

Continuity of Education Plan

School:	CAI Learning Academy
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Goal of Plan:

1. Provide uninterrupted learning opportunities for CAI Learning Academy students during an extended school closure.
 2. Provide a platform that allows flexible access to instruction for students.
 3. Effectively deliver new curriculum and standards using a distance learning format.
 4. Provide opportunities for students to engage with the faculty and staff in virtual meetings, small group instruction, one-on-one instruction, and office hours.
 5. Ensure each faculty member makes a good faith effort to deliver the curriculum as it is intended.
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Overview of Plan:

CAILA's intent is to provide our students with opportunities designed to meet individual needs and to ensure that every child has experiences that promote purposeful learning in the form of planned instruction in all academic areas.

We will develop our capacity to function as a professional learning community in a distance learning format to the best of our abilities, wherein best practices are explored and attempted to be put in place. CAILA's distance learning plan outlines an approach to maintaining instruction and learning using digital and online resources in the event of any extended period of remote learning or school closure.

In the event of an emergency, information regarding CAI Learning Academy's distance learning plans are communicated by the Director of Education and the Dean of Students. This document focuses on the distance learning platforms and approaches teachers will use to ensure the continuity of our students' education should an event cause a disruption in school operations.

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Expectations for Teaching and Learning:

Planned Instruction:

- New Standards
- Advancement of the Curriculum
- Students Evaluated on Completeness of Assignments
- Live / Recorded Videos

Parts of a lesson during Planned Instruction:

1. **Instruction:** Utilizing Nearpod, Google Classroom, YouTube, and/or Class Dojo, develop a short (no more than 20 minutes) presentation to deliver content that meets the selected standards. This presentation may include school approved video content, pictures that demonstrate a step by step process, visuals that teach the skill or topic, and independent practice.
2. **Independent Practice:** A few questions, problems, etc. that will help the teacher determine if a skill has been met. This should give the teacher a better understanding of where the student is, what problems they may be having and where, etc.
3. **Reinforce:** Provide an additional assignment outside of the Nearpod lesson that goes along with the skill taught. Examples include, grammar sheets, reading prompts, writing prompts, and science workbook pages. Feedback should be provided to all students.
4. **Lesson Extension:** If appropriate, provide students with a cross-curricular lesson extension.

Student Evaluation:

- Students will receive a “grade” of Complete or Incomplete for each activity and standard assigned.
- Students will maintain a reading log which shall include the following details: Book Title, Author, and Number of Minutes Read Per Day.

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Grade Level Workload Requirements:

SUBJECT	WORKLOAD					
	K	1ST	2ND	3RD	4TH	5TH
VoWac	20 Mins/Day	30 Mins/Day	30 Mins/Day	30 Mins/Day	30 Mins/Day	N/A
Grammar	20 Mins/Day	20 Mins/Day	20 Mins/Day	20 Mins/Day	20 Mins/Day	20 Mins/Day
Spelling	20 Mins/Day	20 Mins/Day	20 Mins/Day	20 Mins/Day	20 Mins/Day	20 Mins/Day
Reading	30 Mins/Day	30 Mins/Day	30 Mins/Day	60 Mins/Day	60 Mins/Day	60 Mins/Day
Writing	20 Mins/3 Days Per Week	20 Mins/3 Days Per Week	20 Mins/3 Days Per Week	20 Mins/Day	20 Mins/Day	30 Mins/Day
Reading Adaptive Software	20 Mins/Day	20 Mins/Day	20 Mins/Day	30 Mins/Day	30 Mins/Day	30 Mins/Day
Math	30 Mins/Day	30 Mins/Day	30 Mins/Day	30 Mins/Day	40 Mins/Day	40 Mins/Day
Math Adaptive Software	20 Mins/Day	20 Mins/Day	20 Mins/Day	30 Mins/Day	30 Mins/Day	30 Mins/Day
Science	20 Mins/2 Days Per Week	20 Mins/2 Days Per Week	20 Mins/2 Days Per Week	20 Mins/2 Days Per Week	20 Mins/Day	20 Mins/Day
Social Studies	20 Mins/2 Days Per Week	20 Mins/2 Days Per Week	20 Mins/2 Days Per Week	20 Mins/2 Days Per Week	20 Mins/Day	20 Mins/Day
Music	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week
Art	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week
Physical Education	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week	1 Activity Per Week

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Communication Tools and Strategies:

- All faculty will utilize Classroom Dojo to communicate with students and families on a daily basis.
 - Update letters from CAILA's administration will be posted on Class Dojo as well as emailed to all families to communicate updates to the school's education plan.
- Students in grades 2nd through 5th will have Google email account access.
- Teachers in grades 2nd through 5th may utilize Google Classroom in addition to Classroom Dojo and Nearpod to post lessons and track assignments.
- Teacher Office Hours:
 - All faculty will hold daily office hours (Monday through Friday) via Google Meet.
 - A schedule will be posted for students and families on Classroom Dojo.
- Grade Level Team Meetings will occur every Friday from 11:30am - 1:30pm.
- Faculty Meetings will occur bi-monthly via Google Meet.
- Administrative Team meetings will occur weekly via Google Meet.

