



Continuity of Instruction Plan

Deep Roots Charter School

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Goal of Plan

Academic success at DRCS requires partnership between students, parents, teachers, and school leaders. DRCS believes in the importance of working together to make a positive impact on the academic and social growth of every child. As we continue to navigate the implications of COVID-19 related school closures it is even more important that we come together to provide opportunities for students to engage in academic learning. By continuing to engage in learning during school closure, Deep Roots families and staff will set students up for longer term success and mitigate the impacts of potential learning loss once schools reopen. Goals for remote learning at DRCS are aligned to current guidance from Federal, State, and Local leadership. As the timeline for COVID-19 related closures continues to shift, and as additional guidance is made available from the Federal, State, and local levels, these goals and plans may need to evolve:

- Provide opportunities for Enrichment and Review for all DRCS students
- Mitigate “learning loss” for content taught prior to closure
- Provide opportunities for students to practice foundational learning skills that support instruction across all grades and subjects
- Provide opportunities for students to continue to engage with therapeutic and academic supports aligned to their IEPs, Behavior Support Plans, and/or Mental Health care plans

May 2020 Update:

Following updated guidance from the Pennsylvania Department of Education, DRCS continuity of education plan has been updated to include expectations for teachers facilitating weekly planned instruction.

Overview of Plan

Since Statewide closure was announced on March 13, later extended through the end of April, and again through the end of the school year, Deep Roots Charter School has been executing a “two-phased” approach to providing a continuity of instruction to students.

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| Phase 1 | March 13 | DRCS closes to allow teachers to generate 2-3 weeks of print content for students to work remotely. |
| | March 16 -March 17 | Packet distribution days at DRCS |
| | March 18-April 3 | Teachers facilitate remote learning using primarily print content. Print content supplemented with technology based resources for those families that are able to access. |
| | April 6-April 10 | Student "Spring Break" & Teachers/staff prepare for pivot to Phase II of remote learning |
| Phase 2 | April 7 & April 9 | Device distribution days at DRCS |
| | April 13-End of School Year | Phase II remote learning launched using online SeeSaw classrooms |

May 2020 Update

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| Phase 3 | May 11-End of School Year | Phase III remote learning (Planned Instruction) launched using SeeSaw classrooms |
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Expectations for Teaching & Learning

Expectations for teaching and learning have been tiered out based on student age. Teachers are expected to upload lesson content to SeeSaw classrooms by 4:00pm each Sunday evening and provide enough content for students to engage over the duration of the week. Uploads should be differentiated based on student levels and any subgroup classifications.

Students are able to work through lessons at their own pace, although teachers have provided parents with a suggested schedule in order to support learners. Suggested daily schedules, differentiated by student age, are below.

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| Grades K-2 Remote Learning | 30-45 minutes/day | <ul style="list-style-type: none"> ● Literacy Work |
| | 30-45 minutes/day | <ul style="list-style-type: none"> ● Mathematics |
| | 30-45 minutes/day | <ul style="list-style-type: none"> ● Enrichment Learning <ul style="list-style-type: none"> ○ Includes: Art, Physical Education, Science, Social Studies, Social-Emotional Learning/Community Circle |
| | 30 - 45 minutes/day | <ul style="list-style-type: none"> ● Independent Reading |
| | Flex Learning | <ul style="list-style-type: none"> ● Board games and challenges with math/strategy/critical thinking ● Puzzles ● Designing and building structures with blocks or other available materials ● Art projects with available materials ● Exercise and outdoor time |

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| Grades 3-5 Remote Learning | 45-60 minutes/day | <ul style="list-style-type: none"> ● Literacy Work |
| | 45 - 60 minutes/day | <ul style="list-style-type: none"> ● Math |
| | 45 minutes/day | <ul style="list-style-type: none"> ● Independent Reading |
| | 45-60 minutes/day | <ul style="list-style-type: none"> ● Enrichment Learning <ul style="list-style-type: none"> ○ Includes: Art, Physical Education, Science, Social Studies, Social-Emotional Learning/Community Circle |
| | Flex Learning | <ul style="list-style-type: none"> ● Board games and challenges with math/strategy/critical thinking ● Puzzles ● Designing and building structures with blocks or other available materials ● Art Projects with available materials ● Exercise or Outdoor time |

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| DRCS Full Time Special Education Placement | 25-30 minutes/day | <ul style="list-style-type: none"> ● ELA Assignments/Culture or Art/ PE assignment per day |
| | 25-30 minutes/day | <ul style="list-style-type: none"> ● Math/Life Skills assignment per day |
| | 25-30 minutes/day | <ul style="list-style-type: none"> ● Phonics Assignments 3 days per week |
| | Flex Learning | <ul style="list-style-type: none"> ● Board games and challenges with math/strategy/critical thinking ● Puzzles ● Designing and building structures with blocks or other available materials ● Art Projects with available materials ● Exercise or Outdoor time |

May 2020 Update

Following the updated guidance from PDE, expectations for DRCS instruction have evolved to the following:

- Teachers will provide planned instruction of content through recorded/uploaded video at least once per week for each subject area.

