THE SEED SCHOOL
of MARYLAND

LIVE, LEARN, SUCCEED

ACADEMIC "TEAM BETA"
CONTINUITY OF LEARNING PLAN (CoL)
MARCH 2020

Ensuring access to quality virtual instruction as we sustain a culture of collaboration with high learning and improved results for all!

SYNOPSIS:

In the event of a mandatory school building closure that requires all students to access instruction virtually, this plan ensures continuity of learning. Teachers will continue to implement the Explicit Instructional Model (EIM) while utilizing an online platform. Google Classroom and other digital accessibility tools will be used to plan for quality instruction that meets the needs of diverse learners, especially our Students with Disabilities English Language Learners, Homeless Students, Students with Academic Needs, and Gifted and Talented Learners. The plan outlines clear expectations for students, general and special education teachers,school leaders and families. Additionally, it conveys how the IEP team will continue to meet deadlines outlined in COMAR and guidelines as advised by the United States Department of Education and/or the Maryland State Department of Education.

Contents

Component 1: Plan Overview

Vision Statement

Ensuring access to quality virtual instruction within a culture of collaboration with high learning and improved results for all !

Mantra

Every student safe. Every student well. Every student connected. Every student learning.

Approach to the Work

Amid our world's COVID - 19 crisis, the SEED MD Academic Team is committed to collaborating with our school – wide community to engage our students in a robust equitable Continuity of Learning (CoL) plan. Our teams have worked urgently to create a blueprint that ensures each student's academic progress and social – emotional well – being.

While some of our students have already been engaged in online learning via virtual synchronous and asynchronous instruction, we are aware that others are grappling with access to online learning, their own emotional and psychological well – being, and other necessary duties that needed to support their family during this pandemic. Considering the diversity of our students and families and the importance of staying connected, our teams will be providing face – to -face online experiences where students can see us, hear us and where we can see them, hear them and respond to them. Our online classrooms will be a safe haven for all students, especially those who are most vulnerable. We will also continue to provide access to digital instruction through i-Ready, IXL, Khan Academy, and Nearpod.

 The SEED MD Community understands the compassion, patience and reasonableness that is required for all students to be safe and educated in these times. We are working fast to adapt. Our goals are to communicate clearly, maintain transparency, and effectively implement CoL. This plan conveys resources and clear expectations for our students, staff and families. We have also shared pathways to learning how to use online platforms and points of contact for additional guidance.

SEED MD is committed to ongoing improvement of our work as we navigate these unchartered waters to ensure the continuity of learning for each student. As they occur, revisions to the work will be shared via multi - media.

Distance Learning Platforms

Google Classrooms

General education teachers are required to create Google classrooms for online learning.

 Special Education staff members should be added as a co-teacher in the classes they unusually support. This includes:

- Special Education Teachers- for each class their caseload attends
- Instructional Assistants- for each class their they support
- Dedicated Aides need to be added as a Co-teacher for each class their student attends

Google Voice Numbers: All instructional staff will create a Google voice number. Please place your number and Google classroom code in the [Instructional Staff Directory](#).

[How to create a Google Voice Phone Number?](#)

Teacher Support: The Student and Guardian Checklist

https://docs.google.com/spreadsheets/d/1wEnodNvlu9LfEIl9vOM8qY2hKvKjOPqVW4PTHBGEzm4/edit?usp=sharing is the link for the teacher checklist. This link is also posted on Google Classroom. Teachers will put their name on top of a column and use the dropdown menu to check off items as they complete them. The form automatically highlights in green when complete, yellow for in progress, and in red when they need assistance.

https://docs.google.com/document/d/1AWHDlWRZ70DTGUrDvTSxAziwvcMMncVwSMY9fOJuZRI/edit?usp=sharing is the link for the student and guardian checklist.

Zoom for Educators (with built - in up - to - date security measures) www.zoom.com

Available Technology and Online Resources

SEED MD is a one - to -one school. All students in our district are provided a lap - top. There is one computer for every student. Our core leadership has bolstered efforts to ensure that students who left campus without laptops receive their devices. Moreover, we are providing hot spots for households without access to the internet.

Online Instructional Resources

Resource	Description
Schoology	Personalized learning https://www.schoology.com/
Kahoot	game-based learning platform, used as educational technology in schools and other educational institutions.
Readworks	online resource of reading passages and lesson plans for students of all levels K-12 https://www.readworks.org/
Edulastic	platform for personalized formative assessment for K-12 students, teachers and school districts https://edulastic.com/
Nearpod	student engagement platform with ready-to-run interactive lessons for K-12 teachers https://nearpod.com/
Padlet	is an application to create an online bulletin board that you can **use to** display information for any topic https://padlet.com/
Assistment	is an online resource that allows you to insert the Eureka lessons (problem sets, class work, and exit tickets) into Google classrooms. https://new.assistments.org
i-Ready	is an interactive online learning environment designed to assess students and provide individualized instruction based on each student's unique needs. curriculumassociates.com

