.

Teachers, where possible, will be working in virtual collaborative teams to develop lessons and learning materials. Teachers will work with their career cluster colleagues to collaborate on planning lessons and developing materials. Special Education and academic coaches will provide consultation to the planning teams, in order to provide guidance on appropriate accommodations and modifications.

Using a Google Classroom and/or Zoom platform, teachers will post instructional materials, provide assignments and assessments to reinforce learning and skill set development, and communicate with students. In addition, teachers will be able to use a number of other online resources related to their specific career cluster to support the learning process.

In order to support teachers and other support staff, teachers can engage in professional development opportunities to develop the skills needed to communicate and educate our students remotely. Tutorials and resources will also be made available to parents and students to support their ability to navigate new online resources.

Expectations for Teaching and Learning

The expectations for Teaching and Learning are to cover the program of studies and competency task lists of the career and technical programs as defined in the technical program approvals of DCTS. Overall, educators will provide planned instruction as well as enrichment and review activities. The following provides a general overview of the content being delivered:

- Career and technical curriculum will be provided on various platforms for both synchronous and asynchronous instruction.
- Each technical teacher will have a Google Classroom or other technical program specific platform. Through these learning platforms, teachers will be able to deliver instructional materials and resources to support learning. These learning platforms will also enable teachers to have the ability to assess learning, facilitate group discussions, collect assignments from students, and to communicate with students.
- Students will progress through the approved program of studies by completing teacher-developed assignments related to the competency task list of the technical program.
- Students can message the teacher through the program's online platform or by teacher email address to ask questions.
- All teachers will use technology available to allow individual communication through telephone or computer to address student needs through direct/real time interactions.
- Student services staff and teachers will have access to and will participate in the online learning platforms for the technical programs they are assigned to. They will follow-up with teachers and students to assist in the completion of assignments.
- Teachers of physical education are also developing Google Classrooms to interact and engage students in learning. Through Google Classrooms, PE teachers will be able to deploy instructional materials and resources to promote engagement.
- Teachers will provide office hours to answer questions.

Communication Tools and Strategies

Parent and Student Communication

Since school buildings are closed and staff members are working remotely, DCTS encourages the use of emails as the primary means of communication. Teachers, staff members, and principals are available to answer questions via email. Also, teachers will be using our student information system (ClassMate), Blackboard Connect, and parent email for communication.

On Monday mornings, parents and students can expect a message from teachers on the highlights of the weekly learning activities. This communication will be sent out via the technical program learning platform. This Monday morning communication will include the activities for the week and expected areas of competency skills to be focused on during the week. This weekly schedule of activities will be available to students and parents through the technical program learning platform and can be accessed at any time after it has been posted by the teacher. Parents are asked to ensure that their email information is correct with the technical teacher.

Students should do their part by completing their lessons by the due dates assigned and communicating with their teachers when they need support. As always, teachers are available to students and parents/guardians via email throughout the week, and we encourage them to reach out to teachers with any questions. Parents and students can also leave a message at the teacher's classroom phone number and the teacher will receive this message through the DCTS email system and then can respond to the student/parent request.

Audio and Video Communication

Many teachers may elect to use some form of videoconferencing to work with students. These video conferencing tools include platforms such as Zoom or Google Meet. Parents will need to provide consent via an online survey form transmitted through their email.

The following are guidelines for audio/video communication using Zoom, Google Meet, or other visual remote communication platforms. Teachers will be communicating with parents when they plan to use this mode of communication. Parents should confirm consent for participation in live online video/audio through email/online form to the teachers.

Video Conferencing Guidelines

1. Remember that any audio/video communication may involve a two-way camera and audio usage. This means that the instructor will likely see and hear what is occurring in the home, including what everyone is wearing.
2. Maintain the confidentiality of other students if a student is participating in a group lesson.
3. Parents can email their child's teacher after the lesson is completed if they have any questions or concerns. Parents should not interrupt the activity with questions, either through the audio or through emails. Allow the teacher to focus on the activity.

Parents can give consent for the student's participation in the use of audio/video platforms by an acknowledgement by online form provided by the teacher.

For times when students participate in online audio/visual platforms such as Zoom Room or Google Meet, students are expected to consider the following so that there is minimal disruption to the online meeting:

“Netiquette” Guidelines

1. Participants should be on mute and wait for recognition by the facilitator before they unmute themselves and speak to the group.
2. Only one participant should speak at a time.
3. Participants should be respectful to all members of the online meeting.
4. Participants should be careful with what they are doing on camera and avoid conduct that would cause a disruption to the meeting.

Access (Devices, Platforms, Handouts)

Instructional Delivery Model

Teachers will instruct remotely using Google Classroom, Zoom, or other technical program specific platforms. These digital platforms allow teachers to provide information, review student work, and communicate virtually. Each Monday morning teachers post assignments in their Google Classroom, Zoom, or other technical program specific platform. As students complete the assignments, teachers monitor their progress and provide timely feedback. Teachers share when and how students can contact them for support or assistance. Teachers understand the unique needs of each student and make good faith efforts to meet these needs.