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| Grades K-2 Remote Learning | Enrichment & Review | <ul style="list-style-type: none"> ● 4 30-45 minute ELA assignments (spiraled review or enrichment) ● 4 30-45 minute Math assignments (spiraled review or enrichment) ● 30 minutes of independent reading / day ● 30-45 minutes of Art assignments / week ● 30-45 minutes of PE assignments / week ● 30-45 minutes of Culture assignments / week |
| | Planned Instruction | <ul style="list-style-type: none"> ● 1 ELA (Guided Reading) Planned Instruction Assignment ● 1 Math Planned Instruction Assignment ● 1 Science Planned Instruction Assignment ● 1 Social Studies Planned Instruction Assignment |

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| Grades 3-5 Remote Learning | Enrichment & Review | <ul style="list-style-type: none"> ● 4 45-60 minute ELA assignments (spiraled review or enrichment) ● 4 45-60 minute Math assignments (spiraled review or enrichment) ● 45 minutes of independent reading / day ● 45-60 minutes of Art assignments / week ● 45-60 minutes of PE assignments / week ● 45-60 minutes of Culture assignments / week |
| | Planned Instruction | <ul style="list-style-type: none"> ● 1 ELA Planned Instruction Assignment ● 1 Math Planned Instruction Assignment ● 1 Science Planned Instruction Assignment ● 1 Social Studies Planned Instruction Assignment |

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| DRCS Full Time Special Education Placement | Enrichment & Review | <ul style="list-style-type: none"> ● 2 25-30 minute ELA assignments ● 2 25-30 minute Phonics assignments ● 2 25-30 minutes Math assignments ● Two 25-30 minutes of Life Skill assignments/ week ● One 25-30 minutes of Culture assignments/ week ● 30-45 minutes of Art/PE/Week |
| | Planned Instruction | <ul style="list-style-type: none"> ● 1 ELA Planned Instruction Assignment ● 1 Phonics Planned Instruction Assignment ● 1 Math Planned Instruction Assignment |

Communication Tools and Strategies

Teachers are expected to schedule one on one check ins with each student every other day for 15-30 minutes and track notes about their conversations. A suggested agenda is provided below, but will be tailored to be grade/age appropriate and aligned to completed work.

Teachers will engage with all students through whatever virtual systems (i.e. SeeSaw, Zoom, FaceTime, ClassDojo, etc.) have worked best for families and may need to individualize approach. SeeSaw also provides a one-stop platform for all instruction to flow and gives teachers the ability to record instruction or feedback and students have the opportunity to record themselves solving problems. SeeSaw also allows for peer to peer support and interactions.

| Example Student- Teacher Check In Agenda <i>ELA (K-5)</i> | |
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| 3 min | Check In on the Basics <ul style="list-style-type: none"> ● Does the student/family have what they need? |
| 3-5 min | I-Ready Check <ul style="list-style-type: none"> ● This is either: |

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| | <ul style="list-style-type: none"> ○ I saw you did all of your I-Ready work- that is great! Keep it up, it will keep your skills fresh between now and when we go back to school. ○ OR- I saw you didn't complete X, Y, Z- it is important to complete all of your assignments so you don't forget all of the hard work you have put in this year. <ul style="list-style-type: none"> ■ What got in the way of you completing this? ■ Is there something else you need? |
| 10-15 | <p>EduLastic Quiz Check In</p> <ul style="list-style-type: none"> ● Can you tell me what the Main Idea was for each passage that you read? <ul style="list-style-type: none"> ○ Feedback as necessary ● Select one or two problems that the student struggled with and ask: <ul style="list-style-type: none"> ○ What is this question asking you and what does this mean you need to do? ○ What answer did you write down in your own words for this question? ○ What was the evidence that you cited to support your answer? ○ Which two answer choices did you get it down to? ○ Depending on what the misconception was, do some coaching. For example: <ul style="list-style-type: none"> ■ I can see that you didn't fully invest in the question. Every time you get to a question stop and ask yourself: what is this question asking me and what does that mean I need to do? |
| 3 min | <p>Stamp Next Steps</p> <ul style="list-style-type: none"> ● Ask: What are you going to do every time you come to a passage? ● I will talk to you tomorrow at X time? <ul style="list-style-type: none"> ○ You will have done the following _____ |

In addition to 1:1 check ins, Deep Roots staff continue to utilize regular email and robocall communication, social media postings, and Website postings (housed in the Deep Roots Covid-19 page: <https://deeprootscs.org/covid-19/>) in order to communicate up to date information with families.