Digital Classroom Tools

- Google Classroom
- Microsoft Teams
- Edmodo
- Workbench

Communication Tools

- Google Hangouts
- Microsoft Skype
- Microsoft Yammer
- Slack-Best for team communication
- Remind 101
- FlipGrid

Presentation Software

- Google Slides
- Microsoft PowerPoint
- Nearpod- contact Mr. Pham for access

Screen Recording

- Screencastify

Individualized Learning

- DuoLingo -Foreign Language
- Khan Academy
- Codecademy
- Edulastic
- ck12
- Epic! - E-Library , includes audio books, quizzes, videos, tracks reading time

- IXL - www.IXL.com

Accommodations for SWD

- [Immersive Reader for Chrome Extension](#)

[Click here](#) *for more free resources for educators.*

Plan for Accommodating Students without Access to Internet and/or Devices

As aforementioned, the SEED School of Maryland is a one - to - one school and we are committed to "*no child left offline."* However, on a case-by-case basis, teachers will provide work packets for students to complete and return it via scan, text or email. Moreover, the following safety nets have been put in place for students who have missed assignments due to a delay in access to internet and/or devices:

- Data is being aggregated and analyzed to determine the date and time access is available to each student.
- Missed work is posted in *Google Classrooms.*
- Students who miss the first two weeks of a course are scheduled for office hours or coach class in order to develop an individualized plan for course entry and successful completion.
- Students have the opportunity to opt - in for an incomplete grade which will extend their deadline for course completion.
- Each teacher has scheduled times for small group and/or individualized instruction.
- Attendance tracking is a primary goal to provide outreach to students and families, ascertain the reason(s) for absence(s) and provide necessary wrap - around services and support.
- The Student Support Team and Student Life Teams are reaching out daily to students who have not attended school nor completed work.

Component 2: Community Roles and Responsibilities

Content Teacher Expectations (ELA/Math/SS/Sci):

- All teachers will create a Google classroom by Friday April 3, 2020.
- First block teachers will create Zoom rooms for *Morning Meeting* and invite the school - wide community.
- Create lessons for the 2- 40-minute content blocks. Plan for the lesson activity and assessments to be completed within the 40-minute content block
- Teachers will upload lesson activities and plans before 8:00 am each Monday.
- Teachers will hold live teaching sessions and record their synchronous lessons using. (See content blocks in above table).

- Teachers will upload their recorded lesson onto their Google classrooms each day for students who missed the live session to access it.
- Teachers will create office hours and be available to support students. Teachers will post their office hours in their Google classrooms.
- IEP meetings and SST meetings will continue to be held in ZOOM. IEP and Student Support Team (SST). meetings will continue to come through Microsoft calendar invites. For IEP meetings, teachers need to send back the feedback forms from IEP case managers and attend the meeting. The same applies for Student Support Team (SST) meetings. The feedback forms will come from Ms. Peal.
- Check emails daily and respond within 24 – 48 hours.
- Complete IEP accommodation logs and submit weekly.
- Attend virtual meetings as scheduled.

Exploratory Teacher Expectations- Enrichment Activities (12:05-12:40 pm)

Teachers need to be available in Google classroom to teach their assigned students. Teachers may also post an activity to Google classroom that is optional enrichment for students and their families to participate in at their leisure.

· Music Integration- Song composition and writing workshops (Best)

· Brain Breaks- Brain Break Activities (Lenox)

· Get Moving- Home Workouts (Arrighni)

· Artist Corner- Arts integration (Victa)

· Staying Healthy- Daily healthy eating, living, nutrition, etc.(Mann)

· Book Club- Live book readings and questions about the book (Wingate)

· Technology- Video game development (White)

   Theater - (Alexander)

Instructional Associates and Dedicated Aides Expectations
- IAs will log into their device to begin instruction for the day and be available for support and feedback during daily content blocks Monday-Thursday.
- Document the delivery of services in services log (E-Service Log)
- Be available to help students with assignments during appointment slots

- Respond to email/chat requests for support.
- Keep students organized and send the reminders about completing assignments
- Review lesson materials in order to effectively support students.
- Attend IEP meetings
- Check emails daily and respond within 24 – hours.
- Attend virtual meetings

Special Education Teacher Expectations

- Special Education Teachers will log into their device to begin instruction for the day and be available for feedback during ELA and Math content blocks for students on their caseloads.
- Be available to help students with assignments during appointment slots
- Document the delivery of services in services log (E-Service Log)
- Video conference with students using Google Hangouts Meet to support students with instruction
- Help keep students organized and send the reminders about completing assignments
- Attend IEP meetings and IEP Case Management duties
- Check emails daily and respond within 24 – hours.
- Attend virtual meetings

Student Expectations

- Login to the Google classroom and participate in content block lessons.
- Contact teachers, and Instructional Assistants for support and/or questions about assignments.
- Schedule time to virtually meet with teachers/staff during office hours, if needed.
- Be responsible with their device, parents will be charged if the laptop is damaged.
- Follow the provided netiquette guidelines when using your device and communicating with staff and students.
- Look for assignments that your teacher has reviewed, graded or commented on, and returned to you.