Access (Devices, Platforms, Handouts):

- Students/families surveyed for Internet access and devices.
- All students have internet access.
- All students are assigned a CAILA iPad that minimally allows them access to the following programs:
 - [Classroom Dojo](#) - Class Dojo is an online behavior management system intended to foster positive student behaviors and classroom culture. Teachers use Class Dojo to strengthen lines of communication between school and home. During distance learning, teachers are able to send direct messages to families, share lessons or announcements, and assign classwork to students. Class Dojo is fully accessible on computers, tablets, and smartphones.
 - [DreamBox Learning](#) - DreamBox is a standards-based K - 8 adaptive math program. Designed to supplement core curriculum, DreamBox dynamically adapts to the student, providing personalized instruction.

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- ❑ [Google Classroom](#) - Google Classroom is a collaboration application for teachers and students in which teachers can create an online learning environment. In this environment, teachers can develop and assign lessons, communicate with students, and monitor students' progress.
- ❑ [Google Meet](#) - Google Meet is a video conferencing application which links remote teachers and students together for real-time interaction. Using this integration, educators can create a unique Meet link for each class, which can then be displayed on Class Dojo or in Google Classroom. The link acts as a dedicated meeting space for each class, making it easy for both teachers and students to join.
- ❑ [Imagination Station](#) - Imagination Station (Istation) is a standards-based PreK - 8 adaptive reading and math program. Designed to supplement core curriculum, Istation dynamically adapts to the student, providing personalized instruction in both reading and math.
- ❑ [Lexia Core 5](#) - Lexia Core 5 is a standards-based PreK - 5 adaptive reading program. Designed to supplement core curriculum, Lexia dynamically adapts to the student, providing personalized instruction in reading.
- ❑ [Nearpod](#) - Nearpod is a student engagement platform that allows teachers to create presentations that can contain quizzes, polls, videos, images, drawing-boards, and web content. Teachers can also access a database of over 7,000 K - 12 standards-aligned lessons that can be adapted and tailored to the needs of a specific grade level or skill group.

Staff General Expectations:

- ❑ Communicate with parents, as necessary (ex. Class Dojo, email, phone, office hours).
- ❑ Communicate with students, daily (ex. Class Dojo, email, office hours).
- ❑ Be available online or by phone during scheduled office hours.
- ❑ Virtually attend weekly meetings with Team / Support Staff / Admin as scheduled.
- ❑ Share lessons and activities on Class Dojo no later than 9am every day, Monday through Friday.
- ❑ Keep accurate records of student participation and assignment completion.
- ❑ Communicate students' daily lesson completion via weekly parent reports.

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Student Expectations:

- View all daily videos / lesson presentations and complete all assignments in ELA, Math, Science, and Social Studies based on grade level requirements.
- View and participate in weekly Music, Art, and Physical Education videos and presentations.
- Complete assigned reading and math adaptive software programs each day based on grade level requirements.
- Participate in teacher / staff virtual office hours via Google Meet to ask questions about lesson requirements and assignments.
- Be responsible for independent learning and maintaining a positive growth mindset.
- Complete all assignments with academic honesty and integrity.
- Advocate for yourself and communicate with your teachers if you require additional support to complete assignments.
- Comply with all CAILA iPad and internet usage policies.
- Make an effort to complete all assignments by Friday at 3:00 pm, which will serve as evidence of completion.

Attendance/Accountability:

- Students are considered in attendance if there is evidence (student has logged into Nearpod and viewed the lesson, student has submitted all required assignments, etc.) that they are participating in the delivered instruction and learning activities.
- Students demonstrate meaningful participation by completing the work assigned by each teacher's established due dates.
- Teachers / staff will keep a daily record of student participation in lessons as well as assignment completion via Google Sheets.
 - This method will allow staff to track each student's attendance each day as well as provide weekly parent reports regarding students' participation and assignment completion.
- Emails will be sent by school administration to the families of those students who consistently fail to participate in lessons and complete assignments to remind them of expectations.
- If a teacher receives communication from a parent that a student is ill and unable to participate in the daily lessons and assignments, they should contact administration to report the absence and note the absence on the attendance / participation spreadsheet.

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Good Faith Efforts for Access and Equity for All Students:

- Create and distribute a Continuity of Education Plan.
 - Create teacher specific guidelines for implementing the Continuity of Education plan.
 - Support faculty, students, and parents as we shift to a virtual learning environment.
 - Create and distribute a survey to identify which families have access to the internet and a device.
 - Students without access to the internet will be provided paper learning packets.
 - Guide teachers in evaluating a virtual lesson from the students' point of view.
 - Teachers provide opportunities for students to ask questions privately via email, Class Dojo, or Google Meet.
 - Teachers provide ALL students with feedback during lessons and on their assignments.
 - Teachers will track student engagement and participation.
 - Teachers will differentiate instruction when necessary.
 - Teachers will provide weekly progress reports to all parents.
 - Administration and teachers will communicate with students and families who are not utilizing Google Meets and Class Dojo via telephone.
 - Additional accommodations, extensions, and/or exemptions from assignments will be provided to families who are directly impacted by COVID-19.
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Special Education Supports:

- CAILA support staff members will collaborate with classroom teachers and develop modified lessons to best meet the needs of students with IEPs and 504 Plans.
 - Support staff members will provide one-on-one and small group touch point meetings via Google Meet to provide these students with real-time instruction as well as to clarify expectations and answer questions.
- Teachers will provide additional time to complete lessons and assignments.
- When needed, teachers will provide alternative materials / assignments / assessments based on the needs of students with IEP and 504 Plans.
- The use of adaptive software programs will provide students with the opportunity to receive remediation / enrichment in skills as the programs adapt to students' specific needs.
- CAILA administration will maintain contact with the special education department in the local sending school districts to ensure IEP and 504 Plans are finalized and that all necessary IEP and 504 Plan meetings are held.

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Other Education Supports:

- ❑ Other education supports will be provided virtually by Carbon Lehigh IU 21.
 - ❑ Speech instruction via Zoom meetings will be held for individual students who require speech services. These meetings will be scheduled and conducted by the Speech & Language teacher assigned to CAILA by CLIU 21.
 - ❑ CLIU 21's guidance counseling team has launched a website for families and students entitled "[The School Counselor's Corner](#)". It is filled with links, articles, apps, games, videos, strategies, etc. for families to navigate during the extended school closure. This serves as a great resource for families to get helpful information if they are struggling with many different needs during this shut down, such as educational tools, anxiety strategies, activity ideas, hotlines, food and clothing, interest access, and much more.
 - ❑ Contact information for the Guidance Counselor assigned to CAILA by CLIU 21 will be made available for families of students feeling anxious or distraught.

EL Supports:

- ❑ CAILA will use Class Dojo as our main communication tool with families. Class Dojo allows all messages and posts to be translated for English Learners and their families so they can easily access and understand lesson / assignment directions.
- ❑ Any additional communication sent by CAILA via email will be translated and provided to the families of English Learners.
- ❑ When needed, teachers will provide alternative materials, assignments, and assessments based on the needs of EL students.
- ❑ Teachers and administrators will engage English Learners and their families in live meetings via Google Meet to ensure students are able to properly access lesson content and software programs as well as to clarify assignment directions. This will be on-going as we provide an outlet for discussion and support.

Gifted Education:

- ❑ The use of adaptive software programs provides advanced and gifted students with the opportunity to receive enrichment as the programs adapt to students' specific needs and allow them to work at their own pace.
- ❑ Advanced and gifted students will be provided with additional enrichment and independent study

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opportunities as needed.

- ❑ One-on-one and small group touch point meetings will be held with teachers via Google Meet to provide these students with real-time instruction as well as to clarify expectations and answer questions.

Building/Grade Level Contacts:

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Resource Links:

Brightly	https://www.readbrightly.com/
Calm	https://www.calm.com/blog/take-a-deep-breath?utm_source=lifecycle&utm_medium=email&utm_campaign=difficult_times_nonsubs_031720
Common Sense Media	https://wideopenschool.org/?j=7723549&sfmc_sub=171366682&l=2048712_HTML&u=144169163&mid=6409703&jb=1569&utm_source=WOS_announcement_20200331&utm_medium=email
DaVinci Science Center	https://www.davincisciencecenter.org/science-at-home/
Discovery Education	https://www.discoveryeducation.com/
Dreambox Learning	https://www.dreambox.com/
Epic	https://www.getepic.com/educators
Flocabulary	https://www.flocabulary.com/
FOSS	https://www.fossweb.com/
HMH Think Central	https://www-k6.thinkcentral.com/ePC/start.do

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HMH Ed: Your Friend in Learning	https://www.hmhco.com/one/login/?state=https%3A%2F%2Fwww.hmhco.com%2Fone%2F%23%2F
Imagination Station	https://www.istation.com/
Khan Academy	https://www.khanacademy.org/
Leader in Me	https://www.leaderinme.org/family-resources/
Lexia Core 5	https://www.lexiacore5.com/register
McGraw Hill	https://my.mheducation.com/login?logout=true
Music Play Patrol	https://www.facebook.com/musicplaypatrol/
Mystery Science	https://mysteryscience.com/
National Geographic Kids	https://kids.nationalgeographic.com/
PBS Lehigh Valley Learns	https://www.wlv.org/education/distance-learning/lehigh-valley-learns/
Pearson Realize	https://www.pearsonrealize.com/index.html#/
Push the Rock	https://www.youtube.com/watch?v=M8oBq0KHCmk&t=3s
ReadBird Language Arts and Writing	https://www.mheducation.com/prek-12/explore/redbird/language-arts-writing.html
ReadBird Math	https://www.mheducation.com/prek-12/explore/redbird/redbird-mathematics.html
Read Works	https://www.readworks.org/
Scholastic	https://www.scholastic.com/home/
Studies Weekly	https://www.studiesweekly.com/
Vocabulary Spelling City	https://www.spellingcity.com/
Wide Open School (Common Sense Media)	https://wideopenschool.org/