May 2020 Update

With the shift to including Planned Instruction, teacher communication has evolved in order to not only include 1:1 check ins, but to also include data driven small group check ins and office hours in order to reinforce content.

Access (Devices, Platforms, Handouts)

Initial instruction occurred through print materials generated and distributed prior to long term closure announcements. Print content for all grades is accessible here: <https://deeprootscs.org/uncategorized/student-packets/>

As the closure has extended, DRCS has pivoted towards a tech based platform for teachers to house and students to access all learning content. SeeSaw Classrooms will serve as DRCS long-term e-learning educational platform for all grades K-5. Additional e-learning platforms will supplement SeeSaw for students that receive specialized service supports. SeeSaw has a bank of resources for teachers to use and all resources are able to be differentiated/individualized for students. SeeSaw provides a one-stop platform for all instruction to flow through and teachers have the ability to record instruction, students have the opportunity to record themselves solving problems, and it allows for peer to peer support through the platform. SeeSaw also

provides opportunities for the Culture team and Enrichment teams to be more involved with students on a weekly basis.

Staff General Expectations

Expectations for all staff during extended closure are outlined below.

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| Instructional Leaders | <ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Support faculty and students/families shifting to a distance learning environment ● Help teachers implement Home Learning Programs ● Work in partnership with the School Operations team to communicate with and support DRCS Staff and Families through Home Learning Programs |
| Grade Level Teachers | <ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design distance learning experiences for your students ● Use school curriculum and resources (ex. Seesaw, Zoom, etc.) to communicate and deliver content ● Make sure parents are aware which online resources students will access ● Communicate with students and families regularly ● Provide timely feedback on work completion |
| Special Education Teachers | <ul style="list-style-type: none"> ● Consult regularly with the subject or classroom teachers who teach the students on your caseload. ● Communicate regularly with students on your caseload and/or their parents ● Provide supplemental learning activities for students on your caseload ● Provide Research based interventions for students ● Communicate regularly with related service providers ● Document time supporting students |
| Enrichment Teachers & Culture Team | <ul style="list-style-type: none"> ● Develop a bank of activities being mindful of the resources families may or may not have in their home. ● Communicate with students/families who reach out for assistance ● Communicate to families the sites/resources you will be using ● Facilitate opportunities for student to student and student to staff interactions and fun ● Support classroom teachers in connecting with students when unable to reach |
| Social Workers | <ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in need of supports ● Provide resources for students and families to support them while they are away from school |

Student & Family Expectations

Expectations for students and families during extended closure are outlined below.

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| Students | <ul style="list-style-type: none"> ● Be attentive to online assignments and complete to the best of your ability ● Talk to families about what you are learning, and ask questions as needed ● Work to follow Home Learning Schedule ● Communicate with teachers during scheduled calls and through Seesaw ● Read, Read, Read! |
| Families | Provide support for your children by: |

- Establishing routines, a daily schedule, and expectations that support home learning
- Setting up a physical space for your child to complete work
- Monitoring and responding to communication from your child's teachers
- Taking an active role in helping your child process his/her learning
- Encouraging physical activity and/or exercise
- Encourage students to read independently and follow their home learning schedule

Attendance/Grading & Accountability

Deep Roots Charter School considered the following guiding questions when determining how to manage attendance, grading, and accountability for student work and learning during the extended closure:

- To what extent do we use technology to deliver instruction during a standard school day?
 - *Prior to closure, students spent 20-30 minutes per day working on a device. The extent of their work was on the iReady platform.*
- To what extent are our students able to work unassisted on home assignments?
 - *As a K-5 school, the vast majority of students are too young to work unassisted.*
- How many families had access to devices prior to closure? How many devices did DRCS have to distribute to ensure at least one device per home?
 - *In order to reach a baseline of 1 device per home, DRCS staff had to distribute 100 Chromebooks and support nearly 20 families with accessing Comcast Internet Essentials package. Even after distributing those devices, many siblings within the same family will need to share devices until additional devices are procured (timeline TBD).*
- To what extent was the online learning platform (SeeSaw Classrooms) embedded in instruction prior to closure?
 - *SeeSaw classroom was not used at all prior to closure.*