Parent Expectations:

- Families must encourage students to adhere to all student expectations.
- Parents/Guardians are encouraged to aid students to be responsible for the laptop device. If the laptop is damaged, parents will be responsible.
- Parents/Guardians should monitor student's on-line etiquette.
- Parents/Guardians should work with students to ensure they are completing all assigned work.
- Schedule time to conference with teachers/staff if necessary

Instructional Leadership Team Expectations:

- ILT members will check to ensure that teachers have created a Google classroom by Monday Friday April 3
- ILT members will ensure that teachers who need support with uploading daily assignments and lesson materials prior to 8:00 a.m. each school day
- ILT members will check to ensure that teachers have submitted 2 lesson plans to Google Classroom as directed by the supervising administrator by 8:00 am each Monday
- ILT members will schedule office hours to support and respond to teachers, students, parent questions or concerns
- ILT members will be available to attend IEP meetings and SST meetings, as needed
- ILT members will give teachers feedback on lessons around the explicit instruction model each week by COB each Wednesday
- 9:00 a.m. ILT members will log into their devices and be available to support teachers and students. (Participate in morning meetings)
- Check emails daily and respond within 24 – hours
- Attend virtual meetings (Tuesday - Status of the Campus/ Thursday - Strategy Roundtable)
- ILT will continue to engage teachers in professional learning via instructional coaching and collaborative planning.
- Informal observations of staff and feedback
- Weekly lesson plan feedback
- All other assigned work duties

Department Directors

- Engagement in weekly core leadership meetings
- Weekly check -ins with the Heads of School
- CoL monitoring, support and evaluation
- Communicate leadership actions through multi - media
- Planning for SY 2020 - 2021 (contingency and norm)
- Supervision and evaluation of staff
- Lead the revision of the work

Instructional Coaches

- Weekly coaching meetings with designated teachers as guided by the Instructional Coaching Action Plans (ICAPs)
- Bi - weekly leadership check -ins with Director

Academic Content Leads

- Weekly meetings with content teams
- Monitoring and support with 5 - week action plans
- Analysis of student work and collaborative planning

Grade Level Team Leaders

- Weekly meetings with grade level teams
- Monitoring and support with 5 - week action plans
- Analysis of student work and collaborative planning

New Teacher Mentors

- Continuing mentoring new teachers in their cohort
- Attend planning and coaching with Lead Mentor and Teacher Student Support Liaison

Related Service Providers

- Telehealth counseling services and support (Zoom Health)
- Documentation of services to ensure compliance with MSDE regulations

Online Learning Schedule and Expectations

TIME	TASK	TALENT	CONTENT/CORE VALUE(S)
9:00 - 9:30 a.m.	Social- Emotional Learning and Support (SELAS)	**Classroom - Based Morning Meetings** All Teachers	**COMPASSION** Warm welcome and SEED Pledge - 5 min. Mindfulness (Breathing Techniques) - min. SELAS Chats - 15 min. Wrap - Up (Reflection, how to access support if needed, direct to next class).
9:35 a.m. – 10:15 a.m.	Content Learning Block I	**ELA** (Mondays and Tuesdays) **Social Studies** (Wednesdays and Thursdays)	**GROWTH** MAP informed /curriculum lesson and tasks
10:20 a.m. –11:00am	Content Learning Block II	**Math** (Mondays and Tuesdays) **Science** (Wednesdays and Thursdays)	**GROWTH** MAP informed /curriculum lessons and tasks
11:00 a.m. – 11:30 am	Lunch and Brain Break **OPTIONAL for students**	Teachers and Students	**COMPASSION PERSEVERANCE GROWTH** Brain breaks are posted on the SEED MD website and in teacher classrooms.
12:05 p.m. – 12:40 p.m.	Tactile/Kinesthetic Exploratory Courses	(Monday, Tuesday, Wednesday and Thursday) - Music - Technology - PE - Art - Spanish - Literary Society - Theater	**PERSEVERANCE GROWTH** Challenge students to engage with tasks that do not require screen time. Ways to demonstrate learning via performance - based tasks,

No time specified/Student and Family Choice	Asynchronous Online Learning **ELA (45 minutes 3 times a week)** **Math (45 minutes 3 times a week**	● i-Ready ● IXL ● Khan Academy ● Raz-Kids ● Rosetta Stone	**GROWTH INTEGRITY PERSEVERANCE RESPONSIBILITY**
Friday 9:00 – 12:00 p.m. 1:00 = 2:00	Content and Grade Level PD Team Beta 6 -12 PD (bi -weekly)	Team Beta	**COMPASSION GRATITUDE & GROWTH** 9:00 - 10:15 a.m. Content Teams 10:30 - 12:00 Grade - Level Teams

(n.b. Coach class, small group, and individualized instruction is scheduled via the classroom teacher on teacher selected days).