Teachers use a variety of ways to engage students in the learning process. Assignments may include documents, hyperlinks, videos, discussion boards, document libraries, quizzes and online learning tools. Online resources support student learning. Many of the resources can be found on the DCTS’ website.

Information on how to access the technical program’s Google Classroom, Zoom, or other technical program specific platform is being provided by teachers to students. If difficulty is encountered accessing a technical program digital platform, then please consult the student’s teacher. Technical support can also be received through contacting the technical support department at parentsupport@dciu.org.

To ensure equity and access for all students DCTS is working with the sending districts to ensure technology is available to all students. To determine access, DCTS has conducted a survey of students, instructors and parents/guardians to determine who has internet, computer with internet, or mobile devices with internet. Those families who indicated a need were invited to get a Chromebook or similar device for each student who needed one. If a student needed access to wifi hotspot, a device with this capability was provided. DCTS will continue to provide devices where needed throughout this time period as inventory through our vendors is available.

Upon request, instructional materials and assignments will be shared in PDF files to be emailed to parents/ guardians.

Staff General Expectations

Professional Staff: These expectations are for all professional staff who provide planned instruction or enrichment and review activities to students in the CTE program. Professional staff is required to work the contractually established 7-hour workday. In addition, professional staff are being asked to include:

- Work collaboratively in teams by technical areas and career clusters, where applicable. By working together collaboratively, there will be consistency in the learning programs for students and strength coming from the collective knowledge and work experience of the teacher teams. In addition to technical education teachers, special education teachers, academic coaches, and school counselors work in a consultative manner to support collaborative lesson planning.
- Weekly lesson plans should be prepared following guidance provided by DCTS principals/supervisor and shared with paraprofessionals and student services staff assigned to the technical program.
- Expected to continue communications with students and parents throughout this period for continuity of learning. The main vehicle for communication continues to be email and ClassMate/Blackboard Connect, the student information system. In addition, teachers can communicate through Google Classroom, Zoom Room, or other technical program specific platforms.
- Provide feedback to track and measure student learning as feedback and assessment are an important part of the learning process. In career and technical learning, feedback is an essential tool for improving skills and knowledge towards proficiency. Teachers will evaluate student work and assessments.
- Work in collaborative professional teams to develop materials and resources for the continuity of learning, where applicable. This expectation for working collaboratively helps to ensure alignment of learning experiences and plans.
- Special education and student services support staff: schedule times to communicate directly with students and/or parents including those supported by paraprofessionals (using email, phone, Zoom, etc.) to provide support in the online environment; collaborate with technical teachers to provide IEP modifications and accommodations as needed; Provide alternative materials/assignments based on the needs of the student and IEP; In good faith, address IEP accommodations; participate in sending district's IEP meetings as scheduled through video-conferencing options like Zoom; administer progress monitoring assessments in collaboration with sending districts if this can be done with fidelity using an online platform, and track progress monitoring.

Paraprofessional Staff:

- All paraprofessionals will take their daily responsibilities from the direction of the technical teacher and/or special-education teacher of the program to which they are assigned and principal/supervisor. The first priority for all technical program assistants/paraprofessionals is to support students in special education or with special needs as approved through the Perkins Plan to assist in providing continuity of education and implement students' IEPs meaningfully, appropriately, and reasonably.
- Responsibilities may vary in each technical program and from week to week depending on the needs of the teacher, students, and families.

Counselors, Lead Teachers, Cooperative Education Teacher, and Academic Coaches:

- These professionals are responsible for supporting students, monitoring student progress, and when necessary support families, and provide consultation to staff. They will refer any families to appropriate county offices for supports as needed and keep a communication log of

all contacts made. Staff will utilize Zoom (or other platform) when necessary to meet virtually with students, parents and education teams, assist in the development of required reports to the extent possible and support DCTS staff, students, and families with consultation and resources.

Student Expectations

Students are expected to participate fully in the learning experiences and activities provided for them throughout this period of continuity of learning. With the focus on essential technical learning, students are able to receive instruction in knowledge and skill set development that will support success in the next school year, their chosen career pathway, or credits for graduation.

Recognizing the unique situation and the alternative to face-to-face instructional opportunities, students are expected to try their best in the learning process, and to communicate questions or concerns with parents and teachers when they need additional help or support.

At the beginning of each week, teachers will communicate the weekly learning expectations and assignments with parents and students. Students and parents should review this weekly communication and map out how to schedule their time during the week to meet their learning goals and needs. These time management skills will support future success with learning in an online environment. The expectation is that students will check the learning platform on a daily basis to allow for feedback and guidance on technical learning activities.