In reflecting on these questions, Deep Roots Charter School wants to avoid further exacerbating inequities in accessing online learning and further taxing families struggling through closure related realities. As a result, Deep Roots is not formally grading or recording attendance during the closure. Instead Deep Roots staff are using the SeeSaw platform to **track work completion and engagement in planned phone calls** and to **follow up** with families about their student's academic participation and socialization. These ongoing conversations and feedback will help to increase and encourage ongoing participation while also giving families flexibility to navigate non-academic and non-school challenges. Teachers will create a weekly record of all assignments assigned to a student and a summary of all completed assignments. These records will be maintained and used to inform SY20-21/reopening planning.

Good Faith Efforts for Access and Equity for All Students

Through each phase of remote learning, DRCS has utilized a number of strategies to ensure that all students were able to access content and participate in opportunities for continued learning. A summary of these phases is below.

| Phase | Summary of Actions |
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| Phase 1: Print Material Based Learning | <ul style="list-style-type: none"> ● Print material made available online and in person ● Hosted two pick up days for parents able to pick up in person. |

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| | <ul style="list-style-type: none"> • Varied in person pick up time hours (ie: a.m and p.m. hours) for working families. • For families that could not pick up in person, but with whom staff made contact: Utilized volunteers to drop packets off at homes. • For families that staff were unable to make contact: Mailed packets to home addresses. • Provided print & technology based options • Provided differentiated print instructional materials aligned to IEP requirements and ELL status including related services. • Require classroom teachers/case managers to contact families 2x per week to share feedback on and encourage ongoing participation in print and technology based learning opportunities • Required case managers to collect current student data for each student receiving IEP or ELL services in the following areas: academic, behavior, parent and teacher input. • Students receiving ELL supports were provided with a paper based response journal. |
| Phase 2: Device Based Learning | <ul style="list-style-type: none"> • Surveyed families to better understand number of devices and access to internet in homes • Provided guidance and support to families to enroll in Comcast Internet Essentials program. • Transitioned to an online platform (SeeSaw) that allows for differentiation aligned to IEP services and ELL status. • Implemented virtual related services, research based math reading, and writing online programs, and social worker hotline. • Hosted Virtual IEP meetings to generate an amendment for each student receiving special education services through a 504 or IEP. • Sent Special Education Good Faith statement to families. Posted Goot Faith statement on DRCS website. • Scheduled/held virtual IEP meetings for any student that qualifies for an annual update prior to June 19, 2020. • Held Re-Evaluation team meetings on a student by student basis to determine next step based on individual student need. • Required classroom teachers to continue to contact families 2x per week to share feedback on and encourage ongoing participation in technology based learning opportunities <p><i>Device Distribution Phase #1 Goal:</i> Ensure that each DRCS home has at least one device able to access SeeSaw. This approach required families with multiple siblings/students working from parents' device to share.</p> <ul style="list-style-type: none"> • Distributed roughly 100 available devices to DRCS families prior to the start of SeeSaw based learning • Provided multiple opportunities for families to pick up devices <p><i>Device Phase #2 Goal:</i> Provide additional devices to families with multiple siblings or parents utilizing work devices for student learning.</p> <ul style="list-style-type: none"> • 120 additional devices donated through Philadelphia Schools Partnership (PSP) Grant. |

Special Education Programing Supports

Deep Roots Charter School is committed to making a good faith effort to provide continuity of education, planned instruction, appropriate, and reasonable services for students while our school districts are closed due to COVID-19. During an extended closure of a school (10 or more consecutive days) due to the COVID-19 health emergency, Deep Roots Charter School will continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

Students will participate in distance learning at home. DRCS will provide learning opportunities for students to complete at home with a parent, guardian, or cohabitant. Students will participate in the general education curriculum using SeeSaw and have meaningful interactions with peers through assigned and optional virtual classroom meetings set up by general education teachers. Students will have access to differentiated online curriculum per their IEP at home and technology/ internet resources in order to complete the assigned curriculum.