file:///C:/Users/GodzT/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/SEED+MD+SCHOOL+SCHEDULE%20(1).pdf (Copy and paste to see student schedule)

Component 4: Achievement and Accountability

During weekly collaborative planning, grade - level and content teams are creating 5 - Week Action Plans. The actions plans include standards, tasks and formative and summative learning measures. These instructional plans give teachers the opportunity to reflect, respond to the needs of diverse learners, revise their work, and plan for re-engagement. The plans also document weekly grade - level conversations about students of concern and the timely support that will be provided. Moreover, the progress monitoring measures will be used to design summer learning and fall core, intervention and enrichment work.

https://docs.google.com/document/d/1L2EG_f_bGf8eiQOvEfY1Ds_a5jy8tU5l3xf3QtbiEfs/edit?ts=5ea2060f

(n.b. The completed plans will be uploaded to this blueprint by Friday May 1).

Assessments for Learning

- Daily exit tickets (15 -20 tasks)
- 10 - day common assessments (2 tasks)
- i-Ready, Khan, and IXL
- Near Pod
- Affirm

Assessments of Learning

- Final course assessment (1 task)
- BOY summer i - Ready (grades 6 -10)

3rd and 4th Quarter Grading

Students were given extended time to complete 3rd quarter tasks. The 4th quarter started April 14th. If students did not have access to devices or the internet prior to the extended deadline for completion of work, they have been given the option to receive an incomplete that will become a letter grade after the work has been assessed by their teacher(s).

Students will be graded on a Pass/Incomplete basis for the 4th quarter. They must submit all 4th quarter tasks by Monday June 1. Students who have access issues will be granted additional time to complete work; however, all work must be submitted by June 15, 2020. A cumulative score of 70 must be achieved in order for the student to pass the course. If the student does not receive this score in a course, the P will then translate to an F and the student will be required to attend summer learning and achieve a passing grade of C to be promoted to the next course or grade - level.

4th Quarter Grading

Students will receive a grade of either "passing" or "incomplete" score for content coursework completed:

Score	Grade
69%-below	Incomplete
70%-above	Passing

Component 5: Equity

Educating Students with Disabilities

<u>Virtual Special Education and Related Services and IEP Team Meetings</u>

Planning Virtual Services for Students with Disabilities

The IEP Team and IEP Case Managers collaborated to determine what services and accommodations students required in order to adequately access virtual learning. IEP Case Managers will send out letters to families with proposed virtual amendment IEP service changes. The following steps will be taken based on parents agreeing/not agreeing to the proposed changes:

- **If parents agree to the amendment changes,** IEP Case Managers will amend the active IEP, complete an IEP amendment without a meeting form, document the contact in MDOIEP parent contact logs. Also, they will upload the signed parent agreement to the students' profile in MDOIEP
- **If parents do not agree and require additional information before agreeing to the proposed IEP amendment changes,** IEP Case Managers will schedule a meeting with the families to further explain the IEP amendment changes
- **If parents do not agree or consent** to the proposed changes the IEP will not be amended but students will receive proposed services from special education and related service staff.

Services for Related Service Providers

Per MSDE, related services missed due emergency or inclement weather closings are not required to be made up. Students will receive their related services once they return to campus. Related service providers will indicate that service was missed due to school closure in MDOIEP. However, in the event of extended school closures, the IEP team would need to consider, to what extent students require their related services in order to adequately access the general education curriculum. Students who will require related services will be provided services via a *Health Insurance Portability and Accountability Act* HIPAA approved telehealth platform. Services cannot be rendered by phone or unapproved audio-visual platforms such as, FaceTime and WhatsApp.

While students are receiving online instruction, two choices are possible for students to receive special education related services:

- **Virtually: Google Hangouts Meet** *(Hippa Approved)*
- **In-person: Once students return to school, services can be made up.** *(only if schools are closed for a short period of time and services can adequately be made up and will not impact students' ability to access the general education curriculum)*

A reduction in related service will be determined by Related services providers based on what services students will require during the pandemic to adequately access general education services. Some students' services may be reduced to zero if services cannot be adequately addressed virtually.

Related Service Providers IEP Team Responsibilities

Related Service Providers will continue to be responsible for reporting IEP progress, completing assessment reports for students who have already assessed and attending IEP meetings. Additionally, Related Service Providers are required to complete the Present Level of Academic Achievement and Function (PLAAFs)/Services portions of Individual Education Plans prior 6-7 days prior to a scheduled IEP meeting, so that the draft can be sent to families to review 5 days prior to the meeting.

General Education Teacher Responsibilities

Will complete General Educator Input forms sent by IEP Case Managers by the allotted date. Attend IEP meetings and share the students' progress, to what extent the student is able to access the curriculum, accommodations, and supplementary aids recommendation.

Outside of General Education Services (Pull Out Services)

SWDs will not receive direct consultative special education services by a special education teacher. In addition, students will have access to online intervention resources available to all students to continue to work on skill deficits. Students should work on interventions 3 times per week for 45 minutes to continue to build skill deficits.