Attendance / Accountability

Attendance

The continuity of education plan includes planned instruction and students are expected to be in attendance. DCTS will monitor weekly attendance using a **work completion model**. With a work completion model, technical instructional activities will be both synchronous and asynchronous. The large majority of planned instruction will be in an asynchronous manner to be able to account for family and learner situations, such as shared devices in the home. However, there will also be synchronous planned instruction that supports programming that demands this method of deploying instruction.

Attendance will be determined on a “completion” or “non-completion” model determined on a weekly basis of work submitted by the student. Teachers mark students present for a technical program if they have turned in at least one assignment per learning activity as defined by the teacher. In addition to reporting student absences to DCTS Student Services, the school will reach out to parents if students are non-participatory.

Teachers will engage in a mastery-based learning approach that supports student learning of essential technical content. Teachers will provide assessment and feedback for student work based on the program of studies and competency task lists of the career and technical programs as defined in our program approvals.

No unit or final examinations will be given this school year due to the interruption of instruction precipitated by Covid-19 school closures.

Grades will continue to be based on task list completion and the participation of students in learning activities during the remainder of 2019-2020 school year with students in 10th and 11th able to make

up tasks next year as need. Grades for 12th grade students will be based on task list completion and the participation of students in the learning activities during the remainder of 2019-2020 school year.

Good Faith Efforts for Access and Equity for All Students

A good faith effort for student access and equity began with the collaborative planning of teachers to prioritize essential skills and content for students during the prolonged closure. Other professionals including academic coaches, lead teachers, special education teachers, as well as, support staff are working to support the on-line learning experience for students.

Special Education Supports

DCTS will collaborate with our sending districts to provide reasonable and appropriate special education support to students through virtual or other means in a good faith, best effort to provide continuity of education for all students identified as requiring special education services during the period of mandated school closure.

DCTS educators in collaboration with our sending districts, will initiate communication with families and students to assess current needs and concerns and gather input regarding priority areas of need.

Special-Education Case-Manager Expectations

- Schedule times to communicate directly with students and/or parents including those supported by paraprofessionals (email, phone, Zoom, etc.) to provide support in the online environment
- Collaborate with technical teachers to differentiate instruction to provide the needed specially designed instruction to meet the needs of the student
- Provide alternative materials/assignments when needed based on a student's IEP
- In collaboration with sending districts, hold IEP meetings if a student's IEP needs modifications to support the planned instruction platform
- Administer progress monitoring assessments and track progress monitoring in collaboration with IEP Case manager from the sending school district

Section 504 Accommodations

Service Agreement accommodations will continue to be implemented during this closure. Communication from the Section 504 case manager to parents/ guardians of students will be ongoing throughout this time period. If you have any questions, contact your school counselor or email the Student Services Supervisor.

EL Supports

This is done in collaboration with the sending district EL staff members. English Learners will continue to receive the accommodations, supports, and services as outlined in these plans, to the extent possible in the virtual learning environment. All communication and resources are translated into the mode of communication of family preference using Language Line Solutions, Google Translate, and email communications.

Gifted Education

This is done in collaboration with the sending district gifted education staff members. Gifted education students will continue to receive the supports and services as outlined in these plans, to the extent possible in the virtual learning environment.

Building/Grade Level Contacts

Staff Contact/Communication with Families and Students:

Teachers will reach out to parents at least weekly to identify any technical or IEP concerns with the parent and child. Teachers will reach out after the student has missed three assignments or three days of online instruction. Mental-health workers will work with the students daily in group and individual counseling as needed. They will contact the parents with weekly updates. Mental-health treatment specialists will continue to contact students and parents regularly and as needed to provide support for students and families that are struggling with motivation to participate or are experiencing student crises and to offer parents support.

DCIU Education Service Center

200 Yale Avenue, Morton, PA 19070

Phone: 610-938-9000 | **Fax:** 610-938-9887 | **Email:** info@dciu.org

Office Hours: Monday-Friday, 8 a.m.-4 p.m.

DCIU staff directory can be found at www.dciu.org

[View the 2019-2020 DCIU Education Directory](#)

DCTS Administrators:

Chris Hansen, Principal, Aston Campus – 610-459-3050 ext. 3504

Linda Lomas, CTE Student Services Supervisor – 610-583-7620 ext. 3490

Dan Palmer, Principal, Folcroft Campus – 610-583-7620 ext. 3469

[View the 2019-2020 DCIU Education Directory](#)

The diversity of DCIU programs enables staff to interact with school-district personnel at all levels and to maintain a cohesive educational network throughout Delaware County. The Program and Services Guide provides an overview of these key programs and services.

[View the DCTS Program Guide 2019-2020 \(PDF\)](#)

Resource Links

- Delaware County Intermediate Unit Website's Coronavirus Resource Center
<https://www.dciu.org/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=335&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=6333&PageID=1>