During an extended school building closure DRCS will provide the following services:

| Academic Area | Type of Support |
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| Lesson Differentiation Support | <ul style="list-style-type: none"> ● Itinerant Academic Support: Case Manager consult with General Education Teacher to assign See Saw Lessons ● Supplemental Academic Support: Case Manager to provide lesson differentiation by assigning lessons to See Saw ● Full Time Life Skills/Autism/Academic Support: Special Education Teacher to provide lesson differentiation. |
| Research Based Reading Intervention | <ul style="list-style-type: none"> ● Lexia |
| Research Based Math Intervention | <ul style="list-style-type: none"> ● Freckle |
| Research Based Writing/typing intervention | <ul style="list-style-type: none"> ● Quill |
| Emotional Support | <ul style="list-style-type: none"> ● Weekly parent consult phone calls with case manager, Director of Specialized Services, or school Psychologist, |
| Life Skills | <ul style="list-style-type: none"> ● Instructional videos, student readings with visual supports, and one on one phone calls to support students with household chores, basic hygiene (brushing teeth, deodorant use, etc) and prepping basic meals. |
| Positive Behavior Support Plan | <ul style="list-style-type: none"> ● Resources provided on how to set up a schedule and incentive system within the home. ● Weekly parent consult phone calls with case managers or director of specialized services, school Psychologist, |
| Speech and Language | <ul style="list-style-type: none"> ● 1 on 1 virtual sessions- no small group zoom |
| OT | <ul style="list-style-type: none"> ● 1 on 1 virtual sessions- no small group zoom |

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| Counseling | <ul style="list-style-type: none"> ● 1 on 1 virtual sessions- no small group zoom |
| Social Work Hotline | <ul style="list-style-type: none"> ● A hotline will be set up to support families with direct contact to the school social worker from 8am-4pm Monday through Friday |

Each student receiving special education services through a 504 plan or an IEP must have an amendment created virtually to reflect the current crisis and the distance learning supports being provided by DRCS. Each amendment is signed by all members of the multidisciplinary team virtually. Re-Evaluations, Initial Evaluations, and parent requests for evaluations will be evaluated on a student by student basis and next steps will be determined by the IEP team including the parent.

Upon the reopening of the school building, IEP meetings will occur within 45 days for each identified student. Data will be collected for all students that receive specialized services and compared to the data that was collected during the first two weeks of the closure. IEP team members will evaluate each student's skill regression in the areas of academics, behavior, and related services and determine if additional supports are needed.

Students receiving special education services will participate in all asynchronous learning except for students receiving gifted support. Gifted support classes are being offered based on the area of giftedness and the minutes listed in the student's GIEP. These classes are synchronous classes that students need to attend at the specified time by the qualified instructor. Students receiving gifted support will be participating in the general education curriculum with their peers using the SeeSaw platform.

ELL Supports

All students receiving ELL support are provided additional weekly educational opportunities in the areas of social language, writing, reading, and literacy through teacher created content on Flipgrid. Students will have assignments uploaded that often include "real-world" components to bring context to the language they are learning and provide opportunities for students to communicate with each other.

Students in grades 1-5 have access to WriteReader and Epic! Books accounts to supplement instruction. Kindergarten students and students with a lower writing proficiency have a paper based personal journal and can make their own books to communicate thoughts. Students with writing proficiency have paper based response journals that will serve as a "knowledge journal/notice and wonder" book. Our goal for this response journal component is to support our students with ELL services to continue to work on the process of getting their thoughts onto "paper" clearly, and with correct grammar.

Building/Grade Level Contacts

- Grades K-6 Instruction--G. Logan, School Leader & CEO → lblyler@deeproootscs.org
- Special Education, ELL & Gifted Education--Lauren Prisco, Director of Specialized Supports → lprisco@deeproootscs.org
- General Questions--Ashley McGrath, Chief Operating Officer → amcgrath@deeproootscs.org

Resources

- Deep Roots Covid-19 Page: <https://deeproootscs.org/covid-19/>

- SeeSaw Learning: <https://web.seesaw.me/>
- iReady: <https://login.i-ready.com/>
- Edulastic: <https://app.edulastic.com/login#login>
- EngageNY (www.engageny.org)
- DCPS (<https://dcps.instructure.com/courses/179580/pages/learners>)
- Lexia:<https://www.lexialearning.com/why-lexia/research-proven>
- Freckle:<https://www.freckle.com/research/>
- Great Minds
(https://gm.greatminds.org/en-us/knowledgeonthego?utm_campaign=Knowledge%20for%20All%20%7C%20Coronavirus%202020&utm_medium=email&_hsenc=p2ANqtz--tKM2vkn-1qWNTryHHjQM-SLjn8g8ZilPXrxny-1cjGliYExzFhf__W3wE9mjS_IUglai4r0fKcF9OfgU7mHLQjpF9Lw&_hsmi=84942936&utm_source=hs_email&utm_content=84942936&hsCtaTracking=e355cc47-a6b6-40cc-a675-a63a7c9d7f2b%7C73cb48cb-a66e-4e5c-8356-f675daeabd5e)