Individualized Education Plan Meetings (IEP) Meetings

Forced school closings are an allowable excuse to extend the due date of IEP meeting timelines listed in COMAR However, if schools are open and students are attending school virtually, the IEP Team meetings would need to convene. Meetings can be held via video-conferencing (Zoom, etc.) with all the required participants, so that IEP meetings are held within the allotted time frame. IEP meetings are held on Tuesdays and Thursdays.

All required school staff members would have to be available to attend virtual meetings via ZOOM/Google Hangouts Meet. Staff will be invited via Microsoft Outlook calendar invites. Information on accessing the virtual meetings will be sent out the morning of the meeting.

Meeting attendees include but are not limited to:

- Special Education Teacher and/or IEP Case Manager
- Director of Special Education
- General Education Teacher
- Instructional Assistant
- Related Service Providers *(Social Worker, Psychologist, Speech and Language Pathologist, Occupational Therapist)*
- Student (age 14 and up)
- Parent/Guardian

Initial Evaluation/Reevaluation: Students who require assessments due to an initial evaluation or for reevaluation would not be assessed while schools are closed. Students who require assessments in order to determine continued eligibility for special education services would be assessed once they return to school. Students who are due for re-evaluation can be reevaluated via record review if enough information is available to make a determination of eligibility. Parents will be notified by email if their student is unable to be evaluated/reevaluated during this time. Those students will be evaluated as soon as possible once schools are back in session

IEP Case Management

Special Education Teachers will continue to complete the following IEP Case Manager responsibilities at home.

- Start a new IEP. Complete all portions of the IEP
- Complete PWNs for all IEP meetings.
- Sends home all SPED documents by the mandatory timelines outlined in IDEA/COMAR via DOCUSIGN
- *UPLOAD all assessment reports to Student Profile section*

- *UPLOAD all SLD Reports Student Profile section*
- *UPLOAD all Notice and Consent for Assessment forms*
- Get IEP Snapshot Receipts completed after each IEP meeting
- Update matrices, snapshots, trackers
- First responder for student concerns from parents and staff
- Writing quarterly IEP progress reports
- Complete SLD Reports for SLD students being reevaluated/initiated
- Update Parent contact logs after each contact
- Completing MA Service Coordination each month by the 5th

Special Education Professional Development Lead Teacher

- IEP Case Manager Responsibilities listed above.
- Schedules all IEP meetings by the mandatory timelines listed in IDEA/COMAR
- Ensures that Related Service Providers are completing PLAAFPS and services portion of the IEP
- Schedules all "Not Making Progress" meetings-held quarterly.
- Audits IEPs for compliance.
- Audits and organizes IEP progress reports

DOCUSIGN

IEP Case Managers will utilize DocuSign to send home all IEP meeting documents and obtain parent/guardian signatures.

Compensatory Services

The IEP team will determine once students return to brick and mortar school to what extent are compensatory services needed based on student regression. Compensatory services do not have to be made up on a one-to one basis. Decisions will be made based on each student and what services they require in order to make up for any regression caused by the reduction in services and the forced school closure.

Sample Special Education Teacher Schedule:

Period/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting 9:00 - 9:30	Teacher A-Zoom	Teacher A -Zoom	Teacher B-Zoom	Teacher B-Zoom	
Period 1 9:35 - 10:15	ENG 10	ENG 10	World History	Econ	
Period 2 10:20 - 11:00	Algebra 2	Case Management	Case Management	Case Management	Case Management
11:00 - 12:00	Office Hours	Office Hours	Office Hours	Office Hours	Lunch
12:00 - 1:00	Lunch	Lunch	Lunch	Lunch	12:30 Academic Zoom Meeting
1:00 - 2:00	Case Management	Additional Support (as needed)	Additional Support (as needed)	Additional Support (as needed)	
2:00 - 3:00			Special Ed Meeting		
3:00 - 4:00					

Sample Instructional Assistant Schedule:

Period/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting 9:00 - 9:30	7th grade based on google classroom	7th grade based on google classroom	7th grade based on google classroom	7th grade based on google classroom	**Case Management**
Period 1 9:35 - 10:15	ELA	ELA	Case Management	Case Management	**Small Group/1:1** **by request**
Period 2 10:20 - 11:00	Math	Math			**Small Group/1:1** **by request**
11:00 - 12:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:00 - 1:00	Small Group ZOOM /HangOuts	Small Group ZOOM /HangOuts	Small Group ZOOM /HangOuts	Small Group ZOOM /HangOuts	12:30 Academic Zoom Meeting
1:00 - 2:00	Office Hours	Office Hours	Office Hours	Office Hours	
2:00 - 3:00	Small Group/1:1 by request	Small Group/1:1 by request	Special Ed Meeting	Small Group/1:1 by request	
3:00 - 4:00	Case Management	Case Management			

Instructional Accommodations for SWDs

How can General Education Teachers and Special Education Teachers ensure that SWDs and diverse learners are able to access learning by receiving their IEP accommodations?

Most common IEP instructional/testing accommodations:	How can this accommodation be delivered virtually?
Verbatim Reading/Text to Speech	**Read/Write:** Extension that is on all Chromebook **Learning Ally**: SWDs can access a large library of audio books. **Epic:** Free digital library for kids reading at grade 7 and under. https://www.getepic.com/ **ChromeVox**: Free online screen reader can be accessed from all devices. Closed Caption option can be turned on for Google Slides so that presentations can be read to students.
Calculator	Basic function calculator is already embedded on Chromebooks; scientific calculators can be installed on Chromebooks.
Graphing Calculators	Desmos Graphing Calculator extension can be added for students in HS math courses.
Graphic Organizers	Can be provided online by classroom teachers for all students. Graphic Organizer Resources: https://sites.google.com/view/drivingdigitallearning/graphic-organizers?authuser=0
Scribe	**Voice Typing** is available in Google Docs, automatically transcribes students' voice to text.
Highlighter	Students use highlighter tools when they receive a PDF document.
Notes and Outlines	Can be provided by classroom teachers and uploaded to the Google classroom.
Extended Time	Teachers can assign a different due date for SWDs depending on the amount of extended time indicated in students' plans: 50% or 100%. **OR**

	Teachers can accept work late for SWDs according to their allowable extended time.
Frequent Breaks	Turn off video and step say from virtual learning lesson
Reduced Distraction	Teacher can mute all students, pull students into smaller virtual meeting rooms.

Compliance Resources

- Maryland State Department of Education (MSDE)

- MSDE Division of Special Education

- Individuals with Disabilities Education Act (IDEA)

- Parental Rights: Maryland Procedural Safeguards Notice

Students who receive modified assignments/assessments:

Special Education Teachers and/or IEP Case Managers would be responsible for helping teachers modify the work for SWDs. Teachers would have to send the assignments to IEP Case Managers at least 24 hours in advance during the school week for them to modify the work. If teachers send assignments that need modification over the weekend, they would modify the work within 24 hours after the school week has resumed. Example: A General Education teacher sends a test that requires modifications after school hours on a Friday-Sunday, Special Education teachers will have to complete the modifications and send or upload it to the Google classroom by Tuesday to the teacher.

Educating English Language Learners

The SEED School of Maryland does not have a significant sample for this subgroup to be reported via the Maryland State Report Card. However, we have one student who is being provided necessary support and services via our Student Support Team in partnership with the Maryland State Department of Education.

Educating Homeless Students

Student safety and well - being is our greatest concern. SEED MD is a Community Eligibility Provision School District. When the school building is open, our students are served breakfast, lunch and dinner. Once the federal government P + EBT regulation is passed, families will be eligible to receive $105 per month in supplemental funding for each SEED MD student in their household.

In the interim, SEED Maryland has provided food and home learning resources for all families.

https://www.seedschoolmd.org/resources

Generally, our CoL blueprint provides several academic safety nets for all children, including our students who are homeless.

- Outreach and support from certified counselors who are members of our Student Support and Student Life Teams
- Morning meeting that focuses on clarifying learning pathways and social - emotional learning and supports
- Extended deadlines for submitting tasks
- Teacher recorded models of how to engage with major content and demonstrate mastery
- Teacher live instruction with clear learning goals, modeling, checks for understanding, guided practice and specific feedback
- Grade - level team meeting focus on students of concern with follow - up calls to families
- Teacher leader liaison designated to support families with navigating our virtual learning platforms, including using Guardian to monitor the status of student completion of work and progress

MSDE Homeless Education Assistance

    Homeless Education Collaboration Fact Sheet

    COMAR - McKinney-Vento Homeless Assistance Act (full text)

    McKinney-Vento Homeless Assistance Act (full text)

    Homeless Education Contacts by Local School System

    McKinney-Vento Homeless Assistance Act and Collaboration

    RFR - Education for Homeless Children and Youth Act

Educating Gifted and Talented Students

Title I dollars have been allocated to help SEED MD reinvent its approach to identifying and educating gifted and talented students. During the summer of 2020, we will be using several MSDE approved assessments to screen students. Once the screening has taken place, the following will occur:

- Creation of a guiding coalition (extension of ILT) to analyze the data and design core and extended learning opportunities for identified students
- Brokering a collaboration with Roland Park Elementary School to learn best practices and potential roadblocks
- Partnering with the Johns Hopkins University Center for Talented Youth to launch *Prodigy,* an afterschool program for identified students (focus on social entrepreneurship, equity and access for underserved students)
- Partnering with MSDE to design a GATE PD plan for all teachers and the Professional Development Specialist (focus on integrating GATE in the daily learning core)

Educating Students with Academic Needs

Title I dollars have been allocated to provide extended summer learning opportunities to meet the academic needs of our diverse learners. Moreover, our CoL plan included tiered synchronous and asynchronous instruction to continue to close the learning gap.

Moreover, the teams are analyzing student work and metrics (i -Ready, MAP, course exams) to create action plans to ensure academic needs are met during core instruction. Explicit Instruction, curriculum implementation, and authentic literacy are the heart of our School Improvement Plan (SIP). Professional conversations, teacher coaching, planning and instruction continue to focus on these priorities.

Component 6: Professional Learning Plan

Teacher Professional Learning Plan Rationale

We believe the following:

SEED MD Five Principles for Highly Effective Adult Learning

- Professional learning should happen in collaborative communities of practice guided by the highest professional state and national standards and gold-standard research.
- It is bolstered by ongoing job-embedded instructional coaching that has a direct impact on teacher growth and retention.
- It is a hybrid of self - directed learning and learning informed by consistent observations of practice, as well as an analysis of student work.
- It reinforces the School Improvement Plan identified priorities, goals and research - based strategies.
- Dramatic decreases in student learning and teaching gaps are the best evidence of a distinguished professional learning plan.

10 - Week Plan
March 30 - May 29

TIME	TASK	TALENT
March 30	Google Classroom PD Modules	Andrew Pham and SEED Saber Tron
April 6	Understanding and Feedback to COL	Hope O'Neil
April 13	Virtual Learning Promising Practices	Jennifer Gobrail Ki Eisha Jordan Bonnie Conyers
April 20	Collaborative Planning: Developing Student - Centered 5 - Week Action Plans Virtual Explicit Instruction Promising Practices	Instructional Coaches Data Coach Academic Content Leads Grade Level Team Leads Assistant Principals
April 27	Collaborative Planning: Developing Student - Centered 5- Week Action Plans Explicit Instruction Promising Practices Argumentative Writing Planning for Mastery (Eureka Math) SWD Education and Service Tracking	Instructional Coaches Data Coach Academic Content Leads Grade Level Team Leads Assistant Principals Directors
May 4	Collaborative Planning: Progress Monitoring and Re-engagement Explicit Instruction Promising Practices Argumentative Writing Planning for Mastery (Eureka Math)	Instructional Coaches Data Coach Academic Content Leads Grade Level Team Leads Assistant Principals
May 11	Collaborative Planning: Progress Monitoring and Re-engagement	Instructional Coaches Data Coach Academic Content Leads Grade Level Team Leads

| | Explicit Instruction Promising Practices

Argumentative Writing

Planning for Mastery (Eureka Math)

SWD Education and Service Tracking | Assistant Principals
Directors |
|---|---|---|
| May 18 | Explicit Instruction Promising Practices | Instructional Coaches
Data Coach
Academic Content Leads
Grade Level Team Leads
Assistant Principals |
| May 25 | Explicit Instruction Promising Practices

Virtual Learning Best Promising Practices Exhibition of Learning | Team Beta |

(n.b The Wednesday and Friday sessions are followed up with job - embedded coaching and additional learning in smaller communities of practice. Virtual learning platform PD is self - directed via Google Suite)

Progress Monitoring

- Interim assessments
- Student writing tasks
- Learning core checks for understanding
- Informal classroom observations and instructional rounds

Evaluation

- Teacher evaluation data
- EOY student growth data
- EOY summer learning data
- Culminating course understanding performances

Component 7: Student Resources

Online Instructional Resources

(Also documented in Component 5 and Component 1)

Resource	Description
Schoology	Personalized learning https://www.schoology.com/
Kahoot	game-based learning platform, used as educational technology in schools and other educational institutions.
Readworks	online resource of reading passages and lesson plans for students of all levels K-12 https://www.readworks.org/
Edulastic	platform for personalized formative assessment for K-12 students, teachers and school districts https://edulastic.com/
Nearpod	student engagement platform with ready-to-run interactive lessons for K-12 teachers https://nearpod.com/
Padlet	is an application to create an online bulletin board that you can **use to** display information for any topic https://padlet.com/
Assistment	is an online resource that allows you to insert the Eureka lessons (problem sets, class work, and exit tickets) into Google classrooms. https://new.assistments.org
i-Ready	is an interactive online learning environment designed to assess students and provide individualized instruction based on each student's unique needs. curriculumassociates.com

Digital Classroom Tools

- Google Classroom
- Microsoft Teams
- Edmodo
- Workbench

Communication Tools

- Google Hangouts
- Microsoft Skype
- Microsoft Yammer
- [Slack](#)-Best for team communication
- [Remind 101](#)
- [FlipGrid](#)

Presentation Software

- Google Slides
- Microsoft PowerPoint
- [Nearpod](#)- contact Mr. Pham for access

Screen Recording

- [Screencastify](#)

Individualized Learning

- [DuoLingo](#) -Foreign Language
- [Khan Academy](#)
- [Codecademy](#)
- [Edulastic](#)
- [ck12](#)

- [Epic!](#) - E-Library , includes audio books, quizzes, videos, tracks reading time
- IXL - www.IXL.com

Accommodations for SWD

- [Immersive Reader for Chrome Extension](#)

[Click here](#) for more free resources

Questions and/or Support needed beyond the classroom?

Academic Leader	Role	Email	Phone
Dr. Hope O'Neil	Director of Academics	honeil@seedschoolmd.org	(410) 458 - 4847
Mr. Thomas Fingado	MS Assistant Principal	tfingado@seedschoolmd.org	(443) 842- 8095
Dr. William Nolen	US Assistant Principal	wnolen@seedschoolmd.org	(667) 219 - 5802
Mrs. Patricia Richardson	Director of Special Education	prichardson@seedschoolmd.org	(443) 678 -2326
Mr. Andrew Pham	Director of CyberLab/Tech Help	apham@seedchoolmd.org	(410) 929-1880

Virtual Lesson Plan Template

Teacher Name:	Content/Grade:
Content Standard(s):	
Learning Goal:	
Task:	
Modeling:	
Assessment:	

Appendix B

FAPE (Free and Appropriate Public Education) for Students with Disabilities

Excerpt from OSERS (Federal Office of Special Education and Rehabilitative Services)

Question: Is an LEA required to continue to provide a free appropriate public education (FAPE) to students with disabilities during a school closure caused by a COVID-19 outbreak?

Answer: The IDEA, Section 504, and Title II of the ADA do not specifically address a situation in which elementary and secondary schools are closed for an extended period of time (generally more than 10 consecutive days) because of exceptional circumstances, such as an outbreak of a particular disease. If an LEA closes its schools to slow or stop the spread of COVID-19, and does not provide any educational services to the general student population, then an LEA would not be required to provide services to students with disabilities during that same period of time. Once school resumes, the LEA must make every effort to provide special education and related services to the child in accordance with the child's individualized education program (IEP) or, for students entitled to FAPE under Section 504, consistent with a plan developed to meet the requirements of Section 504. The Department understands there may be exceptional circumstances that could affect how a particular service is provided. … *If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504.*

(34 QUESTIONS AND ANSWERS ON PROVIDING SERVICES TO CHILDREN WITH DISABILITIES DURING A COVID-19 OUTBREAK 4 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

Appendix C

Re-evaluation/Evaluation Requirements for SWDs.

Excerpt from: March 16, 2020 Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students

If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504. For more information on providing services to students with disabilities during the coronavirus outbreak, see:

https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf

Appendix D

Attendance Tracking and Responsiveness

Please click here to review the SEED MD Attendance Protocol for Virtual Learning

https://docs.google.com/document/d/1YXF0rHP6GzfcjzaU5t

0vbqpzf5uDdA-2Zn7ONIRCU_Y/edit?ts=5e85102e

Appendix E
The SEED School of Maryland
CoL Program Evaluation: Goals, Questions and Data

S.M.A.R.T. Goal 1 (Implementation Study):

By April 14, all students will receive a device to access learning and use it to participate in synchronous and asynchronous learning.

Questions:

Students Who Went Home with Devices

1. How many students went home with devices?
2. How many of these students had access to the internet?
3. Who are these students?
4. How many of these students signed on and completed tasks the week of April 6?
5. Which students?
6. Were any subgroups more present and engaged than others as measured by attendance and task completion?
7. Which students have net access and devices and are not doing the work? Why?
8. How many families were contacted to promote attendance and engagement?

Students Who Went Home without Devices

1. Which students had devices by April 14?
2. If they did not have devices by April 14, why?
3. When did these students receive devices?
4. Once the devices were received, when did they begin to sign - in and complete tasks?
5. What is the attendance and engagement pattern for this group?
6. Are there students who never received devices as of 4/27/2020?
7. Are there students who do not have access to the internet as of 4/27/2020?
8. Which students have access and devices are not doing the work? Why?
9. How many families were contacted to promote attendance and engagement?
10. Were any subgroups more present and engaged as measured by attendance and task completion?

Data:

- Family survey

- IT and operation survey
- CoS report and anecdotes
- Laptop and hotspot distribution data
- Teacher and counselor survey
- Student Survey
- Classroom observations
- Teacher grade book and anecdotes
- Attendance tracking documents
- Student Support, Student Life and Academic phone logs

SMART Goal 2 (Outcome Evaluation):

Students who were on track for proficiency as measured by EOY MAP data (grades 6 -10) or teacher made standards -based pre -assessments (grades 11 -12) will be proficient on the selected core standards as measured by culminating end-of-course assessments.

Questions

1. Grades 6 -12, which students were on track for proficiency by March 13, 2020?
2. What were their individual results on the end-of- year culminating assessments in each course?
3. How did these results compare with students not on track?
4. What was the impact of our program on track for proficiency?
5. What was the impact of our program on students not on track for proficiency?
6. Were 5- week action plans implemented with fidelity?
7. Which teachers implemented 5 -week action plans with fidelity?
8. Were the results better for students of teachers who implemented their 5 - week action plans with fidelity?
9. Which action plans were exemplary?
10. Which action plans were developing?
11. Which action plans were poorly written?
12. What support was provided for writing and implementation of action plans?
13. How were the plans monitoring?
14. What was the evidence of ongoing effective feedback?
15. Did feedback improve work in the learning core?